



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



ITQAN | اتقان

Taryam American Private School  
11th to 14th November 2024

Overall  
Effectiveness  
**GOOD**

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## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

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

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

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

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

### Judgements



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

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

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

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



## SCHOOL INFORMATION

School	School ID	156
	School location	Al Azra, Sharjah
	Establishment date	2014
	Language of instruction	English
	School Curriculum	American
	Accreditation body	COGNIA
	Examination Board	AP, College Board
	National Agenda Benchmark Tests/International Assessment	Measures of Academic Progress (MAP) Trends in International Mathematics and Science Study (TIMSS) Programme for International Student Assessment (PISA) Programme in International Reading Literacy Study (PIRLS) Test of Arabic Language Arts (TALA) International Benchmark Test (IBT)
Staff	Fee Range	AED 15,130 to AED 34,000
	Principal	Raed Subhi Abdalla
	Chair of board of governors	Omran Matar Taryam
	Total number of teachers	75
	Total number of teaching assistants	7
	Turnover rate	20% + 4% growth
Students	Teacher: student ratio	1:14
	Total number of students	986
	Total number of students per cycle/phase	Phase 1: 126 Phase 2: 160 Phase 3: 346 Phase 4: 354
	Pre-KG: number and gender	Boys: 7      Girls: 13
	KG: number and gender	Boys: 53      Girls: 53
	Elementary: number and gender	Boys: 141      Girls: 119

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	Middle: number and gender	Boys: 183	Girls: 163
	High: number and gender	Boys: 189	Girls: 165
	Total number of Emirati students	540	
	Pre-KG: Emirati number and gender	Boys: 2	Girls: 8
	KG: Emirati number and gender	Boys: 22	Girls: 24
	Primary: Emirati number and gender	Boys: 72	Girls: 68
	Middle: Emirati number and gender	Boys: 94	Girls: 81
	High: Emirati number and gender	Boys: 81	Girls: 88
	Nationality groups (largest first)	1. Egypt (111) 2. Jordan (109)	
	Total number of students with special educational needs	22	



## PROGRESS JOURNEY

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

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 134 lesson observations, 54 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is good. This is the same as the previous review visit. The school has a recently appointed vice principal and the teaching staff across the school have remained very stable. The focus on a whole school approach to strategic planning has developed. Both the governing body and parents support the school through strong collaboration. All stakeholders remain focused on the key priorities. The school's improvement plan has led to a few improvements in a few subjects in the High phase. Students' performance in external assessments, TALA and MAP, has not shown any improvement so more work remains to be done. Students' attitudes to learning remain positive. The school has good procedures in place for the safeguarding and protection of all students. The school's learning environments and facilities are well maintained and support students' learning.

#### KEY AREAS OF STRENGTH:

- Students' good achievement across the school.
- The improvements in students' achievement in Arabic as a first language and science in High.
- The improvement in students' progress in Arabic as an additional language in Middle.
- Students' deep understanding of national and Islamic values.
- Students' positive work ethic and their involvement in innovation competitions and volunteering activities.
- The highly positive and committed support of the parents.

#### KEY AREAS FOR IMPROVEMENT:

- Students' achievement in Islamic Education in High and Arabic as an additional language in Elementary.
- Teachers' use of assessment data to inform lesson planning and the provision of learning activities.
- Teachers' use of assessment data to adapt the curriculum to more effectively meet the learning needs of all groups of students.
- The school's processes for the collection and analysis of a wide range of evidence to secure an accurate self-evaluation.

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## PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

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

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Islamic Education

- Students' achievement in Islamic Education is good overall. Lesson observations and students' work over time show good progress in KG, Elementary and Middle and acceptable progress in High. This does not match with the school's internal data which shows all students make outstanding progress across the school. There are no externally benchmarked assessments in Islamic Education.
- Internal assessments show attainment as outstanding. This is not borne out in lessons and by students' work. Here the majority of students across KG, Elementary and Middle attain above curriculum standards. Most students in High attain in line with curriculum standards.
- The majority of students in KG and Middle make better than expected progress. Most in High make expected progress. KG children are able to recite short verses from the Holy Qur'an and recall Qur'anic stories. In Elementary, students demonstrate knowledge of prominent Islamic figures who have played a role in serving Islam. In Middle, students demonstrate knowledge of the etiquettes Muslims follow when performing prayers for certain occasions. They are able to apply their learning to real-life practices. In High, students identify the objectives of Islamic legislation and the purposes behind applying Islamic rulings. They do not necessarily know the rationale and purpose behind these rules. Students' recitation skills are practised at school, though only by a minority of students and in certain classes.
- Overall, most groups of students make better than expected progress. The higher attaining students and those who are gifted and talented (G&T), do not make sufficient progress.

