ITQAN
Programme

هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) Report

Khalifah Al Hamza American Private School
11 - 14 March 2024

Overall Effectiveness: GOOD

إتقان ITQAN

هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

TABLE OF CONTENTS

PURPOSE AND SCOPE 3

THE SCHOOL PERFORMANCE REVIEW PROCESS 4

SCHOOL INFORMATION 6

THE SCHOOL PERFORMANCE REVIEW FINDINGS 7

Performance Standard 1: Students' Achievement 9

Performance Standard 2: Students' personal and social development and their innovation skills 19

Performance Standard 3: Teaching and assessment 21

Performance Standard 4: curriculum 23

Performance Standard 5: the protection, care, guidance and support of students 25

Performance Standard 6: Leadership and management 27

ADDITIONAL FOCUS AREAS 30

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.

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

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

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

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

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

SCHOOL INFORMATION

School	School ID	218
	School location	Al Madam, Sharjah
	Establishment date	2019
	Language of instruction	English
	School curriculum	American California Common Core State Standards (CCCSS)
	Accreditation body	-
	Examination Board	-
	National Agenda Benchmark Tests/International assessment	MAP, CAT4, PIRLS, TIMSS, Mubakkir, TALA
	Fee range	18,000 - 33,580 AED
Staff	Principal	Nasir Ahmed Alyaasi
	Chair of Board of Governors	Ali Al Hosani
	Total number of teachers	40
	Total number of teaching assistants	22
	Turnover rate	15%
	Main nationality of teachers	Jordanian
Students	Teacher: student ratio	1:11
	Total number of students	439
	Total number of students per phase	Phase 1:126 11 Phase 2: 263 Phase 3: 50
	Number of Emirati students	408
	Number of Emirati students per phase	Phase 1: 114 Phase 2: 244 Phase 3: 50
	Phase 1: number and gender	Boys: 70 Girls: 56
	Phase 2: number and gender	Boys: 172 Girls: 91
	Phase 3: number and gender	Boys: 46 Girls: 4
	Phase 4: number and gender	N/A
	Nationality groups	1. Emirati 2. Egyptian
	Total number of students with special educational needs	14

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of four reviewers' 34 lesson observations, 15 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 since the previous review. The school was established in January 2019 for the local community to provide high quality education. The premises are well equipped to deliver the American curriculum. The principal is new to the school, having joined in January 2024 and is supported by 2 vice-principals and the teaching and learning coordinator. Middle leadership is represented by subject heads and the data analysis coordinator. Children's achievements in Phase 1 are good. Achievement is good in Islamic Education, Arabic as a First Language (AFL), social studies, mathematics, science and other subjects. Students have good learning skills. Their personal and social development are good. Teaching is good overall while assessment is acceptable. The overall quality of the curriculum is good as is the protection, care and guidance of students. Curriculum adaptation is acceptable Leadership and management are good overall with leaders demonstrating a clear understanding of the strengths of the school.

KEY AREAS OF STRENGTH:

- The conducive learning environment that leads to effective teaching in Phase 1.
- Children's achievement in Phase 1 and students' improving achievement in most subjects especially in Phase 2.
- Students' understanding of Islamic values and their pride in UAE's culture and society across the school.
- Effective procedures for safeguarding children and students and ensuring their well-being.
- The clear understanding and direction of the school's leadership to secure further improvements.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in English in Phases 2 and 3.
- Students' learning skills of critical thinking, innovation, and enterprise across all phases.
- The effective use and analysis of assessment information to track students' progress across the school.
- The modification of the curriculum across the school to provide effective support to all students, including students with special educational needs (SEN) and gifted and talented (G&T) students.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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

