



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

SAMA AMERICAN PRIVATE SCHOOL

3 to 6 February 2025

Overall
Effectiveness
Rating:
GOOD

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PURPOSE AND SCOPE

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

Purpose

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

Scope

This review is guided by Performance Standards 1 to 6 and seventeen related Performance Indicators taken from the 2015-16 UAE School Inspection Framework. These Performance Standards relate to 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

Judgements



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

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

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

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



SCHOOL INFORMATION

School	School ID	196
	School location	Al Azra, Sharjah
	Establishment date	2012
	Language of instruction	English
	School Curriculum	American
	Accreditation body	Cognia
	Examination Board	Advanced Placement (AP), College Board
	External Assessments International and Curriculum Benchmark Assessments	Mubakkir Test of Arabic Language Arts (TALA) International English Language Testing System (IELTS) Trends in Mathematics and Science Study (TIMSS) Advanced Placement (AP) Standardised Assessment Test (SAT) Measures of Academic Progress (MAP) Progress in International Reading Literacy Study (PIRLS) Cognitive Assessment Tests (CAT 4)
Staff	Fee Range	AED 15,480 to AED 34,040
	Principal	Hassan Sabbah
	Chair of board of governors	Hind Al Hajeri
	Total number of teachers	89
	Total number of teaching assistants	12
Students	Turnover rate	17.5%
	Teacher: student ratio	1:13
	Total number of students	1,130
	Total number of students per cycle/Phase	KG: 126 Elementary: 336 Middle: 403 High: 265
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 62 Girls: 64
	Elementary: number and gender	Boys: 184 Girls: 152
	Middle: number and gender	Boys: 202 Girls: 201
	High: number and gender	Boys: 122 Girls: 143
	Total number of Emirati students	186



	Pre-KG: Emirati number and gender	Boys: 0	Girls: 0
	KG: Emirati number and gender	Boys: 12	Girls: 9
	Elementary: Emirati number and gender	Boys: 33	Girls: 20
	Middle: Emirati number and gender	Boys: 37	Girls: 33
	High: Emirati number and gender	Boys: 21	Girls: 21
	Nationality groups (largest first)	1. Syrian	
		2. Jordanian	
	Total number of students with special educational needs	31	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewer's 111 lesson observations, 56 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is the same as the previous review visit. The principal leads the way with the support of a team of hard-working and loyal senior leaders. They have sustained the effectiveness of the school during a period of significant changes in teaching staff. The school's strategic planning is based on the effective analysis of a useful self-evaluation. The Governing Board and the parents support the school well. All stakeholders are focused on the school's current priorities. The actions taken since the last review have led to improvements in mathematics in Middle and science in High. Students' performance in MAP benchmark assessments has shown no improvement over the past three years. Students' attitudes to learning remain very positive. The school has very good procedures in place for the safeguarding and protection of all students. The school's learning environments and facilities are well maintained.

KEY AREAS OF STRENGTH:

- The improvements in students' achievement in mathematics in Phase 2.
- The improvements in students' achievement in science in Phase 4.
- Students' personal development.
- Students' understanding of Islamic values and world cultures.
- The provision for the health and safety of all the students.
- The strategic direction set by the principal with the support of the senior leaders.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement to very good or better in all subjects and phases.
- The development of students' innovation, enterprise, critical thinking and problem-solving skills.



- The use of assessment data to improve the quality of teaching students receive in all four phases.
- The actions being taken to develop the role and responsibilities of middle leaders.
- The use of robust evidence to support the judgements made in the school self-evaluation.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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