**Areas of Strength**

- Students' knowledge of renowned Islamic figures, their legacies and contributions to Islam in Elementary.
- Students' understanding of the values and the Prophetic guidance found in the Noble Hadeeth when performing prayers in Middle.

**Areas for Improvement**

- Students' understanding of the reasoning behind prescribed Islamic rules, laws and acts of worship and the reasons behind their regulations in High.
- Students' enhanced recitation skills across all classes, and their application of level appropriate Tajweed rules.



Arabic	<ul style="list-style-type: none"><li>Students' achievement in Arabic first language (AFL) is good and Arabic as a second language (ASL) is acceptable overall. The school's internal data shows that students in both AFL and ASL make outstanding progress across the phases. This does not match what is observed in lessons and in students' work over time. Here the majority of students in AFL in KG, Elementary and Middle and the large majority in High make better than expected progress. Most students in ASL make the expected progress in Elementary and the majority make better than the expected progress in Middle.</li><li>The school's internal data for both AFL and ASL shows that attainment is outstanding across the phases. This does not match the AFL TALA examination data which shows that students' attainment in Elementary, Middle and High is weak. There is no IBT data for 2023/24. The school has entered students to take the examination for this school year.</li><li>The majority of students in KG, Elementary and Middle, and the large majority in High make better than expected progress in AFL. Most students in Elementary make expected progress in ASL, whilst the majority of students in Middle make better than expected progress. Children in KG build on age-appropriate early literacy skills, such as recognising short and long letter-sounds, listen carefully and speak using an increasingly wide range of vocabulary. In Elementary and Middle, the majority of students in AFL develop their capability to accurately analyse short literary texts and employ more new vocabulary. In High, the large majority of AFL students analyse literary texts and express their ideas articulately. In ASL most students in Elementary, and the majority in Middle effectively use new vocabulary in short sentences and recognise prepositions in texts. Students' extended writing and systematic recording of learning in AFL and ASL are less well-developed.</li><li>The majority of groups of students in AFL and in Middle make better than the expected progress and most in ASL in Elementary make expected progress. Higher attaining students in both AFL and ASL are not sufficiently challenged. As a result, they do not make sufficient progress.</li></ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' analysis of texts and knowledge of literary themes and devices in all three upper phases in AFL.</li> <li>Students' confident speaking skills and engagement in discussions in AFL, especially in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' systematic approach to developing their extended writing skills and recording their learning.</li> <li>Students' ability to construct complex sentences using familiar words and incorporate them in daily conversations in ASL in Elementary and Middle.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Students' achievement in social studies is good overall in Elementary and Middle. In lessons and in their work over time, the majority of students make better than expected progress in both phases. This does not match with the school's internal data which shows that all students make outstanding progress.</li> <li>The school's internal data shows attainment as outstanding. This is not borne out in lessons and students' work where the majority of students attain above curriculum standards which is good. There is no external data for social studies.</li> <li>The majority of students make good progress overall in Elementary and Middle. In Elementary, students in Grade 4 recognise the events and figures that founded the unitary ideology in the UAE. A minority of students cannot explain the initial steps involved in forming the UAE union or naming the Trucial states that took part in the negotiations, including the states of Bahrain and Qatar. In Middle, students develop good knowledge in settlement geography and their understanding of the earth's landscapes and landforms, and how they relate to human interactions. A few students do not understand the full value of a country's natural resources in expanding its population or how to compare resources in the UAE with other countries around the world.</li> <li>Overall, most groups of students make better than expected progress. Higher attaining and those who are G&amp;T are not challenged by their work. This limits the progress they make.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' understanding of main historical events in UAE history in Elementary.</li> <li>Students' understanding of geographical features and natural resources in the UAE in Middle.</li> </ul>	<ul style="list-style-type: none"> <li>Students' ability to explain the initial steps in forming the UAE union in Elementary.</li> <li>Students' ability to make comparisons between natural resources in the UAE and other countries around the world in Middle.</li> </ul>