Islamic Education

- Students' achievement in Islamic Education is good overall. It is good in Phases 1 and 2 and it is acceptable in Phase 3. Progress in lessons and students' work is good which matches the school's progress overtime.
- There are no externally benchmarked assessments in Islamic Education. Internal assessment data indicates outstanding attainment in Phases 1 and 2, and very good attainment in Phase 3. This does not align with what is seen during lessons where the majority of children and students attain above curriculum standards in Phases 1 and 2 and most students attain in line in Phase 3.
- In Phase1, the majority of children develop a secure understanding of the meaning of the short Surahs of the Holy Qur'an. In Phase 2, the majority of students develop a secure understanding of Islamic etiquette. They make good progress in reading verses of the Holy Qur'an and clarify the meaning of new terms mentioned in the verses, and accurately read the Noble Hadeeth. Students' memorisation of the Noble Hadeeth and recitation of the Holy Qur'an are less developed. In Phase 3, most students make expected progress and develop acceptable understanding of charitable work. Students' application of Tajweed rules in the recitation of the Holy Qur'an is less developed in Phase 3.
- All groups of students make at least expected progress, except for high achievers, who do not make progress of which they are capable.

Areas of Strength	Areas for Improvement
• Students' secure understanding of Islamic etiquette in Phase 2. • Students' progress in reading verses of the Holy Qur'an and Noble Hadeeth in Phase 2.	• Students' skills in memorising the Noble Hadeeth and recitation of the Holy Qur'an in Phase 2. • Students' application of Tajweed rules in the recitation of the Holy Qur'an in Phase 3.

Arabic	• Students' achievement in Arabic as a First Language (AFL) is good overall and in Arabic as a Second Language (ASL) it is acceptable overall. In AFL, students' achievement is good in Phases 1 and 2 and acceptable in Phase 3. Students' progress in ASL as seen in lessons is acceptable. This generally matches the school's internal assessment where progress is good in AFL in all phases except for Phase 3 where it is acceptable. • There are no externally benchmarked assessments in AFL. Internal assessment data for AFL indicates most children in Phase 1 and students in Phases 2 and 3 attain above curriculum standards. This does not match with what is seen in lessons and in students' work where the majority of students attain above curriculum standards in these phases and most attain in line with curriculum standards in Phase 3. In ASL, there is no internal or external benchmarking data. • In AFL, the majority of students make better than expected progress in listening, speaking, reading, and writing across all phases. In Phase 1, children learn to read and write letters and say simple words accurately. In Phase 2, students make good progress in extracting the main elements from a story. Students' ability to accurately read a story and suggest an appropriate ending is less developed. In Phase 3, students can identify the main ideas in texts and using new terms while reading and writing short paragraphs. In ASL, most students make expected progress in speaking, listening, reading, and writing. In Phase 1, children are able to read and write letters. Students reading and writing of words is less developed in ASL across all phases. In Phase 2, students are able to read and write letters and simple words. Their ability to construct short sentences is less developed. • All groups of students, including those with SEN and high achievers, make similar rates of progress.	
	Areas of Strength	**Areas for Improvement**

	• Children's ability in AFL to read and write letters and say simple words in Phase 1. • Students' progress in extracting the main elements of a story in AFL in Phase 2.	• Students' accuracy in reading a story and suggesting an appropriate ending in AFL in Phase 2. • Students' reading and writing of words in ASL across all phases. • Students' ability in ASL to construct short sentences in Phase 2.

Social Studies

- Students' achievement in social studies is good overall. It is good in Phase 2 and it is acceptable in Phase 3. Progress in lessons and students' work is good which matches the school's progress overtime.
- There are no externally benchmarked assessments in social studies. Internal assessments indicate that most students in Phases 2, and 3 attain above curriculum standards. This does not match with what was seen in lessons and in students' work where the majority of students attain above curriculum standards.
- In lessons and in students' work, the majority of students make better than expected progress in Phase 2 and most make expected progress in Phase 3. In Phase 2, students build a secure understanding of the UAE national identity and Emirati heritage. Students have a clear understanding of natural conservation and wildlife. Students in Phase 3 develop an understanding of UAE's interest in science and the contribution of Arab scientists. They can identify the geographical location of South Korea using their iPad and can extract information of about South Korea. Overall, their actual physical map reading skills are less developed. Students develop understanding of the pioneering role of the UAE in stimulating scientific research. Their understanding of development and innovation in the UAE and Arab countries is less developed.
- Overall, the majority of groups of students make similar rates of progress.

