School Performance Review

REPORT | **(SPR)**

AL AMANA PRIVATE SCHOOL
17 to 20 February 2025

Overall
Effectiveness
Rating:
ACCEPTABLE

SHARJAH PRIVATE EDUCATION AUTHORITY

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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

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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	127
	School location	Al Ramla, Sharjah
	Establishment date	2004
	Language of instruction	English
	School Curriculum	National Curriculum for England (NCfE)
	Accreditation body	Cambridge Assessment International Education (CAIE)
	Examination Board	CAIE
	External Assessments International and Curriculum Benchmark Assessments	Cognitive Abilities Test (CAT 4) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) Test of Arabic Language Arts (TALA) International Benchmark Test (IBT) Progression Test (PT) Cambridge Checkpoint
	Fee Range	AED 9,670 to AED 14,120
Staff	Principal	Roshan Ahsan
	Chair of board of governors	Abdul Azeez
	Total number of teachers	65
	Total number of teaching assistants	6
	Turnover rate	8%
Students	Teacher: student ratio	1:16
	Total number of students	1,036
	Total number of students per phase	Phase 1 98 Phase 2 549 Phase 3 389 Phase 4: 0
	Pre-KG: number and gender Phase 1: number and gender	0 Boys: 43 Girls: 55
	Phase 2: number and gender	Boys: 282 Girls: 267

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	Phase 3 number and gender	Boys: 248 Girls: 141
	Phase 4 number and gender	0
	Total number of Emirati students	<u>2</u>
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
	Phase 1: Emirati number and gender	Boys: 1 Girls: 0
	Phase 2: Emirati number and gender	Boys: 1 Girls: 0
	Phase 3: Emirati number and gender	Boys: 0 Girls: 0
	Phase 4: Emirati number and gender	Boys: 0 Girls: 0
	Nationality groups (largest first)	1. Pakistani
		2. Egyptian
	Total number of students with special educational needs	7

PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 131 lesson observations, 70 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as at the previous review in 2024. There have been uplifts in 14 elements of the UAE School Inspection Framework from acceptable to good, and good to very good. Notably, the school has improved achievement in Arabic as a First Language (AFL) and science in Phases 1 and 2, and social studies in Phase 3, as a result of consistently effective teaching strategies in these subjects, and the increasingly effective use of assessment data to target students' learning in Phase 3. The school has maintained standards in Islamic education and has further strengthened students' understanding and application of Islamic values through extra-curricular activities and competitions. The protection, care, guidance and support of students continues to be highly effective. The school organises some activities, such as sports, to make the best use of the currently limited premises and facilities. Leaders and governors are well aware of the priorities for school improvement and are working towards appropriate and realistic targets to further improve the school.

KEY AREAS OF STRENGTH:
- Students' achievement across almost all subjects, including performance in IGCSE and most external benchmarking assessments in Phase 3.
- Students' deep appreciation of Islamic values and UAE culture displayed in Islamic education lessons and related extra-curricular activities.
- The school's efficient assessment systems.
- The school's arrangements that create a safe and secure environment for students.
- The school's successful partnerships with parents and governors.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in Phases 1 and 2, particularly in English and mathematics.

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- Teachers' use of reliable assessment information to inform their practice and approaches to support and challenge all students to reach their potential, especially in Phases 1 and 2.
- Teachers' deeper understanding of early year's practice and implementation of the UK Early Years and Foundation Stage (EYFS) curriculum in Phase 1.
- Leaderships' development of learning facilities and resources, especially to support inclusion, the curriculum in Phase 1, and English language development.

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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

Islamic Education	• Students' achievement in Islamic education is good overall in Phases 2 and 3. The school's internal data shows very good progress in both phases. This is not seen in lessons and students' work, where the majority of students in both phases make good progress over time. • Internal assessment data show very good attainment in Phases 2 and 3. This is not reflected in lessons and students' work, where the majority of students attain above curriculum expectations in both phases. There is no external benchmarking in Islamic education. • In lessons, the majority of students make better than expected progress as they learn to show appreciation for and application of Islamic and moral values across both phases. In Phase 2, students know the number of daily prayers and the five Pillars of Islam. They can discuss the year of sorrow in the Prophet's Muhammad's (PBUH) biography and identify the reasons for human happiness and how to overcome sadness, like the Prophet Muhammad (PBUH) when he did Al-Isra'a and Al-Mi'raj as consolation following the deaths of his wife and uncle in the same year. Minority of students' understanding of the Noble Hadeeth related to the positive impact of forgiveness and mercy on the individual and society is less well developed. In Phase 3, students learn about the negative impact of extravagance and pride. They understand how the Holy Qur'an can be one's guidance to paradise. In-depth understanding and recitation of the Holy Qur'anic verses following Tajweed rules is less consistent across the school. • The majority of groups of students make better than expected progress in both phases. The progress of higher and lower attaining students is more inconsistent.

Areas of Strength	Areas for Improvement

	• Students' ability to talk about the year of sorrow in the Prophet's Muhammad's (PBUH) biography and identify the reasons for human happiness or misery in Phase 2. • Students' understanding of the negative impact of extravagance and pride on the individual and society and how the Holy Qur'an is a person's guide to paradise in Phase 3.	• Students' in-depth understanding of the Noble Hadeeth related to the impact of mercy and forgiveness on humanity in Phase 2. • Students' skills in the Holy Qur'an recitation using Tajweed rules in both phases.

