



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

# School Performance Review (SPR) Report

## SHARJAH AMERICAN INTERNATIONAL PRIVATE SCHOOL

24 – 27 OCTOBER, 2022

Overall Effectiveness

Good



إتقان ITQAN





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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-level 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-level 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, students' attainment data, 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	208	
	School location	Al Ramaqia	
	Establishment date	1997	
	Language of instruction	English	
	School curriculum	American	
	Accreditation body	BSO, CIS, Cognia	
	Examination Board	AP College Board	
	National Agenda Benchmark Tests/ International assessment	AP, SAT, PISA, TIMSS, PIRLS, CAT4, EmSat, MAP	
	Fee range	17300-30900 AED	
	Staff	Principal	Saleh Jadaye
		Chair of Board of Governors	Dr. Nawaf Fawwaz
Total number of teachers		90	
Total number of teaching assistants		13	
Turnover rate		14%	
Main nationality of teachers		Lebanese	
	Teacher: student ratio	1-12	
	Total number of students	1029	
	Number of Emirati students	586	
	KG: number and gender	F 39: M 35	
	Primary: number and gender	F 165: M 158	
	Middle: number and gender	F 142: M 161	
	High: number and gender	F 155: M 174	
	Nationality groups	1. Jordanian 2. Lebanese	
	Total number of students with special educational needs	15	

## PROGRESS JOURNEY

Previous Inspection in 2018:	Current Inspection:
<b>ACCEPTABLE</b>	<b>GOOD</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 158 lesson observations, 15 of which were carried out jointly with school leaders.

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

The overall performance of the school is good. This is an improvement since the previous inspection 2018. The principal and senior leaders set clear strategic direction and have initiated a comprehensive professional development programme which has contributed to an improved quality of teaching and learning and therefore raising achievement in most subjects. Other aspects of provision in the school are mostly good also. The learning environment supports students' learning well with mostly spacious classrooms and a good internet infrastructure. However, the use of technology is mostly confined to the ICT laboratories. Students have positive attitudes, behave well throughout the school and their self-reliance is developing. However, benchmarking against international standards is currently limited.

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

- Improved achievement which is now good in Islamic education, Arabic (FL & SL), social studies, mathematics, science and PE in all phases.
- The positive atmosphere in the school which promotes purposeful relationships between students, their peers and adults. Students' respect for Islamic values and awareness of UAE heritage is good.
- School provision which enables parents to have confidence in school safeguarding and students to feel safe and well cared for within the school.
- Improvement in teaching which has led to improved performance in almost all subjects.
- The leadership of the principal and senior leaders in establishing a positive culture across the school, the strong partnership established with the parents and the work of the governors in supporting the staff.

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

- Standards of achievement in all subjects to become very good and good in English.
- Improved attendance levels particularly in KG and elementary, and punctuality across the school.
- Implementation of appropriate benchmark assessment processes across the school especially in KG and high.
- Adaptation of the curriculum to ensure activities provided match the needs of all groups of students.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement overall is Good.**

