



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

Sharjah American International Private School
4th to 7th November 2024

Overall
Effectiveness
GOOD

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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

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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

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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.

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SCHOOL INFORMATION

School	School ID	208
	School location	Al Ramaqiyah, Sharjah
	Establishment date	1-9-1997
	Language of instruction	English
	School Curriculum	American
	Accreditation body	Cognia
	Examination Board	AP College Board
	External Assessments International and Curriculum Benchmark Assessments	PISA, TIMSS, PIRLS, CAT4, TALA, AP, IBT, EmSAT, MAP, SAT
	Fee Range	AED 19,467 to AED 36,795
Staff	Principal	Saleh M. Jadayel
	Chair of board of governors	Dr. Nawaf Fawwaz
	Total number of teachers	82
	Total number of teaching assistants	17
	Turnover rate	7.5%
Students	Teacher: student ratio	1:12
	Total number of students	979
	Total number of students per phase	Cycle/Phase 1: 76 Cycle/Phase 2: 173 Cycle/Phase 3: 323 Cycle/Phase 4: 407
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 43 Girls: 33
	Primary: number and gender	Boys: 87 Girls: 86
	Middle: number and gender	Boys: 155 Girls: 168
	High: number and gender	Boys: 210 Girls: 197
	Total number of Emirati students	512

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	Pre-KG: Emirati number and gender	Boys: 0	Girls:
	KG: Emirati number and gender	Boys: 28	Girls: 21
	Primary: Emirati number and gender	Boys: 72	Girls: 75
	Middle: Emirati number and gender	Boys: 82	Girls: 90
	High: Emirati number and gender	Boys: 77	Girls: 67
	Nationality groups (largest first)	1. Emirati	
		2. Jordanian	
		3. Egyptian	
	Total number of students with special educational needs	18	

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

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SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 124 lesson observations, 32 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 an improvement on the previous review visit in 2022 when the overall effectiveness was good with acceptable features. The school has focused effectively on strategic planning involving Sharjah International American School (SIAS), its sister group and all stakeholders. Students' achievement in English, mathematics and all other subjects is now good as are their attitudes to learning. Students' personal development, their application of Islamic values and understanding of UAE heritage and culture are very good. Leadership throughout the school has worked collectively and systematically towards identifying key priorities. The school's robust self-evaluation and well-focused improvement plan has supported improvements in almost all subjects across the school. External examinations are slowly improving with AP opportunities being expanded in computer science. Students continue their progression into UAE universities taking medical science and engineering degrees. The school has very good procedures for the care, safeguarding and protection of students. The school's environment and facilities are well maintained to support students' positive learning. The school's partnership with parents is an area of strength as is governance that consistently seeks the views of all stakeholders.

KEY AREAS OF STRENGTH:

- Students' achievement in English, mathematics and other subjects.
- Students' positive attitudes and relationships and very good personal and social development and strong appreciation and respect for Islamic values and the heritage and culture of the UAE.
- The safe and secure environment that helps protect all students.
- The school's strong partnership with parents.
- The school's governance that consistently seeks the views of all stakeholders.

KEY AREAS FOR IMPROVEMENT:

- Students' attainment in Arabic as a first language in Middle and High and mathematics in Middle.
- Teachers' use of effective strategies to further meet the individual needs of all groups of students, particularly students with special educational needs (SEN).
- Teachers' use of targeted assessments to rigorously enhance students' progress.
- The robust review of the procedures to ensure that students arrive punctually to school.

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MAIN REVIEW REPORT				
PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT				
Students' achievement is good overall.				
Indicators:	KG	Elementary	Middle	High

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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	N/A
	Progress	Good	Good	Good	N/A
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Acceptable	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Music, Art, IT, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good

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Islamic Education

- Students' achievement in Islamic Education is good overall. Lesson observations and students' work show that progress is good. This does not match the school's judgements which state that progress is outstanding across the school.
- There are no external assessments for Islamic Education. Internal assessment data indicates outstanding attainment across all phases. This was not seen in lessons, where the majority of students attain above curriculum standards.
- In KG, children understand Islamic etiquette and can name prayers. In Elementary, students understand Islamic values and numbers of prayers. They can give many names of God as mentioned in the Holy Qur'an. They can recall names of prophets and realise that there are Qur'anic Surah that carry each of their names. In addition, students can list names of some angels and their importance in Islam. They know how to perform ablution and the reasons to repeat it. In Middle, students are more capable of indicating Tajweed rules on written verses rather than reciting them correctly. They can explain verses from the Holy Qur'an from their textbooks. In High, students can define many concepts such as the importance of loyalty, etiquette and dialogue rules, and differentiate between Waqf and Sadaqah. They are also capable of extracting rules from Qur'anic verses.
- The majority of students, including different groups, make better than the expected progress with the exception of some lower attaining students who do not make the progress of which they are capable.

