



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)

Al Kamal American Private International
School Branch 2
18th to 21st November 2024



إتقان ITQAN

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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

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

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



SCHOOL INFORMATION

School	School ID	159
	School location	Halwan -Sharjah
	Establishment date	2017
	Language of instruction	English
	School Curriculum	American
	Accreditation body	Cognia Advanced Ed
	Examination Board	Advanced Placement (AP)
	National Agenda Benchmark Tests/ International Assessment	International Benchmark Tests (IBT) Measures of Academic Progress (MAP) Test of Arabic Language Arts (TALA) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS)
Staff	Fee Range	AED 11,000 to AED 22,200
	Principal	Youssef Hassan Fares
	Chair of board of governors	Mohamed Ali
	Total number of teachers	57
	Total number of teaching assistants	1
	Turnover rate	20%
Students	Teacher: student ratio	1: 15
	Total number of students	841
	Total number of students per cycle/phase	Phase 1: 145 Phase 2: 308 Phase 3: 180 Phase 4: 208
	Pre-KG: number and gender	Boys: 8 Girls: 5
	KG: number and gender	Boys: 70 Girls: 62
	Elementary: number and gender	Boys: 171 Girls: 137
	Middle: number and gender	Boys: 97 Girls: 83
	High: number and gender	Boys: 113 Girls: 95
	Total number of Emirati	135

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	students	
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
	KG: Emirati number and gender	Boys: 7 Girls: 5
	Elementary: Emirati number and gender	Boys: 16 Girls: 18
	Middle: Emirati number and gender	Boys: 9 Girls: 22
	High: Emirati number and gender	Boys: 34 Girls: 24
	Nationality groups (largest first)	1. Egyptian - 199
		2. Emirati - 135
	Total number of students with special educational needs	14



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 106 lesson observations, 51 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 is led by an experienced principal and vice-principal. Students' achievements are good in core subjects but their achievements in other subjects are lower and at an acceptable level overall. There are recent improvements in students' achievements in Arabic as a first language (AFL) in Elementary. Results in external MAP assessments have not yet shown any improvement in students' academic growth in English, mathematics and science. 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. The school is experiencing ongoing difficulties recruiting and retaining sufficiently experienced teachers. Its focus on a whole-school approach to strategic planning has significantly developed. Both the governing body and parents support the school through strong collaboration. All stakeholders remain focused on the key priorities.

KEY AREAS OF STRENGTH:

- Students' good academic achievement in core subjects in all phases.
- Students' very good achievement in Arabic as a first language (AFL) in Elementary.
- Students' innovation skills, especially in science in High.
- Students' use of information and communication technology (ICT) and digital technologies in Elementary, Middle and High.
- Students' understanding of Islamic values and Emirati culture, in particular in KG when learning takes place in the specialist Heritage Room.
- Students' very good personal development, positive work ethic and their responsible attitudes to learning.
- Students' socially responsible contributions to their school community.
- The very good care, guidance and support for all students.
- The positive and committed support of the governors and the parents.

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KEY AREAS FOR IMPROVEMENT:

- Students' achievement in other subjects including art, music, PE and ICT in KG, Elementary and Middle.
- Students' critical thinking skills and understanding of entrepreneurship in all phases.
- Teachers' use of assessment data to plan lessons to meet the needs of different groups of students.
- The level of challenge for higher attainers and the support in lessons for students with special educational needs (SEN) to meet their individual additional learning needs.
- The school's processes to ensure internal assessment data is an accurate measure of students' knowledge and skills in all subjects.
- Leaders' skills in monitoring students' progress in lessons when evaluating the quality of teaching.
- The processes to improve and sustain higher levels of students' attendance.
- Leaders' actions to raise teachers' retention levels and reduce teachers' turnover.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		KG	Elementary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Good	Very Good	Good	Good
	Progress	Good	Very Good	Good	Good
Arabic (as an additional Language)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Good	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	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Learning Skills		Good	Good	Good	Good