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





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is good across the school. In lessons and in their work, the majority of students make good progress across the school. This does not fully align with the school's internal data, which shows that students make outstanding progress in elementary and very good progress in middle and high.</li><li>• In lessons and students' work seen, students' attainment is good across the school. This does not match the internal assessment data, which shows that students' attainment is outstanding. External data was not available.</li><li>• Overall, children in KG recite short 'Surah' and recall age-appropriate Islamic concepts clearly. Students in elementary, middle and high, demonstrate good knowledge of Prophet Muhammad's 'Seerah' (PBUH). They can speak confidently about Islamic etiquette and analyse Islamic concepts and the Noble Hadeeth successfully. Most students understand Islamic values and apply them to their daily lives successfully. However, students' explanation of age-related verses from the Holy Qur'an in the middle phase is less developed. Students' accurate reading of the Holy Qur'an is underdeveloped across all phases.</li><li>• The majority of groups make better than expected progress although higher-attainers are not always challenged sufficiently in lessons.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' ability to analyse Islamic concepts and the Noble Hadith</li><li>• Application of Islamic values in their daily lives.</li></ul>	<ul style="list-style-type: none"><li>• Students' explaining age-related verses from the Holy Qur'an in the middle phase.</li><li>• Students' accurate reading of Holy Qur'an across all phases.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic is good overall for both AFL and ASL students in all phases. In lessons and in their work, students make good progress across the school. This does not fully align with the internal data, which shows that both AFL and ASL students make very good progress across all levels in the school.</li><li>• In lessons and students' work, attainment is good in AFL in KG and elementary, and acceptable in middle and high. Attainment is good in all phases for ASL. This does not match the internal assessment data, which shows very good attainment in all phases. Appropriate external data was not presented.</li><li>• Overall, in both AFL and ASL, children in KG can identify, pronounce, and write different letters including sound letters. In elementary, middle and high, AFL and ASL students can read short texts correctly and infer new vocabulary but AFL students' vocabulary improves at a stronger rate, and they can allocate verbs and conjugate them accurately. ASL students show progress in reading basic texts with expression. They can use adverbs of time and place in the sentence and allocate them correctly in the text. AFL students have accelerated their learning and can analyse the literary text during a listening activity and present their ideas in class successfully. However, their reading skills in applying grammar rules and their extended writing skills are still less developed for both AFL and ASL, especially in AFL in middle and high. Students across all groups do not always use standard Arabic with correct grammar when speaking or presenting their work.</li><li>• The majority of groups of students show better than expected progress including SEN students, but higher-attainers are not always challenged sufficiently</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' skills in reading and finding meaning of new words.</li><li>• Students' skills to analyse literary texts.</li></ul>	<ul style="list-style-type: none"><li>• Extending writing skills in AFL and ASL.</li><li>• Students' skills to apply grammar rules in verbal communication.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good overall. In lessons and in their work, students make good progress across the school. This does not fully align with the internal data, which shows all students make outstanding progress in elementary and very good in middle and high.</li><li>• In lessons and students' work seen, attainment is good across the school. This does not match the internal assessment data, which shows outstanding for elementary and very good for middle and high. Appropriate external data was not presented.</li><li>• Students in elementary can talk clearly about the UAE landscape and can label islands by their names on the map (Ab Mussa Island, Palm Jumeirah) but their understanding of landscapes and map reading is limited. They can share their knowledge about how people move in boats when they have to move between many islands. They know about the importance of the islands in the UAE economy and in trading and travelling. In the middle and high, they can talk about paper and metal currency and share the advantages and disadvantages of each currency. Students across all phases are aware of the world's culture. However, students' ability to compare UAE culture with other cultures is less developed.</li><li>• The majority of groups of students show good progress including SEN students, but higher-attainers are not always challenged sufficiently.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge about the geographical features of the UAE.</li><li>• Students' understanding of how currency impacts on economies.</li></ul>	<ul style="list-style-type: none"><li>• Students' skills to compare UAE culture with other cultures and drawing similarities and differences.</li><li>• Students' understanding of map reading.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is acceptable overall. It is good in the middle phase. In lessons and in their work, students make expected progress across the school except in middle where progress is good. This does not fully align with the internal data, which shows all students make good progress across the school, but aligns more closely with the external MAP data which was acceptable.</li><li>• In lessons and students' work seen, attainment is acceptable across the school. This does not match the internal assessment data, which shows good attainment in all phases.</li><li>• Overall, students show acceptable progress except in middle where progress is good. KG children gain secure skills with learning phonics and with identifying and using a basic range of vocabulary. Elementary, middle and high students acquire acceptable speaking, listening, reading and writing skills. They learn to read and analyse increasingly complex texts, and middle school students in particular make good gains in broadening the range of vocabulary they use in spoken and written work. However, too many students across the school struggle to produce accurate, detailed extended neatly written pieces of writing. Reading comprehension skills are a less well-developed area across the school. There are good examples of students expressing themselves at length in discussion work, but this is not a consistent feature of the work in all classes.</li><li>• All groups of students make expected progress. However, across the school, higher and lower-attaining students do not always progress as rapidly as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's secure knowledge of phonics in KG.</li><li>• The progress of students in middle school with their speaking and vocabulary work.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to produce accurate, detailed and neatly written extended writing across the school.</li><li>• Students' ability to express their ideas at length verbally particularly in KG, elementary and high.</li><li>• Students' reading comprehension skills across the school.</li></ul>