Areas of Strength

- Students' understanding of Islamic values and etiquettes, particularly in Middle and High.
- Students' ability to relate the importance of concepts such as loyalty, etiquette and dialogue rules in High.

Areas for Improvement

- Students' correct use of Tajweed rules when reciting verses in Middle.



Arabic first and Arabic second language

- Students' achievement in Arabic as a first language (AFL) is good in Elementary and acceptable in Middle and High. Students' achievement in Arabic as a second language (ASL) is good overall. The school's internal data shows that students in AFL have outstanding achievement in Elementary and High and it is very good in Middle. Internal data shows that students in ASL have outstanding achievement. This does not match with what is seen in lessons and students' work where the majority of students make better than expected progress overall in both AFL and ASL.
- The school's internal data shows that attainment in AFL is outstanding in Elementary and High AFL and very good in Middle. This does not match with the AFL TALA and Mubakkir examination results which indicate lower judgements across Elementary and Middle. In lessons and students' work, the majority of students in Elementary attain levels above curriculum standards. Most students in Middle and High attain levels that are in line with curriculum standards.
- Overall, children in KG can identify, pronounce, and write different letters. They can identify long and short vowel sounds using phonics accurately. In Elementary and Middle, AFL students can read short texts with understanding and infer new vocabulary from contextual cues. They can distinguish between narrative and dialogue and can identify figures of speech. ASL students extend their vocabulary slowly. AFL students can analyse texts of different genres and can identify the main features. ASL students have limited vocabulary and can form short simple sentences, although they make spelling and grammatical mistakes. They know prepositions, adverbs of time and place and demonstrative pronouns. Students still do not use standard Arabic consistently when expressing themselves in lessons, orally and in writing.
- Overall, the majority of students, including different groups, make better than expected progress. Higher and lower attaining students are not consistently challenged to maximise their progress.

Areas of Strength

- Children's accurate use of phonics in KG.
- Students' reading of short texts with understanding and inference in Elementary and Middle.

Areas for Improvement

- Students' extended writing skills across all phases.
- Students' spelling and grammar and their use of standard Arabic conventions both orally and in writing, particularly in ASL.



Social Studies

- Students' achievement in social studies is good in Elementary and Middle. In lessons and in their work, the majority of students make better than expected progress. This does not match with the school's internal data, which shows outstanding progress overall.
- The school's internal data shows that attainment is outstanding overall. This does not match with what is observed in lessons and in students' work. The majority of students in Elementary and Middle attain above curriculum standards. There is no external data for social studies.
- Overall, students in Elementary and Middle make good progress. The majority of students demonstrate knowledge, skills and understanding above curriculum standards. In Middle, students develop their knowledge of new personalities from the past and can discuss their political, economic, religious and architectural accomplishments. They cannot present researched topics with confidence. They know about the development of money. In Elementary, students develop their knowledge about various aspects of life in the UAE. They know what happened in the past and what happens today. They know about the Earth and can identify current environmental problems. They know about the effects of pollution and its consequences on human life. They do not know about other countries and cultures.
- Lower attaining students are not always supported sufficiently which limits their progress.

Areas of Strength

- Students' knowledge of the environment in Elementary.
- Students' ability to link past concepts to life in the UAE today in Elementary.

Areas for Improvement

- Students' ability to make presentations about researched topics with confidence in Middle.
- Students' general knowledge about other countries and cultures in Elementary.



English

- Students' achievement in English is good overall. In lessons and in their work, the majority of students make good progress across the school. The school's internal assessment data shows that students' overall progress is very good. It is very good in Elementary, acceptable in Middle and outstanding in High. There is no data available for KG. External MAP data indicates overall weak progress in both reading and language. Students' progress in MAP reading is weak in both Elementary and Middle, with MAP language as acceptable in Elementary and weak in Middle.
- Internal assessment data shows attainment as outstanding in Elementary and High, and good in Middle. There is no data available for KG. Attainment in the external MAP reading assessments is weak in Elementary, acceptable in Middle and outstanding in High. External MAP language assessments indicate attainment is acceptable in Elementary, very good in Middle and outstanding in High. This is not seen in lessons or students' work, where the majority of students attain above curriculum standards across all phases.
- In lessons, the majority of children in KG enjoy learning and make good progress in developing phonics, reading and communication skills. Elementary students use the library with confidence to develop their listening, speaking, reading and writing skills. In Middle and High, students gain confidence when they analyse and present their views on both modern and traditional texts. Students participate enthusiastically in debates when they discuss and present their interpretation and points of view but do not always extend their vocabulary sufficiently well. Students' creative writing skills are not extended sufficiently in all phases.
- Overall, the majority of groups of students make better than expected progress. Lower attaining students are not always challenged sufficiently.