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Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic education is good. The school's internal assessments show that most students across the school make outstanding progress over time in Elementary, Middle and High. In lessons and in their work, students show good progress overall. Internal assessment data indicates that most students across the school demonstrate outstanding attainment. This is not evident in lessons where the majority of students demonstrate good attainment. There is no external assessment available for this subject. In Elementary, students memorise and recite prescribed surahs from the Holy Qur'an and explain the general meaning of the surahs. Students show knowledge of the prophet Muhammad (PBUH) Syrah, they deduce the learned lessons in the Noble Hadeeth about Allah (SWT) blessings and apply the values and Islamic etiquette in their practices. In Middle, students demonstrate an understanding of Islamic values and principles and interpret the prophetic guidance in the Noble Hadeeth about moderation. They conclude the initial signs of the Judgment Day from the Holy Qur'an. In High, students recite surahs from the Holy Qur'an and interpret the overall meaning. They infer evidence from the Holy Qur'an about the allowed and forbidden food and show understanding of the Islamic values and apply them to their behaviour. Only a minority of students can recite the Holy Qur'an using grade appropriate Tajweed rules in Elementary, Middle and High. Overall, all groups of students, including boys and girls, make better than the expected progress. High-attaining students are not fully challenged to achieve their potential. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' knowledge of the values and lessons from Prophet Muhammad's (PBUH) Syrah in Elementary and Middle. Students' applying the Islamic values in their daily practices in Middle. 	<ul style="list-style-type: none"> Students' ability to recite the Holy Qur'an with grade appropriate Tajweed rules throughout the school.



Arabic

- Students' achievement in Arabic as a first language (AFL) and in Arabic as a second language (ASL) are good overall. In AF, the school's internal data indicates that large majority of students in KG, Middle and High and most of students in Elementary make better than expected progress. In ASL, most students in Elementary and the majority in Middle make better than expected progress. In lessons and students' work, the majority of students make good progress over time in AFL and ASL.
- Internal assessment data indicates attainment in AFL and ASL is outstanding across all phases. This is not evident in lessons where in AFL and ASL the majority of students attain above curriculum standards. In AFL, students from Grade 3 to 11 took part in TALA assessment. The results show weak attainment in Elementary, acceptable in Middle and good in High.
- In AFL, in KG, the majority of children pronounce the sounds of letters of the alphabet and link the names of written letters to their spoken sounds. They answer questions about a story and speak audibly on a variety of familiar topics. In Elementary, the majority of students read a variety of literary texts and apply the vocabulary in new contexts. They listen to audio texts to answer questions and participate in discussions using standard Arabic. In ASL, in Elementary, the majority of students read short texts on familiar topics, listen and understand instructions. They use the new vocabulary to speak about their personal daily routine and describe their favourite month. In AFL, in Middle and High, the majority of students read and analyse a variety of texts and participate in discussions using standard Arabic. In ASL, in Middle, the majority of students understand short texts and identify specific information. They engage in simple dialogue about what they see in the city. In AFL and ASL, a minority of students have not developed their writing skills using correct grammar and spelling. A minority of students are not able to speak coherently using the correct intonation and rhythm in both Elementary and Middle. In Middle, the majority of students understand short texts and identify specific information. They listen and respond well to peers and teacher and participate in simple communication tasks within familiar descriptive topics. Students use standard Arabic phrases to explain what they see in the city. A minority of students are not able to write familiar texts with correct grammar and spelling in Elementary and Middle.
- Overall, in AFL and ASL, all different groups, including boys, girls and the Emirati students make better than expected progress. Low-attaining students are not sufficiently supported to make the progress of which they are capable.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"> Students' reading comprehension skills in ASL throughout the school. Students' listening skills in all phases. 	<ul style="list-style-type: none"> Students' writing skills in AFL and ASL in Elementary and Middle. Students' speaking skills in ASL in Elementary and Middle.
Social Studies	<ul style="list-style-type: none"> Students' achievement in social studies is good overall. The school's internal assessments indicate outstanding progress in Elementary, Middle and High. In lessons, the majority of students across the school make better than expected progress over time. Internal assessment data indicates that most students across the school attain above curriculum expectations. In lessons, the majority of students throughout the school demonstrate good attainment. There is no external assessment for this subject. In Elementary, students show understanding of interrelations between humans and their surrounding environment. They identify types of pollution and its solutions and recognise the importance of the key map elements. Students understand key environmental concepts. In Middle, students demonstrate understanding of the biographies of the leaders in the Emirates and their roles in building the union. They explain the stages of transportation development in UAE and identify the natural and human characteristics of the UAE. Students discuss the geographical concepts and know the geographical characteristics of Asia. Only a minority cannot analyse the natural characteristics of the People's Republic of China. In High, students show understanding of the concept of homeland and the impact of patriotism on the society. They can explain factors that impact the population growth in the Arab world and the contemporary issues that are related to overpopulation in the Arab world. Overall, all groups of students, including boys, girls and Emiratis, make better than expected progress. Lower-attaining students are not sufficiently supported to achieve the best outcomes. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' understanding of national and international environmental issues, and the practices related to recycling and green life in Elementary. Students' knowledge of geographical concepts in Middle and High. 	<ul style="list-style-type: none"> Students' ability to analyse the natural characteristics of a country in Middle.
English	<ul style="list-style-type: none"> Students' achievement in English is good overall. In lessons and in their work, students in Elementary and Middle make good progress over time and students in High make very good progress. The school's internal data shows that attainment is outstanding across all phases. This does not match what was seen in lessons and in students' work, which indicates that attainment for a majority of students in Elementary and Middle is good and very good in High. External MAP data indicates that students across all phases attain levels that are below curriculum standards. This is not consistent with lesson observations and students' work where the majority of KG, Elementary and Middle students and the large majority of students in High exceed curriculum standards. In KG, the majority of children have good speaking and listening skills and are confident when speaking to their peers and familiar adults. They interact well with adults and speak in full sentences. They can answer a variety of questions and relate them to their own experiences. They recognise the letters taught so far and can think of objects that begin with those letters. Children apply this knowledge to write simple sentences using key words. In Elementary and Middle, students can interrogate text and discuss it in a meaningful way with their peers and the teacher. They can debate issues and argue either for or against a position. In High, students are learning about persuasive writing and demonstrate highly developed skills in analysing text and literature. Extended writing is less well developed in Elementary, Middle and High. The majority of students make better than expected progress. High attaining students and gifted and talented (G&T) students do not always make the progress of which they are capable. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' speaking and listening skills throughout the school. Students' highly developed skills in the analysis of texts in High. 	<ul style="list-style-type: none"> Students' writing skills throughout school.
Mathematics	<ul style="list-style-type: none"> Students' overall achievement in mathematics is good over time. This reflects progress seen in lessons and the work in students' books. This does not align with stronger internal data throughout school and weaker results on external benchmarking in Elementary, Middle and High. The school's internal assessment data indicates outstanding attainment in KG and Elementary and very good attainment in Middle and High. External data show acceptable attainment in Middle and weak attainment in Elementary and High. No external data for KG is available. The attainment seen in lessons and in books is above curriculum standards for majority of students across all phases. In lessons, the majority of students across all phases demonstrate better than expected progress. Children in KG are successful in developing a sense of numbers. In Elementary, students are confident with handling data, including various ways of how a set of data may be visually represented. In Middle, students learn the properties of angles and can apply Pythagorean theorem for finding missing sides in a right-angle triangle. Skills of differentiating polynomial and exponential functions enable students in High to solve complex calculus tasks. Students' mathematical reasoning skills are underdeveloped throughout the school. Most of the Emirati students and students with special educational needs (SEN) make at least expected progress. The large majority of girls make better than expected progress outperforming boys throughout school. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' data handling skills in Elementary. Students' ability to solve complex calculus tasks in High. 	<ul style="list-style-type: none"> Students' attainment on external benchmark assessments in Elementary, Middle and High. Students mathematical reasoning skills throughout school.