Mathematics

- Students' achievement in mathematics is good across the school. Most students make good progress overall as observed in lessons and in their work. This does not fully align with the school's internal MAP data which shows students, overall, make acceptable progress.
- In lessons and in students' work, attainment in mathematics is acceptable in all phases. This does not fully match the school's internal assessments, which shows outstanding attainment in elementary and good in middle and high. Most students in the school attain in line with curriculum standards. No attainment data was presented for KG.
- In KG children arrive in school with very limited mathematical language skills but these skills develop quickly. By the end of the elementary phase, progress has accelerated and a majority can add, subtract, multiply and divide decimals to hundredths. However, swift mathematical thinking and using a variety of strategies to solve mental mathematical problems is still underdeveloped. By the end of the middle phase, a majority of students have a deep understanding of variable values and directed numbers. However, there is an absence of practical or virtual investigations in elementary, middle and high to establish abstract mathematical concepts. In high, a majority have developed their mathematical thinking to a high level and are competent in algebra and have developed strong calculus skills
- The majority of groups make better than expected progress. Lower-attaining students are not effectively supported in most lessons, with the exception of KG. Higher-attaining students are not challenged appropriately to achieve their potential, except in the high school Advanced Placement group.

Areas of Strength

- Students' competence in algebra and strong calculus skills in high.
- Students' practical mathematical investigation skills in KG.

Areas for Improvement

- Students mathematical thinking and use of a variety of strategies to solve mental mathematical problems in elementary and middle.
- Middle and high students abstract mathematical concepts by using/applying virtual mathematical investigations.



Science

- Students' achievement in science is good across the school. A majority of students make good progress overall in lessons and as observed in their work. This does not fully align with the school's internal data which shows students, overall, make very good progress, or the external MAP data which was mostly acceptable.
- Attainment is good as evidenced by lessons and the quality of the work seen in classes across the phases. This does not match the judgments in internal assessments which suggest that attainment is very good. Overall, the majority of students attain above curriculum standards in all phases.
- In KG, students acquire good observational and questioning skills as well as developing a good range of subject-specific vocabulary. Elementary, middle and high students have good skills in investigation, interpretation, and communication. Students in middle and high progress well and can manage investigations and draw clear and incisive conclusions. They are able to describe for example the structure of plant cells by using microscopes effectively. Students are also able to prepare slides through regular practice for investigation and draw conclusions. However, students' recording skills during investigations and experiments are underdeveloped. They are also less developed in drawing scientific generalizations by analysing data. The use of technology in science lessons to deepen scientific understanding is limited. Students' ability to make links between science and real-life applications is less developed.
- The majority of groups make better than expected progress. Lower-attaining students are not effectively supported in most lessons, with the exception of KG. Higher-attaining students are not challenged appropriately to achieve their potential, except in the high school Advanced Placement group.

**Areas of Strength**

- Students' definition and description of scientific attributes, for example cell structure.
- Students' skills to prepare and carry out scientific investigation, for example preparing slides.

**Areas for Improvement**

- Students' ability to make connections between science and real life.
- Students' ability to record scientific experiments accurately and draw scientific generalizations.



Other subjects

- Students' achievement in other subjects is acceptable overall. However, the achievement of children in art at KG is good and students' achievement in PE is good across the school. Progress over time is acceptable, except in art in KG and PE across the school where it is good. Internal assessment data for elementary, middle and high phases show progress as outstanding. This does not match what is seen in lessons and in students' activities where overall the majority of students attain in line with curriculum standards.
- Internal assessment data for elementary, middle and high show attainment as outstanding. This does not match what is seen in lessons and in students' books where overall most attain in line with curriculum standards, except in KG art and PE across the school where attainment is good.
- In moral education students learn about charity and safety in the home. In ICT, students were able to use a range of software applications. In music, students sing along in tempo and write notes on a staff. In geography, students study the Middle East, however most students' key geographical vocabulary was under-developed.
- In French, students in the secondary phase studied dialogue of simple questions and answers. such as 'what age are you?' Students are less confident in their vocabulary and speaking in French.
- In business studies, students understand changes in aggregate output and population as an economic indicator, and the relationship between knowledge and research in sociology. In psychology, students understand the scientific research of psychology.
- Overall, all groups of students make expected progress across the range of other subjects.

