ITQAN
Programme

هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Al Amana Private School

19-22 February 2024

Overall Effectiveness: ACCEPTABLE

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TABLE OF CONTENTS

School Performance Review of Al Amana Private School
19-22 February 2024

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 Performance Review of Al Amana Private School
19-22 February 2024

SCHOOL INFORMATION

School		
	School ID	127
	School location	Al Ramla West, Sharjah
	Establishment date	2004
	Language of instruction	English
	School curriculum	British
	Accreditation body	-
	Examination Board	Cambridge Assessment International Education (CAIE)
	National Agenda Benchmark Tests/ International assessment	IGCSE, GL, CAT4, PIRLS, TIMSS, ABT, TALA and Mubakkir
	Fee range	7,000 - 13,000 AED
Staff	Principal	Roshan Ahsan
	Chair of Board of Governors	Abdul Azeez
	Total number of teachers	68
	Total number of teaching assistants	3
	Turnover rate	30%
	Main nationality of teachers	Indian
	Teacher: student ratio	1:14
Students	Total number of students	957
	Total number of students per phase	Phase 1 100 (FS2) Phase 2: 534 Phase 3: 323
	Phase 1: number and gender	Boys: 51 Girls: 49
	Phase 2: number and gender	Boys: 275 Girls: 259
	Phase 3: number and gender	Boys: 181 Girls: 142
	Phase 4: number and gender	N/A
	Number of Emirati students	1
	Number of Emirati students per phase	Phase 2: 1
	Phase 1: number and gender	N/A
	Phase 2: number and gender	Boys:1 Girls: 0
	Phase 3: number and gender	N/A
	Phase 4: number and gender	N/A
	Nationality groups	1. Pakistani
		2. Egyptian
	Total number of students with special educational needs	7

School Performance Review of Al Amana Private School
19-22 February 2024

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 139 lesson observations, 27 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 the previous review visit.
The senior leadership team and the governing board provide a positive learning experience for all children and students. They have taken appropriate steps to increase students' academic attainment and have sustained good levels of achievement for students in Phase 3 in most subjects. In response to governors' requests and the recommendations of the previous review, leaders have implemented a range of improvement initiatives that are starting to have an impact on students' knowledge and skills' development.

Most teachers demonstrate secure knowledge of their subjects which helps them to promote learning that facilitates the development of students' knowledge and skills. Their understanding of how children and students learn best varies considerably across Phases 1 and 2. The school's premises are adequate to meet the learning needs of students and the day-to-day management and operation of the school is appropriately organised. Leaders at all levels make adequate use of self-evaluation to assess the school's performance. They use the findings of the self-evaluation as the basis of improvement planning. Leaders' current evaluation of some aspects of the school's current performance is over-generous. Teachers' and students' relationships and interactions are positive as is the school's work with parents. Students' attendance is very high.

KEY AREAS OF STRENGTH:
- Senior leaders' and the governing board's provision of a positive learning experience for all children and students.
- Students' positive behaviour, attitudes to learning and very high level of attendance.
- Students' speaking skills in English and Arabic across all phases.
- The school's effective collaborative working with parents.

KEY AREAS FOR IMPROVEMENT:
- Students' extended writing skills in Arabic, Urdu and English.
- Teaching, learning and assessment in Phases 1 and 2.
- Teachers' use of assessment information to meet the needs of all groups of students, including those with special educational needs (SEN) and those who are gifted and talented (G&T).
- The rigour and consistency of self-evaluation processes.
- The monitoring and evaluation of improvement initiatives across all subjects.

School Performance Review of Al Amana Private School
19-22 February 2024

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is acceptable.					
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**	Acceptable	Acceptable	Good	N/A
	Progress	Acceptable	Acceptable	Good	N/A
Arabic (as an additional Language)	**Attainment**	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Social Studies	**Attainment**	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	**Attainment**	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Mathematics	**Attainment**	Acceptable	Acceptable	Good	N/A
	Progress	Acceptable	Acceptable	Good	N/A
Science	**Attainment**	Acceptable	Acceptable	Good	N/A
	Progress	Acceptable	Acceptable	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

School Performance Review of Al Amana Private School
19-22 February 2024

Islamic Education	- Students' achievement in Islamic education is good, overall. The school's internal data shows that students make outstanding progress in Phase 2 and good progress in Phase 3. This does not match with what was seen in lessons and in students' work where the majority of students in Phases 2 and 3 make better than expected progress against curriculum standards. - The school's internal assessment data shows that attainment is very good in Phases 2 and 3. This does not match with what was seen in lessons and in students' work, which shows that students' attainment in Phases 2 and 3 is good. There are no international examinations held for Islamic education. - The majority of students make good progress throughout the 2 phases. In Phase 2, students show understanding of Islamic principles and values, which is reflected in their attitude, behaviours, and daily lives. Students can memorise Surah "Al-Kafiroon" and pray in the right way. In Phase 3, students understand Seerah and can recite the Prophet Muhammad (PBUH) Noble Hadeeth related to how to travel to the 3 main mosques in the Islamic world and explain why mosques are built. They can memorise verses from the Holy Qur'an and talk about the general ideas derived from them. Students' recitation skills and their application of "Tajweed" rules are underdeveloped in Phase 2. Students can extend their discussion and debate about various concepts, such as chastity in Islam and forbidden food and drinks, "Al Muharramat", in Islam. They can recite and interpret the Noble Hadeeth successfully. A few students in Phase 2 have an insufficient understanding of Islamic concepts and cannot support their answers with verses from the Holy Qur'an and the Noble Hadeeth. - The majority of students make better than expected progress. Few lower attainers do not always make the levels of progress of which they are capable.

