



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)

Amity Private School LLC
11th to 14th November 2024



إتقان ITQAN

Overall
Effectiveness
VERY GOOD

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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

THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

Outstanding	The quality of performance substantially exceeds the expectations of the UAE
Very good	The quality of performance exceeds the expectations of the UAE
Good	The quality of performance meets the expectations of the UAE

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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	217
	School location	Muweilah, Sharjah
	Establishment date	2018
	Language of instruction	English
	School Curriculum	Indian
	Accreditation body	CBSE
	Examination Board	CBSE
	External Assessments International and Curriculum Benchmark Assessments	All India Secondary School Examination (AISSE) X and XII Programme for International Student Assessment (PISA) Assessment of Scholastic Skills through Educational Testing (ASSET) Cognitive Abilities Test (CAT4)
Fee Range	AED 14,000 to AED 24,000	
Staff	Principal	Archana Sagar
	Chair of board of governors	Vajahat Hussain
	Total number of teachers	123
	Total number of teaching assistants	33
	Turnover rate	12%
Students	Teacher: student ratio	1:16
	Total number of students	1998
	Total number of students per cycle/phase	Cycle/Phase 1: 641 Cycle/Phase 2: 851 Cycle/Phase 3: 211 Cycle/Phase 4: 295
	Pre-KG: number and gender KG: number and gender	Boys: 40 Girls: 44 Boys: 334 Girls: 223
	Primary: number and gender	Boys: 512 Girls: 339
	Middle: number and gender	Boys: 102 Girls: 109
	Secondary: number and gender	Boys: 166 Girls: 129
	Total number of Emirati students	0
	Pre-KG: Emirati number and gender	Boys: N/A Girls: N/A Boys: N/A Girls: N/A

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	KG: Emirati number and gender	
	Primary: Emirati number and gender	Boys: N/A Girls: N/A
	Middle: Emirati number and gender	Boys: N/A Girls: N/A
	Secondary Emirati number and gender	Boys: N/A Girls: N/A
	Nationality groups (largest first)	1. Indian
		2. Pakistani
Total number of students with special educational needs	90	

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	VERY GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 152 lesson observations, 59 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is very good. This is an improvement since the previous review. Students' achievement has improved in all subjects and phases and is now very good. Students' personal development has improved to outstanding while students' understanding of Islamic values and awareness of Emirati and world cultures, and social responsibility and innovation skills remain very good. Teaching and assessment have improved and are now very good. The curriculum has improved and is now very good. The protection, care, guidance and support of students have improved and are now outstanding. The effectiveness of leadership and self-evaluation and improvement planning have improved and are now very good. Partnerships with parents and the community, and management, staffing, facilities and resources have remained very good while governance has improved and is now outstanding.

KEY AREAS OF STRENGTH:

- The improvements in students' achievement across all subjects and phases.
- The school's rigorous procedures for safeguarding and caring for students.
- The highly effective support for all students with special educational needs (SEN).
- Leaders' thorough knowledge of best practice in teaching and learning and their commitment to inclusion.

KEY AREAS FOR IMPROVEMENT:

- Students' rates of Improving attendance to become at least very good.
- The integration of activities in lessons that develop students' independent learning and innovation skills across all curricular areas.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is very good overall.

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

Islamic Education

- Students' achievement in Islamic Education is very good overall. The school's internal assessment data indicates outstanding progress over time in the Primary and Middle phases and very good in the Secondary phase. This does not match with what is observed in lessons and students' work in Primary and Middle, where a large majority of students make better than expected progress.
- The school's internal assessment indicates outstanding attainment in Primary, Middle and Secondary. This level does not match with what is observed in lessons and students' work where the large majority attain above curriculum expectations in all phases. across all phases. There are no external examinations.
- In Primary, students demonstrate a secure understanding of faith when comparing Allah (SWT) creations with man-made objects. In Middle, they can infer the signs of Allah (SWT) power in the universe in the prescribed 'Surah'. Students in Secondary develop deep knowledge and insight into Islamic values and principles such as simplicity, patience, forgiveness and contentment. They can explain the importance of these values and principles and apply them in their daily lives. Students' recitation skills are well developed in Middle and Secondary. Their deeper understanding of the Holy Qur'anic verses and ability to cite relevant Prophet Muhammad (PBUH) Noble Hadeeth to support these verses is less well developed in Middle.
- Most groups of students make similar rates of progress.

Areas of Strength

- Students' secure understanding of faith in Primary.
- Students' recitation skills of verses of the Holy Qur'an in Middle and Secondary.