**Areas of Strengths**

- The achievement of students in PE across the school.
- Students' achievement in art in KG.

**Areas for Improvement**

- Students' skills to develop their geographical vocabulary in middle and high.
- Students' skills in middle and high to develop breadth of vocabulary in French reading, writing and speaking.



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are good overall across the school.</li><li>• Students generally enjoy learning and the majority engage well with tasks in lessons. They interact with each other and their teachers in a positive way. When given the opportunity, they collaborate effectively with, and support, one another.</li><li>• Across the school, students often talk and answer questions in a lively fashion. Occasionally students talk fluently and at length in classroom and group discussions, especially in high. However, this does not happen consistently in all lessons and too often students are passive or respond with relatively short answers.</li><li>• Across the school, students generally relate what they are doing to the world around them.</li><li>• In some subjects and activities in high school, students learn to think critically when working on problem-solving tasks. However, this way of working for students is not consistently apparent across the rest of the school and innovation and enterprise skills are generally underdeveloped.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' engagement in lessons.</li><li>• Students' interaction with teachers and each other.</li></ul>	<ul style="list-style-type: none"><li>• The development of students' communication skills.</li><li>• Students' critical thinking, innovation and enterprise skills.</li></ul>





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

Indicators:	KG	Primary	Middle	High
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Students' personal and social development and their innovation skills are good overall. Their innovation skills are acceptable.</li><li>Across the school, students show positive and responsible attitudes. They generally respond well to critical feedback.</li><li>Students are generally self-disciplined and show respect for one another and their teachers. They behave well in lessons and around the school. Students feel that bullying is rare. Students have good relationships with each other and with their teachers.</li><li>Students have a good understanding of healthy eating and maintain active lifestyles. A few students bring unhealthy snacks to school.</li><li>Students' attendance is acceptable at 92% but it is weak in KG, and in grades 2, 3, 4 and 11. A minority of students arrive late for their lessons in the morning.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Students demonstrate a good understanding of Islamic values and the way they influence life in the UAE, through the school's effective promotion. The school promotes these values very effectively during lessons, assemblies and reading the Holy Qur'an.</li><li>Students have a good knowledge and understanding of the UAE's heritage, culture and history. They celebrate National Day and relate well to their own and other world cultures.</li><li>Students develop an acceptable knowledge about their own identity and cultures and the wider world around them.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>Students have positive attitude to work and take pleasure from purposeful activity. They demonstrate resilience in completing tasks. They are generally reliable, active participants</li></ul>				



and sometimes lead by example. They generate good ideas but need help to carry them through.

- Students contribute to school life and wider communities through some volunteer activities and social contribution.
- Students have good range of responsibilities in the school such as in the school council and school government.
- Students have positive attitude to their work but do not often initiate their own projects.
- Students take care of their immediate environment with limited involvement in outer community.

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

- Students' positive attitudes, behaviour, relationships and self-discipline.
- Students' knowledge of Islamic and UAE values.
- Students' responsibilities.

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

- Students' innovation and enterprise skills.
- Students' attendance and punctuality.
- Students' participation in projects in the local community.



### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Good</b>	<b>Acceptable</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The overall quality of teaching and assessment is good overall. It is acceptable in the elementary phase.</li><li>Most teachers have good knowledge of their subjects and understand how students learn. In the best lessons, teachers use wide range of strategies to make the work interesting and well-matched to the needs of students of differing abilities. However, this is not consistent across school as set tasks meet occasionally students' needs.</li><li>Teachers plan detailed lessons that are aligned to the core curriculum standards. Technology is used effectively to support students' learning.</li><li>Teacher-student interactions are positive and ensure students are engaged in lessons. Questioning is used appropriately to check and correct understanding. There are good examples of teachers engaging students in discussion and dialogue. However, limited opportunities for students to talk, build confidence and deeper understanding.</li><li>Teachers generally use strategies that meet the needs of most students. However, challenge and support are not always well matched for higher and lower attaining students.</li><li>Teachers do not consistently promote critical thinking, problem-solving and innovation skills in lessons. Independent learning is more effectively promoted across the school.</li></ul>				
<b>Assessment</b>	<b>Good</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>Internal assessment processes are coherent and provide a suitable measure of students' progress. The school benchmarks students' outcomes against national and international averages in the core subjects, in elementary, middle and to some extent in high phase. However, external benchmark testing for students in KG and high is less developed.</li><li>Most teachers use assessment information successfully to monitor students' progress, particularly in KG. They make good use of data to influence teaching, and to help group students according to their abilities. However, they do not always use the information to precisely match group work in lesson to students' needs.</li><li>The school has a marking policy and work is generally marked regularly. However, the marking does not always provide sufficient feedback to students as to how they can improve.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Teachers' subject knowledge and understanding about how students learn.</li></ul>				