Arabic	
	• Students' achievement in Arabic as a First Language (AFL) is good overall, while in Arabic as a Second Language (ASL) it is acceptable overall.
	• The school's internal data shows that students make outstanding progress across all phases in AFL. This is not seen in lessons and students' work, where the majority of students in all phases make good progress in AFL and most make progress that is in line with the curriculum standards.
	• Internal assessment data shows outstanding attainment. This does not match with what is seen in lessons and students' work, where the majority of students attain in line with curriculum standards in all phases in AFL. Most students attain in line with curriculum standards in ASL. In TALA external benchmarking students' attainment is outstanding in Phase 1 and in Years 1 and 2, weak in Years 4, 5 and 6, acceptable in Years 7 and 8, and good in Years 9, 10 and 11. In ABT external benchmarking for ASL, students' achievement is good in Phases 2 and 3.
	• In Phase 1, most children can specify, read and write the letters 'Ghain' and 'Qaaf' well with long and short vowels. In Phase 2, the majority can read and elicit story elements and change nominal sentences into verbal sentences. In Phase 3, the majority can analyse the text and extract the difference between the dramatic, verbal and context paradox. In ASL students can read and write about the days of the week and form questions. Phase 3 students can read texts and answer comprehension questions about the writer of the story, speak about the importance of travelling and camping, and how to be a friend to the environment. In both AFL and ASL and across all phases, students' use of standard Arabic is less well developed. Students' extended writing skills applying grammatical rules, correct punctuation and spelling is underdeveloped across phases. Students' application of intensive directed reading and extended writing is limited.
	• Most groups of students make similar rates of progress in AFL, while ASL students' progress is more inconsistent, particularly low-attaining students who do not always make the progress of which they are capable.
	Areas of Strength **Areas for Improvement**

	- Children's ability to read and write the letters correctly in AFL in Phase 1. - Students' ability to change nominal sentences into verbal sentences in AFL in Phase 2. - Students' comprehension and reading in AFL in Phase 3.	- Students' speaking skill using standard Arabic in AFL in Phases 2 and 3. - Students' application of writing rules, grammar, punctuation and spelling in AFL and ASL across all phases. - Students' intensive reading and extended writing skills in AFL and ASL across all phases.
Social Studies	- Students' achievement in social studies is acceptable, overall. The school's internal data shows that students make outstanding progress in Phases 2 and 3. This does not match with what is seen in lessons and in students' works, where most Phase 2 students' make expected progress over time and the majority of Phase 3 students make better than expected progress over time. - The school's internal assessment data show that attainment is outstanding in Phases 2 and 3. This does not match with what is seen in lessons and in students' work, which show that most students' attainment in Phase 2 is in line with expectations. The majority of Phase 3 students' attainment is above curriculum expectations. There are no external Benchmarking examinations for social studies. - In Phase 2, most students understand the unity of the six Gulf Cooperation Council (GCC) countries and can explain the leaders' roles in forming the council. They can justify the importance of democracy, nationalism and national identity. In Phase 3, most students develop an in-depth understanding of the importance of modern transportation in the UAE in comparison to the past. They can also explain how the UAE helps underdeveloped countries. Students in Phase 2 have an insufficient understanding of the UAE's wider international relationships. In both phases, students show secure knowledge and understanding of keeping the environment clean by reducing pollution, although, their ability to formulate potential investment plans in UAE landmarks is insufficiently developed. Their knowledge of the achievement of global leaders. Most groups of students make similar rates of progress, except for high attainers, who do not always make as much progress as they should.	
	Areas of Strength	**Areas for Improvement**

	- Students' knowledge of the role of GCC leaders in setting up the council and the importance of democracy, nationalism and national identity in Phase 2. - Students' ability to compare UAE transportation in the past and present in Phase 3.	- Students' understanding of the UAE's wider international relationships in Phase 2. - Students' ability to research the role and achievements of global leaders in Phase 2 and 3. - Students' ability to formulate potential investment plans in UAE landmarks in Phase 2 and 3 Students'.
English	- Students' achievement in English is acceptable overall. The school's internal data indicate that students make good progress in all phases. This does not align with what is seen in lessons and in students' work, where most students make expected progress in Phases 1 and 2 while the majority of students make better than expected progress over time in Phase 3. - The school's internal assessment data indicate acceptable attainment in Phase 1, good attainment overall in Phase 2, and acceptable overall in Phase 3. This does not match entirely with what is seen in lessons and their work, where most children in Phase 1 and most students in Phases 2 and 3 attain in line with curriculum standards. International progress test results in English indicate students' attainment is good in Phase 2 and acceptable in Phase 3. Students' achievement in English second language IGCSE examination is outstanding when compared with UK averages. - Children in Phase 1 and students in lower Phase 2 can identify letters and sounds, blending them to read and write simple words. They do not apply this knowledge to blend and write unfamiliar words. In Phase 2, most students develop their vocabulary and can retrieve information from a text. Their listening comprehension skills are under-developed as they rarely show prediction or inference skills. In upper Phase 2, students can write about a range of topics, using mostly accurate capitalisation and punctuation. They learn about adjectives, adverbs of time, synonyms and connectives. They rarely apply these to vary sentence starters or to write more complex sentences. In Phase 3, students listen well and can express their opinions and engage in dialogue. Their writing skills are less well-developed. Although they structure their writing well, not all can write complex sentences using figurative or persuasive language. Towards the end of Phase 3, students begin to use more sophisticated language when writing different types of text. - All groups of students, including boys and girls, make similar rates of progress. Higher attainers do not always make the progress of which they are capable.	