Science

- Students' achievement in science is good overall. In lessons and students' work, the majority of students make good progress over time in KG, Elementary and Middle. In High, the large majority of students make better than expected progress. This does not match the school's internal data which shows most students across all phases make outstanding progress.
- The school's internal assessment data shows that most students throughout the school attain above curriculum standards. This does not match that seen in lessons and students' work, where attainment is good in KG, Elementary and Middle and very good in High. External MAP assessment data is weak throughout the school. There is no external data for KG.
- The majority of students make good progress in science. In KG, children identify different types of weather and relate them to their daily experiences. They lack support in developing scientific inquiry skills. In Elementary, students understand the life cycle of plants including seed germination, growth, flowering, and fruit production. By the end of the phase, they demonstrate knowledge of matter and energy flow including decomposition and energy transfer. In Middle, students develop an understanding of inertia and how objects resist changes in motion, as well as the relationship between mass and force. They explore energy transformation. In High, biology students demonstrate strong knowledge of blood type inheritance, solving Punnett squares, and applying genetic principles. Chemistry students understand redox reactions, identifying oxidation and reduction processes through electron transfer, oxidation states, and oxygen/hydrogen gain or loss. Students' skills in conducting experiments and investigations independently are underdeveloped.
- The majority of groups of students make better than expected progress. High-attaining students do not always progress as well as they could throughout the school.