Areas of Strength	Areas for Improvement
- Students' understanding of the verses of the Holy Qur'an and Islamic values and principles. - Students' understanding of prayers and their timings in Phase 2. - Students' knowledge and ability to differentiate between permitted and forbidden food and drinks.	- Students' recitation skills of the Holy Qur'an verses and the Noble Hadeeth and their application of Tajweed rules in Phase 2. - Students' deeper understanding of Islamic concepts and their skills to memorise the Holy Qur'an verses and the Noble Hadeeth in Phase 2.

Arabic	- Students' achievement in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) language is acceptable overall. It is good in AFL in Phase 3, and acceptable in all other phases. - The school's internal data shows that students make very good progress throughout Phases 1 and 2. This does not match with what was seen in lessons and in students' work where most AFL students make progress that is in line with curriculum standards. The school's internal data also shows that ASL students' achievement is acceptable, which matches what was seen in lessons and in students' work. - Most children in Phase 1 in AFL and ASL can identify the letter "Ayn", pronounce and write it clearly on the board and in their notebooks, and can identify words with the same sound and comprehend the meaning of new vocabulary through matching unfamiliar words with pictures. In Phase 3, most AFL students can communicate well, read short texts correctly and infer the meaning of new vocabulary. In Phase 3, most students can use a dictionary to look up synonyms and antonyms, using them in sentences of their own, and accurately conjugate verbs. Most Phase 2 ASL students can memorise the days of the week and write them in their notebooks. In Phase 3 AFL, they can form correct sentences using adverbs of place and of time, as they place them correctly in the text. Students' extended writing skills in Phases 2 and 3 in AFL and ASL are underdeveloped. Students' communication skills and reading skills in ASL in Phase 2 are underdeveloped. - Most groups of students make expected progress. Attaining higher students do not always make the level of progress of which they are capable.

Areas of Strength	**Areas for Improvement**
- Students' pronunciation of phonetic sounds of Arabic alphabets in Phase 1. - AFL and ASL students' speaking and reading skills and use of new vocabulary in Phase 3. - Students' reading skills and their analysis of texts in all phases.	- AFL and ASL students' extended writing skills in Phases 2 and 3. - ASL students' communication skills in Phase 2. - ASL students' reading skills in Phase 2.

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 was seen in lessons and in students' work where most students in Phases 2 and 3 attain in line with curriculum standards. - The school's internal assessment data shows that attainment is outstanding in Phases 2 and 3. This does not match with what was seen in lessons and in students' work, which shows that most students in Phases 2 and 3 make progress and attainment in line with expectations. There are no international examinations for social studies. - In Phase 2, most students can identify the Emirates of the UAE, and can identify ways to conserve resources by effectively recycling to reduce waste. Most Phase 3 students develop an in-depth knowledge and understanding of the importance of the strategic location of the UAE for the national and the world economy and its international relationships; for example, they understand the importance of modern transport networks which connect the 7 Emirates. Students in Phase 2 have an insufficient understanding of the UAE's international relationships. Students in both phases show an understanding of the UAE leaders' role in the unification of the 7 Emirates. In Phase 3, most students show secure knowledge and understanding of keeping the environment clean by reducing pollution. Students in Phase 2 have an insufficient understanding of global issues and other cultures. - Most groups of students make expected progress. Higher attaining students do not always make as much progress as they could.

	Areas of Strength	**Areas for Improvement**
	- Students' knowledge of the importance of conserving UAE resources in Phase 2. - Students' understanding of the importance of modern transport in the UAE in Phase 3. - Students' knowledge about the neighbouring countries and history of the unification of the UAE in all phases.	- Students' knowledge of the UAE's international relationships and of other cultures in Phase 2. - Students' understanding of global issues in Phase 2.