	Areas of Strength	Areas for Improvement
	• Students' speaking and listening skills in Phase 3. • Students' acquisition of vocabulary in all phases.	• Students' listening comprehension skills and fluency in reading in Phases 1 and 2. • Students' ability to use their knowledge of sounds to read and write unfamiliar words in Phase 1 and 2. • Students' ability to use varied sentence openers, connectives, persuasive language, clauses and appropriate punctuation in their writing in Phases 2 and 3.
Mathematics	• Students' achievement in mathematics is acceptable overall. In lessons and their work, most students in Phases 1 and 2 make expected progress over time and the majority of students in Phase 3 make better than expected progress over time. • The school's internal data show most students in Phase 1, and a large majority of the students in Phase 2 attain above curriculum standards. This does not match with what is seen in lessons and students' work where most students in Phases 1 and 2 attain in line with curriculum standards and the majority in Phase 3 attain above curriculum standards. The school's external assessment in IGCSE shows a majority of students attain above curriculum standards and the school's TIMSS (2023) results show that students attain above national and international averages. • Children in Phase 1 and students in Phase 2, demonstrate their knowledge, skills and understanding in number recalling and solving number operations. Students do not apply their learning to context and show underdeveloped mathematical reasoning and mental mathematical skills. In Phase 3, students develop algebra, data interpretation and Pythagoras skills with a strong focus on exam preparation in the higher grades in Phase 3. Students have limited exposure to manipulatives and application of mathematical concepts to real-world problems. • Most student groups make similar rates of progress. Lower- and higher-attaining students are not always sufficiently supported or challenged to accelerate their progress.	
	Areas of Strength	Areas for Improvement

	• Students' understanding in number recalling and solving number operations in Phases 1 and 2. • Students' understanding of algebra and Pythagoras in Phase 3.	• Students' mental arithmetic skills in Phases 1 and 2. • Students' enquiry skills and mathematical reasoning in Phases 1 and 2. • Students' application of mathematical concepts to real-life world problems in Phase 3.
Science	• Students' achievement in science is good overall. Across all 3 phases the majority of students make better than expected progress over time. • The school's internal data indicates that attainment is acceptable in Phase 1 and good in Phases 2 and 3. This does not match with what is seen in lessons and their work, where most children in Phase 1 attain in line with curriculum standards and the majority of students in the other 2 phases attain above curriculum standards. In the 2023 TIMSS, Year 5 and Year 9 students performed well above international and national averages. Progress test results show that attainment is good in Phase 2 and acceptable in Phase 3, whereas in Cambridge Checkpoint tests, attainment is good in Phase 3. In the IGCSE examinations, Year 11 students demonstrate very good attainment. • In Phase 1, children use their observational skills to describe the characteristics of living and non-living things. They struggle to explain why living things eat, grow, move, breathe, and reproduce, while non-living things do not. In Years 1 to 3, students initially find enquiry and drawing conclusions challenging in hands-on experimentation. By Year 4, they gain confidence and investigate material properties such as conductivity, and relationships and bone size and function. Year 6 students can differentiate between mass and weight. In Phase 3, Year 7 students can conduct systematic enquiry through puzzles, food label analysis for balanced meals, and natural selection. By Year 10, students can create action plans to preserve biodiversity and ecosystems. In Year 11, they learn about reaction rates, Hooke's Law for spring constants, and Vitamin C levels in fruit extracts. • Student groups, including boys and girls make similar rates of progress from their starting points in all phases.	
	Areas of Strength	**Areas for Improvement**

	• Students' experimental and investigative skills in Phase 2. • Students' research, investigative, laboratory and problem-solving skills in Phase 3.	• Children's enquiry skills in Phase 1. • Students' enquiry skills and their ability to draw conclusions and inferences.in lower Phase 2.
Other subjects	• Students' achievement in other subjects is acceptable overall. It is good in Phase 3. In lessons and in their work, most students make expected progress in Phases 1 and 2 and the majority make better than expected progress over time in Phase 3. • Internal assessment data indicate that attainment in other subjects is highly variable between phases and subjects. In IGCSE, students' attainment in accounts, business studies and Urdu is outstanding and very good in economics. In lessons and their work, most students in Phases 1 and 2 attain in line with curriculum expectations and the majority of students in Phase 3 attain above curriculum expectations. • Students' speaking abilities in Urdu and French are secure by Year 5, while their writing competencies develop significantly by Year 9. In physical education (PE), both boys and girls across the school develop core sports skills, enhancing their abilities in team play, strategic planning and endurance. In computer studies, some students in Phases 2 and lower Phase 3, demonstrate only basic computing and technological skills. In Phase 3, digital literacy is applied effectively to research. Students' ability to use digital tools for creative expression and innovative thinking is a developing feature. Children in Phase 1, and early Phase 2, can draw and colour, using primary and secondary colours to depict the world around them. They have difficulty exploring different mediums to further develop their artistic skills. Older students demonstrate more originality and skill in art expression. • Overall, higher attaining students do not make the progress of which they are capable. Girls make better progress than boys, particularly in Phase 3.	
	Areas of Strength	**Areas for Improvement**