Areas of Strength

- Students' general understanding of science facts and theories in Middle and High.
- Students' understanding of blood type inheritance and application of genetic principles in High.

Areas for Improvement

- Children's knowledge and understanding through scientific inquiry in KG.
- Students' investigative and experimental skills across the school.



Other subjects

- Overall, the majority of students' achievement in other subjects is good. In lessons and their work, the majority of students make better than expected progress throughout school over time. Internal assessment data indicates that the majority of students attain above curriculum standards. There is no external assessment data for other subjects.
- The majority of students make better than expected progress in physical education (PE) as lessons are well planned and teachers are highly enthusiastic. In basketball, students learn how to execute a chest pass and a bounce pass. They confidently control the ball while dribbling around cones due to the teacher's reinforcement and demonstration of key skills. In High, students enjoy well-structured football lessons. They learn defensive play skills through demonstration and visual literacy. They practice passing accurately, moving into spaces, and receiving the ball before consolidating these skills in team games. In Elementary, students learning how to code in information communication technology (ICT) successfully applied animation techniques to make objects spin, flash in and out, and change colour.
- In art, in Elementary, students carefully select pencil colours to make mandala patterns on a pre-produced template. They demonstrate thoughtful consideration of how colours complement each other. Their creative skills are underdeveloped. In art in Middle, students design their own T-shirts using coloured pencils. The activity is very prescriptive limiting creative and independent thinking. In business studies, Middle students discussed various products and analysed how demand affects supply and price, while making meaningful connections to the UAE context. In business studies in High, the teacher frequently checks students understanding through well-structured questioning. In geography in Middle, students have strong knowledge of Southeast Asia. They articulate key geographical features and respond well to challenging questions. In environmental lessons, students debated with confidence what needed to be done to protect the environment and the benefits of individuals making changes. Overall, students' critical thinking skills are underdeveloped across other subjects.
- The majority of all groups of students make better than expected progress.

Areas of Strength

- Students' football skills in PE in High.
- Students' application of animation techniques in ICT in Elementary.

Areas for Improvement

- Students' application of independent and creative thinking in art in Elementary.
- Students' critical thinking skills across other subjects throughout the school.



Learning Skills

- Students' learning skills are good overall across throughout the school. They are engaged in lessons and demonstrate positive attitudes toward learning. They take responsibility for their own learning, recognise their strengths and areas for development, and take steps to improve. They reflect on their progress and can set personal goals to improve their learning. In English, students in the higher grades take increased responsibility for their learning, demonstrating independence in reading, writing, and discussions.
- Students' collaboration skills and their sharing of ideas to support each other is evident across the school. They listen attentively, exchange ideas, and engage in meaningful discussions with their peers and teachers.
- Students apply their learning to real-life situations and make meaningful connections across different subject areas. In science, students explore recycling and environmental conservation, examining the impact of human activity on society. In social studies, students discuss pollution and environmental challenges in the UAE, considering potential solutions.
- In core subjects, critical thinking and use of technology to research or for assessment are increasingly features of learning particularly in upper grades. Technology is primarily used for research-based learning with wider use more limited especially in KG and Elementary. Students develop their innovation and enterprise skills in clubs. In lessons their enquiry, innovation and enterprise skills are underdeveloped.

Areas of Strength

- Children's and students' positive attitudes towards learning throughout school.
- Students' interaction and collaboration with each other across the school.

Areas for Improvement

- Students' development of their innovation, enquiry and enterprise skills in all phases.
- Students' wider use of technology, particularly in KG and Elementary.



