



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

KHALIFAH AL HAMZAH AMERICAN PRIVATE SCHOOL

31 OCTOBER- 3 NOVEMBER 2022

Overall Effectiveness

ACCEPTABLE





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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, students' attainment data, school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.



SCHOOL

School	School ID	218	
	School location	Al Madam - Sharjah	
	Establishment date	7/1/2019	
	Language of instruction	English	
	School curriculum	American-California	
	Accreditation body		
	Examination Board		
	National Agenda Benchmark Tests/ International assessment	MAP; TIMSS; PISA; CAT4; PIRLS	
	Fee range	AED 17,200 to AED 31,480	
	Staff	Principal	Jumana Shehadeh
		Chair of Board of Governors	Mohamed Ahmad Almulla
Total number of teachers		37	
Total number of teaching assistants		26	
Turnover rate		15%	
Main nationality of teachers		Jordan - Syria – Egypt	
Students		Teacher: student ratio	1:9
		Total number of students	406
	Number of Emirati students	397	
	KG: number and gender	Boys: 72 Girls: 45	
	Primary: number and gender	Boys: 171 Girls: 91	
	Middle: number and gender	Boys: 27 Girls: 0	
	High: number and gender	NA	
	Nationality groups	1. Emirati 2. Jordan	
	Total number of students with special educational needs	9	

INFORMATION

PROGRESS JOURNEY

Previous Inspection:	Current Review:
NOT APPLICABLE	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers' 117 lesson observations, 24 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the first full review since the school opened. Students' achievement is acceptable in most subjects, but good in English and mathematics in Phase 3, science in phases 1 and 3, social studies in phases 1 and 2, and Islamic education in Phase 1. Students' learning skills are acceptable overall, but good in Phase 3. Students' personal development and appreciation of UAE values are good, but their social development and innovation skills are acceptable. Teaching for effective learning is acceptable, but the processes for data collection are good. Teachers create a stimulating learning environment. Curriculum design and implementation are good, but adaptation is only acceptable. Arrangements for students' care, health and safety are good, but the identification and support for higher-attainers, including the gifted and talented (G&T) students are acceptable. Leadership and management are acceptable. The dedicated principal's clear direction, thorough self-evaluation processes and careful planning have positioned the school to improve further.

KEY AREAS OF STRENGTH:

- Students' progress from low starting points on entry in English, mathematics, and science, which are now good in Phase 3.
- Arrangements for the health and safety and a positive learning environment that promotes students' personal development.
- The principal's clear direction, thorough self-evaluation processes and careful planning for school improvement.

KEY AREAS FOR IMPROVEMENT:

- The overall achievement of students.
- More rigorous use of assessment data to modify the curriculum to better match the needs of all students, especially higher-attainers and the gifted and talented.
- Implementation of consistently effective teaching strategies to extend the learning of all students.
- Embedding the distributive leadership structure and enhancing wider community partnerships.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Good	Acceptable	Acceptable	NA
	Progress	Good	Acceptable	Acceptable	NA
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	NA
	Progress	Acceptable	Acceptable	Acceptable	NA
Arabic (as an additional Language)	Attainment	NA	NA	NA	NA
	Progress	NA	NA	NA	NA
Social Studies	Attainment	Good	Good	Acceptable	NA
	Progress	Good	Good	Acceptable	NA
English	Attainment	Acceptable	Acceptable	Acceptable	NA
	Progress	Acceptable	Acceptable	Good	NA
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	NA
	Progress	Acceptable	Acceptable	Good	NA
Science	Attainment	Good	Acceptable	Acceptable	NA
	Progress	Good	Acceptable	Good	NA
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	NA
	Progress	Good	Good	Good	NA
Learning Skills		Acceptable	Acceptable	Acceptable	NA