Areas for Improvement

- Students' ability to cite the Prophet Muhammad (PBUH) Noble Hadeeth that support their understanding of the verses of the Holy Qur'an in Middle.

Arabic (as an additional Language)	<ul style="list-style-type: none"> • Students' achievement in Arabic as a second language (ASL) is very good overall. The school's internal assessment data indicates very good progress over time in Primary, Middle and Secondary. • Internal assessment data indicates very good attainment in Primary and Secondary and good in Middle. This matches with what is seen in lessons and in students' work in Secondary. In Primary and Middle, the majority of students attain above curriculum standards. • A large majority of students make better than the expected progress in Primary, Middle and Secondary. In Primary, students develop secure listening and reading comprehension skills. They grasp the meaning of the new vocabulary and use them to form meaningful sentences and act out a dialogue. In Middle, students develop their understanding and comprehension skills when they describe a place for camping in the UAE and extract the main and the subordinate ideas. In Secondary, students can analyse a text linguistically and convey their thoughts orally to their peers. Students' speaking and writing skills in Primary and Middle are less secure • Overall, most groups of students make similar rates of progress. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> • Students' ability to use new vocabulary in forming meaningful sentences in Primary. • Students' reading and comprehension skills in Middle and Secondary. 	<ul style="list-style-type: none"> • Students' speaking and writing skills in Primary and Middle.

Social Studies	<ul style="list-style-type: none"> Students' achievement in social studies is very good overall. The school's internal assessment data indicates outstanding progress over time in Primary, good in Middle and very good in Secondary. In lessons and in their work, a large majority of students make better than the expected progress across all phases. The school's internal assessment data indicates outstanding attainment in Primary, good in Middle and very good in Secondary. In lessons, the majority of students attain above curriculum expectations in Primary and Middle. A large majority of students attain above curriculum expectations in Secondary. Students develop secure skills in defining their responsibility towards their school, home, friends, family, and the UAE. For example, they can discuss and conclude whether a student can be held accountable for specific actions. Their ability to suggest creative solutions to environmental concerns and conservation in the UAE and globally is less well-developed in Primary. In Middle, students can evaluate the contributions of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) towards the unification and development of the UAE and the importance of discoverers such as Vasco da Gama. In Secondary, students develop in-depth knowledge and understanding of geography and reading maps. Most groups of students make similar rates of progress. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' ability to evaluate H.H. Sheikh Zayed's bin Sultan Al Nahyan (RIP) contributions to the formation and development of the UAE in Middle. Students' skills in reading maps in Secondary. 	<ul style="list-style-type: none"> Students' ability to suggest creative solutions to environmental issues and conservation in the UAE and globally in Primary.

English

- Students' achievement in English is very good overall. The school's internal data shows that children make very good progress over time in KG as do students in Middle, and outstanding progress in Primary and Secondary. This does not match with what is seen in lessons and students' work across Primary and Secondary where progress is very good.
- The school's internal data indicates outstanding attainment in all phases. This does not match with what is seen in lessons and students' work, where the majority of students attain levels above curriculum standards in Primary and Middle, while a large majority attain above curriculum standards in KG and Secondary. The results from ASSET assessments, indicate outstanding attainment for students in Grades 3 to 9. CBSE results for Grades 10 and 12 show outstanding attainment. In PISA, the 2022 results were below the international average for the very few students who were entered.
- A large majority of children and students across all phases make better than expected progress. In KG, children recognise and sound out letters, blending them correctly to read and write simple words. In Primary, students' listening, speaking and reading skills are developing well. They recognise prepositions, elements of a short story, and can predict what happens next in a story or write a different ending. In Middle, students can analyse poems and identify a variety of figures of speech such as similes, metaphors, and personifications. Students' skills to analyse poems and different genres independently is less secure. In Secondary, students' analytical skills and extended writing skills are well-developed.
- Overall, most groups of students make similar rates of progress. Students with SEN and low attainers receive sufficient support and make better than expected progress. Students who are gifted and talented (G&T) are challenged well and make the progress of which they are capable.

Areas of Strength	Areas for Improvement
<ul style="list-style-type: none"> • Children's and students' speaking, reading and listening skills in KG and Primary. • Students' analytical and extended writing skills in Secondary. 	<ul style="list-style-type: none"> • Students' ability to independently analyse poems and different genres in Middle.