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

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

Indicators:	KG	Elementary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students' personal and social development skills are very good overall. Students display positive and responsible attitudes to learning and respond very well to critical feedback. Positive behaviour in lessons, morning assembly and throughout the day ensures a calm atmosphere. Bullying is rare.Relationships among students, and between students and teachers, are highly respectful and supportive. Students are accepting of diversity, embrace differences and support achievements and the wellbeing of others. Most students actively support their peers in lessons.Students demonstrate a secure understanding of safe and healthy living. They usually make wise choices about their own health and safety. They participate in activities such as lunchbox checks, termly BMI assessments, and health awareness classes. Events such as Sports Day, Breast Cancer Awareness, Sama Talks, Fruit Day and football tournaments contribute to students' physical wellbeing. Additionally, students engage in morning exercises during assemblies and PE lessons.Attendance is very good at 96.4%. A noticeable number of students arrive late for the start of the school day.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students have a secure understanding and appreciation of Islamic values through the Holy Qur'an recitation in assemblies, the Holy Quran competitions, 30-day prayer log and				



celebrations of key Islamic events such as Eid Al-Fitr, Eid Al-Adha and the Prophet Muhammad's (PBUH) birthday. These values are further reinforced through moral education, UAE social studies, and classroom discussions on Islamic principles.

- Students show a high respect for Emirati heritage and culture, actively celebrated through events such as Emirati Women's Day, Flag Day, Haq Al Leila and UAE traditional dance performances. During National Day, role-play activities and themed presentations help students explore the evolution of UAE traditions and customs over time.
- Students demonstrate a deep understanding, awareness, and appreciation of their own and other world cultures. They explore world cultures through projects for example, 'Knowing My Country' and 'Where Do You Want to Visit?' and they participate in events such as Global Day, Model United Nations (MUN), Peace Day, International Day and the Cultural Ambassador Competition

Social responsibility and innovation skills

Good

Good

Good

Good

- Students understand their responsibilities as members of the school community, and some take on key roles. For example, by participating in the volunteer committee, led by four student leaders which organises Red Crescent initiatives, visits to homes for the elderly, and fundraising campaigns. Middle and High students read to younger children in KG. Children in KG also visit homes with gifts. Opportunities for students to be involved in the local community as volunteers are limited.
- Students are socially responsible and innovative when they participate in projects across all phases. Opportunities for innovation are less evident in lessons. Students demonstrate a positive work ethic and engage in competitions and extra-curricular clubs including robotics, cooking, technology, photography, gardening, chess, and sports, all of which are integrated into the school timetable.
- Students take care of their surroundings and are aware of key environmental issues. Some participate in sustainability initiatives such as recycling programmes, Green Day and gardening projects. They also engage in environmental awareness campaigns. These include the Cleanest Classroom Competition and Sustainability Day when students wear green and use recycled materials for projects.

Areas of Strength:

- Students' positive attitudes, behaviour, relationships and self-discipline.
- Students' respect for the culture and heritage of the UAE.

Areas for Improvement:



- Students' greater social contribution as volunteers in the local community.
- Students' innovation skills across the school particularly in lessons.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of teaching for effective learning is good throughout school. Most teachers consistently apply their knowledge of subjects and understand how students learn. Teachers plan interesting lessons which include a variety of strategies, including independent and student-led learning, to ensure effective student engagement. These features are not consistently seen during lessons across the school.• Teachers set clear success criteria and use a range of resources and activities to support students' learning. In most lessons, the range of activities lead to the effective engagement of students in achieving successful learning outcomes. Teachers' interactions with students, including their effective questioning, leads to students considered responses and engages them in meaningful discussions. In English, Grade 12 students wrote soliloquys based on their study of characters from Macbeth showing imaginative and creative writing skills.• Most teachers use effective strategies to ensure the individual needs of students are met. This approach remains inconsistent across lessons for all ages. Strategies to differentiate learning for students with different abilities remain a developing feature across the school.• Teachers do not yet promote critical thinking, problem-solving and independent learning skills consistently across the school. The effective use of technology resources to support learning also remains inconsistent				
Assessment	Good	Good	Good	Good



- Internal assessment processes are consistent and linked to curriculum standards across the school. They enable tracking of individual student's knowledge, academic progress and personal and social development in each phase.
- The school conducts external assessments linked to curriculum expectations and participates in a range of tests to benchmark students' performance to international standards. Analysis of available assessment information enables the school to monitor students' progress as individuals and as groups. Use of assessment data to inform teaching and curriculum modifications is an emerging feature across all phases.
- Use of formative assessment during the lessons provides teachers with information about the strengths and areas for development of their students. Written feedback does not always provide the students with clear guidance for further development. Peer- and self-evaluation are developing features in most of the lessons throughout school.