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Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic Education is good overall. The school's internal data shows that students make outstanding progress over time in all phases. This does not match with what is seen in lessons and students' work produced over time where the majority make better than expected progress in all phases. The school's internal data indicates that attainment is outstanding in all phases. This does not match with the level of students' knowledge and skills in lessons and in their work where the majority attain levels above curriculum expectations. There is no external assessment data for Islamic Education. In Kindergarten (KG), children know and understand the five pillars of Islam. They can perform some worship in Islam such as prayers. In Elementary, students understand and appreciate Islamic values and apply them in their daily lives. In Middle, students can recite verses from the Holy Qur'an using correct Tajweed rules. They can infer the meaning of the vocabulary used in age-appropriate Holy Qur'an verses and Nobel Hadeeths. In High, students can analyse verses from the Holy Qur'an and Nobel Hadeeth and infer rulings and guidance from them. The ability of students in Middle and High when finding evidence from the Holy Qur'an and the Prophet's Hadeeth to support their views are less well developed. In Elementary and Middle, students' ability to memorize prescribed Holy Qur'an Surahs and use evidence from the Holy Qur'an and Nobel Hadeeth to support their views is less developed. Overall, the majority of groups of students make similar levels of progress which is better than expected. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' ability to recite verses from the Holy Qur'an using correct Tajweed rules in Elementary. Students' understanding and appreciation of Islamic values and applying them in their daily lives In Elementary and Middle. 	<ul style="list-style-type: none"> Students' ability to find evidence from the Holy Qur'an and the Prophet's Hadeeth to support their views in Middle and High. Students' ability to memorize the prescribed Holy Qur'an Surahs and Prophet's Hadeeth in Elementary and Middle.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic is good overall. In lessons and in their work, the majority of students make better than expected progress over time in both Arabic as a first language (AFL) and Arabic as a second language (ASL) in all phases. This does not match the higher levels shown in the school's internal data for AFL which indicates outstanding students' progress over time in all phases.The school's internal and external results indicate that attainment is outstanding for both AFL and ASL in all grades. TALA assessments and IBT benchmark assessments suggest attainment is outstanding in Elementary, Middle and High. In lessons and students' work, the majority of children in KG and the majority of students in Middle and High studying AFL demonstrate knowledge and skills at levels above curriculum expectations. The large majority of students in Elementary studying AFL demonstrate knowledge and skills above curriculum expectations. The majority of students in all phases studying ASL demonstrate knowledge and skills above expectations given the time they have been studying the Arabic language.In AFL, children in KG can recognise shapes and sounds of the Arabic alphabet and they can read simple words and sentences. In Elementary, students are able to analyse and sort reading texts to identify the main ideas in them. In Middle, students develop their reading skills. They read aloud short texts fluently and accurately with correct pronunciation. In High, students understand and analyse literary texts and evaluate literary styles within them. They are also able to participate fluently in extended discussions on familiar topics using correct language structures and standard Arabic. In AFL, students' skills in extended and independent writing and their understanding of basic Arabic language grammar rules are less developed. In ASL the majority of students in Elementary can read short sentences and understand the general meaning of a reading text. In Middle and High, students can read short texts and identify verbal sentences in these texts. They make strong progress in understanding new vocabulary. Their speaking and writing skills are less well developed in ASL in all phases.Overall, the majority of groups of students make similar amounts of progress which is better than expected.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">Students' confidence in expressing their ideas fluently using standard Arabic in AFL.Students' ability to understand and analyse literary texts and evaluate literary styles in Middle and High in AFL.	<ul style="list-style-type: none">Students' understanding of Arabic language grammar and applying them in speaking and extended writing in AFL in Middle and High.Students' speaking and writing skills in all phases in ASL.
Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is good overall. The school's internal data indicates that students make outstanding progress over time in Elementary, Middle and High. This does not match with their gains in learning seen in lessons and in their work over time where the majority of students make better than expected progress in Elementary, Middle and High.The school's internal data indicates that attainment is outstanding in Elementary, Middle and High. This does not match with what is seen in lessons and in students' work where the majority of students demonstrate knowledge and skills at levels above curriculum expectations in Elementary, Middle and High. There is no external assessment data for social studies.Students in Elementary, know basic facts about the UAE's history, although they know about and appreciate the life and achievements of the H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) in the establishment of the UAE. In Middle, students can read geographical maps and use them to identify geographical information. In High, students understand the impact of continuous education on future income. In Elementary, Middle and High, students understand basic geographical concepts. In Middle and High, students' participation in conducting research on social or economic problems to find possible solutions for them is less well developed.Overall, the majority of groups of students make similar amounts of progress which is better than expected.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' understanding and appreciation of the achievements of H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) in Elementary. Students' ability to read geographical maps and use them to identify geographical information in Middle. 	<ul style="list-style-type: none"> Students' deep knowledge of the UAE's history and heritage in Elementary. Students' ability to conduct research into social or economic problems and solutions in Middle and High.
English	<ul style="list-style-type: none"> Students' achievement in English is good overall. The school's internal data indicates that progress over time is outstanding in all phases. This does not match with what was seen in lessons and in the work that students produce over time, which indicates that a majority of students make better than expected progress. The school's internal data indicates that attainment is outstanding in all phases. This does not match with what is seen in lessons and students' work where a majority of students demonstrate knowledge and skills at levels above curriculum standards. External MAP assessment results in Grades 3 to 7 suggest that students' academic growth is acceptable and is good in Grades 8 and 9. There is no external assessment data for KG. In KG2, children can demonstrate the syllables in new words and sort them into groups as they expand their vocabulary. Students in Grade 3 know how to use new vocabulary to demonstrate meaning and contextual understanding in simple sentences. In Middle students can discuss new vocabulary, find synonyms and antonyms using technology to support research, and apply their learning in group tasks. In High, students speak confidently and respond in full sentences with clarity and confidence in their response. Extended and independent writing to follow and consolidate oral activities is underdeveloped in Elementary, Middle and High. Students in all grades can decode known and unfamiliar vocabulary. Reading comprehension is less secure in Elementary. Higher attaining students make insufficient progress because of the lack of extended challenges. Students who are lower attaining and those with SEN make less progress than other students. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' skills in using new vocabulary in KG and Elementary, Students' speaking skills with fluency and accurate intonation and expression in High. 	<ul style="list-style-type: none"> Students' skills in extended and independent writing in Elementary, Middle and High. Students' reading comprehension skills in Elementary.
Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is good overall. In lessons and in the work that they produce over time, the majority of students across all phases make good progress. The school's analysis indicates higher rates of progress over time. The school's internal assessment data indicates outstanding attainment in Elementary, Middle and High. There is no internal assessment data for KG. The school's data does not match with what is seen in lessons and students' work where a majority of students demonstrate knowledge and skills at levels above curriculum standards. MAP external assessments indicate that students' academic growth is good attainment in Elementary, acceptable in Middle and weak in High. In KG, children can solve simple addition problems. In Elementary, students can identify factors and calculate the greatest common factor. Students in Elementary do not apply their understanding to solve real-world problems. In Middle, students can identify functions and represent them in graphs. In High, students can perform dilations on and off a coordinate plane in demonstrating their knowledge of scale factors but not all students can apply mathematical reasoning to explain the purpose or justify their solutions. Overall, the majority of students, including different groups, make similar progress, which is better than expected. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' skills in using number in KG and Elementary, Students' skills in representing functions and scale factors using graphs and charts in Middle and High. 	<ul style="list-style-type: none"> Students' ability to apply their learning to solve real-life problems in Elementary. Students' mathematical reasoning skills and ability to justify their answers in High.