Areas of Strength	Areas for Improvement
• Students' knowledge and understanding of the UAE national identity and Emirati heritage in Phase 2. • Students' knowledge and understanding of wildlife and conservation in Phase 2.	• Students' physical map reading skills in Phase 3. • Students' understanding of development and innovation in the UAE and the Arab countries in Phase 3.

English

- The achievement of students in English is acceptable overall. The progress overtime according to the school's internal assessment is good in Phases 1 and 2 and acceptable in Phase 3. This broadly matches what was seen in lessons and students' work in Phases 1 and 3.
- Internal assessment data show that attainment is very good in Phases 1 and 2 and outstanding in Phase 3. This is not evident in lessons and students' work, where the majority of children in Phase 1 attain above curriculum standards and most students in Phases 2 and 3 attain in line with curriculum standards. Attainment is weak in external benchmarking MAP testing.
- In Phase 1, children can identify the letters through phonics and make short words in KG 1. By the time they reach KG 2, they can use visual prompts to match letters with words and make short sentences. In Phase 2, students in Grade 2 underline words with 'ee' sound and learn to blend words and decode them. In Grade 3, they use clues to understand the meaning of words in the context of a sentence and build their vocabulary with adjectives. Some students are unclear about the difference in meanings. By the time students reach Grade 5, they can use conjunctions and join sentences. In Phase 3, students can read and summarise texts and make relevant links with the UAE and conduct research under their teachers' guidance on brain surgery and space exploration. Less developed is their ability to communicate their learning in Phases 2 and 3. Most students' listening and understanding is better than reading and speaking; writing skills are the weakest in these 2 phases.
- All groups of students including SEN make similar rates of progress although girls in Phase 2 make better progress than boys.

Areas of Strength	Areas for Improvement
• Children's ability to make words and short sentences with phonics in Phase1. • Children's and students' listening and comprehension across all phases.	• Students' ability to communicate their learning in Phases 2 and 3. • Students' speaking, reading and writing skills in Phases 2 and 3.

Mathematics

- Students' achievement in mathematics is good overall. Progress overtime according to the school's internal assessment data in Phases 1 and 2 is very good and acceptable in Phase 3. This does not align with what is observed in lessons and students' work where progress is good across all phases.
- In internal assessments, attainment is outstanding in Phases 1 and 2 and very good in Phase 3. It is weak in external benchmarking MAP tests. The review judgement of acceptable attainment across all phases is not aligned to the school's internal or external assessments.
- In Phase 1, children develop knowledge and understanding of numbers and quantity and their use. They can count, read and write numbers from 1 to 14. In Grade 1, they can fill in the missing numbers on the number line and create a number line up to 120. By the end of Phase 2, students can add and subtract fractions with unlike denominators although they cannot create their own subtraction problems involving fractions with unlike denominators. In Phase 3, students write and solve inequalities using the multiplication and division of properties of inequality. Some students are unclear about the mathematical symbols of greater than, less than or equal to and rely on their teachers' support for solving real-word problems of inequalities on a number line. Most students across all phases are adept in using technology to research and gain access to assessment tasks although they cannot write their predictions and conclusions as their writing skills are less developed.
- The progress of all groups of students including students with SEN is in line with to curriculum expectations.

Areas of Strength	Areas for Improvement
• Children's skills to count, read and write numbers from 1 to 14 in Phase 1. • Students' ability to add and subtract fractions with unlike denominators in Phase 2.	• Students' skill in applying knowledge to create their own problems, involving fractions with unlike denominators in Phase 2. • Students' knowledge of mathematical symbols to solve problems of inequalities on a number line in Phase 3.