English	- Students' achievement in English is acceptable overall. Students' achievement is acceptable in all phases. In lessons and in their work, most students in all phases make acceptable progress. This is consistent with the school's own internal data. Students' progress over time is acceptable in Phase 1 and good in Phases 2 and 3. - Internal assessment data shows acceptable attainment in all phases. The latest IGCSE data for Year 11 students and checkpoint tests for Year 10 students both show outstanding attainment. Attainment for Year 7 students in checkpoint tests is very good. Attainment in progress tests for Years 4, 7 and 10 students are acceptable. Based on curriculum standards, attainment in lessons and in students' work in all phases is acceptable. - Most children in Phase 1 can sound out 3-letter rhyming words but only a few can write the word correctly or recognise the object associated with the word. By the end of Phase 2, most students can read fluently with expression and write imaginatively, for example, devising the introduction of a science fiction novel. Only a large minority can write letters consistently, using accurate grammatical conventions. In Phase 3, students can listen attentively and participate in dialogue and discussion, speaking with confidence and fluency. Students' ability to produce extended writing is not as well developed and a minority of students still make errors in their spelling and grammar. - There is no difference in the progress made by different groups of students. Boys, girls, students with SEN, those who are G&T, all make similar rates of progress.

Areas of Strength	Areas for Improvement
- Children's recognition of sound patterns in words in Phase 1. - Students' speaking and listening skills particularly during dialogue and discussion in Phase 3.	- Children's letter recognition and formation of simple words in Phase 1. - Students' ability to write letters consistently in Phase 2. - Students' extended writing and accuracy of grammar and spelling in Phase 3.

Mathematics	- Students' achievement in mathematics is acceptable overall. It is good in Phase 3. In lessons and in their work, most students in Phases 1 and 2 make the expected progress. In Phase 3, the majority of students make good progress. This is not fully aligned to the school's internal data where progress is judged to be weak in Phase 1 and acceptable in Phases 2 and 3. - The school's internal assessment data shows attainment as very good in Phase 1, good in Phase 2 and weak in Phase 3. Checkpoint external data for Phase 3 shows attainment to be outstanding. IGCSE assessment data in mathematics shows attainment to be very good in Phase 3. This is not reflected in lessons or in students' work where attainment is acceptable across all phases but good in Phase 4. - In Phase 1, most children can understand sequence of patterns and identify different variations in sequences. A minority of children in Phase 1 struggle to understand sequencing processes. Phase 2 students can measure objects with non-standard measurements, such as a hand span. A minority are unable to measure correctly using hand span. In Phase 2, most students can construct a dot graph from a frequency tally chart data. A minority of students in Phase 2 cannot use their mental arithmetic skills well to work out the sequence of numbers when counting in 2s. In Phase 3, most students can use bearings and non-bearings on a map to calculate the difference between two points. In Phase 3, students understand how to manipulate two sets of data and construct a dual chart. - Overall, most groups of students make the expected progress. The majority of students in Phase 3 makes good progress. High attaining students are not appropriately challenged to make better than expected progress.

Areas of Strength	**Areas for Improvement**
- Students' ability to create dot graphs from frequency data in Phase 2. - Students' ability to use directional data to calculate the distance between 2 points in Phase 3.	- Students' ability to identify a sequence of shape patterns in Phase 1. - Students' ability to use non-standard measurements in Phase 2. - Students' ability to work out the sequence when counting in 2s in Phase 2.

Science	- Students' achievement in science is acceptable overall. In Phase 3, it is good. The school's internal data shows that students make acceptable progress in Phase 1 and good progress in Phases 2 and 3. This does not match with what is seen in lessons and in students' work where most students make progress which is in line with curriculum expectations, except in Phase 3 where students make good progress. - Internal assessment data shows very good attainment in Phases 1, 2 and 3. Cambridge checkpoint results show outstanding attainment in Phases 2 and 3; CAT4 results show acceptable attainment across all phases. TIMSS results show good average attainment in Phases 2 and 3. Progress Test results show acceptable attainment in Phase 2 and 3 and IGCSE results show very good results in Phase 3. This is not seen in lessons and in students' work where most students attain in line with curriculum standards in Phases 1 and 2. At least the majority of students attain above curriculum standards in Phase 3. - Most students develop age-appropriate knowledge and understanding in science. In Phase 1, children can identify and differentiate between various wild animals. In Phase 2, students can identify the various components of an electric circuit. Students in Phase 3 can interpret the relationship between mass and weight to maintain equilibrium in the laboratory, using the correct technical vocabulary and scientific terms. Students in Phase 3 make appropriate connections to real life and transfer learning to other areas. For example, students understand the process of osmosis and link this to real-world examples. Students' skills in experimenting, recording and interpreting results are less well developed in Phases 1 and 2, as are their skills of scientific thinking, enquiry and investigation. Phase 3, students' investigation skills are more well developed, and they regularly use these skills when conducting practical investigative laboratory work in physics and biology lessons. Scientific research and innovation are underdeveloped across all phases. - Overall, in Phase 1 and 2, most students make at least the expected progress. The majority of students in Phase 3 make better than expected progress. A few students with SEN make less than expected progress.

Areas of Strength	Areas for Improvement
- Students' basic knowledge and understanding of scientific concepts in Phase 2. - Students' investigation skills in Phase 3.	- Scientific thinking and skills in investigation and enquiry in Phases 1 and 2. - Students experimenting skills in Phases 1 and 2. - Scientific research and innovation across all phases.