Science

- Students' achievement in science is good overall. In lessons and in the work that they produce over time, a majority of students in all phases make good progress. This does not match with the school's internal data which indicates outstanding progress of all students in all phases.
- The school's internal data indicates that attainment is outstanding in all phases. This does not match what was seen in lessons and in students' work where a majority of students demonstrate knowledge and skills at levels above curriculum standards. Almost all students in Grades 3 to 9 take the MAP external assessment and results suggest their academic growth is weak in all grades.
- In KG, children gain knowledge about the seasons and explore the impact of weather on their lives. They explore how seasons can be different throughout the world. In Elementary, students understand the physical traits of plants. Only the majority of students successfully complete practical investigations where they explore the similarities and differences between living things. Most students in Middle know the difference between food chains and food webs but they are not often engaged in independent practical scientific experiments. In High students work collaboratively on projects to make well-informed presentations about innovation and sustainability and in their practical activities, they successfully developed a remote sensing fire detection system. Overall, their understanding of scientific methods is developing in Middle and High.
- Overall, the majority of students make similar amounts of progress which is better than expected in all phases. There is no significant variation.

Areas of Strength

- Children's skills in exploration in KG.
- Students' ability to conduct experiments collaboratively and present their findings in High.

Areas for Improvement

- Students' knowledge of scientific methods and skills in conducting practical investigations in Middle and High.
- Students' ability to conduct independent investigations and experiments, especially in Middle.



Other subjects

- Students' achievement in other subjects, including art, music, physical education (PE) and ICT is acceptable in KG, Elementary and Middle and is good in High. In lessons and in their work, most students across KG, Elementary and Middle make the expected amount of progress over time at expected levels. In High, the majority make more than expected progress over time.
- Internal assessment data indicates that most students attain above curriculum standards and that attainment overall is outstanding. This does not match what is seen in lessons and students' work, where most students in Elementary and Middle demonstrate knowledge and skill in line with curriculum standards and expectations in other subjects. In High, a majority of students are highly engaged in their work and demonstrate knowledge and skills above curriculum standards and expectations in other subjects. There is no external assessment data for other subjects.
- In KG, most children are aware of primary colours but have limited knowledge of secondary colours. Elementary students in art create a variety of line types such as straight, zigzag, and wavy lines, incorporating them into their artwork and relating these lines to elements in their everyday environment. In Grade 8 music, students learn scales and are beginning to play the UAE National Anthem on a keyboard. In PE, boys enjoy football sessions and participate enthusiastically in drills and practice games. They demonstrate knowledge of the correct rules and apply techniques such as passing, shooting, and dribbling while developing accuracy and control. These are not consistently evident in their competitive matches.
- In KG, Elementary and Middle most groups of students make similar amounts of progress at expected levels. In High, the majority of groups of students also make a similar amount of progress but this is better than expected. Higher attaining, lower attaining and those students with SEN do not always make sufficient progress in lessons in all other subjects.

Areas of Strength

- Students' levels of engagement in the High phase.
- Students' knowledge and control of ball passing techniques during lessons.

Areas for Improvement

- Students' progress in the development of their keyboard skills in music.
- Students' practice of football techniques effectively in competitive gameplay.



Learning Skills

- Students' learning skills are good overall. Students are actively engaged in lessons, demonstrating genuine interest and positive attitudes toward their learning. They interact productively with peers and teachers, taking increasing responsibility for their own learning. Many students sustain focus during lessons and require minimal teachers' guidance using digital devices effectively to enhance their work.
- In KG, students participate enthusiastically in practical activities, such as using manipulatives to explore mathematical concepts. Students in Elementary, Middle and High in English lessons interact effectively and collaborate in familiar groups to discuss and explore new and complex vocabulary. In High, students engage in collaborative group work, such as conducting scientific experiments and presenting their findings.
- Students are beginning to make some connections between their learning and the real-world. In Elementary mathematics, students apply factors to organise or group items, such as arranging chairs for an event based on factors of 24, and in social studies, they explore the cultural significance of historical events in the UAE.
- Students use digital devices in lessons with fluency and ease, effectively incorporating them into their learning. In Elementary, Middle and High, students utilise a range of digital platforms for research and collaborative tasks. Their skills in critical thinking and enterprise are underdeveloped.

Areas of Strength

- Students' interest in and willingness to take increasing responsibility for their learning in all phases.
- Students' use of ICT and digital tools productively to support their learning in Elementary, Middle and High.

Areas for Improvement

- Students' ability to connect their learning to real-life contexts in meaningful ways in all phases.
- Students' critical thinking and enterprise skills 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	Very Good	Very Good

- Students' personal and social development and their innovation skills are very good overall. Students' behaviour in classes and around the school is exemplary. Students demonstrate, mature and responsible attitudes. Students are focused on learning, self-reliant and respond positively to critical feedback. Students demonstrate self-discipline, which is evident in lessons, assemblies and around the school. They are respectful of other students and follow the rules and procedures both inside and outside the classroom. Bullying incidents are very rare.
- Student-staff relationships are mutually respectful and considerate across the school. Students contribute effectively to discussions and show understanding towards others' points of view. Students work collaboratively in groups and are supportive of each other. Children and students work well in groups in lessons and are supportive of each other during whole class and group activities.
- Students show a good knowledge and understanding of 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 93% is acceptable, and most are punctual at the start of school.

Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
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- Students demonstrate a secure appreciation and understanding of how Islamic values influence the lives of citizens in the UAE. This is observed during assemblies and Holy Qur'an recitation. Dedicated lessons for reading the Holy Qur'an further support their understanding of Islamic values. Students collect donations that provide food to charities during Ramadan and participate in events that support the Emirati Red Crescent Society.