English	<ul style="list-style-type: none"> <li>Students' achievement in English is good overall. In lessons and in students' work over time the majority of students' achievement is above curriculum expectations across all phases.</li> <li>The school's internal attainment data indicates that attainment is outstanding in Elementary, Middle and High. This does not match with what is seen in lessons and students' work over time. Where the majority of students attain above curriculum standards. There is no external data for KG. External MAP data shows that students' attainment is weak overall</li> <li>Most students in all grades make better than expected progress. In KG, children can discuss personal experiences and their learning. They follow instructions well, demonstrate strong listening skills, and typically answer questions appropriately. In Elementary, the majority of students attain above curriculum standards. They actively join in discussions and are improving their writing through targeted initiatives. Students' reading fluency and accuracy in Elementary is not well developed as they do not use their phonic skills to decode unfamiliar words. In Middle, the majority understand and use figurative language to analyse texts. Speaking skills are well developed with girls generally demonstrating more confidence and clarity than boys in role-play presentations. Skills in writing for different purposes and audiences are underdeveloped in this phase. In High, students' well developed speaking skills allow them to debate topics and present counter arguments articulately. Students can write argumentative essays independently. In Grades 11 and 12 students can summarise texts, discuss characters, and analyse language</li> <li>The majority of groups of students make better than expected progress. Lower attaining students make less progress than others, including students identified as special educational needs (SEN). Higher attaining and those who are G&amp;T are not challenged by their work. This limits the progress they make.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' speaking skills particularly in High.</li> <li>Students' developing writing skills in Elementary.</li> </ul>	<ul style="list-style-type: none"> <li>Students' ability to read with accuracy and fluency in Elementary</li> <li>Students' ability to write more independently and for different purposes and audiences in Middle.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Students' achievement in mathematics is good overall. In lessons and in students' work over time, the majority of students across all phases attain levels that are above curriculum standards</li> <li>The school's internal assessment data indicates outstanding attainment in Elementary, Middle and High. This does not match with that seen in lessons and in students' work. There the majority of students attain above curriculum standards in all phases. External MAP data shows that students' attainment is acceptable because most of them demonstrate attainment in line with curriculum standards.</li> <li>The majority of students make good progress. In KG, children count reliably from 1 to 100 and can add single- and double-digit numbers together. In Elementary, students add and multiply to solve word problems involving comparisons. In Middle, students can apply the properties of a triangle to measure unknown exterior angles. They still require guidance from their teachers to use estimation, prediction and interpretation skills. In High, students can add, subtract and multiply matrices of appropriate dimensions. Their ability to use mental mathematics to find solutions to simple and complex problems is developing.</li> <li>The majority of groups of students make better than expected progress. Lower attaining students make less progress than others, including students identified as SEN. More able students do not have sufficient access to challenging tasks to accelerate their rate of progress.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' ability to solve word problems in Elementary.</li> <li>Students' application of mathematical rules in Middle and High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' ability to estimate, predict and interpret when measuring unknown angles in Middle.</li> <li>Students' use of mental mathematics to solve simple and complex problems in High.</li> </ul>