Other subjects	- Students' achievement in other subjects is acceptable overall. It is very good in IGCSE subjects in Phase 3. In lessons and their work, most students make expected progress in Phase 1 and Phase 2. In Phase 3, the majority of the students in IGCSE subjects make very good progress. This concurs with the school's internal assessment which shows that students make very good progress. - Internal assessment data indicates attainment is acceptable in Phases 1 and 2 and very good in Phase 3. IGCSE examination data shows very good attainment. In lessons and students' books, most students attain in line with curriculum standards across the school. Phase 3 students' attainment is good. - In Phase 1, children develop their motor skills and artistic capabilities through sticking squares on paper to represent family members. Phase 2 students develop their artistic skills well, for example, they produce simple abstract art using primary and secondary colours. In Phase 2, students in Information and Communication Technology (ICT) develop their PowerPoint skills by designing a 5-slide animated slide show for information about a zoo. A minority of students' ICT skills are underdeveloped, and they struggle to understand, and apply animation effects to their PowerPoint presentations. Students in Phases 2 and 3 develop their linguistic skills in Urdu and can comprehend texts and communicate their understanding with competent levels of fluency. Students' writing skills in Urdu are underdeveloped in Phases 1 and 2. In French, students in Phase 2 learn to write their name in French and can write simple words and phrases. Their extended writing skills in French are less well developed. In physical education (PE) Phase 2 students improved their communication and collaborative team skills through playing tag games. In accountancy, Year 11 students understand well cash flow and expense accounts and their use in business. - Overall, all groups of students make at least the expected progress. Phase 3 students make good progress.

Areas of Strengths	**Areas for Improvement**
- Students' abstract art skills and techniques In Phase 2. - Students' understanding of cash flow and expense account data in Phase 3.	- A minority of students' ICT skills in Phase 2 and 3. - Writing skills in Urdu in Phases 1 and 2. - Students' extended writing skills in French in Phase 2.

Learning Skills	• Students' learning skills are acceptable in Phases 1 and 2, and good in Phase 3. Across all phases students are enthusiastic learners. They respond well to their teachers' direction and do what they are asked to with increasing responsibility. Phase 3 students take increased ownership of their learning and understand well their strengths and areas for improvement.

• Students enjoy working collaboratively across all phases, when given the opportunity. For example, children in Phase 1 work effectively together to share their ideas about the sounds baby animals make. They are confident and communicate effectively with their peers. In Phase 3, group work is a regular feature of lessons where students work collaboratively sharing ideas and engaging in topical discussion.

• Connections between areas of learning and how these relate to students' understanding of the world is a developing feature across subjects. Students make connections to contexts that are familiar to them and have begun to develop an increased awareness and understanding. For example, in science, Year 5 students learned about water pollutants and how marine life in the seas is affected by these pollutants.

• Critical thinking is well developed in Phase 3. For example, Year 10 English students can think critically and apply their understanding when interpreting a range of descriptive texts and Year 11 biology students use their critical thinking skills to investigate osmosis and its use in the preservation of fruits and vegetables. Critical thinking and problem-solving skills are less well developed in Phases 1 and 2. The use of learning technologies is better developed in Phase 3 and students develop and enhance their skills well. For example, Year 11 students proficiently use the interactive whiteboard during lessons to demonstrate their understanding and share their ideas with the rest of the class. In Phases 1 and 2, the use of learning technologies is less well developed.

Areas of Strengths	Areas for Improvement
• Students' positive attitudes to learning across all phases. • Students collaborative working in Phase 3.	• Students' critical thinking and problem solving in Phases 1 and 2. • Students' use of learning technologies 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 good overall.

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

- Students in all phases have positive attitudes and are proud to be associated with the school. In Phases 1 and 2, they are developing self-reliance, and, by Phase 3, most students demonstrate a commitment to ensuring that the school is a caring and learning community. Boys' development of self-reliance lags behind that of girls in Phase 2. Students in all phases make a significant contribution to the life of the school, taking advantage of opportunities to gain responsibility for its smooth day-to-day running; for example, as a class monitor, member of the school's council or leading an assembly.
- Students show self-discipline and tolerance for others, and bullying is rare. Their behaviour around the school site and in the corridors is very positive and contributes to the school's friendly and welcoming atmosphere. Relationships across the school are very good. Students and staff always show respect for each other and are friendly and courteous. Student-led activities and events, such as girls' volleyball competitions and cricket 'World Cup' provide opportunities to enhance these positive relationships by working alongside staff and their peers.
- Students have a very good understanding of safe and healthy lifestyles. They embrace opportunities to take part in physical activity and the games that they initiate contribute to a vibrant atmosphere in the school. The recent closure of the tuck shop was seen by students as an opportunity to bring in healthy food from home.
- At 98%, attendance is outstanding. Few students are late for school and punctuality for lessons is very high.