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable overall. It is good in Phase 1. In lessons and recent work, a majority of students make better than expected progress in Phase 1 and expected progress in phases 2 and 3. This matches internal data for students' progress.• Internal attainment data show Islamic education is good in all phases. No external assessment data is available for Islamic education. In lessons and students' books, attainment is only good for Phase 1 but acceptable for phases 2 and 3.• In Phase 1, a majority of children develop secure understanding of Dou'a, interpreting the meaning of verses and reciting verses independently. They know the names of Allah. In phases 2 and 3, students are able to name the five pillars, read Hadeeth and recite the Holy Qur'an with corrective feedback. Their independent accurate reading of the Holy Qur'an is less developed. Across the phases, students develop secure understanding of Islamic etiquette. However, students' interpretation of Holy Qur'an verses is less developed in phases 2 and 3.• All groups of students make at least expected progress. Higher- and lower-attaining students across all phases do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic etiquette.• Students' understanding of Dou'a in Phase 1.	<ul style="list-style-type: none">• Students' accurate reading of the Holy Qur'an in phases 2 and 3.• Students' interpretation of Holy Qur'an verses in phases 2 and 3.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic is acceptable overall. In lessons and recent work, most students make expected progress across all phases. Internal data shows students make good progress overall.• Internal attainment data show Arabic is good overall as it is good in the largest phase, Phase 2. It is acceptable in phases 1 and 3. No external assessment data is available for Arabic. In lessons and students' books, attainment is acceptable in all phases.• In Phase 1, children are able to express themselves, can recite the alphabet correctly and answer questions from age-appropriate text. By Phase 2, students read and understand texts, and analyse different types of narrative to identify the main characters and events. When speaking, they use nouns and verbs correctly in sentences. By Phase 3, students read stories with understanding, but their extended writing skills are insufficiently developed. In all phases, students' reading and writing skills, and vocalisation using standard Arabic, are not as well developed.• All groups of students make at least expected progress, but higher-attaining students do not make the progress of which they are capable..	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 1 children's recitation of the alphabet.• Students' correct use of verbs and nouns when speaking.	<ul style="list-style-type: none">• Students' reading and writing skills in all phases, especially extended writing in Phase 3.• Students' vocalisation using standard Arabic in all phases.

Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. It is acceptable in Phase 3. In lessons and recent work, a majority of students make better than expected progress in phases 1 and 2. Students make expected progress in Phase 3. This does not match Internal data which shows students make good progress in phases 1 and 3, and very good progress in Phase 2.• Internal attainment data show social studies is good in phases 1 and 3 and very good in Phase 2. No external assessment data is available for social studies. In lessons and students' books, attainment is good in phases 1 and 2, and acceptable for Phase 3.• In Phase 1, children develop knowledge of UAE livestock and crops, and environmental limitations. By Phase 2, students understand the importance of National days, for example Martyrs' Day, and the reasons and date for celebration. In Phase 3, students have secure understanding of citizenship elements. However, students' understanding of the UAE's role in the region is less developed. National identity is a strength in all phases.• The majority of groups of students make above expected progress in phases 1 and 2. Higher-attaining students across all phases do not make as much progress as expected, especially in Phase 3, where all groups make only expected progress.
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	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's understanding of local plants and animals in Phase 1.Students' understanding of national identity in all phases.	<ul style="list-style-type: none">Students' understanding of the role of the UAE government in the region.

English	<ul style="list-style-type: none">Students' achievement in English is acceptable overall. It is good in Phase 3. Most students make expected progress in lessons and their work, with a majority making better than expected progress in Phase 3. This is not aligned to the school's internal assessment data and MAP test results, which show good progress in Phase 1, but only acceptable progress in phases 2 and 3.Internal attainment data show English is acceptable in all phases. Other external attainment data are not available. In English lessons and in students' work, attainment is acceptable in all phases.In early Phase 1, most children make rapid progress in developing phonic knowledge and pre-reading skills, recognising CVC words such as 'cat'. In early Phase 2, most students can use full sentences to justify their prediction of what is in a box. By the end of Phase 2, most students' reading and comprehension skills are adequate, with students able to identify settings and characters in levelled stories. By Phase 3, most students can read fluently but without consistent and accurate intonation. A majority can identify arguments for and against the UAE's space exploration program, analyzing whether an author's claims are well-evidenced. Writing is insufficiently developed in all phases, especially extended writing in phases 2 and 3.Overall, all groups of students make at least expected progress overall. The majority of groups of students make better than expected progress in Phase 3. Higher-attainers in all phases do not make the progress of which they are capable due to insufficient challenge.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's development of pre-reading phonics in Phase 1.Students' speaking and listening skills in phases 2 and 3.	<ul style="list-style-type: none">Students' independent reading skills in Phase 2 and intonation in Phase 3.Students' writing in all phases, especially extended writing in phases 2 and 3.



Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is acceptable overall. It is good in Phase 3. Most students make expected progress in lessons and in their recent work overall, with a majority making better than expected progress in Phase 3. This is aligned to the school's internal assessment data, including MAP tests in Phase 1, but not in Phase 2, where students' progress is given as good and Phase 3, where progress is given as acceptable Internal assessment data show mathematics is acceptable in phases 1 and 3, and good in Phase 2. There is no other external attainment data. Attainment seen in lessons and in students' work is acceptable in all phases. In Phase 1, children make adequate progress in developing number skills. By KG2, they can identify 2-digit numbers, representing them with cubes into tens and units. By early Phase 2, number skills are more secure, with students able to identify many different ways of getting to 50 using additions and subtractions. By the end of Phase 2, students can solve multiplication problems using estimations, but a few students are unsure about partial products when using arrays to perform multiplications. Phase 3 students can identify and use proportional relationships. Overall, all groups of students make at least the expected progress. The majority of groups of students make better than expected progress in Phase 3. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' developing use of operations such as multiplication in Phase 2. Phase 3 students' use of proportional relationships. 	<ul style="list-style-type: none"> Accelerated development of children's number skills in Phase1. Phase 2 students' knowledge of the use of partial products in multiplication.

Science	<ul style="list-style-type: none"> Students' achievement in science is acceptable overall. In lessons and in their recent work, most students make the expected progress overall. This is not fully aligned to the school's internal data. Internal and external data show attainment in science is good overall. Attainment seen in science lessons and students' work is good in Phase 1 and acceptable in phases 2 and 3. The majority of Phase 1 children make above the expected progress in developing observation and inquiry skills. They develop understanding of recycling to care for the environment. By early Phase 2, most students develop categorization skills, and they can sort animals into various habitats. At the end of Phase 2, most students understand the roles of animals and plants in the ecosystem. In Phase 3 students can make a 3-D model of a cell membrane, clearly presenting their ideas about function. In all phases, especially Phase 2, students' ability to safely handle equipment and write up experimental results using the scientific method is not as well-developed. All groups of students make at least expected progress overall, but higher-attainers receive insufficient challenge to reach their potential. A majority of children in KG and boys in Phase 3 make better than expected progress because they are given more opportunity to investigate independently. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">• Students' scientific observation and classifying skills in all phases.• Phase 1 children's understanding of recycling and Phase 3 students' independent investigative skills.	<ul style="list-style-type: none">• Students' investigative skills in Phase 2.• Students' experimental reports using scientific method.
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Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. It is good in all phases in art, physical education (PE) and in Holy Qur'an studies, where most students make above expected progress, but only acceptable in information and communication technology (ICT).• Students' attainment is good overall based on teachers' assessment records of their skills.• In art, a majority of students develop creativity by using a variety of media and materials, such as drawing and painting. Children in Phase 1 paint containers made from recycled materials, recognising colours. Students in Phase 2 can draw houses and their reflections, showing high levels of detail and understanding of proportions. Displays of Phase 3 students' work demonstrate high levels of creativity and technical skill.• In PE, students gain confidence in ball handling and teamwork, with a clear understanding of how to maintain wellbeing and fitness developing across phases 1 to 3.• In Holy Qur'an, a majority of students gain an appreciation of Islam and understand the importance of learning how to memorize the Holy Qur'an. In ICT, most students develop an understanding of the importance of cybersecurity, but their fundamental ICT skills are not secure enough to confidently apply to other subjects.• The majority of groups of students make above expected progress overall, except in ICT, where progress is acceptable because of insufficient challenge.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of fitness and healthy lifestyles in PE.• Students' use of media and technical skills in art.• Students' knowledge and appreciation of the Holy Qur'an.	<ul style="list-style-type: none">• Students' skills in ICT fundamentals.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall. Students enjoy learning, and most students know what they have learned. Students take increasing responsibility for their own learning, shown by students' independent research presentations in science in Phase 3.• Students interact positively in groups, helping each other without being asked. Language fluency is a barrier for some students in explaining their learning and making class presentations, especially in Phase 2.• Students generally make adequate connections between their learning and the UAE context. Links between subjects are not made consistently.• Students can do basic research and adequately use technology to find information at all levels. Critical thinking and problem solving are developing features of learning, but better in Phase 3 and in English, mathematics, and science. Students' innovation and enterprise skills are less consistently developed.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' enjoyment of learning and positive interaction.• Students' links to real life in the UAE.	<ul style="list-style-type: none">• Students' communication and presentation skills, especially in Phase 2.• Students' links between subjects and their innovation and enterprise skills.