	Areas of Strength	Areas for Improvement
	- Students' high attainment in external exams in accounting, business studies, economics and Urdu. - Students' PE skills in sports including team play, strategic planning and endurance across the school.	- Students' writing skills in Urdu and French in Years 4 to 8. - Students' computing and technological skills and use of digital tools for creative expression and innovative thinking especially in Phase 2 and lower Phase 3. - Children's ability to explore with materials and mediums to develop their artistic skills in Phase 1 and lower Phase 2.
Learning Skills	- Students' learning skills are acceptable overall. They are good in Phase 3. Most students across the school have positive attitudes towards learning and are keen to engage in lessons. In Phase 3, the majority of students take increasing responsibility for their own learning and endeavour to improve their work. Children in Phase 1 and students in lower Phase 2 sometimes become distracted and require the teacher's intervention to help manage their learning. - Students' interactions are meaningful and focus well on the learning objectives in the better lessons, for example, in Phase 3. In other lessons, teachers take the lead in discussions and students communicate their learning when requested. - Team spirit amongst peers is clearly evident in non-academic activities. While working in groups during lessons, students' collaboration is not a regular feature. Students across all phases can connect the content of their lessons to other subjects and to real life. For example, Year 3 students apply their knowledge of transparent, translucent and opaque materials to design sunglasses. - Students occasionally use their critical thinking skills and develop problem solving strategies both in lessons and in other activities. Students use of learning technology to support their learning is more secure in the higher years in Phase 3 than in the lower phase and in Phase 2. In Phase 3, students can conduct independent enquiry and research, for example to find information out for debates in English and to extend their learning.	
	Areas of Strength	**Areas for Improvement**

	• Students' positive attitudes and engagement in learning across the school. • Students' ability to apply learning to the world and make connections between areas of learning across all phases.	• Students' capacity to manage their own learning and to communicate their learning in Phases 1 and 2. • Students' collaboration in lessons across all phases. • Students' innovation, enquiry and research skills using technologies in lessons in Phases 1 and 2.

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

- Students demonstrate positive and responsible attitudes, requiring minimal reassurance. While increasingly self-reliant as they progress across phases, they are not always risk-takers. Students respond well to critical feedback that supports their progress, especially in Phase 3. Their attitudes toward school and peers foster mainly very good behaviour. They understand rules and values very well and consistently follow them. Students resolve difficulties maturely, including at breaktime and typically require minimal monitoring to maintain engagement in lessons, particularly in Phase 3.
- Students and staff cultivate a friendly and respectful school environment through positive interactions both in and beyond the classroom. Students feel safe, valued, and supported by staff, knowing their well-being is valued and prioritised. This inclusive atmosphere enhances their confidence, engagement, and overall school experience.

- Students have a sound understanding of safe and healthy lifestyles, though some occasionally make unwise food choices. They actively engage in PE lessons and participate enthusiastically in sports such as basketball and football. School events, for example, Fruit Day and Vegetable Day promote healthy habits, encouraging students to make informed dietary choices.
- Students' attendance at 93.4 % is acceptable and almost all regularly arrive at school on time.

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

- Students develop a deep understanding of Islamic values through Islamic education, the Holy Qur'an lessons, and participation in school and external competitions. They recognise how these values shape contemporary society in the UAE and can provide relevant examples of their impact. For instance, they understand how values such as honesty and integrity, charity and generosity, respect for elders, and gratitude contribute to a harmonious and ethical community.
- Students show a strong appreciation for Emirati culture and heritage. They demonstrate knowledge of the UAE's history, literature, arts, traditional celebrations, and sports. Their engagement is evident through enthusiastic participation in cultural events such as UAE National Day, Flag Day, Emirati Children's Day, and the Holy Qur'an competitions. These activities deepen their understanding and connection to national traditions and instil a sense of pride and belonging.
- Students develop a broad global perspective. They exhibit a clear understanding of their cultural identity while recognising similarities and differences with other cultures, including Western and Asian traditions. Through events such as Global Awareness Day, students explore cultural distinctions and commonalities including national symbols, currencies, cuisine, clothing, art, lifestyle, and significant historical moments.

Social responsibility and innovation skills	Good	Good	Good	N/A

- Students show a sense of civic responsibility through activities such as supporting charity drives for the children in Gaza and Lebanon and afforestation campaigns in the desert. They

demonstrate empathy and consideration towards their peers, which is visible in lessons, assemblies, and during breaks.