Science

- The achievement of students in science is good overall. Their progress overtime according to the school's internal assessment data is good in Phases 1 and 2 and acceptable in Phase 3. This matches what is seen in lessons and students' work in Phases 1 and 2, but not in Phase 3 where progress is also good.
- Internal assessment data show that attainment is outstanding in Phase 1, very good in Phase 2 and acceptable in Phase 3. This is not evident in lessons and workbooks, where the majority of children in Phase 1 attain above curriculum standards and most students attain in line with curriculum standards in Phases 2 and 3. Attainment is identified as weak in external benchmarking MAP tests.
- In Phases 1, 2 and 3 children and students make better than expected progress in developing knowledge and understanding of physical, life, earth and space sciences. Children in Phase 1 develop an understanding of water, weather and the world around them. Children develop their investigative skills as they water the plants in the play area, plant and grow carrots and wash them before eating, thereby also demonstrating their understanding of healthy eating habits. Students in Grade 1 investigate and explore how sound is produced from vibrating objects using a tuning fork and make a telephone using paper cups and string. Their skills to experiment, predict and infer are few. In Phase 3, students use their practical skills and follow scientific procedures to make a model of the currents in oceans. They predict the density and composition of water in a deep current and analyse and interpret data. Students are unable to explain their observations and analysis using scientific reasoning across all phases.
- The progress of all groups of students, including students with SEN is good although girls in Phase 2 make better progress than boys.

Areas of Strength	Areas for Improvement
• Students' knowledge and understanding of physical, life and earth and space sciences across all phases. • Students' investigation. skills in Phases 1 and 2 and practical skills in Phase 3.	• Students' skills to experiment, predict and infer in Phase 2. • Students' ability to explain their observations and analysis using scientific reasoning across all phases.

Other subjects

- Students' achievement in other subjects is good overall.
- The majority of students' attainment in lessons and their work is above curriculum expectations in all other subjects and phases. This aligns with teachers' assessment records. There are no internal and external data available for other subjects.
- The majority of students make better than expected progress. In Phase 1, physical development children play enthusiastically and can jump and cross hurdles. In Phase 2 physical education (PE), students in Grade 4 can throw long football passes with precision and in Phase 3, Grade 8 students can play volleyball proficiently. In successful art lessons, students exhibit strong learning skills, expressing creativity, exploring diverse techniques, and reflecting on how their work might be improved. For example, in early Phase 2, students explore basic techniques in art and draw and colour. In Phase 2, Grade 6 students delve into more complex projects and develop proficiency in sketching and painting. Opportunities for students to reflect on improving their skills are insufficient across all phases. In information and communication technology (ICT), most students make good progress in word processing and in their presentation skills in Phases 2 and 3. Students demonstrate secure understanding in use of various ICT skills and can research online, type, learn coding and acquire digital literacy in all phases. In Phase 3, students in Grade 8 demonstrate advanced skills, such as programming and the creation of animations.
- Most groups make similar progress. Girls make better progress than boys and high achievers do not make the progress of which they are capable.

Areas of Strength	Areas for Improvement
• Children's and students' spirit of teamwork in physical activities and games across the school. • Students' creativity in sketching and painting in Phase 2. • Students' skills in word processing and presentation skills in ICT in Phases 2 and 3.	• Opportunities for students to reflect on how to improve their skills in art and design in all phases. • Sufficient challenge for the higher achieving students across all phases.

Learning Skills

- Learning skills are good overall. Students display positive attitudes towards learning and take responsibility for their work. They enjoy participation in classroom conversations and discussions in art and ICT.
- They cooperate with each other and their teachers. In English lessons in Phase 3 on scientific research and space exploration, students work in groups, discuss and review each other's presentations. They have a clear understanding of the topics taught and sometimes engage in meaningful discussions.
- Students readily make connections between subjects and can apply their learning to the UAE and the world. They make relevant links in the Arabic medium subjects of Arabic, Islamic Education and social studies and links in mathematics, science and English to Islamic values.
- The use of technology across all phases is strong and fosters independent learning. In Phase 1, children in English use their tablets to further cement their understanding and match words with visual prompts. In Phase 2, they enjoy quizzes to get feedback in online assessments. Students' innovation and enterprise skills are yet to be embedded in lessons and their critical thinking and problem-solving skills are less developed across all phases.

Areas of Strength	Areas for Improvement
• Children and students' positive attitudes towards and enthusiasm for learning across all phases. • The use of learning technology across all phases.	• Children and students' innovation, enterprise, critical thinking, and problem-solving skills across all phases.

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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	**Good**	**Good**	**Good**	**N/A**

- Students have positive and responsible attitudes. They usually demonstrate self-discipline and respond well to others. Students willingly help each other, and their positive behaviour prevails around the school with a few exceptions for a small number of boys in Phase 3.
- Relationships among students and with staff are respectful.
- Students demonstrate a sound understanding of safe and healthy lives. They participate in activities that promote safe and healthy lifestyles. For example, students are involved in spreading anti-bullying messages across the school, E-safety in a public park and give presents to the elderly in their recreation centre, who teach them about etiquette in turn.
- Attendance at 96% is very good.