Science

- Students' achievement in science is good overall. In lessons and in their work over time, the majority of students in all phases make better than expected progress. This does not match with the school's internal data, which indicates that the large majority students attain above curriculum standards.
- External assessment data show that the majority of students in Elementary and Middle attain below the curriculum standards in MAP. In High the majority of students attain levels above curriculum standards in their final examinations.
- In KG, students understand how rain clouds form and what causes rain. In Elementary, most students understand the functions of roots, stem and leaves. A minority of students do not understand the uptake of water through the stem of a plant. In Middle, most students could add balanced and unbalanced forces and deduce whether this produced movement in an object, although, they were not clear about the direction of the movement. In High, students are able to successfully measure and predict the voltage in electrochemical cells using different metals as electrodes.
- The majority of groups of students make better than expected progress. Lower attaining students make less progress than others, including students with SEN. More able students do not have sufficient access to challenging tasks to accelerate their rate of progress.

**Areas of Strength**

- Students' understanding of how rain clouds are formed in KG.
- Students' ability to measure the voltage in an electrochemical cell in High.

**Areas for Improvement**

- Students' understanding of the uptake of water through the stem of a plant in Elementary.
- Students' understanding of the direction of a resultant force when combining balanced and unbalanced forces in Middle.



Other subjects

- Students' achievement in other subjects is good overall. In lessons and in their work over time, the majority of students make good progress in all phases.
- Internal assessment data indicates that most students attain above curriculum standards. This does not match the evidence gathered in lessons and from the scrutiny of students work. There is no external assessment data for the other subjects.
- The majority of students make better than expected progress. In physical education (PE), students participate in volleyball. They know how to move around using the correct throwing technique. In KG children can create their own city using recyclable materials. In Elementary students enjoy completing circuit training activities. They know the techniques of weaving in and out of hoops and cones and jumping over hurdles. In French, students in Middle can accurately read passages and tell the time. In High, students can describe the various subjects they attend in school. Students show less competence in their vocabulary and speaking in French. Students rarely express their creativity in art lessons in all phases. In moral education, students can recognise the importance of personal hygiene and maintaining a healthy lifestyle. Students' capability in the use of digital devices is evident in all subjects. In business studies students understand the advantages and disadvantages associated with owning a franchise
- The majority of groups of students make better than expected progress. Lower attaining students make less progress than others, including students with SEN. More able students do not have sufficient access to challenging tasks to accelerate their rate of progress.

**Areas of Strength**

- Students' skills in using digital devices to support their learning in all phases.
- Students' securely developing motor skills in PE.

**Areas for Improvement**

- Students' skills in expressing their creativity in art in all phases.
- Students' speaking skills in French.





## Learning Skills

- Students' learning skills are good in all phases overall. They demonstrate interest and enjoyment in their learning and actively participate in lessons. Students take increasing responsibility for their learning showing independence and self-motivation.
- Students in all phases interact and collaborate well with their peers. They listen to their peers and work together productively. In Elementary, children confidently share their knowledge through presentations and performances.
- Students across all phases make clear connections with learning and real-world contexts. For example, in KG, students apply their knowledge of addition and subtraction, using money to purchase items from the 'Little Merchant's Market'. In Middle, students studying French discuss how to tell the time in the context of the UAE.
- In High, students can find things out for themselves and use technologies to support their learning. Opportunities to develop independent enquiry and research skills are less apparent across all other subjects. Critical thinking and problem-solving skills are developing in science. This is less evident in English and mathematics.

### Areas of Strength

- Students' collaboration and engagement in lessons.
- Students' effective interaction with their peers and teachers to promote their learning.

### Areas for Improvement

- Students' independent enquiry and research skills in lessons.
- Students' critical thinking skills in English and mathematics in all phases.



## 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	Very Good	Very Good	Good	Very Good

- Students' personal and social development is very good overall across all phases. Students demonstrate, mature and responsible attitudes. Students are very focused on learning, self-reliance and response to critical feedback. Students demonstrate self-discipline, which is evident in lessons, assemblies and around the school. Sometimes less respectful behaviour of Middle boys is observed compared to other phases. Students are respectful and considerate of staff which leads to a harmonious learning community. Bullying incidents are rare.
- Student and staff relationships are very respectful across the school. Students contribute effectively to discussions and show understanding towards others point of view. Students work collaboratively in groups and are supportive of each other.
- Students show a strong commitment to adopting safe and healthy living, and the majority make healthy choices. Students participate enthusiastically in healthy exercise and activities in PE, and the additional activities offered in school.
- Students' attendance at 98% is outstanding, and they are punctual at the start of the school day and to lessons.

Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
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- Students have a clear understanding of how Islamic values influence contemporary life in the UAE. Every day, there is an assembly where students recite verses and share stories from the Holy Qur'an which is recited in Arabic and English. Students celebrate religious events



such as Hijri New Year, Isra' and Mi'raj day and Haq Al Lailah. Students participate in competitions between classes for memorising and reciting from the Holy Qur'an. Students join outside competitions and trips, such as visiting the Sharjah Islamic Museum.

- Students appreciate the UAE's heritage and culture and demonstrate wide ranging knowledge of famous places and leaders in the UAE. Assemblies celebrating the life and achievements of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in High are a regular feature. There is a special display room in the school showing students' work and projects about the UAE and other cultures. Lessons and visits help students understand the past and future of the UAE. Students celebrate National Day, Flag Day, and Martyrs' Day.
- Students have a deep understanding of their own culture and a clear understanding of world cultures through events such as Global Day and regular assemblies. They wear clothes from their countries, share food and demonstrate dances. On national days, they take part in events such as traditional dances.