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	NA
<ul style="list-style-type: none">• Students' personal development is good. Students have positive attitudes and enjoy learning, even though a minority of new joiners find it difficult because of the language barrier. Students are courteous although, in occasional classes, the behaviour of a few boys hinders their learning.• Relationships with teachers are respectful. Students readily help each other, being particularly sensitive to the needs of students of determination.• Students demonstrate a sound understanding of safe and healthy living. They enjoy PE and a large majority make healthy eating choices. There are a few who are overweight and being supported by the nurse to maintain a healthy diet.• Attendance overall is very good at just under 98%. Punctuality is dependent on weather conditions, but between lessons, students move promptly.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	NA
<ul style="list-style-type: none">• Students' understanding of Islamic values and awareness of Emirati and world cultures is good.• Students have a clear understanding of Islamic values, shown by their adherence to the dress code and courteous interaction with adults. Students show respect during the Holy Qur'an recitation in assemblies.• Students are knowledgeable about the traditions and heritage of the UAE, shown by their projects in the heritage corner and performance of the Yola dance. They take a leading role in the celebration of National Day, Martyrs' Day, and Flag Day, singing the national anthem with enthusiasm during assemblies.• Students demonstrate a clear understanding of their own Emirate culture. They participate in range of activities celebrating the Kingdom of Saudi Arabia National Day, International Day, Global citizenship` activities, and Tolerance and Anti-Discrimination Days, and in the 1 million food parcel campaign for people in need around the world. However, they are less knowledgeable about other world cultures.				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	NA



- Students' social responsibility and innovation skills are acceptable. In the wider community, students participate in voluntary work, such as visits to elderly people and cancer patients, fund-raising initiatives for Red Crescent and feeding the poor during Ramadan. Such volunteering is beneficial, but irregular.
- Students show a strong work ethic in most classes but rely on others to take the lead in projects. Artwork shows they are creative, but innovation and enterprise skills are less well-developed.
- Students' awareness of their responsibilities is shown by the absence of litter. They promote sustainability, identifying forms of pollution in Phase 3, repurposing bottles as pencil holders in Phase 1, and planting trees to beautify the surroundings. Involvement in global conservation projects is limited.

Areas of Strength:

- Students' helpful interactions and positive attitudes to learning.
- Students' appreciation of Islamic values and respect for UAE's heritage.

Areas for Improvement:

- The behaviour of a few boys in occasional classes that hinders learning.
- Students' innovation skills, initiation of volunteering activities, and understanding of other cultures



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none">The overall quality of teaching is acceptable. It is good in art, in Phase 1 Islamic education, social studies and science, in Phase 2 social studies, and in Phase 3 English, mathematics and science.Most teachers have secure subject knowledge but an inconsistent understanding of how students learn. Lesson planning is consistent, identifying learning objectives, teaching strategies and resources to support learning. This year, a 25% turnover of teachers has impacted the quality of teaching. The induction of new teachers requires review.Teacher-student interactions are positive, creating a supportive learning environment. A few students call out answers to questions individually or chorally. Questioning strategies are acceptable. Students are challenged to explain the reason for their answers. However, students' limited vocabulary is a barrier to engagement in meaningful dialogue.There is inconsistent planning and delivery of learning to match the identified needs of different groups of students. Differentiation in English, mathematics and science is planned, but the range is often too narrow, so higher-attaining students are insufficiently extended. Critical thinking, research and problem-solving skills are inconsistent features across the school. However, in English, critical thinking is evident in discussions about exploring Mars, research skills are evident in Arabic and science, and word problems are regularly solved in mathematics. There is limited evidence of the development of innovation skills in lessons.				
Assessment	Good	Good	Good	NA
<ul style="list-style-type: none">The school's internal assessment systems are good overall. The school has implemented processes for diagnostic tests, quizzes, curriculum unit tests and teachers' ongoing assessments that are used effectively to track students' progress and identify 'at-risk' learners.External test data is used well to benchmark students' performance against international standards. MAP tests in English, mathematics and science for grades 3 to 6 are administered three times a year and provide valuable information on students' ongoing progress. Adoption of the International Benchmarking Test (IBT) is planned to benchmark Arabic results in the future.Comprehensive data sets are analysed to monitor progress and recognize learning gaps to inform curriculum planning. Teachers generally know students' strengths and weaknesses, and those requiring intervention, including SEN, are appropriately supported. Teachers' use of data to design learning activities to extend the higher-attainers is less effective.				