Understanding of Islamic values and awareness of Emirati and world cultures	**Good**	**Good**	**Good**	**N/A**

- Students have a clear appreciation and understanding of how Islamic values underpin UAE's contemporary society. Almost all students know the pillars of Islam and practise the values of tolerance and forgiveness.
- Students are knowledgeable and appreciative of UAE society and its heritage that influences contemporary society. They take pride in its cosmopolitan culture, which is home to so many nationalities and aspire to serve their country. They participate in a range of cultural activities in school and in the local community.

- Students demonstrate a deep understanding and appreciation of their own culture and some understanding of other cultures. They have respect for the few students of other nationalities and celebrated Mother Language Day with them. They celebrate World Food Day by spreading awareness of healthy food and avoiding eating junk food.

Social responsibility and innovation skills	**Good**	**Good**	**Good**	**N/A**

- Students are aware of their responsibilities in the school community. They help the school's leadership in maintaining discipline at breaktimes and during home time. Their work as volunteers in the local community includes giving books to the library and interacting with the elderly by giving them gifts and learning etiquette and manners from them.
- Students enjoy their work, although they lack initiative. They enjoy participating in projects although they rely on their teachers and parents rather than make independent decisions. From KG to Grade 4, children and students participate in 'Kidspreneur' and create models on recycling. They give presentations on recycling and make effective links using ICT to code an application on how to save wildlife.
- Students take care of their school and participate in activities to improve its environment. They are developing a small garden in school and celebrated, 'My Green Environment is my future', planting Ghaf and Sidr trees, creating awareness of sustainability for their peers**.**

Areas of Strength:

- Students' positive attitudes and relationship between staff and students in all phases.
- Students' understanding of Islamic values across the school, pride in UAE values and its cosmopolitan culture.
- Students' very good attendance in all phases.

Areas for Improvement:

- The behaviour of a small minority of boys in Phase 3.
- Students' understanding of other world cultures across the school.
- Students' lack of initiative and independent decision-making in all phases.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	**Good**	**Good**	**Good**	**N/A**

- Most teachers have secure subject knowledge and understand how students learn. Teachers plan purposeful lessons, with clear learning objectives and make adequate use of additional resources and online learning platforms, particularly for the benchmarking tests. In Phase 3, students' engagement is variable because the activities they are set are not always carefully matched to their learning needs, particularly high achieving students.
- Plans are detailed and thorough and time management and resources create an environment conducive to purposeful learning. Teachers use questioning to assess students' understanding and dialogue is beginning to promote students' critical thinking skills. Opportunities for discussion and dialogue vary and are a developing feature in English as a result of some students' language constraints.
- Teachers use a meaningful range of approaches. They model the lesson using the 5-E strategy of: Explore, Explain, Elaborate, Express, and Evaluate, which includes differentiation and scaffolding, aimed at meeting the individual needs of students by introducing bite-sized structured learning. Although personalised support for SEN students is planned through the use of Individual Educational Plans (IEP) in lessons, the implementation of this support does not always feature in lessons.
- In most lessons, teachers have identified the need to promote problem-solving, enterprise and innovation skills. They do not consistently integrate the development of these skills in lessons.

Assessment	**Good**	**Acceptable**	**Acceptable**	**N/A**

- Internal assessment data processes are coherent and consistent in Phase 1 and linked well to the school's curriculum and provide valid measures of children's

progress. This is not so in Phases 2 and 3 where assessments provide appropriate information of students' progress. The school appropriately benchmarks students' academic outcomes through international benchmarking assessments.

- Teachers use assessment data adequately to plan lessons although their analysis is not effectively linked to students' progress. As a result, assessment information is sometimes superficial and underdeveloped. This is particularly so in English and Arabic where it is not used effectively to influence teaching and curriculum planning.
- Most teachers have reasonable knowledge of children and students' achievement and provide them with focused support especially in Phases 1 and 2. Teachers track students' individual paths and plan specific support with follow up and feedback. Peer-assessment is used appropriately, and students are sometimes involved in assessing their own learning.