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- Students are very knowledgeable and respectful of the UAE's heritage and Emirati culture. They participate in numerous cultural activities including Hijri New Year and Eid Al Fitr. In KG there is a special activity room dedicated to UAE heritage and outside the main entrance, there is a tent displaying local artifacts and celebrating Emirati culture.
- Students understand their own and other cultures in the school. They demonstrate an interest in learning more about other world cultures.

Social responsibility and innovation skills

Very Good

Very Good

Very Good

Very Good

- Students participate willingly in socially responsible activities that have a positive impact on the school and wider community. The Student Council is active in running events that raise funds for the Red Crescent Society, such as organising a garage sale for students and parents. Most students are considerate and kind to their peers. Many students took part in the World Diabetes Marathon on World Diabetes Day to raise awareness of this condition. Students in Elementary Phase distributed food during World Food Day, with Sharjah Municipality.
- Students demonstrate a very positive work ethic. They have creative and innovative ideas and enjoy developing their own projects. A group of students in High have initiated and planned for the school to host a Model United Nations. This event has been organised by the Student Council and is open to schools across the emirate.
- The majority of students are aware of environmental and sustainability issues. They make a positive contribution to improving the school environment with a variety of planting projects. In KG, a planting project formed part of the section's Green Day celebrations. Students from the Grade 12 Environment and Sustainability Team are successfully running a sustainability project that uses waste water from fish tanks to grow vegetables.

Areas of Strength:

- Students' positive attitudes and relationships that support their learning.
- Students' understanding of Islamic values and Emirati culture.

Areas for Improvement:

- Students' attendance across all phases.
- Students' understanding and appreciation of other world cultures in all phases.



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

- The quality of teaching and assessment is good overall. Most teachers demonstrate secure subject knowledge and understand how students learn. They plan lessons to suit differing needs of learners which include differentiated tasks that cater to three different abilities. The majority of teachers plan group work, shared problem-solving of worksheet tasks and exit tickets for assessment. Most teachers are successful in creating a positive and welcoming classroom environment.
- Questioning is broadly effective in establishing students' levels of knowledge and understanding, and to consolidate key concepts. There remain inconsistencies in the quality of questioning to encourage reflection and critical thinking across subjects and all phases. Teachers' interactions with students result in sustained dialogue and engagement to help students clarify their misconceptions, especially in Elementary.
- Meeting the individual needs of learners, especially for higher attainers, is not evident in most lessons as the pace of learning is often too slow and tasks present insufficient challenge and level of expectation.
- The majority of lessons include intentional links to the culture and heritage of the UAE as well as a range of 21st-century learning skills including critical thinking, opportunities for problem-solving and the effective use of technology for research. There is not yet sufficient scope provided for students to work independently as most work is completed in groups. Opportunities for enterprise in lessons are less evident.

Assessment	Good	Good	Good	Good
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- Assessment is good across all phases. Internal assessment processes are regular, consistent and linked to the school's curriculum. MAP is used as an external assessment in Grades 3 to 9 in English, mathematics and science. TALA and IBT are used to benchmark students' attainment in Arabic. The school uses CAT4 to assess students' academic potential. There is work to be done and school leaders are aware of the importance of ensuring that all internal

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assessments are valid and reliable. The school participates in PISA and TIMSS international assessments and are awaiting results.

- The school analyses assessment data to track the progress of all groups of students. Information from both internal and external assessments is collated in a central database which is accessible to all teachers. Attainment data is increasingly being used by some teachers but not all, to plan lessons to meet the learning needs of all groups of students and enhance their progress.
- Most teachers provide constructive verbal feedback. The student tracker systems provide teachers with valuable information over time. This provides the majority of teachers with an adequate knowledge of most students. Written feedback is inconsistent.

Areas of Strength:

- Teachers' and students' interactions and dialogue that result in meaningful discussions and address misconceptions.
- The regular cycles of internal and external assessments to measure attainment in core subjects and track progress.

Areas for Improvement:

- Teachers' skills in planning appropriate support and challenge in learning tasks for higher attainers across all phases.
- All teachers' understanding and consistent use of data analysis to inform lesson planning for different groups of students.