Areas of Strength

- Children's enjoyment of learning in developing their phonics, reading and writing skills in KG.
- Students' enthusiastic debating skills particularly in High.

Areas for Improvement

- Students' creative writing skills across the school.
- Students' ability to extend their vocabulary in discussions in Middle and High.



Mathematics

- Students' achievement in mathematics is good overall. In lessons and students' work, the majority attain levels above curriculum standards in KG, Elementary and High. The exception is in Middle, where most students attain in line with curriculum standards.
- The school's internal assessment data shows outstanding attainment in KG and Elementary, good in Middle and very good in High. This data does not align with classroom observations and students' work, where the majority of students demonstrate attainment above curriculum standards across all phases except in Middle, where most students attain in line with curriculum standards.
- The majority of children in KG and Elementary demonstrate good number sense. In KG children understand number patterns and sequences, can count simple single digit numbers and can compare numbers. They can use relevant mathematical vocabulary to explain concepts. In Elementary, students can perform operations, applying addition facts, and using the distributive property of multiplication to solve real-life problems. In Middle, students can work with arithmetic operations involving decimals. Their mental mathematical skills are underdeveloped. Students in High engage in solving linear inequalities and use real-life examples with relevant mathematical vocabulary to explain solutions. Their spatial reasoning, shape interpretation, and geometric skills continue to be areas for growth.
- Overall, most groups of students show consistent progress in mathematics, including Emirati students. Girls typically outperform boys across all phases.

Areas of Strength

- Students' use of mathematical vocabulary to make real-life connections in Elementary.
- Children's and students' number sense and quantity skills in KG and Elementary.

Areas for Improvement

- Students' mental mathematics, formulating and interpreting skills in Middle and High.
- Students' spatial reasoning, shape interpretation, geometric skills in Middle.



Science

- Students' achievement in science is good overall. The majority of students attain levels that are above curriculum standards. This matches what is seen in lessons and students' work.
- The school's internal data indicates that attainment is good across all phases. External benchmarking in progress tests shows acceptable attainment across the school.
- Overall, the majority of students make better than expected progress across all phases. In KG, children acquire observational and questioning skills as well as developing a good range of scientific vocabulary. They can recognize the respiratory tract in the human body with major parts of the lungs and describe its function. In Elementary, students know about animals and how their body helps them survive in their particular environment. They can recall and describe weather types and describe earthquakes and volcanoes. In Middle, students understand different types of energy. Students can describe how matter and energy move through different organisms. They know how waves transfer energy without transferring matter. In High, students demonstrate practical laboratory skills and can investigate and explore the changes of chromosomes through mitosis and cytokinesis. During scientific experiments, they cannot make links to the outside world. Making connections between scientific concepts and the environment is an area for development across the school.
- Overall, the majority of student groups including Emirati students make better than expected progress from their starting points

Areas of Strength

- Children's ability to make connections between scientific concepts and real life in KG.
- Students' practical laboratory skills to conduct investigations in High.

Areas for Improvement

- Students' ability to make links to the outside world during scientific experiments in High.
- Students' connections between scientific concepts and the environment across the school.



Other subjects

- Students' achievement in other subjects is good overall. The majority of students make better than expected progress in physical education (PE), music, art, information technology and French. Students make good progress across all phases.
- Internal assessment data indicates that most students attain above curriculum standards. This is not reflected in lessons or students' work where the majority attain above curriculum standards. There is no external assessment data for other subjects.
- Students across all phases actively participate in PE, including in football, volleyball, badminton, karate and drill competitive sports. They know the importance of warm up routines before taking part in active exercise. They know that the body needs to stretch and breathe deeply when reducing the levels of exercise intensity. In High, boys enjoy competitive football and take tournaments seriously. They know about long ball, short pass and cross corner passes. In High, students are creative with the use of geometric designs to design kaleidoscopic patterns with blended paint colours. They use their creative ideas to produce themed art for events in the school and take part in exhibitions of their work. In Middle, the majority of students understand the importance of inputs, processes and outputs when creating Java programming codes linked to stages of making a tailored garment. Their innovation skills are less developed in computer science. In French students can conjugate verbs and can link these in sentences. In Elementary, the majority of students can sing in harmonies stressing the high notes linked to the meaning in songs and the national anthem. However, students cannot moderate their pitch and often shout. They do not always harmonise sounds when performing.
- Overall, higher attaining students do not make the progress of which they are capable.