Areas of Strength:

- Teachers' knowledge of their subjects and students across the school.
- Teachers' lesson planning, the learning environment and the use of resources including technology in all phases.
- The quality of assessments in Phase 1 that tracks children's progress.

Areas for Improvement:

- Activities to enhance students' learning skills, notably innovation, enterprise and critical thinking across the school.
- The accuracy and reliability of analysis of assessment data from different sources in all phases but especially in Phases 2 and 3.
- The use of assessment data to match tasks more closely to students' different learning needs particularly in Arabic and English across the school.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	**Good**	**Good**	**Good**	**N/A**

- The school's broad and balanced curriculum is effective and closely aligned with the California Common Core State Standards (CCCSS) for English and mathematics, Next Generation Science Standards (NGSS) for science and meets the Ministry of Education's statutory requirements.
- There is consistency in provision and approach from Phase 1 to Grade 8, preparing students for the next stage in their education. The curriculum contains progression, and it is systematic, enabling a smooth transition between phases. A range of other subjects such as art, PE, information technology (IT) and Holy Qur'an reading offers students opportunities to broaden their experience and interests. Cross-curricular links are meaningful and well-integrated in lessons. This is particularly effective in Arabic medium subjects and between science, mathematics, and English.
- Review of the curriculum has led to intervention strategies being developed to support and promote students' learning.

Curriculum adaptation	**Acceptable**	**Acceptable**	**Acceptable**	**N/A**

- The school adequately modifies the curriculum to meet the learning needs of most groups of students and teachers plan appropriate lessons. Differentiation in lessons is linked to most students' learning needs. Support and challenge to students with SEN and G&T students varies considerably across the school.
- The school is at an initial stage in developing plans to promote students' innovation skills in lessons. Projects are planned to foster their research, enquiry and enterprise skills. The promotion of these skills in lessons is insufficient.
- Appropriate links with UAE are integrated in most aspects of the curriculum through morning assemblies, in lessons and during the celebration of UAE National Days and students' involvement in National Agenda priorities.

Areas of Strength:
• Cross-curricular links are well integrated in lessons in all phases. • UAE links are well integrated in almost all aspects of students' learning across the school.
Areas for Improvement:
• Teachers' inclusion of tasks that support SEN students, challenge higher achieving students and G&T students across the school. • The modification of the curriculum to include activities that develop students' research, enquiry, and enterprise skills in a range of subjects and across phases.

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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	**Good**	**Good**	**Good**	**N/A**

- The school has effective procedures for the safeguarding of students, including child protection. Leaders provide appropriate training for new and existing staff on students' wellbeing. All policies are periodically updated and understood by staff, students and parents.
- Medical staff provide students with excellent care and frequent health checks. The promotion of healthy lifestyles is incorporated successfully into the life of the school. The school's building is well-maintained and procedures to keep students and staff safe are secure. The school records all incidents and risk assessments are managed appropriately. The school is clean and provides a safe learning environment for all students. Although the school does not have any students with disabilities, there is provision for them with ramps and a toilet for students with disabilities.
- The school's promotion of safe and healthy living is very effective and permeates almost all aspects of school life. Students make healthy choices through physical fitness, games and making healthy food choices.

Care and support	**Good**	**Good**	**Good**	**N/A**

- Positive relationships amongst staff and students create a calm and friendly atmosphere on site. As a result, students are very polite in their interactions with staff except for a few behavioural problems with a small number of students in Phase 3. Leaders in each phase of the school effectively manage the behaviour of their students, resulting in the prompt resolution of problems and difficulties.

- There are comprehensive policies to promote students' attendance which although was less during Ramadan, is generally very good at 96%.
- The school promotes an inclusive ethos through policy and practice. Systematic processes identify students with SEN but are inconsistent in identifying those who are G&T.
- The school has recruited a counsellor recently to work with students who have SEN and their families. Fourteen students identified by the school receive appropriate support and the processes are beginning to have a positive impact. Students with different abilities, including those who are G&T are not supported to consistently make the academic progress of which they are capable.
- The well-being and personal development of students are routinely monitored. Good student orientation is available for Grade 8 students for the various courses and disciplines offered for their next phase of learning.