- Teacher-student interactions in lessons. Teachers' organisation of students' collaborative activities.

**Areas for Improvement:**

- Provision of comprehensive benchmark testing for KG and high.
- Teachers' use of assessment information to match work planned with needs of the groups of students of differing ability.
- Teaching to develop students' critical thinking and innovation skills.



## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The curriculum design and implementation are good; the adaptation of the curriculum is acceptable.</li><li>The curriculum has a clear rationale, and is wide, balanced and builds on previous learning. The curriculum closely follows the American curriculum and the national statutory requirements. It is well planned and consequently, students are well-prepared for the next stage, within this school or beyond. Staff use software effectively to map and sequence the curriculum to ensure continuity and progression.</li><li>The curriculum offers ample choices and includes extensive subject options especially in high phase. AP options are available for students who are planning to go to university and beyond.</li><li>Cross-curricular links are planned but do not enable effective transfer of learning between different subjects.</li><li>The school carries out regular reviews of the curriculum to ensure that the curriculum is effective and provides an appropriate range of courses to meet students' needs.</li></ul>				
<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The school makes adequate provisions to meet the needs of most groups, including IEPs for SEN students. However, modifications are not adequate to fully support the needs of all groups.</li><li>The curriculum is functional with limited opportunities for innovation and creativity. A reasonable range of extra-curricular and community activities are listed. However, opportunities for enterprise, innovation and creativity are inconsistent and community links have not yet been re-established in the post-pandemic period.</li><li>The school offers a range of appropriate learning activities and experiences integrated in the curriculum that help students understand and appreciate UAE values, culture, and society</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>The range of optional curriculum choices and electives especially in the high</li><li>Curriculum links to UAE culture and society.</li></ul>				
<b>Areas for Improvement:</b>				



- Modification of the curriculum to fully support all groups of students
- Opportunities for enterprise, innovation, creativity and social contribution.



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

Indicators:	KG	Primary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The protection, care, guidance and support of students is good overall.</li><li>• Students feel safe and are confident to report any concerns to an adult in school. The school has developed policies and procedures to safeguard students including bullying and e-safety, which are communicated to staff, parents, students and other stakeholders. Policies are reviewed regularly and all staff receive frequent training about updates or changes.</li><li>• The school conducts regular checks on premises to swiftly address any dangers. Students are properly supervised in school and on school transport to ensure their safety, however the bus area needs clearer separation. The school meets legal and regulatory requirements. Any incidents affecting students' health, safety or well-being are systematically logged and stored securely with detail of any resultant action taken. The ramps outside are in need of repair. There is no lift.</li><li>• The school is clean, hygienic and well-maintained and records of incidents are accurate, secure and appropriately actioned.</li><li>• The learning environment supports students' learning well. Classrooms are spacious, bright and have good displays of students work but the absence of a lift limits the access of SEN students.</li><li>• Promotion of healthy living is an important part of the school provision. Curriculum content of some programmes, such as PSHE, includes references to healthy lifestyles such as diet and exercise.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Relationships between students and staff are very good, consequently, behaviour is very good.</li><li>• Students' attendance and punctuality are not fully promoted to a good level.</li><li>• SEN students are identified and have IEPs in place and their progress is constantly monitored. However, there is insufficient support for gifted and talented (G&amp;T) students</li><li>• Students have access to individual advice and guidance. The career counsellor provides good quality personalised advice and guidance about career choices and higher education pathways.</li></ul>				
<b>Areas of Strength:</b>				



- Very good relationships between students and staff.
- Good career guidance.
- Well maintained facility records.