Areas of Strength

- Students' active participation in PE across the school.
- Students' creativity and design skills in art, especially in High.

Areas for Improvement

- Students' development of innovation in computer science in Middle.
- Students' performance skills in music, particularly in Elementary.



Learning Skills

- Children's and students' learning skills are good overall. Almost all children and students are keen to learn, have positive attitudes and particularly enjoy practical skills-based learning, especially in KG and Elementary. The majority of children and students in all phases readily take responsibility for their own learning and know their strengths and weaknesses. Students know and understand what they have learned and are keen to improve by taking steps to improve the quality of their work.
- The majority of students work productively in groups and collaborate well in a range of learning situations. Children and students exchange ideas and communicate their learning effectively when working in lessons, particularly in Middle and High.
- The majority make clear connections in their learning and demonstrate interest and familiarity with the wider world and are keen to share their own experiences through discussion in lessons. The application to real-life situations, individualised problems and events forms a strong part of students' learning and experience.
- Students demonstrate natural curiosity and are keen to seek answers for themselves. Their engagement in enterprise and practical investigation activities is less well developed. The majority of students use technologies confidently to support their learning. Critical thinking and problem-solving skills are developing across lessons in Elementary and Middle and are more common features of learning in High.

Areas of Strength

- Children's and students' enjoyment of practical subjects and skills development, especially in KG and Elementary.
- Students' collaboration and communication skills in Middle and High.

Areas for Improvement

- Students' engagement in more frequent enterprise and practical investigation activities across all phases.
- Students' involvement in more regular application of independent problem-solving and critical thinking skills across all lessons, particularly in Elementary and Middle.



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

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

Indicators:	KG	Elementary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good

- Students' personal and social development and their innovation skills are very good overall. The large majority of students are self-reliant and know the importance of adhering to the behaviour code of the school. They move around the school safely and in a very orderly fashion. In assemblies, they participate respectfully and know the importance of morning exercise. Students demonstrate positive, responsible and supportive behaviours. They come to school eager and ready to learn and welcome critical feedback. They work alongside their peers in an inclusive manner. Tolerance has been embedded into all school practices, resulting in very few bullying incidents. Poor behaviour leads to a positive outcome with follow up plans, resulting in students eager to redeem themselves.
- Student and staff relations show mutual respect. Staff are caring towards all students as are students to one another, resulting in harmonious learning environments. Students are confident in debates and discussions and when errors occur are eager to correct them. Opinions and beliefs are understood and well respected.
- Students have a good understanding of how to be safe and know what to do when they are in difficulty. They take ownership of their own healthy eating lifestyles. They understand the importance of physical activities and take part in all exercise routines throughout the school day. They know the effects of too much salt and sugar in the body. The SAIS students' ministry of youth and sport further support students' health through initiated events and fitness programmes.
- Students' attendance is very good at 96%. Lateness remains an area the school has yet to improve. The attendance board has motivated all students to deal with lateness collectively.



Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students show a secure understanding and appreciation of Islamic values and lifestyles and how they influence life in the UAE.Students are very knowledgeable and respectful of the heritage and cultural events that take place. They take part in UAE National Identity Day and Flag Day and know the importance of the heritage corners around the school. The students' council actively meets and greets visitors serving coffee and dates. During The Holy Month of Ramadan students prepare food baskets for workers in the school and for the local nursing home. The SAIS students' government association actively organises and initiates the celebration of cultures.Students know about other cultures and participate in events to celebrate and promote other cultures. They celebrate other cultures through the 'thrash' fashion show, linking this to the importance of recycling materials. In art, students develop themes in their artwork to coincide with important UAE events.				
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students make a positive contribution to the community. They willingly participate in activities and events and often take the lead. The SAIS students' government association has a ministry department for sustainability and activity decides upon which events to support. Members record their knowledge and events in the sustainable pamphlets, which feature the green dream team that initiated the idea, and research sustainable alternatives, such as bio glass and renewable energy in the local community and the school.Students demonstrate a positive approach to their learning. They take the lead on enterprise events for the school through fund raising and support a local nursing home by delivering food parcels. They work alongside the municipal traffic police and support drivers in traffic jams with water and dates. They use recycling waste products and have turned this into an annual fashion show, featuring clothing made from waste.Students initiated the green environment idea through establishing a greenhouse area for growing aubergines, cucumbers and tomatoes. This initiative has motivated students to grow their own plants. There is a plan to build a further greenhouse in the boys' section.				