- Students have a positive attitude towards their work and enjoy participating in competitions. They engage in enterprising activities such as business planning, selling products such as Arabic calendars, homemade soaps, scented candles, and paper-woven bags, as well as organising food sales for charity. Students engage in cross-curricular activities such as storytelling and riddles in English, Dye-namic Design and digital citizenship and coding competitions. They explore renewable energy with solar ovens and panels, participate in Islamic gardening and calligraphy, and enhance their Arabic proficiency by creating booklets of nouns and verbs.
- Students recognise the importance of environmental sustainability and actively contribute to caring for their environment. Participation in recycling projects, planting programs, and Model United Nations (MUN) activities that align with SDG goals focusing on sustainability is greater for students in Phase 3. They regularly highlight the importance of environmental sustainability in assemblies, guest talks, and school events, with potential for further strengthening.

Areas of Strength:

- Students' attitudes, behaviour and relationships across all phases.
- Students' understanding of Islamic values and awareness of Emirati and world culture across all phases.
- Students' enterprise and innovation skills in Phase 3.

Areas for Improvement:

- Students' stronger commitment to making informed healthy eating choices to enhance their wellbeing across all phases.
- Students' awareness of the need for good or better attendance and the link with achievement across all phases.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

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

- The quality of teaching for effective learning is acceptable overall and good in Phase 3.
- Most teachers have secure subject knowledge, though in Phases 1 and 2, not all are fully aware of how students learn best. Teachers use a variety of teaching approaches, notably in science, Arabic, and social studies, particularly in Phase 3. While most lessons are well-planned with clear objectives linked to clear outcomes, differentiated learning is limited, especially in Phases 1 and 2. Teachers in Phases 2 and 3 effectively use laboratory and digital resources in science lessons to enhance learning. The range of resources available in Phase 1 is insufficient. Teachers often struggle to complete all activities and plenary sessions within the allocated time.
- Teachers strive to engage students in meaningful discussions and promote higher-order thinking through varied questioning. Students respond well, particularly in science and in Ministry of Education (MoE) curriculum subjects where they benefit from opportunities to address any misunderstandings effectively. Differentiation in planning and practice to meet students' individual needs is still developing across the school and tasks often lack sufficient challenge, limiting higher attaining students' motivation.
- Teaching strategies offer students insufficient opportunities for in-depth independent learning including research, problem-solving, and innovation, although the opportunities for students to collaborate is common in most Phase 3 lessons.

Assessment	Acceptable	Acceptable	Good	N/A

- Assessments are carried out regularly across the school. Information from internal and external assessments is rigorously analysed. Attainment information is detailed, shared with all relevant stakeholders, and used to determine gaps in students' knowledge. This information is shared with teachers for them to use to inform their lessons and during interventions. The school makes good use of external examinations, such as CAT 4, to measure progress and assesses attainment in mock examinations for IGCSE.
- Teachers' assessment of students' progress against curriculum objectives in lessons is less effective, except in Phase 3. Assessment data is infrequently used to effectively adapt teaching and the curriculum in the other 2 phases. Teachers know their students well

although they do not routinely offer appropriate support for lower attainers or challenge for higher attaining students.

- Teachers have a general understanding of how well students progress in lessons. They offer praise and provide simple feedback in lessons and in students' work. The feedback they provide does not offer clear next steps so that students know how to improve their work. In the most effective lessons, typically in Phase 3, teachers use success criteria to help students assess their own learning and that of their peers. Students in Phase 3 are adept at using rubrics and mark schemes to self-evaluate their work and make improvements.

Areas of Strength:

- Teachers' lesson planning and effective teaching strategies in Phase 3.
- The school's rigorous analysis and sharing of data with relevant stakeholders.

Areas for Improvement:

- Teachers' planning and delivery of sufficiently challenging tasks for all groups of students, especially higher attainers so they consistently make the progress of which they are capable across all phases.
- Teachers' use of assessment information to adapt teaching to meet students' individual needs and support across all phases.
- Teachers' promotion of independent learning and their feedback to students in lessons, to help them improve their work across all phases.

The quality of the curriculum is acceptable overall.				
Indicators:	**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Curriculum design and implementation	Acceptable	Good	Good	N/A

- The quality of the curriculum is acceptable overall. It is compliant with statutory requirements for the MoE curriculum subjects. The curriculum is implemented well in Phases 2 and 3, where it is aligned to the Cambridge Pathways which prepares students for the next stage of education. In Phase 1, the curriculum broadly aligns with the EYFS and its associated development matters guidance. In lessons the application of this guidance is insufficient. In addition to the core curriculum, students are taught PE, art and information communication technology (ICT) throughout the school.
- Students from Year 4 can choose between Urdu and French language options. Students in Year 9 onwards can choose between science and commerce streams. Older students are prepared well to be successful in international examinations, particularly at IGCSE. This enables them to make a smooth transfer to schools to study A levels. Students receive effective career counselling, individually, in groups or with their parents. Students attend university fairs and career fairs to understand more about their choices and career pathways. Teachers successfully plan cross-curricular links in better lessons. For instance, children in Phase 1 develop their number skills when counting living and non-living things in the classroom. In art lessons, students in Phase 2 use their technological skills to design football jerseys.
- Although subject leaders review the curriculum coverage and progression, this is not yet systematic or sufficiently rigorous, particularly in Phases 1 and 2 to impact on students' achievement.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A