**School Performance Review of KHALIFA AL HAMZAH AMERICAN PRIVATE SCHOOL
31 October – 3 November, 2022**



Areas of Strength:

- Teachers' subject knowledge.
- The school's internal assessment processes, data analysis and progress tracking.

Areas for Improvement:

- The use of assessment data to better match learning activities to the needs of higher-attaining students.
- Greater consistency in teachers' implementation of classroom routines to support learner engagement.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	N/A
<ul style="list-style-type: none">• The overall quality of the curriculum is good.• The curriculum is broad and balanced, enabling students to build their knowledge and skills. The school follows the requirements of the California Core State Standards in English and mathematics, the Next Generation Science Standards for science, and the Ministry of Education (MOE) National Standards in Arabic, Islamic education, social studies and moral education. It is an American curriculum integrating UAE values. A range of other subjects (art, physical education, information technology and Holy Qur'an reading) offers students opportunities to broaden their experience and interests. The school meets all statutory requirements.• The curriculum provides progression and continuity across all phases. Students build their knowledge and skills progressively across most subjects. The curriculum meets the needs of most students and provides good preparation for the next stages of their education.• Some cross-curricular links are planned, particularly within integrated lessons and social studies. The school recognizes that links are not consistently well-integrated to transfer learning across disciplines, so this is an improvement focus.• The impact of the curriculum on students' achievement is regularly monitored and reviewed in termly curriculum planning meetings. These reviews identify key improvement planning priorities, requirements for targeted professional development, and ensure that the curriculum is regularly modified to meet the needs of most students.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none">• School leaders work with teachers at the start of each year to modify curriculum. At present, curriculum modifications are insufficiently refined to meet the learning needs of all groups of students, particularly the higher-attainers. In some lessons, although the curriculum is well-modified, it is less matched due to language barriers, particularly in science and mathematics.• Enterprise, innovation, creativity, and social contribution are inconsistent across phases and subjects. They are more evident in extra-curricular initiatives. These include, 'Let's innovate in February', the scientific day, STEAM, the battery challenge, and the dental campaign, combined with a wide range of UAE and Islamic activities.• The school has appropriate learning experiences through most curriculum areas to develop students' knowledge and understanding of the UAE's culture and society. This is a strong feature in almost all lessons and is further enhanced by the timetabled lessons of Holy Qur'an reading.				
Areas of Strength:				



- The broad and balanced curriculum.
- Timetabled Holy Qur'an reading.

Areas for Improvement:

- Consistency in cross-curricular links.
- Curricular adaptation to meet the needs of all groups of students.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	NA
<ul style="list-style-type: none">The protection, care, guidance and support of students is good overall, but their care and support are acceptable.Safeguarding and child protection policies are effective, with few incidents recorded. Staff receive regular policy updates, and parents and students know who to contact about concerns.School facilities are safe, hygienic and secure. Regular safety checks are thorough. Supervision is effective, including departure via buses and cars.The buildings and equipment are well maintained, with thorough record keeping and follow-up, including of hazards and medical records.While facilities are not modern, they are well-decorated to provide a stimulating learning environment that is accessible to students with mobility issues. The facilities meet the needs of all, except for the lack of an activity centre in Phase 1.The school's promotion of a safe and healthy lifestyle is well-integrated into core subjects, as well as being supported by the nurse's targeted programmes for healthy eating, fitness, and mental well-being.				
Care and support	Acceptable	Acceptable	Acceptable	NA
<ul style="list-style-type: none">Staff have positive relationship with students. Systems for managing students' behaviour are appropriate, but a quarter of the teachers and a similar proportion of students are new to the school, so routines have yet to be embedded in some classes.The promotion of attendance is very good overall, although fog frequently delays arrival in the morning.The school has through systems to identify and provide for SEN students. The school provides effective support for students identified as requiring additional support in reading and mathematics. The identification of gifted and talented students is less rigorous. Insufficient challenge is provided to extend the learning of these students and the higher-attainers.The well-being and personal development of students are effectively monitored, with special support provided to assist students to meet the requirements for admission to military school.				
Areas of Strength:				
<ul style="list-style-type: none">Health, safety and child protection arrangements.Thorough maintenance and record keeping that ensure facilities are hygienic and accessible.				