Areas of Strength:

- Teachers' effective questioning promotes engagement and thoughtful and meaningful discussions throughout the school.
- Teachers' planning of purposeful lessons and their use of time and resources effectively throughout the school.

Areas for Improvement:

- Teachers' promotion of approaches that lead to students being responsible for their own learning, particularly in Middle and High.
- Teaching that enables students to develop their critical thinking and problem-solving skills in KG, Elementary, Middle and High.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">The curriculum design and implementation are good overall across the school. Both Next Generation Science Standards and Massachusetts State Standards curricula have clear rationales. It is aligned to the school's, Emirate and national visions. The curricula are broad, balanced, and well-planned to prepare students for internal and external examinations. The curriculum meets statutory requirements including the Ministry of Education (MoE) curriculum requirements. Students are appropriately prepared for the next stage of learning.A range of curricular options provide older students, with a relatively broad choice to meet their interests and aspirations. Consultations with parents and students help with decisions regarding subjects, courses and career choices, ensuring that students are fully prepared for their chosen careers and future educational pathways. Cross-curricular links are well-planned and made clear in most, but not all, lessons. In the best lessons, teachers use real life examples and the UAE context to extend learning further.Termly reviews and curriculum gap analysis are now regular features of updating the curriculum content, teaching and processes. These reviews consider students' performance results and the requirements of some external benchmarking tests and examination board requirements in Phase 4.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">Curriculum adaptation is good overall. Curriculum modifications are generally well planned to meet the needs of most groups of students. The modifications do not consistently ensure sufficient challenge for the G&T students in the core subjects.				



- The school provides a wide range of extra-curricular activities and competitions to further develop students' personal and wider interests. Curriculum adaptations do not consistently ensure the promotion of enterprise, innovation, and critical thinking across the school.
- The curriculum supports students' knowledge and understanding of the heritage and culture of the UAE and Islamic values. Students regularly recite verses from the Holy Qur'an in morning assembly. Islamic values are well integrated in all aspects of students' lives through assemblies, lessons and the celebration of national festivals and events.

Areas of Strength:

- Curriculum options provided to older students to help them meet their interests and aspirations.
- Students' understanding of UAE culture and heritage across the school.

Areas for Improvement:

- The promotion of students' enterprise and innovation skills.
- The challenge across the curriculum for G&T students.

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

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

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good

- The protection, care, guidance and support of students are very good overall. Students, staff and parents are thoroughly aware of the policies that regulate child protection and



safeguarding at school. The school is highly effective in protecting students from all forms of abuse including through the internet and social media.

- The school keeps comprehensive records of incidents affecting students' health and safety along with information about actions taken. The school premises are well suited to the educational needs of all students including those with SEN and children in KG. It is clean, well maintained and appropriate safety checks and risk assessments are in place. Safety arrangements on school transport have been recently improved.
- The school promotes a healthy lifestyle for students and physical exercise is encouraged. The school nurses monitor students' height and weight and will support students and families if they require guidance. Appropriate measures are taken to provide protection from the sun including shading and ready access to fresh drinking water.

Care and support

Good

Good

Good

Good

- The relationships between students and staff are very positive and based on mutual respect. Everyone works hard to maintain a caring and inclusive ethos. Class and school rules remind students of the expected behaviour. Assemblies regularly incorporate students' contributions about the importance of respect and kindness towards one another. The school systems ensure that students learn to manage their own behaviour effectively, and that bullying is rare.
- The school keeps accurate records of attendance. Parents are notified promptly of any concerns about individual students. There are measures in place to recognise and reward students with outstanding attendance.
- The school is inclusive and provides a welcoming and nurturing environment for students with SEN. While procedures for identifying SEN students are well established, similar arrangements for G&T students are not yet fully embedded.
- Support for students with SEN and those who are G&T is inconsistent and needs further development across the school.
- The school monitors the wellbeing and personal development of all students. Older students receive career and academic support in making choices about their future career choices and further study pathways.

Areas of Strength:

- Systems to ensure positive staff and students' relationships and behaviour management.
- The cleanliness and maintenance of the school facilities.