- The school makes adequate modifications to the curriculum although it is not routinely adapted to consistently meet the needs of higher and lower attainers, particularly in Phases 1 and 2. Insufficient consideration is given to accelerating the language skills acquisition for English as a second language learners. The PE curriculum is usefully adapted to enable students to play indoor games, such as table tennis and chess, when the weather is very hot.
- The school's curriculum offers regular activities during the first period on Mondays to enhance students' knowledge, understanding and skills in pre-set topics. The extra-curricular activities motivate and engage students, for example, they successfully take part in interschool football tournaments, both boys and girls in various age groups. Older students participate in Model United Nations (MUN) week with each group is assigned a different country with problems to resolve. Some students win top prizes in interschool Holy Quran competitions. Educational visits to the Sharjah aquarium and Real Madrid World effectively enhance the curriculum and students' personal development.
- The curriculum actively promotes the principles and values of the UAE within lessons. Teachers make frequent references to real-life examples in the UAE. For example, in PE, students have been inspired by UAE football teams' accomplishments. In Phase 3 Urdu lessons, students compare the rainy season in their own countries to the rain they experience in the UAE. Events throughout the year are celebrated such as National Day and Martyrs' Day. Assemblies cover topics such as the importance of the symbolic ghaf tree which further support students' knowledge, understanding and appreciation of the heritage of the UAE.

Areas of Strength:

- The curriculums' positive preparation of Phase 3 students for the next phase in education.
- The curriculum links with the UAE and real life which develop students' knowledge, understanding and appreciation of the heritage of the UAE across all phases.

Areas for Improvement:

- The alignment of the curriculum to the guidance for the EYFS in Phase 1.
- The rigorous review and development of the curriculum to meet the needs of all groups of students, particularly higher and lower attainers in Phases 1 and 2.

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 protection, care, guidance and support of students is good overall. The school implements comprehensive safeguarding procedures effectively, and all staff and students receive training on safeguarding and child protection policies. The school shares the safeguarding policy, and it is accessible on the school website. Measures are in place to protect students from all forms of abuse and bullying, including cyber-bullying. The school has a safeguarding committee to ensure children and students are well-protected. Students are well aware of the reporting procedures and members of the safeguarding committee.

- The school ensures a safe and hygienic environment. Students are closely supervised, including during school transportation. The school utilises a highly effective scanning system to track individual students' arrivals in the morning, departures at dismissal, and when students board the school bus. They conduct thorough risk assessments for external trips. Regular fire drills and evacuation procedures take place to keep students and staff safe. Limited outdoor learning areas reduce children's and students' opportunities for physical activity, social interaction, and experiential learning. Buildings and equipment are well-maintained, with accurate and secure record-keeping of incidents and medical care. Medical staff are vigilant and conduct regular health checks. Some classrooms are too small for the number of students using them which inhibits flexible seating arrangements and impacts adversely on the quality of learning experiences.

- The school promotes healthy lifestyles through educational workshops and assemblies, yet students' application in their lifestyle is inconsistent. Not all students bring healthy snacks, and the school is aware of the inconsistencies and are looking to further enhance awareness campaigns for further reinforcing across all phases. The school's BMI analysis highlights the need for further strategies to embed a culture of healthy living. Although

Care and support	Good	Good	Good	N/A

- Staff and students' relationships are positive across the school, with mutual respect, approachability and support creating a strong sense of community during transitions, on playgrounds, and in break areas. Behaviour management strategies are consistently applied across all phases. The supervisors ensure expectations for behaviour are always reinforced. Classroom management varies, and on rare occasions, a few teachers do not swiftly address low-level disruption in Phase 1 and lower Phase 2.
- The school's monitoring of attendance and punctuality is effective. The school maintains accurate attendance and punctuality records. Tracking and monitoring systems are in place, with follow-up strategies used appropriately to address absences or lateness.
- The school has developing protocols to identify students with SEN and G&T, including the use of CAT4 assessments. The inclusion department consists of only one member, reducing the scope of interventions and support. The availability of specialised support staff is insufficient to meet the diverse learning needs of all groups of students.
- The support for SEN and G&T students is provided according to their individual education plans (IEPs). Although G&T students can enrol onto extra-curricular programs within the school, in lessons they are not always sufficiently supported or challenged to maximise the progress they make. The use of classroom assistants is inconsistent and not always effectively used. Differentiation in teaching is also inconsistent, and targeted interventions are not fully embedded. Teachers do not always adapt strategies sufficiently well to meet individual needs, affecting students' progress across all phases.
- Teachers and other support staff support students' well-being and personal development. Induction and transition arrangements are integrated well across the school. . The school arranges career guidance for students and university fairs. Although the school does not currently have an active alumni association, some former students do make occasional visits to the school.

Areas of Strength:

- The highly effective monitoring of children's and students' arrival and departure from school, including close supervision on school transportation.
- The positive student and staff relationships across the school.