Areas for Improvement:

- More rigorous identification of, and provision for, G&T students.
- Systems for managing the behaviour of a few boys in Phase 2.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The quality of the leadership in the school is acceptable. The principal sets a clear direction for the new vice-principal and recently appointed middle managers. The school-wide drive to improve achievement recognises UAE priorities and inclusivity. Leaders' secure knowledge of curriculum, teaching, learning and assessment ensures most students make acceptable progress. Communications and relationships with all stakeholders are professional and effective. Staff have clear roles, and morale is positive. Leaders are clear about what needs to be done to improve the school. The school has yet to address barriers to learning posed by language difficulties.
- Rigorous self-review identifies key improvement priorities, using both internal and external data. The planned adoption of IBT for Arabic aims to enhance planning for Arabic-medium subjects in the future. Systems to induct new teachers and monitor the impact of teaching and learning are insufficiently focused on student outcomes. The alignment of department plans with school improvement plans includes strategies to meet UAE national priorities but without specific targets to monitor annual progress. Recommendations from the review of June 2022 are now incorporated into plans and in process.
- Partnerships with parents and the community are good. A parents' programme and regular communications actively promote parental involvement, such as reading stories and attendance at heritage events, such as Flag Day. A range of communication strategies, including meetings and online methods, help parents feel supported and well-informed about their children's academic progress and social development. Parents can drop into school at any time to discuss any concerns, Regular reporting is supported by meeting with teacher events. Parents' views are gathered through regular surveys, the most recent of which identified that parents wanted more activities to enrich their children's learning. The school might consider whether pre-school slots could be used for club activities in line with set bus departure times. The school has some links with the local community, such as with the Red Crescent.



- The Governing Board includes representation of most stakeholders. Regular reports and frequent meetings ensure that the Board is aware of student achievement rates, resource requirements, or concerns of the school and local community. The owner is not on the Board but receives reports from members. The Board influences the school's direction through regular involvement, holding the principal accountable through the school development plans. However, there are no measurable targets set to monitor progress towards the goals.
- Management of the day-to-day life of the school is well organised. Well-qualified staff are appropriately deployed and benefit from the CPD programme. Although this is not tailored to meet their needs, especially for new teachers. The re-fitted facilities, including library, gym, laboratory, and sports facilities, provide a stimulating learning environment. However, the Phase 1 area lacks sufficient outside facilities for inquiry-based learning. While the range of suitable resources is matched to the curriculum requirements, teachers are not always clear how to make the best use of these, especially to extend the higher-attainers.

Areas of Strength:

- Thorough self-evaluation processes and careful planning for school improvement.
- Effective parent partnerships and governance.

Areas for Improvement:

- Inducting, coaching and mentoring new teachers to focus on students' outcomes.
- Specific targets for more effective monitoring and accountability of the impact of improvement initiatives.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has two Arabic teachers, five classroom teachers for early grades, two teachers for Islamic education and one for Quran. The overall ratio of students to teachers is 45:1
- The school has 7,380 books including 40% Arabic resources and 10% non-fiction library books. Library lessons are embedded in curriculum and timetables. The librarian helps students access appropriate reading materials in Arabic, including online resources such as the Birds platform (Pre KG to Grade 7), Abjadeat platform (Pre KG to Grade 4), and ALEF platform (grades 5 to 7). Regularly updated class libraries provide accessible levelled Arabic reading materials for use during the daily 20 minutes reading time (DEAR programme). Students also have access to online reading resources in class.
- A range of activities and competitions promote reading, such as best reader of the month award, reading challenge on Sharjah level, and Chefron reader cup on UAE level. Students can access classroom book corners to read before school.
- Parents are engaged in joint activities, such as storytelling for G1 and 2, 'My family reads' programme, and online reading resources. The 'library friends' support reading before school and in classes.