Areas of Strength:

- The school's very effective promotion of safe and healthy living which permeates almost all aspects of school life.
- The effective procedures to ensure very good attendance and punctuality across the school.
- The identification of students with SEN in all phases.

Areas for Improvement:

- The implementation of systems to identify and support students who are G&T across the school.
- Behavioural management in Phase 3 to address the disruption of a minority of boys in lessons.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.	
Indicators:	
The effectiveness of leadership	**Good**
• Leaders at all levels, including the principal, set a clear direction and promote a vision that is shared by the whole school community. Leaders demonstrate a commitment to inclusion and have clear distributive leadership, which is effective in establishing a positive learning culture. Relationships and communication in the school are strong and leaders have a clear understanding of what needs to be done to improve the school. • Although relatively new to the school, the principal has identified the challenges faced by students of different abilities and the school is currently embedding practices that promote independent learning, innovation, and enterprise. The leadership team at all levels demonstrates sufficient capacity to make required improvements.	
Self-evaluation and improvement planning	**Good**
• Systematic self-evaluation using internal and external data is increasingly used in the school for improvement planning. Most key priorities are identified, and target setting with clear goals and regular review and monitoring ensure that they impact positively on students' achievement. Detailed action plans are aligned to the recommendations and key improvement priorities. School improvement planning includes specific targets to monitor annual progress and is sufficiently focused on students' progress. Almost all the recommendations from the previous review have been effectively incorporated into plans and are being actioned.	
Partnerships with parents and the community	**Good**

- The school successfully engages parents in their children's learning. Parents feel welcomed in school and there is a clear procedure for them to meet the principal and teachers. Communication and reporting ensure parents receive regular reports and know how well their children are making progress and their next steps for improvement. Parents are sometimes invited to observe lessons and to give their feedback.
- The school has some links with other schools and limited national and international partnerships.

Governance	**Good**

- The school benefits from a governing board which has 9 members, most of whom are from education. Governing board members effectively contribute towards enhancing students' learning and regularly monitor the school's actions and gain detailed knowledge of the school. They hold the principal and the senior leadership accountable and provide resources and professional development regularly to develop students' learning experiences. The governing board ensures good levels of staffing and resources. The governing board has a direct positive impact on the overall performance of the school.

Management, staffing, facilities, and resources	**Good**

- The day-to-day management of the school is well organised. Qualified staff with regular professional development tailored to their needs benefit from training and this in turn is resulting in improvements in students' achievement in most subjects. The premises are conducive to effective learning and provide a stimulating environment. Phase 1 children are provided with space both indoors and outside, leading to child-initiated activities and independent learning. A range of suitable resources, including specialist facilities and learning technologies promote effective student and teacher interactions.

Areas of Strength:

• The clear guidance from the senior leadership team, led by the principal, that is resulting in improvement. • The school's improvement planning with clear targets aligned to the recommendations from the previous review. • The positive impact of the governing board on the overall performance of the school.
Areas for Improvement:
• The development of national and international partnerships for the benefit of students.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 3 Arabic teachers across the school. The staff to student ratio in Arabic is 1:104.
- There are 5238 Arabic books in the school library, 4831 are fictional and 407 are non-fictional.
- There is a qualified librarian and dedicated timetabled library periods for Arabic once every fortnight. The reading life booklet is used in Grades 1 to 8 to record all the books read by the students. There are records maintained of the books borrowed by students. The student who reads and borrows the maximum number of books is declared the 'Library Champion'. On the last Thursday of every month, students read in the morning assembly. Certificates and awards are given to the students who read the most. There are class libraries with reading materials in Arabic, and it is updated every term. Students have access to reading resources online in the classroom.
- Extra-curricular activities include 'Story Bus', which provides books in the school transport, to and from the school. Besides this, story writing competitions are organised. Students participate in other competitions such as the Arabic Reading Challenge Competition, the Chevron Student Cup Competition and a competition organised by Emirates Airlines. The best reader on the Asafir platform is awarded a prize during Sharjah Book Fair in collaboration with the Emirates Publishers Association. Parents are encouraged to read books to their children.