Areas for Improvement:

- The school's provision for inclusive learning, including the suitability of classrooms and the targeted support and challenge for SEN and G&T students in lessons in all phases.
- The effectiveness of strategies to minimise overweight and obesity among the student population and promote their healthy lifestyles and wellbeing across all phases.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership	Acceptable

- Leaders promote their vision and mission for the school widely, which is closely aligned to the guiding principles integral to the UAE's 2071 Centennial Plan. School values emphasise the importance of trust and responsibility for the children in their care, following the Holy Qur'anic teaching. They provide a safe and secure environment and show commitment to inclusion and the ongoing development of provision for students with SEN.
- Leaders delegate specific responsibilities to middle managers and heads of department, whose teaching load is maintained at a maximum of 20 hours a week in order for them to devote sufficient time to their management roles. Leaders are well aware of the priorities for school improvement and are working towards appropriate and realistic targets. They ensure the school is fully compliant with all statutory requirements. They have very successfully raised attainment in IGCSE and some external benchmarking assessments since the previous review and are working towards other challenging goals. The school has a potentially strong capacity to improve further, contingent upon greater continuity in staffing and more systematic sharing of good practice between phases and departments of the school.

Self-evaluation and improvement planning	Acceptable

- The school has successfully identified most of the areas for improvement found during this school review through their well-organised self-evaluation process and the monitoring of teaching and learning. Leaders have devised strategies to improve aspects such as teaching

for effective learning and the use of assessment data to inform teaching. These have had limited impact on many teachers' practice, in part due to high the teacher turnover in some departments and phases. Observations of lessons are regular and sufficiently critical, though they often focus more on teaching practice than the impact on students' outcomes. Overall, improvement initiatives are resulting in gradual positive change over time.

Partnerships with parents and the community	Good

- Parents are very active in the school, maintaining notice boards and organising extra-curricular activities. The Parent Council is influential in getting their recommended improvements implemented and its head sits on the board of governors. She also supports the counsellor in advising on SEN provision. The school has strong communication links with parents and provides an open-door policy for any concerns or requests. Termly school report cards to parents are supported by regular Parent-Teacher meetings and more informal exchanges when the need arises.
- The school maintains local partnerships, which have led to student volunteering opportunities and numerous inter-school competitions. The school organises charity drives in conjunction with the Red Crescent. It does not yet have partnerships at the national or international level.

Governance	Good

- The governing board represents the majority of school stakeholders, including a staff member, the head boy and head girl, and community members with specific areas of expertise, such as finance. There are two educational experts on the board, one of whom is the head of the governing board. The board has set up committees to look into specific areas of school life. Some board members conduct formal observations of teaching and learning, which has given them an excellent insight into areas for improvement in teaching for effective learning, and the current limitations of premises, facilities and learning resources. They are highly influential in driving policy and planning and are currently working on a 5-year development plan to relocate and expand the school to include Phase 4 and to offer NCfE education up to A level. Relevant members of the board are well aware of assessment results and data, and they hold the schools' leaders accountable.

Management, staffing, facilities and resources	Acceptable

- The school runs smoothly deploying well-qualified teaching staff and they are compliant with employment regulations, employing 5% Emirati staff in positions such as teaching assistants. Teachers of academic subjects all hold a relevant degree, and the majority of teachers hold a qualification in education or are actively working towards this. They receive ample targeted professional development, though this frequently lacks impact in the short term, particularly for teachers new to the UAE context. The school premises are rather cramped, and some classrooms are overcrowded which has an adverse impact on students' achievement. The school maximises the use of its limited outdoor spaces, such as sports fields and bus pick up areas well, with careful scheduling. Resources are adequate overall, though the range of learning resources for Phase 1 and the English department is too narrow to enhance students' learning.

Areas of Strength:

- The school's self-identification of key areas for school improvement.
- The school's effective partnerships with parents and governors.

Areas for Improvement:

- The impact of the observation of teaching and learning on students' outcomes and sharing of best teaching practices across all phases.
- The range of community, local, regional, national and international partnerships.
- The learning facilities and resources, especially to support inclusion, the EYFS curriculum, and English language development.

Provision for Arabic Language

- The school offers AFL and ASL. There are 10 Arabic teachers with a ratio of teacher to student 1:104
- The total number of books in the library is 1,666, of which 693 are fiction and 200 are non-fiction, plus 252 reference books, and the other 521 are school subject related. The library resources and technology include: the availability of e-books, reading software, Microsoft Teams and Kutubee platform access. The weekly schedule of the library is 34 periods per week. Students visit the library for a whole class guided reading session and are allowed to borrow books, which have to be given back in a week's time. The Arabic teachers and the librarian give students advice on suitable books for their reading standard and age and motivate them to make reading a habit. The range of books available is limited with more diverse recent books, e-books, audio books and learning videos required to enhance students' learning, support their literacy development and enable students to achieve academic success. Some students attend remote learning lessons at the weekend to further develop their Arabic language skills.
- Students participate in reading competitions such as Arab Reading Challenge, and the Arabic Department conducts some events such as Arabic Reading Day and Arabic Reading Week. The school has effective contact with parents who motivate their children to read more books and stories and help them write summaries or short reports about what they have read.