**Social responsibility  
and innovation skills**

**Very Good**

**Very Good**

**Very Good**

**Very Good**

- Students have clear understanding and awareness of their social responsibilities within the community visiting the elderly and making donations to local and international charities. Students are respectful and considerate to others in the community.
- Students demonstrate a positive work ethic, with good examples of enterprise, innovation and entrepreneurship such as a small start-up company selling recyclable products and a water conservation project in High.
- Students are aware of environmental and sustainability issues. They regularly volunteer to clean areas of the school. They have a well-developed sense of civic responsibility which they display when they volunteer to clean the beaches and parks. They make a positive contribution to improving the school environment with students initiating the installation of several types of recycling bins around the school. Students understand the need to protect the environment and have successfully participated in many environmental competitions in the UAE.

**Areas of Strength:**

- Students' outstanding attendance.
- Students' generally good relationships with each other and adults in the school.

**Areas for Improvement:**

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- Boys' behaviour in Middle.
- Students' understanding and appreciation of other world cultures.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

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

- Teaching and assessment are good overall. Most teachers have secure understanding of their own subjects and apply this consistently across all phases. This is particularly evident in Arabic (AFL) in High school and Arabic (ASL) in Middle. Teachers' high expectations encourage student engagement resulting in better progress. In a few lessons across phases, teaching is too teacher directed resulting in some students becoming passive participants in their learning.
- There is a unified lesson planning format throughout the school which includes sufficient detail and aligns with curriculum objectives. Most teachers share these learning intentions at the start of the lesson ensuring students understand the learning expectations. In KG and Elementary, resources are particularly varied and used creatively.
- In all phases teachers create a supportive and conducive learning environment. In the best lessons, questioning is used to review prior learning, encourage student engagement, and build interest in the topic. In a minority of lessons teachers address questions generally to the class and accept answers from those who are most confident, not paying sufficient attention to students who are more reticent or need additional support. Teachers are aware that students have different needs and most lessons are planned with this in mind. The implementation of this through the range of planned activities is not always effective in meeting the needs of all students.
- Teachers demonstrate skill in integrating technology into lessons. They provide opportunities for students to complete online quizzes, access texts, and use writing platforms. In some lessons, particularly in High, technology is used more effectively to develop independent research skills. Teachers' questioning to develop critical thinking is a feature across most grades in science lessons and is well developed and purposeful in High.

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Assessment	Good	Good	Good	Good
<ul style="list-style-type: none"><li>Internal assessment processes are generally consistent. Assessments are appropriately linked to the school Common Core syllabus to provide clear measures of students' progress. The school uses a range of external benchmark tests such as CAT4, MAP and TALA. External assessments are not used effectively to improve progress by comparing students' academic outcomes with national and international expectations.</li><li>Assessment information is analysed and used to identify gaps in students' knowledge and skills and to monitor their individual progress. The analysis is underdeveloped and requires more robust checking. The use of assessment to influence teaching and to meet the individual learning needs of students is inconsistent across subjects and phases.</li><li>Teachers have a basic knowledge of the strengths of individual students and provide some challenge, support and feedback to students. The quality of teachers' verbal feedback varies across subjects and phases. In a majority of lessons, teachers encourage self-assessment across all phases. The marking of student work and formative feedback to help students to improve is inconsistent.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Positive relationships and the creation of a supportive and conducive learning environment.</li><li>Teachers' use of technology in lessons.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>Schools' analysis of external benchmarks.</li><li>Teachers' use of verbal and written feedback to help students to improve.</li></ul>				

#### PERFORMANCE STANDARD 4: CURRICULUM

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

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



- The curriculum is good overall. Curriculum design and implementation is good overall. It is broad, balanced, and aligned with the California State Common Core Standards, the Next Generation Science Standards, and the MoE requirements. The curriculum focuses on developing students' knowledge and understanding. Learning is planned sequentially to ensure steady progression.
- Students have an ample range of curriculum choices. These choices help to develop students' key skills in literacy, numeracy, technology and their creative skills through, drama and public speaking. Older students can select electives such as French, statistics and economics to further nurture their interests and aspirations.
- The school's curriculum planning template includes a section for cross-curricular planning. Links are well-developed in KG, science and Arabic-medium subjects although they are not consistently effective across all subjects and phases.
- The curriculum undergoes regular termly reviews to evaluate subject coverage, student learning impact, and alignment with Emirati and national priorities. These reviews led to the addition of calculus for Grade 11 in Term 2. While the curriculum generally meets the academic and personal development needs of most students, it does not fully address the needs of all learners.

Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>• Curriculum modifications are planned to meet the needs of most student groups. The implementation of these modifications lack depth for some groups. This limits opportunities to extend their learning.</li> <li>• Educational visits, competitions and projects have a positive impact on students' personal development, knowledge and skills. They provide chances to build creativity, innovation and entrepreneurial skills. This approach is not consistently well incorporated into regular lessons. The school regularly participates in local community initiatives.</li> <li>• Students' knowledge of UAE traditions, culture and values is highly developed.</li> </ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"> <li>• The curriculum is broad and balanced, focusing on developing key knowledge, understanding, and skills.</li> <li>• The provision of regular opportunities for students to develop a good understanding and appreciation of UAE culture and values.</li> </ul>				



#### Areas for Improvement:

- The consistent and effective modification of the curriculum to respond more effectively to the needs of all groups of learners throughout the school.
- The development of the curriculum to include more activities for students to develop enterprise, innovative and creative skills in lessons.

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

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

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good

- The protection, care, guidance and support of students are good overall. Staff, students and parents are fully aware of the procedures for the safeguarding, child protection, supervision and safety, including e-safety, of all students. The training of all staff in safeguarding students, themselves and support staff members is regular and thorough. Safeguarding and child protection posters are not clearly visible around the school.
- Students' wellbeing and protection are regularly communicated through awareness projects, assemblies and workshops to protect students from bullying and potential dangers of the internet and social media. Student welfare and child protection are well monitored by the school's active health and safety committees.
- The school buildings are well maintained, providing a safe and secure learning environment that is suited to meet the needs of all students, including those with SEN. Records, including school maintenance, fire drills, routines for evacuation meet all legal and regulatory requirements. The school's nurses and doctor provide medical care including routine checks and follow up processes are recorded in medical logs and student files. Protocols for the safe keeping and administration of medicine are followed thoroughly.



- Safe and healthy living is routinely promoted. Students take active part in physical activities during break times, sports events, competitions and regional initiatives including the 'Million Steps' marathon. Students demonstrate a good understanding of the importance of healthy eating and have access to drinking water stations around the school. A few students consume unhealthy snacks that they bring from home.

#### Care and support

Good

Good

Good

Good

- Relationships within the school are respectful and promote positive behaviour for learning. This is based on a code of behaviour which is understood clearly by all students, staff and parents. The code of conduct posters around the school are only visible in Arabic. Parents receive timely information about incidences and restorative processes are in place.
- The school's system for tracking students' attendance and punctuality is thorough. Processes to promote good attendance and punctuality are effectively demonstrated by the social worker including follow-up calls to families to check the nature of students' absence and lateness. They help parents understand the links between attendance and achievement.
- Appropriate systems and processes to identify students with SEN are in place. The Inclusion Lead uses individual education plans to provide specialist support for students to ensure they receive some extra support through withdrawal sessions in Arabic, English and mathematics.
- G&T students engage well in extra-curricular activities, including school-based clubs, team initiatives and regional events. They do not have access to enough challenging activities in lessons to maximise their learning.
- Teachers, support staff, nurses and the guidance counsellor support and monitor students' personal development, including mental health and wellbeing, effectively. Students receive regular support on higher education and career pathways. These include special sessions to raise students' aspirations and to motivate and support them to set goals for success, including internships and partnerships with local universities and governing authorities.

#### Areas of Strength:

- Anti-bullying awareness initiatives.
- Career and academic counselling to the students in High.

#### Areas for Improvement:

- The visibility of safe-guarding and child protection posters and Code of Conduct posters in English around the school.
- The support for students with SEN and challenge for G&T students in lessons.