Areas for Improvement:



- The processes for supporting students with SEN and identifying and challenging G&T students.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- Leadership and management are good overall. Most leaders know and understand the school's ethos and vision and how these have sustained its effectiveness over the last two years. The principal leads the way, and he is surrounded by hard working and loyal senior colleagues. School leaders are committed to developing their understanding of and applying the UAE national agenda and Emirati priorities. Leaders have ensured that effective action has been planned and taken in response to the impact of significant changes in the teaching staff since the previous review visit. They recognise that this has been effective and know that further action is still required. Relationships and communication with all stakeholders are consistently professional and effective.
- Most leaders demonstrate a secure understanding of the US curriculum and know about the relevant practices in teaching, learning and assessment. Leaders have a growing understanding of the UAE School Inspection Framework and how this leads to further improvement. They know the importance of developing teachers' awareness and significance of valid and reliable achievement data and the link to its use in raising student achievement.

Self-evaluation and improvement planning

Good

- Self-evaluation and improvement planning are not yet fully supporting the leaders' ambition to improve the effectiveness of the teaching students receive. The self-evaluation judgements are based on evidence which has been gathered from a range of sources. The school's 2024 internal assessment outcomes are much higher than the outcomes of the external testing. A minority of the school's own judgements of its performance are generally accurate. School improvement planning contains appropriate and achievable goals aligned to the



recommendations of the previous review visit report. Senior leaders have sustained the effectiveness of the operation of the school. They understand that further improvements in students' achievement are required. The effectiveness of middle leaders' monitoring of teaching and students' learning is underdeveloped. Senior leaders recognise the need to refocus their lesson observations more onto the attainment and progress made by the students as a result of the actions of the teacher.

Partnerships with parents and the community

Good

- The school's effective communication with parents ensures parents are consistently well informed about their children's achievements, social and personal development. Parents confirm that termly reports and regular updates keep them well-informed of their children's learning and progress. Parents report that they receive prompt responses to issues they raise with the supervisors and social workers. They also express their concern about the impact that the many changes to teaching staff has on their children's progress in learning.
- Students and their families regularly contribute to charitable events. Parents participate fully in national and international events such as National Day and Flag Day. There are a few links with local and national organisations which provide opportunities for students to engage in fund-raising and volunteering activities. There are some effective links with a series of universities which support older students' decisions regarding subject choices and future pathways.

Governance

Good

- The school has a governing board, which includes the owner and is representative of the school community and the context in which it operates. The board meets regularly. It has a positive and constructive influence on the school's leadership team and holds it accountable for students' achievements. They are involved in the preparation of the self-evaluation form and the improvement planning processes. As well as the parent representative, the governors gain the views of parents through surveys and meeting with the Parents' Council. Through its regular monitoring of the school provision, the board has effectively supported the leaders in sustaining the school's effectiveness over the past two years.

Management, staffing, facilities and resources

Good



- The day-to-day management of the school is effective. Buildings are of good quality and well maintained. Senior leaders and maintenance staff ensure a safe and secure environment which is conducive for learning. Staff have modified and decorated the classrooms in KG and Elementary to provide attractive learning environments. Learning resources across the curriculum contribute effectively to students' progress. All teachers benefit from regular training to extend their range of skills. The impact of this training has contributed to sustaining the effectiveness of the school since the last review visit. Classrooms spaces are generally appropriate to support the teachers' use of an effective range of learning activities.

Areas of Strength:

- The aspiration and determination of the principal and senior leaders to improve the effectiveness of the school.
- The committed support for the school provided by the governing board.

Areas for Improvement:

- Leaders' understanding and application of the requirements of the details of the UAE School Inspection Framework.
- The recruitment and retention of high-quality teachers.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school currently has 1130 students who are mostly Arabic native speakers, except for 29 students who are learning ASL. The school has 10 teachers to teach Arabic native classes and two more teachers to teach AS. KG children have 2 Arabic Language teachers. The teacher to student ratio is 1:70.
- The school has one library for boys and girls across 3 phases and includes 5156 books, of which 1150 fiction and 907 non-fiction books are Arabic language
- Students have access to digital and print resources as required by the MoE. The school promotes reading initiatives such as Read in Arabic. These are designed to enhance reading skills across the school. Students read, summarise and present their chosen book to their peers.
- Extra-curricular activities are integrated into the Arabic Language curriculum to enhance students' opportunities in learning Arabic. These include morning assemblies, reading and writing competitions, declamation, and poetry recitation. Parents demonstrate full support for the school Arabic language programme introducing Arabic reading.