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 quality of the curriculum is good overall. Curriculum design and implementation are good. It is broad and balanced and aligned with the Californian Common Core State Standards in English and mathematics, the Next Generation Science Standards (NGSS) in science and the



Ministry of Education (MoE) curriculum expectations for Islamic Education, Arabic and social studies. It promotes the use of ICT and technology to support learning and is effective in developing students' knowledge, skills and understanding. It fulfils all the requirements of the school's authorised curriculum and national statutory requirements.

- The wide range of elective subjects offered in the High school allows students to benefit from learning experiences that encourage academic and personal development. Innovation, creativity and socially responsible learning opportunities are provided, although enterprise and critical thinking skills are not consistently promoted across all subjects. Continuity of learning is smooth, and students are well prepared for the next phase of education. Cross-curricular links are meaningful and routinely planned in MoE subjects. Although planned across English, mathematics and science, they are not yet regularly effective features of lessons.
- The curriculum is systematically developed through a process of regular termly reviews which involve leaders and teachers. This identifies gaps in students' knowledge and skills to inform changes to the curriculum

Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">• Curriculum modifications are generally well planned to meet the needs of the majority of groups of students. The modifications do not consistently ensure sufficient support for lower attaining and SEN students or challenge for higher attaining students.• The range of extra-curricular activities promotes students' personal development and takes place throughout the week at break times. Lessons feature links to real-life issues and the students' local community though this is not consistent across all subjects. There are limited opportunities for the development of critical thinking skills and entrepreneurship across the curriculum.• Teachers include interesting and relevant learning experiences across the curriculum which enable students to develop a clear understanding of the UAE's traditions, Emirati culture and Islamic values.				

Areas of Strength:

- The rationale and breadth of the curriculum to enable students' readiness for the next phase of their learning.
- Students' understanding of Emirati culture and the UAE society and values.



Areas for Improvement:

- The adaptations of the curriculum to promote critical thinking skills and entrepreneurship in all phases.
- The adaptations of the curriculum in all subjects to meet the needs of all students, especially the additional support for lower attainers those with SEN and the extended challenges for higher attainers.

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 for students are good overall. The school ensures an effective level of protection, care, and support for students, reflecting a commitment to safeguarding policies and best practices. Although all policies are in place they are not always successfully shared with all stakeholders. A safe and secure environment is maintained through established protocols, the comprehensive child protection policy, vigilant campus monitoring by seven full-time security guards and an extensive CCTV network. Health and safety measures are in place to minimise risks and support students' welfare.
- The school provides a safe and secure environment, with risk assessments, regular fire drills, and well-maintained facilities that include ramp access and an operational lift. Both male and female social workers maintain accurate and secure records of incidents and follow-up actions. The records remain paper-based, with each social worker keeping their own copy. This can hinder quick access to specific data when needed. Appropriate safety equipment is available in science laboratories and teachers know the importance of using it.

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Chemicals are safely stored. Students say they feel safe in school and on school transportation, systematically promoting healthy living and incorporating wellbeing initiatives into various aspects of school life.

- The school is committed to promoting students' overall wellbeing through active health monitoring. While existing initiatives have made progress in encouraging healthier lifestyles, the percentage of students with elevated BMI remains a concern. Health records of students with chronic health issues are stored electronically, other records are still paper based. The medical staff work with the PE department to support health programmes and encourage physical fitness, contributing to students' wellbeing.

Care and support

Very Good

Very Good

Very Good

Very Good

- Relationships within the school are very positive, reflecting a strong foundation of mutual respect and support between staff and students. This nurturing environment adapts to the needs of the children in KG and students as they move up through the phases. Teachers understand and appreciate students' individual needs and areas for their academic growth. Processes to manage students' behaviour are effective, aligning with the school's established guidelines and procedures.
- The school's approach is adequate in improving and promoting the importance of high levels of attendance and punctuality. There has been no significant improvement over time in students' attendance which remains at acceptable levels.
- The school has established rigorous and effective systems to identify students' additional learning needs accurately and promptly including those with SEN and those who are G&T. These systems are embedded within the school's academic and pastoral frameworks, ensuring that identification processes are comprehensive and inclusive.
- The school provides support for students with SEN who benefit from in-class support and intervention sessions guided by expectations in individualised education plans (IEPs). In-class support is variable. Students who are G&T develop leadership and practical skills through specialised programmes, participation in national competitions, and collaboration with external partners.
- The wellbeing and personal development of all students are effectively monitored by social workers. The school works closely with students and parents in Grade 8 to explore elective subjects as students move into High. A key initiative is the annual university fair, which hosts over a dozen universities. The school also engages students through presentations from external speakers and organises visits to universities.