**Areas for Improvement:**

- Clearer separation of the bus area when students disembark and embark.
- Identification of the gifted and talented students.
- Promotion of attendance and punctuality.





## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

<b>The effectiveness of leadership</b>	<b>Good</b>
<b>Self-evaluation and improvement planning</b>	<b>Good</b>
<b>Partnerships with parents and the community</b>	<b>Good</b>
<b>Governance</b>	<b>Good</b>
<b>Management, staffing, facilities and resources</b>	<b>Good</b>

- The overall quality of leadership and management is good.
- The principal and senior leaders are a team which has developed the school's shared vision. Inclusion is a firmly held principle and is a developing feature.
- The principal and senior leaders demonstrate secure curriculum knowledge and ensure that the role of each leader and staff member is defined and understood by all staff and closely monitored for effectiveness with monthly reports to the curriculum coordinator.
- Relationships between staff members are very professional with staff feeling valued. As a result, staff morale is high.
- Leaders at all levels demonstrate a clear understanding of what needs to improve and how to address barriers to improved achievement. They have correctly identified key priority areas for improvement and have had success in improving standards in almost all subjects since the previous inspection. For example, focused, teacher-led professional development and setting priorities.
- The school's self-evaluation structures are effective and include input from all staff members and parents. The self-evaluation document (SEF) is transparent and provides appropriate evidence sources. However, benchmarking for KG and high are not yet fully established.
- Senior leaders, together with heads of department, effectively monitor teaching and learning and provide feedback. Continuous professional development is well established but is not fully aligned to identify whole-school and subject needs and there is insufficient focus on student attainment in lessons.
- The school improvement plan (SIP) is well aligned to the SEF. Subject teams are involved in developing team and action plans that are driven by accurate assessment data. From this information 'priority actions' for each department were identified and mostly these have been actioned successfully.



- The school cultivates very positive relationships with parents. Parental engagement through the parent-teacher association is well established. A range of strategies keeps parents well informed about school developments, for example, through SMS, information through e-mail, school portal with school and class plans, and progress reports. Reporting is regular and gives attention to students' academic and personal development. The school has cultivated useful community partnerships which enhance students' learning and stimulate their interests, such as visits to university fairs and local charities.
- Governance includes representation from several stakeholders. The owner and Governors work well to support the senior leaders and staff and know the school well through frequent visits and close liaison with the principal and SLT. They are aware of challenges in recruitment and they regularly hold senior leaders to account. The Board would benefit from the addition of further outside international expertise in education.
- The school is effectively organized and there are sufficient, well-qualified and experienced staff, appropriately deployed to support curriculum delivery and promote the vision of the school. Despite its age, the building is spacious and well setup to provide a range of specialist facilities that are used regularly to engage and enhance students' learning. Appointment of additional staff such as teachers to support different groups and SEN would further strengthen the school.

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

- The positive culture for learning created across the school by the principal and senior leaders.
- Clear role definition for the senior leadership team.
- Positive partnership with parents and governors.

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

- Focus of professional development on key school priorities such as the identified areas of benchmarking and assessment processes.
- Addition of further external international expertise in education to governors.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The school currently has 12 Arabic teachers. They are spread evenly across all the Arabic-medium subjects. The overall ratio of students to teachers in the Arabic department is 1: 28 (approx.) and 1: 100 in the school overall.
- The school has 1325 Arabic library books comprising 462 non-fiction books and 863 fiction books.
- A dedicated librarian ensures all records are updated regularly. All classes have regular library periods when students are able to check books in and out. In addition, the school has online book resources with a choice of 17690 books currently available through students' devices. There are no class libraries.
- Reading is promoted regularly at morning assembly and through termly debates. Parents are asked to volunteer some time to read with students in the school and to read with their children at home, hoping that this will ignite the habit of reading.