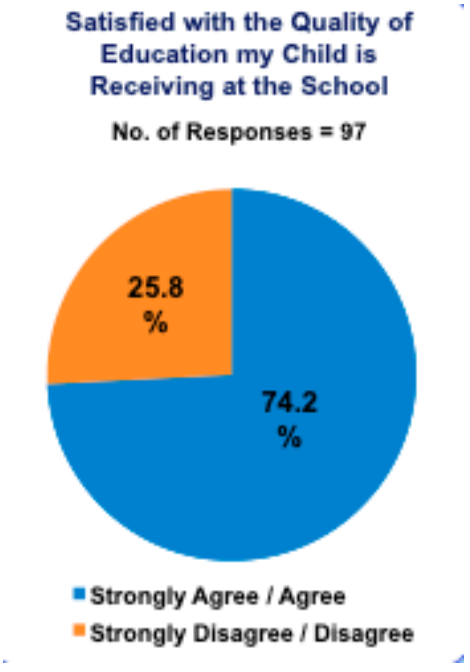
The school's use of external benchmarking data

- Almost all students participate in MAP and CAT4 assessment in English, mathematics, and science.
- Teachers use the analysis of this data to plan lessons with differentiated strategies and remediation aimed at addressing the needs of all students. Guidelines for tests are included in lesson planning and the curriculum. Students use software platforms to practise for external benchmarking tests.
- Subject leaders and teachers share the learning outcomes of benchmarking tests with students. Students' progress reports are shared and attached in their mathematics, science, and English notebooks. Subject teachers conduct special sessions on these reports with students to explain outcomes.
- Parents are informed of the tests and results by email and are encouraged to be partners in their children's success in international benchmarking tests.

Provision for KG

- There are 11 teachers and 12 teaching assistants in KG with a ratio of 1:11 approximately under the supervision of a KG supervisor.
- Indoor space includes spacious classrooms with learning centres and library corners. The classrooms are equipped with attractive furniture, suitable for young children. The Activity Room provides space for role-plays and subject specific activities for mathematics, reading, art, and other subjects. Other than these, there is a prayer room, gym, inclusion room, innovation room and a well-resourced, child friendly library.
- The outdoor space consists of a playground with well-equipped swings, slides, and seesaws. Occasionally, this space, covered with artificial grass, provides a conducive environment for outdoor lessons.
- Before induction to the school, new admissions in KG receive an orientation programme. This includes a tour to the classrooms and introduction to the teachers to gain clarity about the planned activities and the textbooks. The transition from KG to Grade 1 is smooth as a result of a range of activities such as sharing stories, solving mathematical puzzles and other fun-filled activities to facilitate children's adaptation to the new curriculum in Grade 1.
- The pre-KG lessons in the school takes place in a similar conducive setting for the youngest children.

VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in English in Phase 2 and 3 by:
  - providing additional opportunities for students to read for pleasure and write in English more frequently.
  - extending students' spoken and written vocabulary.
  - enabling students to communicate their learning confidently.
  - allowing small groups to work independently in the library.
  - having fun-filled online and offline activities to encourage improvement in creative writing.

- Improve students' learning skills of critical thinking, innovation, and enterprise in all phases by:
  - embedding approaches to learning through investigation, problem-solving and enquiry.
  - using practical tasks in lessons to extend opportunities for students to be innovative and enterprising.

- Improve the use and analysis of assessment data to track students' progress in all phases by:
  - using the full range of school data accurately to identify gaps in students' understanding and to plan the appropriate next steps in learning.
  - ensuring teachers make effective use of assessment for learning to inform planning and teaching.
  - ensuring teachers use assessment outcomes to match tasks more closely to students' different needs, particularly in Arabic and English.

- Improve the modification of the curriculum across the school to provide effective support and meet the needs of all students by:
  - implementing strategies to support and challenge students with SEN and students who are G&T.
  - ensuring more rigorous planning between the teachers and the SENCO.
  - implementing stringent procedures to review the progress of different ability students, particularly higher achieving students, by teachers, leaders, and specialists.

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.