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Areas of Strength:

- Students' positive attitudes, inclusive and tolerant behaviours in all phases.
- Students' strong appreciation and respect for Islamic values and the heritage and culture of the UAE in all phases.
- Students' involvement with the SAIS students' ministry of youth and sport to further support students' health through events and fitness programmes across the school across the school.

Areas for Improvement:

- Students' punctuality in all phases.
- Students' opportunities to develop further enterprise events across the school.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

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

- Teaching and assessment are good overall. Teachers have thorough knowledge of the subject they teach and are able to transfer this knowledge to students clearly and confidently because they understand how students learn. Teachers consistently apply their knowledge to engage students, with learning tasks generally planned to meet the needs of most groups. Recently modified lesson plans are supporting more productive learning. Assessment outcomes are used to influence lesson planning including differentiated learning activities and in-depth knowledge tasks based on assessment outcomes. Most teachers follow a good lesson structure with a clear start, links to progress and then a plenary to consolidate learning. Teachers use time and resources productively to enable students to be successful.
- Interactions and engagement between teachers and students and students and their peers are meaningful and respectful during discussions and reflection. Teachers are skilful in using questioning to establish students' levels of knowledge and understanding, and to consolidate key concepts. Use of dialogue and questioning helps teachers to engage students in

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discussions and develop their subject specific vocabulary. Teachers also identify students' misconceptions through effective questioning although they do not always challenge the critical thinking skills of higher attaining learners.

- Most teachers use an appropriate range of strategies that are generally effective in meeting the needs and abilities of most groups of students, including differentiated tasks set at three levels. Depth of knowledge questions help teachers to engage most learners in productive and purposeful learning, although the challenge provided for higher attainers varies considerably across subjects and phases. There is inconsistent use of effective strategies to further meet the individual needs of some students, particularly students with SEN.
- Teachers' lessons provide some opportunities for problem solving and critical thinking, although activities to develop students' innovation, creativity and independent research are yet to be embedded in lessons completely.

Assessment	Good	Good	Acceptable	Good
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- The school's internal assessment process provides information to assist the evaluation of students' progress against school curriculum standards. The school uses a range of external examinations that meet UAE national priorities to benchmark students' performance against national and international standards. Assessment results are analysed rigorously to provide information about each individual student. The school has extended MAP testing starting in Elementary through the use of a range of formative assessments such as quizzes, projects, class assignments, classroom activities and written examinations. The outcomes are consolidated into a report for parents. These assessments are not yet rigorous enough or use sufficiently detailed measures with specific assessment parameters.
- Teachers use assessment data to influence their lesson planning, including tiered differentiated plans and depth of knowledge assessments although there is inconsistency in their positive impact on enhancing all students' progress. The school analyses assessment outcomes rigorously, aligning modifications to the curriculum and teaching accordingly. Middle leaders and teachers carefully triangulate data to identify gaps and plan suitable interventions for students through the use of good triangulation techniques. Focused MAP sessions, incorporating MAP style questions in lessons and assessments, the careful implementation of the PISA action plan, the setting of individual MAP goals and the use of a mathematics platform are interventions that the school has adopted to raise the profile of the curriculum and students' achievements.
- Students' reflections and teachers' written feedback are help students to identify their next steps in learning. The quality of this feedback varies considerably in across the school.

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Areas of Strength:

- Teachers' subject knowledge, lesson planning and its consistent implementation across all phases.
- Teachers' and students' interactions that lead to a very positive learning environment across the school.

Areas for Improvement:

- Teachers' use of assessment data to skilfully and effectively match learning activities to meet all students' needs, particularly students with SEN in all phases.
- Teachers' greater inclusion in lessons of structured opportunities for innovation, problem-solving, creativity and independent research across all phases.
- The quality of teachers' feedback so that all students understand their next steps in learning in all phases.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

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

- The curriculum is good overall. The California Common Core State Standard (CCCSS) has a clear rationale. It is broad and balanced, effective in developing students' knowledge, skills and understanding and meets statutory requirements. Students are appropriately prepared for the next stage of learning and their future career paths.
- A range of curricular electives provide students with a broad range of pathways to meet their interests and aspirations. Parents are closely consulted in order to support students in decisions about career pathways. These include pathways to university, the military academy and non-university choices. Cross-curricular links are well-planned although not always



implemented in practice. Leadership roles and opportunities to build students' focus on enterprise, innovation and creativity are promoted through successfully organised events in the school although not routinely in subjects.