The school's use of external benchmarking data

- The school complies with all SPEA requirements with regard to international benchmarking examinations. All eligible students participate in the appropriate tests. These include ABT for ASL students and TALA benchmark tests for AFL students. Students in Years 4, 6, 8 and 10 sit CAT4 and those in Year 7 and 10 take Cambridge Checkpoint tests. Students from Year 4 to 10 take the Progress Tests in English, mathematics and science and all students in Year 11 sit IGCSEs. Students take part in TIMSS, PISA and PIRLS international assessments.
- The school analyses data from external benchmarking tests and uses this information to determine gaps in students' knowledge and teacher's delivery. Teachers use similar style questions in internal examinations and in lessons, in order to help students succeed. The school uses CAT 4 information to develop students' skills, particularly in upper Phase 3. Mock examinations are marked and discussed with students to help them to be successful in IGCSE.
- Results from international examinations are shared with all stakeholders. Parents and students are sent the information electronically.
- Teachers prepare information for parents and students in areas that are targeted in school so
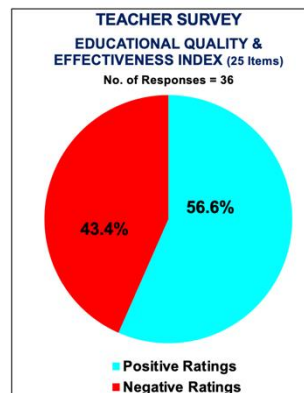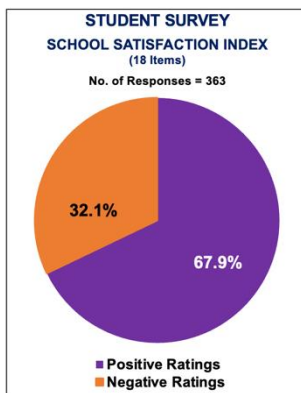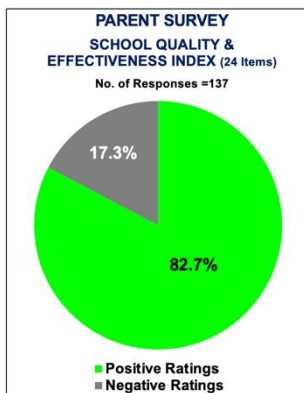
they can practice at home. Leaders share information with governors regularly. Orientation presentations are delivered to parents, so they are aware of the importance of external benchmarking assessments.

Provision for KG

- The provision in Phase 1 consists of 4 Foundation Stage 2 (FS2) classrooms, each with a class teacher, one teaching assistant and one nanny. The teacher to children ratio is 1:25.
- The learning environment is bright although the classrooms are not spacious to enable children's free-flow activities. Furniture in all Phase 1 classrooms is appropriate for children's ages. The classrooms have a corner for sensory development and reading. The learning resources in the classrooms are limited and insufficient to promote children's development in all the required areas of learning.
- The covered outdoor environment is well padded and has play equipment such as swings, rockers, and slides. There is a designated room for activities which has a few blocks and 3 small bikes. Both areas are deployed to support children's learning and development. Learning resources in the classrooms and in specialised rooms are available, though these are not always sufficient to ensure a good pace of learning of all groups of children.
- Most new children enter school in FS2. Before commencing formal school routines, parents and children have the opportunity to familiarise themselves with their new surroundings and meet their teachers. To prepare children for Year 1, the school shares online learning resources both with new admissions in Year, as well as, children transitioning from FS2 to Year 1.

VIEWS OF STAKEHOLDERS

PARENT SURVEY

SCHOOL QUALITY &
EFFECTIVENESS INDEX (24 Items)

No. of Responses =137

17.3%

82.7%

■ Positive Ratings
■ Negative Ratings

STUDENT SURVEY

SCHOOL SATISFACTION INDEX
(18 Items)

No. of Responses = 363

32.1%

67.9%

■ Positive Ratings
■ Negative Ratings

TEACHER SURVEY

EDUCATIONAL QUALITY &
EFFECTIVENESS INDEX (25 Items)

No. of Responses = 36

43.4%

56.6%

■ Positive Ratings
■ Negative Ratings

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve all students' attainment and progress in Phases 1 and 2, particularly in English and mathematics by:
    - adopting more effective teaching strategies to support and challenge all groups of students at an appropriate level.
    - making sure there is consistent use of reliable assessment data to plan learning and adapt the curriculum to meet all students' needs.
    - enabling teachers' deeper understanding of effective early years' practice and following the EYFS curriculum guidance more closely in Phase 1.
    - sharing the best practice in facilitating successful learning for students in Phases 1 and 2 shown by some teachers, particularly in the Arabic and Islamic education departments.

- Improve the number and quality of resources to support inclusion, the EYFS curriculum and teaching and learning in English by:
    - reviewing the resource provision made for inclusion including the scope of interventions and support for students with SEN and G&T.
    - ensuring classrooms are of sufficient size for the number of students using them.
    - extending the range of resources for multi-sensory firsthand learning in Phase 1.
    - increasing the number and range of attractive illustrated story books in classrooms for Phase 1 and Years 1 and 2.
    - further reviewing the curriculum in Phases 1 and 2 to adapt it to better meet the needs of second language speakers.
    - seeking greater continuity in staffing.

School Performance Review of Al Amana Private School
17 to 20 February 2025

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.