The school's use of external benchmarking data

- The school uses MAP assessments only twice each year in English, science, mathematics and reading for students in Grades 3 to 9. MAP assessments are not practised regularly. All students in Grades 3, 5, 7 and 9 take the CAT4 test. The school conduct Mubakkir testing in KG to Grade 2 and TALA testing in Grade 3 to 11 AFL students. Action to embed the development of students' skills of comprehension, vocabulary acquisition, grammar and writing has begun.
- Students in Grades 4 and 8 were involved in the TIMSS benchmarking tests in 2023. The relevant cohort was involved in the PIRLS tests in 2022 and in PISA testing in 2022. Different groups of Grade12 students take IELTS and AP. Others take the SAT tests which commenced in summer 2023.
- Students are provided with support and training, including practising with external assessment questions. The Cerebry platform is used to support the students preparing for TIMSS 2023. The Khan Academy online platform is used by students to practise for MAP tests in English and mathematics for Grades 3 to 9.
- Students are informed about their external results through individual MAP progress reports. Online copies reflecting their child's strengths and areas for improvement are sent to parents.

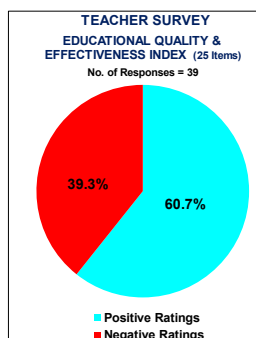
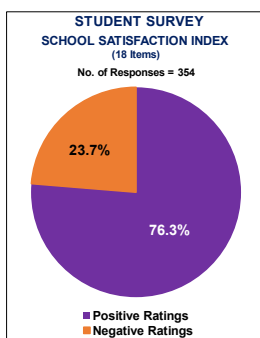
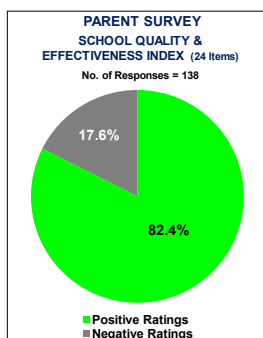
Provision for KG

- There are 6 teachers and 6 teaching assistants in KG. The teacher to child ratio is 1:21. There are specialist teachers for PE and Arabic.



- The outdoor learning environment has two separate playgrounds, one for each grade with a variety of equipment specifically to meet the needs of young children, including climbing frames and areas for children to run and play in.
- The classrooms are bright and welcoming. There are interactive whiteboards and a range of manipulatives and resources to support the learning and make it interactive. There is an indoor room specifically used for PE.
- Parents are regularly welcomed into school. When children start school there are orientation meetings and the opportunity for parents to meet their child's homeroom teacher. Parents take part in a variety of activities during the year including National Day Celebrations, fun days, and activities during book week. Transition arrangements are in place to ensure a smooth progression between Phase 1 and Phase 2. A meeting is arranged for parents to understand the curriculum and children have the opportunity to visit Elementary.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement to very good or better in all subjects in all phases by:
 - setting a clear strategic plan for improvement, shared with all staff in each department.
 - ensuring the consistency of the quality of teaching students receive.
 - ensuring teachers plan lessons which promote students' attainment to be above curriculum standards.
 - ensuring the pace of lessons maximises students' rates of progress in their learning.
 - ensuring teachers plan lessons which promote the development of students' independent enquiry and research skills.
 - preparing students more overtly for external benchmarking tests.
 - taking the required action in response to all of the areas for improvement in this report.
 - undertaking regular and detailed analysis of students' attainment and progress.
- Improve the quality of teaching and assessment by:
 - planning lessons and activities that develop students' independent learning skills and support collaborative learning.
 - raising the level of challenge of activities in lessons, especially for the high-attaining students.
 - making more effective use of assessment data in lesson planning to match learning activities to the learning needs of all groups of students.
 - ensuring that all internal assessment of students' attainment and progress are accurate.
 - sharing the best practice across subjects to improve teaching methods.
 - providing focused training for the middle leaders so that they know how to monitor and support the quality of teaching in their subjects.
 - ensuring that all leaders have the capacity to evaluate the quality of teaching accurately, assessing the impact of teaching on students' progress.



In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build 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.