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

- Students clearly appreciate the role that Islamic values has in their lives and in society. The school teaches students how to pray and they are respectful during assemblies where

passages from the Holy Qur'an and the Noble Hadeeth are read. Students who enter regularly win trophies at the Holy Qur'an recitation competitions.

- Students are enthusiastic about UAE heritage and culture and its contribution to society and their lives. For example, they are knowledgeable about the UAE's sustainability goals and readily describe its initiatives, developments, and achievements. This understanding and respect are promoted in lessons, by displays around the school and through a wide range of extracurricular activities.
- Students demonstrate good knowledge and awareness of their own culture and increasingly other world cultures. For example, students in Phase 3 are interested in talking about a variety of topics, including current affairs, from around the world.

Social responsibility and innovation skills	Good	Good	Good	N/A

- Students make a constructive contribution to the school's community by taking on several roles and responsibilities and a range of volunteering activities. Student council elected members are visible around the site at transition times and influence the behaviour of their peers positively. Students know that their input and opinions are valued by the school, commenting that their volunteering is, "good for the school and good for the student".
- Students are keen to learn and have a positive work ethic. They take advantage of opportunities to think innovatively and engage in enterprise activities which are provided within the curriculum and through extra-curricular visits and events. For example, a science-oriented event held at Gulf Medical University provides a platform for young students to display their creative talents in medicine and science.
- Students generally take care of their school. They are particularly motivated to carry out activities that improve the environment, both locally and more widely. These aims are promoted through wall displays, posters, activities and extra-curricular visits, such as the visit to COP28 in Expo City in Dubai.

Areas of Strength:

- Students' behaviour and relationships with adults and their peers.
- Students' understanding and adoption of safe and healthy lifestyles.
- Students' attendance and punctuality.
- Students' knowledge and appreciation of UAE heritage and culture.

Areas for Improvement:

- Students' self-reliance, particularly for boys in Phase 2.

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 in Phase 3 is good, especially in AFL, Islamic education, science and mathematics. Most teachers have secure subject knowledge that supports students' development of knowledge and skills. Their understanding of how children and students learn best varies considerably across Phases 1 and 2. Generally, teaching and learning are stronger in Phase 3. For example, in Phase 3, teachers use various approaches and methods including collaborative working and scientific experimentation to enhance students' knowledge and skills.
- Teachers plan lessons, manage time, and use resources appropriately which meet the expectations of most students. For example, teachers in Phase 1 use various visual imagery to strengthen children's vocabulary acquisition and in Phase 2, some teachers use projectors and whiteboards to communicate key information and further develop students' knowledge and understanding. Science resources are adequate for the curriculum's delivery, although key learning resources including weighing machines and microscopes are insufficient and negatively impact students' skills development.
- Teachers' and students' interactions and relationships are positive. Students are eager to learn, especially in Phase 3. In lessons, they listen attentively and provide a range of responses to teachers' challenging questions. The use of questioning by some teachers in Phases 1 and 2 is less well developed and responses are mostly provided by the higher attaining students in the lesson.
- The use of teaching and learning approaches to meet the needs of individuals and groups of students lacks consistency across all phases, especially in Phases 1 and 2. Teachers use differentiated learning in some of the better lessons to meet the needs of individual students. They do not regularly use differentiated approaches in lessons. In Phase 3, most teachers regularly provide opportunities to develop students' innovation, critical thinking, and problem-solving skills. For example, through lively debate and topical discussion. Teachers do not consistently plan for the development of these skills in lessons in Phases 1 and 2.

Assessment	Acceptable	Acceptable	Acceptable	N/A

- There is consistent use of standardised internal assessment processes, including weekly tests and termly examinations to provide leaders and teachers with information about any gaps in learning and appropriate measures of students' progress. Assessment, through external examinations and benchmarking tests, including the Arabic Benchmark Test and the Cambridge Checkpoint, is used

School Performance Review of Al Amana Private School
19-22 February 2024

by leaders, including heads of department, to assess students' progress. The use of assessment data by heads of department to accurately identify students' progress is not sufficiently well developed.

- The use of assessment information by teachers in their planning and adaptation of the curriculum to meet the needs of various groups of students, including those who are G&T and the few students with SEN lacks consistency and is underdeveloped across all phases.
- Most teachers have a reasonable understanding and awareness of children's and students' abilities. The quality of teachers' marking of students' work varies considerably in Phase 2 and teachers' written feedback is often minimal. In Phase 3, teachers' feedback is more constructive, and students are encouraged to engage in self- and peer-assessment to help plan their next steps in learning.

Areas of Strength:

- The quality of teaching and learning in AFL, Islamic education, mathematics and science in Phase 3.
- The use of internal assessment processes to identify gaps in students' knowledge and understanding.