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

- The school provides CAT 4 taken by 98% of students in grades 3,5,7 and 9, MAP and progress tests are taken by 100% students in grades 3-9 and EmSat are as taken by 100% in Grade 12. TIMSS taken by a small percentage of Grade 4 and 8 students. Approximately 25% and 35% of Grade 12 students take the Advanced Placement and ILES. The last TIMSS results were from 2018.
- The school's external data is not coherent and prior to the review the school has decided to put in place an appropriate international benchmark for both KG and the high which is not currently covered adequately.
- Students taking external benchmark assessments are informed through class meetings. Teachers of the tested classes communicate the expectations of the examinations. Meetings with students and parents are scheduled on the school calendar to provide orientation and preparation in advance. Students are given regular examination familiarization work with practice questions. Following preparation tests, teachers have regular follow-up meetings and discussions with parents about student progress.
- Clear targets are set for the examinations; for example, the school is fully aware of its PISA and TIMSS targets for mathematics and science. The school discusses all of the examination reports and information with the students and parents. Students are aware of future targets set for them.

### Provision for KG

- The school has 37 children in four KG classrooms taught by four teachers with an assistant in each. There is a limit of 24 children per class. The teacher-to-child ratio is 1:17.
- Classrooms are spacious and well-resourced with appropriate hands-on materials. The KG activity room is well resourced with a wide variety of age-related equipment such as Lego and stacking blocks. Teachers use the stations in the playroom to enhance and enrich the

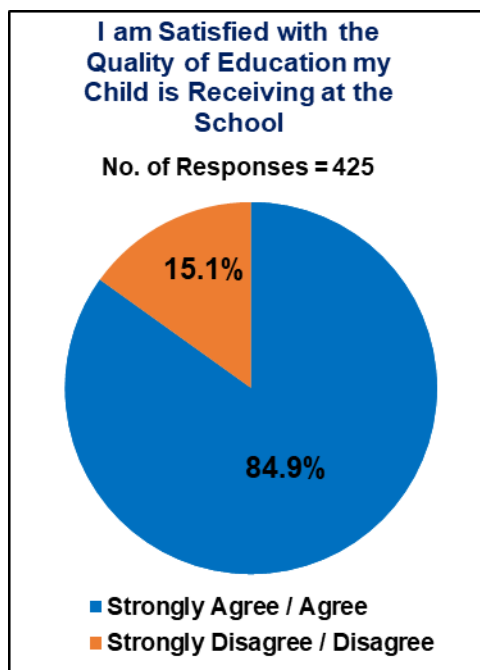


learning and social skills of the students. There is an outdoor covered playground which is well equipped and green turfed for safety.

- All KG students have an interview before registration with the Head of Section or KG Coordinator. Parents receive a packet of activities with highlighted readiness skills. Teachers discuss with parents all aspects of kindergarten and introduce students to the facility and their teachers. Throughout the year, KG communicates weekly with parents through a newsletter from the class teacher, and daily on class dojo and the school portal.
- Transition to grade 1 is well managed with close contact with Grade 1 teachers who collaborate on pre-requisite skills that KG2 students should have as well as skills that are foundations for grade 1.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise standards of achievement in all subjects to very good and good in English by:
  - reviewing lesson planning to ensure students have a full range of opportunities to produce extended pieces of accurate writing and to improve their reading skills in English and Arabic in different subjects
  - ensure students get more opportunities to speak in English and that their comprehension is developed through questioning
  - ensuring students have sufficient opportunities to gain a full understanding of number operations in mathematics in the elementary and middle phase
  - make practical and virtual mathematical investigations a common feature especially in elementary, middle and high
  - reviewing lesson planning to ensure that students consistently have opportunities to develop their innovation, creative and critical thinking skills across the school



- ensuring students have regular opportunities to extend their collaborative skills in all phases, especially in elementary, middle and high so as to become more independent learner.
- using technology more effectively in lessons especially in middle and high.
- Improve attendance levels particularly in KG and elementary and punctuality across the school by:
  - ensuring that all parents are fully aware of the importance of consistent attendance
  - reviewing reinforcing school policies consistently
  - investigating the pattern of attendance and focusing on regular offenders
  - ensuring that good attendance is recognised more fully and consistently.
- Ensure that appropriate benchmark assessment processes are in place across the school especially in KG and high by:
  - following the current school strategy of introducing appropriate benchmarking process across the whole school and ensuring diligent oversight of process.
- Adapt the curriculum to ensure activities provided match the needs of all groups of students by:
  - reviewing and revising the curriculum to meet needs of all learners
  - ensuring that tasks are matched to students' abilities in all lessons.

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

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

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

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