- Regular reviews of the curriculum ensure that the curriculum is updated and linked to teaching. Students' internal and external performance data forms a central part of curriculum reviews. Curriculum reviews currently emphasise students' learning needs and improved performance in external benchmarking tests and external examinations.

Curriculum adaptation

Good

Good

Good

Good

- Curriculum modifications are well planned to meet the needs of most groups of students. The modifications are not sufficiently challenging for higher attaining students in all subjects. Extra-curricular activities and competitions develop students' personal and wider interests.
- Curricular adaptation ensures the promotion of enterprise, innovation, and critical thinking across the school. There remains further scope to incorporate some of these initiatives routinely into subjects across the curriculum.
- The curriculum very effectively supports students' knowledge and understanding of the heritage and culture of the UAE, especially the priorities on sustainability and environmental awareness. Students regularly recite verses from the Holy Qur'an in morning assembly. Islamic values are well integrated in all aspects of students' lives in lessons and the celebration of national festivals.

Areas of Strength:

- Curriculum electives that provide students with a broad range of pathways that meet their interests and aspirations in High.
- Students' focus on UAE culture and its priorities on sustainability and environmental awareness across all phases.

Areas for Improvement:

- The routine promotion of activities to develop students' skills in enterprise, innovation and creativity in lessons across all phases.
- Curriculum modification that provides consistently effective learning to meet all students' needs in all phases.

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

The protection, care, guidance and support of students is very good overall.

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The protection, care, guidance and support of students is very good overall. The school provides a very safe environment with rigorous safeguarding procedures, including a comprehensive child protection policy shared with all stakeholders. The school has security guards, and the site is very effectively managed by corridor supervisors. The school has a comprehensive closed-circuit television (CCTV) system which is regularly monitored.The school works collectively to create a family ethos resulting in a very safe and secure environment. This is maintained through thorough risk assessments, regular fire drills, and well-maintained facilities. The site is accessible throughout although it has no lifts. The school maintains comprehensive and secure records, documenting incidents and subsequent actions.The school is highly effective in promoting healthy living. Monitoring by the school nurses and doctor focuses on reducing the obesity rate of 26% in the school. This is through awareness sessions on healthy and non-healthy foods in lessons. Alongside this, physical fitness programmes target all students who competitively improve their exercise regime to reduce their body mass index (BMI).				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships throughout the school are very positive. Students and parents speak highly of the dedicated support provided. No child is left uncared for. Regular interactions enable teachers to comprehensively understand students' social, emotional, academic and physical				

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strengths and areas for improvement. Students' positive behaviour follows the school's effective guidelines, systems and procedures. School supervisors are meticulous in following every incident through to a successful resolution for the student to move on and enjoy school.

- The school has successfully improved the rate of attendance since the last review and this is now higher. Punctuality is being tackled. Some students' lateness to school remains an ongoing concern, disrupting morning assemblies.
- The school has systems in place to identify students with SEN and gifted and talented (G&T) students. Students' specific needs are identified through the use of individual educational plans (IEP) and appropriate support is identified and shared with teachers although it is not consistently implemented in all lessons to ensure that they make their best personal and academic progress.
- Both one to one support and in class support are provided. The SEN coordinator works closely with teachers and parents. Parents are informed on how to enhance their child's learning at home. The G&T students represent the school on the SAIS government association committees and through a number of internal and external events.
- The wellbeing and personal development of all students is efficiently monitored. A series of interventions introduces students to the world of work and careers; for example, in KG children role play an interview while wearing a staff lanyard with their name on it. Academic guidance for students in High helps secure their university places for engineering, business and medical science degrees.

Areas of Strength:

- The school's safe and secure environment that helps protect all students.
- The timely and supportive interventions of school supervisors.

Areas for Improvement:

- The quality of provision for SEN students across the school so that it ensures that their specific needs are consistently met so that they make the best personal and academic progress of which they are capable.
- Procedures to resolve students' lateness to school and promote high levels of punctuality in all phases.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