## 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 know and understand the school's ethos and vision and how these determine its strategic direction. The recently appointed vice principal provides an effective role model for all leaders in the school. Senior leaders are committed to the UAE national and Emirati priorities. They have ensured that action has been planned and taken in response to the recommendations from the previous review visit. They are aware of the further actions which remain to be taken which demonstrates their further capacity to improve. Relationships and communication with all stakeholders are consistently professional and effective. The teacher turnover rate is low.
- Almost all leaders demonstrate a secure understanding of the US curriculum and know about the relevant practices in teaching, learning and assessment. Leaders have a general understanding of the UAE School Inspection Framework and how this leads to further improvement. They know the importance of understanding data and the link to its use in raising student achievement.

#### Self-evaluation and improvement planning

**Good**

- Self-evaluation and improvement planning are not yet fully supportive of the ambition to raise standards. Leaders consider a wide range of views, including those of parents and students, when evaluating strengths and areas for improvement. School assessment data is not always accurate. As a result, the school's own judgements of its performance are overly positive. School improvement planning contains appropriate and achievable goals, aligned to the recommendations of the previous visit report. Senior leaders, under the direction of the principal, have sustained the effectiveness of the operation of the school, they understand that further improvements in students' achievement are required. Middle leaders engage in a developing process of monitoring performance in their subject areas. The programme of lesson observations focuses more on teacher inputs than on the impact of the classroom activities on students' attainment and progress.

**School Performance Review of Taryam American Private School  
11 to 14 November 2024**



<b>Partnerships with parents and the community</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>The school's very effective communication with parents ensures they are consistently well informed about their children's learning, progress, achievements and developments. The school successfully enables parents to be partners in their children's education and provides a substantial amount of help and guidance to promote this. Parents say that termly report cards and regular updates keep them well-informed of their children's learning and progress. Communication and information systems between the school and parents are regular, informative, and supportive. Parents can contact both teachers and leaders to talk about their children's performance at any time.</li><li>Students and their families regularly contribute to charitable events. Parents participate fully in national and international events such as National Day and Flag Day. There are a wide range of links with local and national organisations which provide many opportunities for students to engage in volunteering activities. There are substantial links with a group of local schools and formal links with a series of universities.</li></ul>	
<b>Governance</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The school's governing board consists of the owner, the principal, four educational professionals, a teacher, parents and a student. The board meets regularly. It has a positive and constructive influence on the school's leadership team and holds it accountable for students' achievements. Governors' roles and responsibilities are clear particularly to parent members. They are familiar with the self-evaluation form and the improvement planning processes. Governors gain the views of parents through parental representation on the board, parent surveys and discussions with groups of parents. Governors make sure the school meets regulatory and statutory requirements.</li></ul>	
<b>Management, staffing, facilities and resources</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The day-to-day management of the school is effective. Buildings are of good quality and well maintained. Senior leaders and maintenance staff ensure a safe and secure learning environment. The school premises consist of two buildings separated by the bus access area. Staff have modified and maintained classrooms to provide learning environments that support learning effectively. Learning resources across the curriculum contributes effectively to student's progress. Students' limited access to some PE equipment reduces their ability to demonstrate their progress in skill development. Well qualified staff benefit from regular continuing professional development (CPD) to extend their range of skills. The impact of this training is now becoming a</li></ul>	



stronger feature of improving both teaching and learning. Not all classroom spaces are sufficiently spacious to support active and independent learning.

#### **Areas of Strength:**

- The highly committed support for the school provided by the parents.
- The extensive links with local schools and universities.

#### **Areas for Improvement:**

- The analysis and interpretation of students' achievement data.
- The accuracy and objectivity of the school's self-evaluation processes.

### **SPEA ADDITIONAL FOCUS AREAS**

#### **Provision for Arabic Language**

- There are 10 Arabic language teachers and approximately 1,080 Arab students, with a ratio of 1:108.
- There are two libraries at the school. One located in the Girls section with a total of 3,551 books, the other in the Boys section with a total of 1,000 books. There are 60 fictional books and 27 literature books and 191 specialised stories, 119 religious stories, 37 language books as well as 15 biography books. The librarians maintain records of books borrowed by students and support those who wish to access digital books through the e-library.
- Students are encouraged to visit the school libraries through a weekly lesson in Elementary and Middle and by-weekly for students in High. Students' reading skills are supported and developed through accessing digital platforms. Students across the phases participate in extra-curricular activities and competitions such as the Delhi School Festival for story writing with illustrations, poetry memorisation, the Chevron Cup competition and the International Reading Challenge Competition. Some of the talented students in Grade 7 participated in poetry recitation in the (Namaa and Intimaa) forum.
- Implementing best practices helps parents track their children's language progress. This leads to greater parental involvement both at home and in school activities. Parents participate in reading workshops where they read with their children and attend reading practices at school.