Areas for Improvement:

- The quality of teaching and its impact on learning in Phases 1 and 2.
- Teaching strategies that develop students' critical thinking, problem solving and innovation skills in Phases 1 and 2.
- The use of assessment information in teachers' planning for learning and curriculum adaptation to meet the needs of all students, especially those with SEN and students who are G&T.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

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

- The school delivers a broad curriculum that is relevant and effective in developing most students' knowledge, skills and understanding. The curriculum is compliant with licensing and statutory requirements. The curriculum is well planned and managed to ensure that students are prepared for the next phase of their education. Care is taken to provide informed advice and guidance for students at key transition points.
- Students can choose subject options at the end of Year 9. Flexible management of the curriculum and staffing provision enables, for example, students who choose to follow the commerce stream to also study physical science subjects. The school supports students in choosing their pathway from an early stage.
- Students benefit from some cross-curricular links that are thoughtfully planned and delivered across some the subjects. For example, history topics are an area of focus for English, Arabic and social studies. One innovative project in Islamic studies enables students to submit their assignment using a quick response (QR) code thereby developing ICT skills, knowledge and understanding. The school conducts regular curriculum reviews which result in positive improvement. For example, the early years foundation stage (EYFS) provision has been revised following an analysis of skills gaps in Phase 1, demonstrating how the school conducts curriculum reviews to maximise students' academic and personal development.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A

- The curriculum is adequately modified by middle leaders to meet the needs of most groups of students, but insufficient focus is given to meeting the specific needs of students with SEN and those who are G&T. Boys and girls have equal access to the curriculum.
- The curriculum is functional and offers students access to a range of subjects. A range of extra-curricular activities broadens students' experience. Opportunities for students to engage in activities that promote innovation and enterprise feature insufficiently in lessons across the school.
- There is a range of appropriate activities that develop students' understanding and knowledge of the UAE and its cultural heritage, including celebrating Emirati Women's Day and UAE Flag Day. Students demonstrate pride in the rich heritage of the UAE.

Areas of Strength:

- Support and guidance for students at key transition points in their school career.
- Curriculum reviews that have a positive impact on students' learning and development.

Areas for Improvement:

- Cross-curricular links that further help students to transfer their learning to other subjects.
- Curriculum modification that ensures the needs of all groups of students, including those with SEN and G&T are well met.
- Activities that promote students' engagement in innovation and enterprise.

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

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

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

- The protection, care, guidance, and support of students are good overall. Procedures for safeguarding are effective and students state that they feel safe at school. There are prefects and a class teacher present to monitor students' well-being. Leaders clearly communicate the school's policies and procedures to staff and parents. All staff are trained in child protection policies and procedures.
- The school provides a safe environment. Students are well supervised, including on school transportation. The premises are clean and well maintained. Senior leaders and the governing board ensure that the school meets all legal and regulatory requirements, including emergency evacuation drills. The school maintains accurate and secure records, including records of incidents and subsequent actions. There are a few minor inconsistencies in how information relating to classroom incidents is recorded by middle leaders. The school's premises and learning environments are adequate to support students' learning. Some classrooms are small, and there is no lift to allow students with restricted mobility to access the upper floor classrooms.
- The school promotes healthy living, predominantly through workshops and assemblies, and daily checks of lunch boxes during break time. The school canteen is closed, and checks are made to ensure children bring in sufficient healthy food for the day.

Care and support	Good	Good	Good	N/A

- Relationships between staff and students are effective and positive. Behaviour management is consistently good with a strong prefect system in place to complement the school's policies. Students manage their own behaviour effectively.
- Systems for managing attendance and punctuality, including follow-up of unauthorised absences and lateness are efficient and effective. This results in the school being very successful in promoting high levels of attendance and punctuality.
- The school has a system to identify SEN and G&T students through a benchmarking examination at the beginning of the school year. Leaders track the monitoring of these students' progress throughout the academic year.
- The support for students with SEN and G&T students lacks consistency, slowing the rate of academic and personal progress for a few students. Support for these students through the effective adaptation of the curriculum to best meet their needs is underdeveloped across the school.
- The school monitors students' well-being and personal development throughout the year through a strong pastoral system. Years 10 and 11 students receive good careers guidance, including links with local schools and universities, helping Phase 3 students to pursue a higher level of study in other establishments by making an informed choice.

Areas of Strength:

- Staff's positive relationships with all students.
- The systems and processes for monitoring students' attendance and punctuality.
- The promotion of healthy lifestyles through the curriculum.

Areas for Improvement:

- The suitability of some classrooms to accommodate the size of specific groups.
- Support for students with SEN and students who are G&T so that they make the progress of which they are capable.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership	Acceptable

- The overall effectiveness of leadership is acceptable. The principal, vice principal and the board of governors have a clear vision to provide a positive learning experience for all children and students. Leaders demonstrate a commitment to the UAE national priorities and have provided adequate provision for the few students with SEN.
- The principal and vice principal have an informed understanding and awareness of the curriculum and best practices in teaching, learning and assessment. Most heads of departments' understanding of best practices in teaching, learning and assessment are not sufficiently well-developed and this impacts negatively on their ability to clearly identify aspects of teachers' pedagogical practice that require further improvement, including through lesson observations. Leaders demonstrate sufficient capacity to achieve further improvements and understand their roles and responsibilities, and morale at the school is positive.