The school's use of external benchmarking data

- MAP for grade 3, 4, 5 and 6: 100% students were registered and participated in the test. CAT4 for grade 3, 5 and 7; 100% participated in the test. PIRLS: 2021 for grade 5 students only. 100% students in the grade level (5BA, 5BB and 5G) participated in the test.
- MAP: Awareness - Last year grade 3-5 students prepared for MAP using the MAP Navigator platform. CAT4: Students practised with their English Language subject teacher for the exam.
- Result of MAP and CAT4 are shared and interpreted for students by the subject teacher, so students know their levels and aspire to reach the necessary growth.
- Results of international tests or examinations are shared with parents. A seminar for grades 3, 5 and 7 parents took place at the start of the school year.

Provision for KG

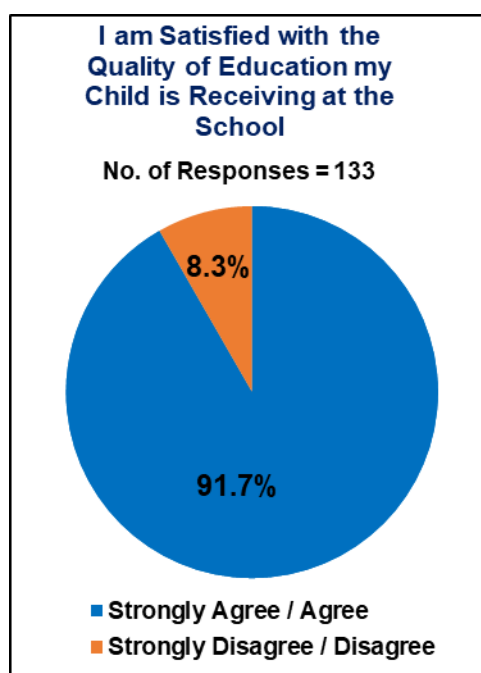
- The school provides for 117 children in two pre-KG, four KG1 and three KG2 classes. There are ten teachers, with the teacher to child ratio of 1: 10. There are fourteen classroom assistants, enabling sufficient cover.
- The facilities to support indoor learning include an art room, library, PE room, Prayer room, and nap room. Learning resources include mathematics and science manipulatives. Digital platforms for reading include: Level up, Asafeer, Abjadiyat, and Alef.
- The outdoor play areas include: gym, football field, planting activities, contemplation weeks, Savvas, and HMH.
- Induction arrangements include a 'Meet the principal's team' sessions at induction, where parents receive an introduction to the teachers and curriculum. There is a wide range of parental workshops including: Curriculum Afternoon tea, Hygiene and Injury Prevention, Healthy



Lunchbox, Personal Health. Communication with parents includes emails, circulars, telegram, sways and class dojo.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the achievement of students overall by:
 - raising teachers' expectations of what students can do
 - adopting a more learner-centric approach
 - implementing a school-wide literacy programme with specific targets, underpinned by training for all subject teachers
 - furthering the links between subjects to reinforce learning.
- Use assessment data more rigorously to modify the curriculum to better match the needs of all students, especially higher-attainers and the gifted and talented by:
 - implementing matched cohort analysis to evaluate progress over time



- using data more rigorously to identify, and provide for, the gifted and talented students
 - revising the transition arrangements for new joiners with limited English language
 - using existing timetabled slots for better effect (pre-school time slots for club activities, weather permitting)
 - matching common themes to reduce repetition and emphasise skill development (scientific report writing helps extended writing in English).
- Implement consistently effective teaching strategies to extend the learning of all students by:
 - simplifying the planning template to make it easier for teachers to detail specific strategies that personalise learning
 - using identified best-practice teachers to help others shift the focus from teaching to learners and learning
 - extending the range of differentiation techniques teachers use (content, process, product, pace, place, resources, assessment).
 - Embed the distributive leadership structure and enhance wider community partnerships by:
 - reviewing middle-leaders' role in the induction and support of new teachers, with coaching, mentoring and targeted CPD
 - developing international relationships to provide learning exchange opportunities for students and teachers
 - monitoring across all lessons the development of skills that underpin enterprise and innovation (such as ideation, and initiative)
 - reinstating the wider range of opportunities to develop social responsibility in place pre-COVID.

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

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



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

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