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

- In compliance with SPEA requirements, the school involves students in MAP and CAT 4 examinations. 100% of the students in Grades 3 to 9 are required to take the MAP and Grades 3, 5, 7 and 9 take CAT 4 examinations. TALA Arabic examinations have been introduced into Grades 3 to 11.
- The school has a National Agenda Programme. The students, and parents are aware and kept fully informed about all processes and preparations through email and other online messaging



systems. Subject related questions and concepts are regularly discussed and students prepared periodically through practice of MAP and CAT 4 style questions. Some departments include MAP results in the students' final grade at the end of the school year.

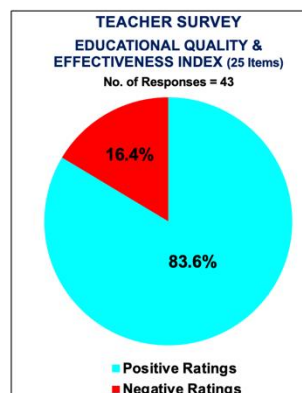
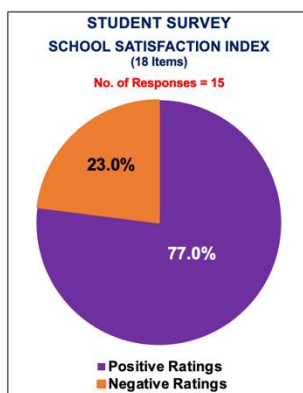
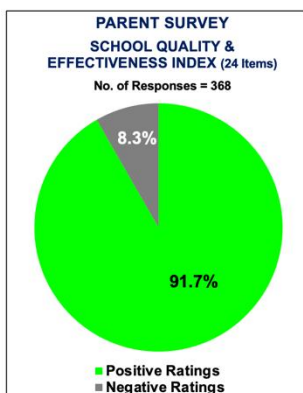
- Students are fully informed about all benchmark results and periodic test results through the 'school's portal.
- Parents are fully informed of results through emails, newsletters, parents' meetings and other online applications'

### Provision for KG

- The KG Phase has 126 students and 9 teachers, resulting in a teacher-to-student ratio of 1:14.
- Classrooms are very well-resourced with appropriate hands-on materials available. Children have a wide range of art-related materials which are age appropriate as well as a range of resources for mathematics such as, multilink cubes, counting manipulatives, measuring equipment and shapes to support children to in explore mathematical concepts. There are also literacy resources available, such as charts, mats, puzzles, magnetic letters, and stories. Teachers and assistants have received extensive training in how to use all available resources effectively.
- The outdoor environment and learning resources include a green area, where morning assembly is conducted and reading and reciting of the Holy Qur'an. The playground area is used for PE. It has a range of child-friendly equipment. The activity area is for cooking, planting and setting up a mini traffic area.
- Arrangements for the induction of children new to KG are known as 'welcoming weeks'. This is when children meet other children and their teachers. They participate in different activities to improve their fine and gross motor skills. Parents are invited for an orientation programme at the beginning of the academic year, they are helped to understand the teaching methods used in school and how they can support at home. They are also kept informed of their child's progress through monthly reports. For transition to Grade 1 a readiness assessment is completed. Children who are not assessed as having the appropriate skills and knowledge for transition complete an intensive intervention programme to ensure that they are well prepared for the move.



## VIEWS OF STAKEHOLDERS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in all subjects in all phases by:
  - providing clear analysis of data in order to identify the gaps in students' knowledge and skills in all four phases.
  - setting a clear strategic plan for improvement, shared with all staff in each department.
  - providing suitable training to support the improvement goals.
  - ensuring that teaching is focused on improving weaker language skills across both phases.
  - regularly monitoring the progress being made by students in order to adjust or refocus teaching if required.
- Improve teachers' use of assessment data to support the different learning needs of individual students by:
  - continuing the programme of CPD for teachers to support them to analyse and identify the learning needs of all groups of students accurately.
  - ensuring teachers use of students' performance data to plan lessons that are aimed to effectively address gaps in students' learning.
  - ensuring that teachers use prior attainment data in devising and providing lessons which meet the learning needs of all 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](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.