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Indicators:	
The effectiveness of leadership	Good
<ul style="list-style-type: none">The quality of leadership and management is good overall. Senior and middle leaders are led by a highly focused principal working closely with all stakeholders to raise standards across an inclusive school. The newly devised mission has changed the focus, on students to be confident, well rounded and productive citizens and future leaders who possess creative and innovative minds. The strategic direction shared by all stakeholders is to raise standards in an inclusive environment. They share values in harmonising the UAE national priorities. Relationships throughout the school are professional and effective. The turnover rate of 8% is being managed. Geographical competition for the recruitment of teachers is difficult for the school to overcome.Leaders at all levels understand the UAE School Inspection Framework and the importance of embedding the standards to raise the school's profile. All leaders demonstrate a secure understanding of the American curriculum and know the best practices in teaching, learning and assessment. They know the requirements of the AP and MAP external assessments. Senior leaders work alongside the SAIS sister schools and share good practices in teaching, learning and assessment. External data is being used to raise standards. The curriculum electives support the development of AP examinations in computer science.	
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none">Since the last review, the school has taken a whole school approach to self-evaluation and improvement planning. Committees have been established that involve a cross section of staff, resulting in a more inclusive approach to capturing the ideas of stakeholders. The school knows its strengths and areas for development and has systematically attended to all the points for development raised by the most recent review. There is now a consistent approach to lesson planning and lesson observations across the school	
Partnerships with parents and the community	Very Good

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- The school has successfully engaged partnerships with parents in their children's education through effective communication and regular reporting that keeps parents well informed. Parental views are fully considered and acted upon immediately in helping shape and develop the school. The parent council makes a highly positive contribution to raising standards.
- Agreements exist for partnerships with the British Council for IELTS and the UK Dubai College for business and computing. The impact of these partnerships is having a highly positive effect on students' learning and development.

Governance

Very Good

- The governing body is led by the owner of the consortium of schools alongside external members. There are regular meetings and governors regularly visit the school. The governing body has strong partnerships with parents, teachers and students. Governing body members' presence in the school reflects a hands-on approach to leadership accountability. The governing body makes a positive contribution to resources related to staffing and the school's environment. The school's previous review has been acted upon with clear priorities shared and actioned to support the school's further improvement.

Management, staffing, facilities and resources

Good

- The effective management of staffing, facilities and resources positively supports teaching and learning. Each area is effectively managed, and all areas are compliant with requirements. A personalised learning platform has been adopted to raise the profile of learning in mathematics. The school is well organised, and all staff work together to support students' personal and academic development. The school is sufficiently staffed. The premises are well maintained, and the new building complements the learning resources available to students. The swimming pool assists all students with their physical fitness and the greenhouse supports the areas of learning for students in Elementary.

Areas of Strength:

- The school's strong partnership with parents and their involvement in helping raise standards.

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- The school's governance that consistently seeks the views of all stakeholders, takes a hands-on approach to accountability, making a positive contribution to resources related to staff and the school to support the further improvement.

Areas for Improvement:

- The leadership's successful implementation and embedding of the newly devised mission so that students develop into the well-rounded citizens and leaders of the future.
- The leadership's further development of all areas of the school to the next level, especially for specific groups of students so that all achieve their potential.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic department employs 11 teachers, including the head of department. The total number of students is 979. The ratio of Arabic teachers to students is 1:89. The number of Arabic language teaching assistants is 1.
- The school has 2 libraries. The total number of Arabic books is 1,400. Of these 600 include storybooks, both fiction and non-fiction. The rest include 800 books that are resources, including collections of poetry, Islamic studies books, and literary criticism.
- The Arabic reading program is used weekly. As reading is a major focus of the school curriculum, teachers expose students to different genres of texts, including informational and literary texts. They teach them the skills needed to work with these texts and understand their different messages. Additionally, the curriculum has recommended novels or short stories to read at each grade level. Teachers use these to enrich students' reading. Library visits are one of the opportunities for students to widen the scope of their reading interests. Moreover, the school provides students with electronic accounts on the online platform Bravo Bravo.
- The Arabic department actively plans for extra-curricular activities. They help develop students' personalities, shape them into responsible citizens, and prepare them to overcome obstacles and develop their problem-solving skills. Students organise and perform in historical or moral educational plays. This helps students improve their elocution, pronunciation and presentation skills. Field Trips to public libraries, museums, and other cultural centres that promote Arabic history, literature and culture take place.

The school's use of external benchmarking data

- The school encourages almost 99% of students to take international benchmarking examinations, including MAP, CAT4, IBT, Mubakkir and TALA. 100% of students are encouraged to take PISA and TIMSS. The school has an action plan to prepare students for

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PISA. For university entrance, 95% students take EmSAT and 5% students take up SAT and IELTS.