Self-evaluation and improvement planning	Acceptable

- Leaders adequately use self-evaluation processes to assess the school's overall performance, including the performance of individual subject areas. They use self-evaluation judgements as the basis of their improvement planning. Some judgements are over-generous and improvement planning is inconsistent and heads of department do not always monitor the impact of actions being taken with sufficient rigour. Leaders use adequate processes to monitor the quality of teaching and learning across the school, although some aspects of the current lesson observation process focus too much on teachers' performance, rather than students' progress. Leaders have demonstrated adequate progress in securing improvement, including those areas requiring attention identified by the previous review. For example, they have provided remote learning sessions at the weekend to support and facilitate the development of students' key knowledge and skills in English, mathematics, science, and Arabic.

Partnerships with parents and the community	Good

- The leadership team have forged effective working partnerships with parents, including considering their views when planning improvement actions. For example, Arabic language skills lessons for parents have been organised so that they can support their children with their Arabic studies. There is effective communication with parents about their child's progress including those whose children have SEN. Parents can also access the school's online portal to receive detailed information about their child's progress across subjects, including internal and external examination results.
- Parents work collaboratively with leaders and are actively involved in various events including inter-school competitions such as the annual Holy Qur'an recitation competition where they successfully won 12 trophies. Leaders also involve parents in various social action projects including helping at the recent Charity Fayre where students collected money to send to Syrian refugees.

Governance	Good

- The school has a well-established and experienced governing board which includes the school owners, an independent educational improvement advisor, local business owners and professionals. They meet regularly with the leadership team and regularly seek the views of stakeholders, including parents. Governors have an informed understanding and awareness of the school and are active in securing improvements and ensuring the school meets all its statutory requirements, including compliance with standard health and safety procedures. They have a well-developed knowledge and understanding of students' overall academic performance, and this enables them to challenge leaders and expedite improvement actions in most areas.

Management, staffing, facilities and resources	Acceptable

- The management and operation of the school is appropriately organised. Standardised routines and clear roles and responsibilities ensure that the school runs smoothly on a daily basis. Teachers are suitably qualified to at least Bachelor degree level. They receive regular training matched to the school's priorities, although this is not yet sufficiently tailored to improve key areas of pedagogical practice, especially in Phases 1 and 2. Learning areas are mostly adequate, and classrooms are basically resourced. Some classrooms are cramped, including those in Phase 1. The school's resources and facilities are adequate to support students' learning and include a well-resourced library, 2 computer suites, 2 science laboratories, and an indoor grass area for PE. There is also a suitable indoor grass play area for Phase 1 children.

Areas of Strength:

- Senior leaders' and the governing board's provision of a positive learning experience for all children and students.
- The schools' effective collaborative working with parents.

School Performance Review of Al Amana Private School
19-22 February 2024

Areas for Improvement:
 • The rigour and consistency of self-evaluation processes by heads of department to enable them to accurately grade the performance of their respective subject areas. • The monitoring and evaluation of improvement initiatives across all subjects. • Using lesson observation information in staff training to increase the quality of teaching and learning in Phases 1 and 2.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school offers AFL and ASL. There are 11 teachers who teach Arabic as a first and additional language. There are 4 teachers for Arabic as a first language and 7 teachers for Arabic as an additional language. The ratio of Arabic teachers to students in Arabic as a first language is 1:45. There are no support staff to assist in the delivery of Arabic teaching.
- The school has approximately 785 Arabic library books comprising 108 fiction and 677 non-fiction books. This includes Arabic poetry books, grammar books and dictionaries. At the previous review in October 2022, there were 1,100 Arabic books in the school library. After an audit, 315 books deemed unsuitable were removed from the school library.
- Reading provision in classrooms is mainly through textbooks, e-books, and remote learning through Microsoft Teams. Students attend remote learning lessons at the weekend to further develop and enhance their Arabic language skills.
- Extra-curricular activities to promote, support and enhance children's and students' Arabic language skills include 'Arabic Reading Day' and 'Arabic Reading Week', which includes all phases and is planned into the curriculum and organised and delivered by the Arabic teachers. Arabic classes through remote learning are provided to parents to assist their children learning Arabic. This is predominantly for mothers of children in Phase 1 and students in Years 1, 2 and 3, to develop parents' Arabic language skills so that they can support their children and increase their rates of progress in language acquisition.