Areas of Strength:

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- The school's accurate identification of additional needs for students with SEN.
- The effective guidance provided through university fairs and external presentations, preparing older students for their future academic choices and career pathways.

Areas for Improvement:

- The establishment and implementation of a centralised electronic record-keeping system to replace the current paper-based approach to record keeping.
- The consistency and effectiveness of in-class support for students with SEN.
- Enhance the visibility of safeguarding policies among all stakeholders to ensure consistent awareness and understanding.

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 senior leaders provide effective role models for middle leaders in the school. They 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. Relationships and communication with all stakeholders are consistently professional and effective. The teachers' turnover rate is high and leaders know that further action is required to improve teachers' retention.
- Almost all leaders demonstrate a secure understanding of the American and MoE curriculum expectations and know about effective practices in teaching, learning and assessment. Leaders have a general understanding of the UAE School Inspection Framework and know the importance of understanding data to personalise learning and the link to its use in raising students' achievements. Leaders ensure all regulatory requirements are met and demonstrate sufficient capacity to further improve the school.



Self-evaluation and improvement planning	Good
<ul style="list-style-type: none">Processes for self-evaluation (SEF) and improvement planning are good and leaders consider a wide range of stakeholder views, including those of parents and students, when evaluating strengths and areas for improvement. The school's internal assessment results are much higher than the outcomes of external testing although the school's own judgements of its performance are generally accurate. School improvement planning contains appropriate and achievable goals, aligned to the recommendations from the previous review visit. Senior leaders have sustained the effectiveness of the operation of the school. They understand that further improvements in students' achievement are required. Middle leaders undertake a programme of monitoring activities in their subject areas. The senior leaders recognise that lesson observations should focus more on students' attainment and progress in lessons than the actions of the teacher.	
Partnerships with parents and the community	Very Good
<ul style="list-style-type: none">The school's very effective communication with parents ensures parents are consistently well informed about their children's achievements, social and personal development. The school successfully promotes parents as partners in their children's education and provides a substantial amount of help and guidance to support them. Parents confirm that termly report cards and regular updates keep them well-informed about their children's learning and progress. The school's information systems ensure that communications between the school and parents are regular, informative, and supportive. Parents can contact both teachers and leaders to discuss their children's performance at any time.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 fund-raising and volunteering in socially responsible activities. There are substantial links with two partner schools and formal links with a series of universities	
Governance	Very Good
<ul style="list-style-type: none">The school governing board consists of the owner's representative, the principal, two educational professionals, a community representative and a parent. 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. They	

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are involved in the preparation of the SEF and the improvement planning processes. As well as through the parent representative, the governors gain the views of parents through surveys and discussions with groups of parents. Governors make sure the school meets regulatory and statutory requirements.

Management, staffing, facilities and resources

Good

- 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 environment which is conducive to learning. The school premises consist of a building with two wings and a new first floor extension. Many staff have modified and decorated the classrooms in KG and Elementary to provide rich and engaging learning environments. Learning resources across the curriculum contribute effectively to students' progress. Students lack access to musical instruments, and this limits their ability to demonstrate their musical capabilities, especially in playing the keyboard. Well qualified staff benefit from regular professional training to extend their range of skills. The impact of this training is now becoming a stronger feature of improving both teaching and students' learning. A minority of classrooms are too small to enable students' active and independent learning.

Areas of Strength:

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

Areas for Improvement:

- Leaders' actions to ensure higher levels of teachers' retention.
- Students' access to a suitable number and range of musical instruments to support their learning.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision is 8 teaching staff and 11 support staff. The ratio of teachers to students is 1:15.
- The school library contains 2,897 Arabic books, 1,298 fiction and 1,599 non-fiction books. Some of the lessons during the Arabic library period every 2 weeks take place in the digital library. Students practice their reading and comprehension skills and present what they have read through a range of activities. At the beginning of Arabic classes each day students practice reading Arabic. Students' reading skills are diagnosed to provide students with remedial programmes to improve their reading skills. Students' attainment is benchmarked using TALA.
- Students are engaged in a range of digital platforms such as 'Kutubee' for ASL and the 'I Read Arabic language project. Students read over a thousand books in November through the Kutubee platform with the support of their parents and teachers.
- Students in ASL and AFL participate in school reading competitions such as the 'Al Kamal Reading Competition' and 'Arabic Reading Challenge' to enhance their reading skills. They are also participating in the 'Character from My Book' competition organised by SPEA. Students also participate in the 'Creativity and Innovation in Writing Competition' and present poetry.