- The school has initiatives that focus on MAP questions in internal examinations while students prepare for PISA. All students set MAP goals and have a plan of action by specifying the support required from parents and teachers. MAP goals are reviewed periodically. The school prepares students through guidance on time management, rules and conditions, anxiety management with the help of teaching and learning materials.
- Teachers periodically discuss MAP scores and help students to review and set their MAP goals. Visual trackers are used to monitor test data to help students to understand their individual progress over time. The school included 5% of MAP scores in internal assessment data.
- The school conducts orientation for parents to help them understand the significance of external examinations and how to read the scores while they support their children. School progress cards include MAP scores and the comparison of scores are shared with parents. Teachers provide further guidance to parents and support them to understand their child's progress.

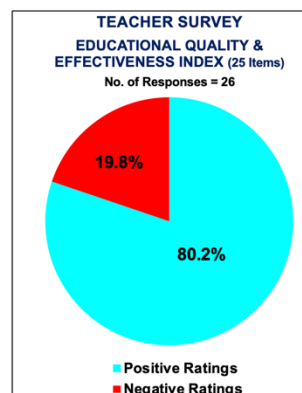
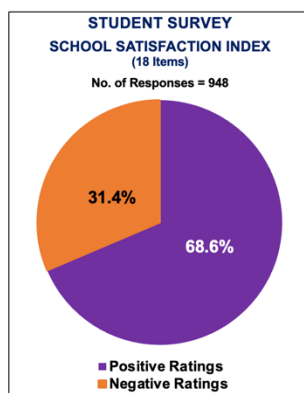
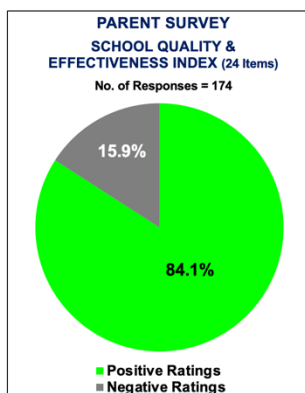
Provision for KG

- There are 4 teachers and 4 teaching assistants, including an Arabic teaching assistant. The teacher to child ratio is 1:19. In addition to the head of KG an Arabic teacher and a PE teacher support the provision. The head of KG and the teachers interview all children entering KG1 and KG2. Parents receive key point information to support their child throughout the summer, particularly those that are not yet school ready. Parental orientation sessions also take place. Communication with parents is underpinned by a shared weekly plan. A monthly newsletter is also provided at the beginning of each month outlining activities that are coming up. Parents are invited to attend lessons to experience learning with their child. Email messages are sent through the portal, together with photographs and videos of children's learning on the online platform. Meet and greet sessions are set up throughout the year.
- There are 2 well-resourced classrooms that include children's hands-on learning resources. The KG playroom and new learning laboratory are used well to support learning. There are dedicated learning corners in each classroom. Boardgames, craft materials, manipulatives, blocks, lego, and career costumes are readily available. Outsourced textbooks and learning resources are used effectively to support the curriculum in KG2 and early years transitional KG standards for KG1.
- The outdoor environment and learning resources include a playground with a dedicated grassed area with age-appropriate resources including a seesaw, swing and basketball area. The playground has a tarpaulin coverage. There is a dedicated swimming pool for KG children to use.
- Arrangements for induction and transition are communicated effectively to parents. KG2 and Grade 1 teachers collaborate on the skills required for children to be ready for their move at the end of the school year. Upon completion of the KG curriculum, teachers begin introducing



children to Grade 1 routines. Benchmarking assessment takes place at the beginning of the school year.

VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve attainment in all subjects particularly Arabic (AFL) in Middle and High and mathematics in Middle by:
 - setting learning objectives that provide sufficient challenge.
 - setting very high expectations for all students.
 - providing quality feedback throughout lessons that challenges all students.
 - increasing the opportunities for students to engage in independent problem-solving and critical thinking activities, particularly in Elementary and Middle.
 - providing an accurate analysis of data to identify gaps in students' mathematical knowledge.
 - providing an accurate analysis of data to identify gaps in students' Arabic language skills.
- Use highly effective strategies to meet the individual needs of all groups of students, particularly SEN by:
 - targeting professional development for teachers to use and analyse data to identify the specific needs of individual students.
 - understanding and working consistently to remove the barriers to learning for all groups of students.

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- Ensure that all teachers use targeted assessments to rigorously enhance students' progress by:
 - securing regular monitoring and assessment of all students' attainment and progress in lessons.
 - raising the importance of assessments and their systematic use to support all students' learning and development.
- Review rigorously the procedures to ensure that students arrive punctually to school by:
 - raising further the profile of attendance and punctuality.
 - ensuring waiting areas are supervised by staff.
 - seeking parental support during arrival times.
 - developing activities that will motivate and encourage both parents and students.

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

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

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

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