The school's use of external benchmarking data

- In line with SPEA guidance and compliance, students take international benchmarking tests and examinations. This includes the Arabic Benchmark Test for Year 2 to Year 11 students, of which 96% completed. Other international benchmarking tests and examinations include CAT 4 where 305/311 (98%) of Phase 1 and Phase 2 students took the test in November 2023. 111 (100%) of Year 7 and Year 10 students completed the Cambridge Checkpoint test, and 499 (97%) of Years 4 to10 students completed the GL Checkpoint tests in May 2023. 104/107 (95%) of students in Years 8 and 9 completed the TIMSS international assessment in 2019 and 100% (46) of Year 5 students completed the PIRLs assessment in November 2021. The school is accredited for IGCE examinations and registered for TALA and Mubakkir.
- School leaders and staff have implemented a range of strategies to prepare students for external examinations and benchmarking tests. Teachers analyse previous examination papers and use this to inform their teaching, which includes developing students' competence

School Performance Review of Al Amana Private School
19-22 February 2024

in interpreting examination questions so that they can provide accurate and informative answers. Teachers have produced a range of self-study booklets for students in Years 7 and 10 which provide key information relating to Cambridge Checkpoint tests, which includes a range of practice questions; these are made available on Microsoft Teams, enabling students to engage in independent study. Teachers also deliver extra sessions in a range of core subjects including Arabic, English, mathematics, and science.

- Leaders share and discuss all the examination reports and information with students and parents. Students are aware of future targets set for them. Results are uploaded onto the school's portal which can be accessed by parents and students. Students also receive examination certificates to celebrate their achievements and leaders have organised an annual award ceremony, which is attended by school leaders, teachers, parents, and governors.

Provision for KG

- There are 99 children in 4 EYFS groups. Children are taught by 5 teachers, including a teacher of Arabic and Islamic education. There are a maximum of 25 children in a classroom. The teacher-to-child ratio is 1:20.

- The learning environment is pleasant and welcoming; corridors and classes have age-appropriate and well-presented displays which reflect the areas of learning and showcase children's work. Classrooms are well-presented and are adequately resourced with various books and toys which are used to promote the development of English and mathematical skills through play. Classrooms are relatively small and quite cramped for an average class size of 25 children. The storing of children's bags in the classroom impacts negatively on children's ability to move freely around the classroom and is also a potential health and safety hazard.

- There is an outdoor shaded learning and play area which has a few resources that promote physical development including a large slide and a climbing frame, all of which have recently been covered with protective material to prevent injury. There are also a limited number of other resources available including hoops and balls which are used to promote learning through play. The outdoor area is safe for children. The entrance and the exit doors to the building are secured during the school day.

- Effective induction processes and procedures are in place. Parents attend an initial interview with leaders and staff where they are provided with a range of information about the school, including the EYFS curriculum. Parents then have a further meeting with school staff, including teaching staff, the counsellor, and the school nurse. As part of the induction process, staff undertake a baseline assessment of children's learning and development needs; this information is used by teachers to inform planning for learning. Teachers have implemented appropriate strategies and interventions to support and facilitate children's transition to Grade 1, which includes developing and enhancing children's listening, speaking and reading skills.

Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 193

10.4%

89.6%
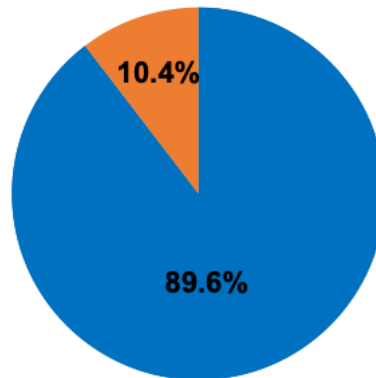
- Strongly Agree / Agree
- Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement by:
    - developing students' extended writing skills in English and Arabic.
    - enhancing students' recitation skills of the Holy Qur'an verses and the Noble Hadeeth in Phase 2.
    - developing children's letter recognition and formation of simple words in Phase 1.
    - building students' scientific thinking and skills in investigation and enquiry in Phases 1 and 2.
    - developing students extended writing skills in Urdu in Phases 2 and 3.

- Continue to improve school self-evaluation and improvement planning through:
    - increasing the rigour and consistency of self-evaluation by accurately measuring the school's performance against the criteria in the UAE School Inspection Framework.
    - further increasing heads of departments' ability to accurately monitor improvement initiatives and to focus sharply on the impact of specific initiatives on students' academic achievement and personal development.

- Further improve teaching, learning and assessment in all subjects by:
    - raising expectations of what students can achieve across the school by sharing accurate assessment information and knowledge of best practices in teaching and learning, especially in Phases 1 and 2.

School Performance Review of Al Amana Private School
19-22 February 2024

- enhancing students' critical thinking and problem-solving skills by planning and implementing a range of inquiry-based activities, especially in Phases 1 and 2.
- implementing effective supportive strategies for learners with less well-developed knowledge and skills to enable them to make sustained progress.
- poviding regular opportunities for higher attaining students to extend their knowledge and skills through engaging in more challenging learning activities.
- ensuring students with SEN and those who are G&T benefit from an effectively modified curriculum and receive specific support in lessons so that they achieve their potential.

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.