The school's use of external benchmarking data

- The proportion of students participating in external benchmark assessments is compliant with SPEA requirements and expectations in each grade. MAP is used as an external benchmark assessment in Grades 3 to 9 in English, mathematics and science. TALA and IBT are used to benchmark students' attainment in Arabic. The school participates in TIMSS and PISA.
- Preparation for students for these assessments includes communicating with parents to ensure they are aware and well-informed of the requirements. Teachers provide past examination papers and previous test questions for students to practice.
- Students are provided with the results of benchmark tests along with their internal test results.
- Parents are informed by email that results are available, and these are sent home as paper copies.

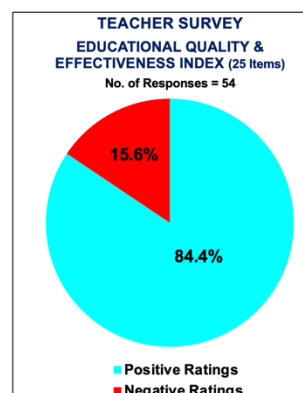
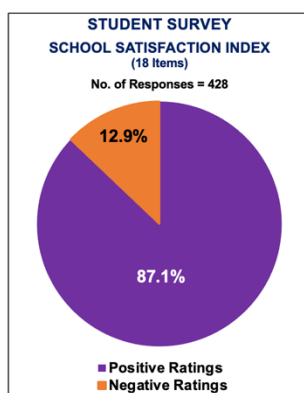
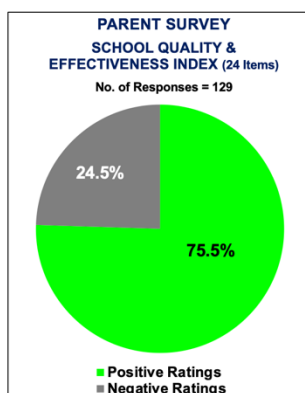
Provision for KG

- The school has 1 class for Pre-KG, 3 classes for KG1 and 3 classes for KG2. Every class has 1 teacher and 1 teaching assistant and a maximum class size of 25. The staff-to-child ratio is typically 1:13. All teachers are suitably qualified and have experience of working in a KG setting.
- The indoor provision is consistent across classrooms with each having a smartboard and a range of resources to support and complement teaching, active learning and independent exploration. There is an indoor reading corner, discovery room and an indoor playroom.



- The outdoor provision consists of an age-appropriate play area for exercise and the development of gross motor skills. Al Kamal supports awareness of road and community safety with children riding bikes while observing traffic signs and road markings. A planting area encourages children to care for flowers from seed to grown plants.
- There are effective induction arrangements when children start school. These include events to which parents are welcomed to support the transition of their children from home to school. Teachers communicate with parents regularly. Test results provide teachers with children's levels of prior knowledge which enables teachers to plan activities that build on what children already know and can do. There is a structured programme to help KG2 children through their transition to Grade 1.

VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievements by:
 - raising levels of attainment in art, music, PE and ICT in KG, Elementary and Middle.
 - supporting the transfer of literacy skills to other subjects.
 - promoting the development of critical thinking skills and entrepreneurship in all phases.
- Improve the quality of teaching and assessment by:
 - ensuring teachers consistently use assessment data to plan lessons to meet the needs of different groups of students.
 - ensuring teachers provide appropriate challenges for higher attainers in lessons.

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- providing more targeted support in lessons for students with SEN to meet their individual additional learning needs.
- Improve the effectiveness and impact of leadership by:
 - providing clear and accurate analysis of internal data that measures students' knowledge and skills in all subjects.
 - monitoring and improving lesson planning expectations to ensure there are suitable challenges planned for all groups of students in lessons.
 - monitoring the progress being made by students in lessons when evaluating the quality of teaching.
 - strengthening the process to improve students' attendance.
 - raising teachers' retention levels and reducing teachers' turnover.

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

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

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

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