Mathematics

- Students' achievement in mathematics is very good overall. The school's internal assessment data indicates outstanding progress over time in KG, very good in Primary, good in Middle and Secondary. In lessons and their work, a large majority of children and students make better than expected progress across all phases.
- The school's internal assessment data indicates overall outstanding attainment in KG, very good in Primary, good in Middle, and very good in Secondary. This does not match with what is seen in lessons and in students' work where a large majority of students attain above curriculum standards in KG, Middle and Secondary and the majority attain above curriculum standards in Primary. CBSE results for Grade 10 show outstanding attainment. CBSE results for Grade 12 and ASSET results for Grades 3 to 9 indicate very good attainment overall. In PISA, the 2022 results were below the international average for the very few students who were entered.
- A large majority of children and students make better than expected progress across all phases. In KG, children show confidence when they estimate heavy and light objects using a weighing scale. They have a secure understanding of numbers. In Primary, students demonstrate secure skills in geometry. They can identify 2-Dimensional shapes and measure angles using accurate tools for measurement. They can apply their knowledge to real-life scenarios and recognise patterns in various types of geometric figures. Students' ability to solve complex mathematical operations is less well developed. In Middle, students can use and apply the formula to find the area of a rhombus. In Secondary, students can generate the formula to find the area of a cone, graph the circle, and establish its equation given parameters. Students develop secure problem-solving skills linked to real-life situations in Middle and Secondary.
- Overall, most groups of students make similar rates of progress.

Areas of Strength

- Students' application of formulae in Middle and Secondary.
- Students' problem-solving skills and application to real life situations in Middle and Secondary.

Areas for Improvement

- Students' ability to solve complex mathematical problems in Primary.

Science

- Students' achievement in science is very good across all phases. Internal assessment data indicates that progress over time is outstanding in KG and Primary, very good in Middle and good in Secondary. This data does not match with what is observed in lessons and students' work, where a large majority of children and students make better than expected progress across all phases.
- In PISA, the 2022 results were below the international average for the very few students who were entered. CBSE data for Grades 10 and 12 show very good attainment. ASSET data shows outstanding attainment for students in Grades 3 to 9. In lessons, the large majority of students attain above curriculum standards in KG and Secondary, while the majority attain above curriculum standards in Primary and Middle.
- A large majority of students make better than expected progress across all phases. In KG, children learn quickly about the world, for example, the concept of sink and float. In Primary, students develop a good knowledge of science facts, for example, the characteristics of the 3 states of matter. In Middle, students apply science theory well in physics. They know the effects of force on a body and apply the correct laws to solve problems. In Secondary, students develop their understanding of how to apply science theory to technology. In all phases, students develop secure laboratory, experimental and scientific skills. Their independent investigative skills are not fully developed in Primary and Middle.
- There is no significant variation in the rates of progress made by different groups of students.

Areas of Strength

- Students' knowledge of science facts and theory in Primary.
- Students' practical and laboratory skills across all phases.

Areas for Improvement

- Students' independent experimental and investigative skills in Primary and Middle.

Other subjects

- Students' achievement in other subjects is very good overall. A large majority of students make better than expected progress in art, physical education (PE), information and communication technology (ICT), business studies, Hindi, Malayalam, French, and music.
- Internal assessment data indicates outstanding attainment overall for all other subjects across all grades. This is not seen in lessons and students' work, where a large majority of children in KG and students in Secondary attain above curriculum standards, while the majority of students attain above curriculum standards in Primary and Middle.
- In ICT, students in Grade 11 can work independently and collaboratively to write complex computer codes. They confidently explain how coding is used to control strings of digital information. In art, students develop fine skills in drawing. In Grade 1, for example, they apply their knowledge of botanical art to draw the UAE national flower 'Tribulus Omanense'. In music, students can contribute equally to create a balanced and harmonious sound in singing. In PE, students across all grades build strong skills in a variety of sports. In KG, children develop solid abilities in maintaining poses with balance and focus. In business studies, students in Grade 11 demonstrate strong analytical and problem-solving skills and can discuss the impact of internal trade on the economic development of India. Students develop secure understanding and reading skills in Hindi, Malayalam, and French. Their writing in Hindi and speaking skills in French are less well developed across all phases.
- Most groups of students make similar rates of progress.

Areas of Strength

- Students' analytical and coding skills in business studies and ICT in Secondary.
- Students' physical fitness and skills in PE across all phases.

Areas for Improvement

- Students' writing skills in Hindi and speaking in French across all phases.

Learning Skills	<ul style="list-style-type: none"> • Students’ learning skills are very good overall across all phases. Students are constantly engaged in their learning. They are actively involved and sustain concentration in lessons. They are keen to learn and take responsibility for their own learning. • Students interact and collaborate purposefully and productively in a range of learning situations and are comfortable working together and with others, particularly in science hands-on experiments and laboratory work and when solving problems in mathematics. Students develop effective communication skills. They listen to their peers’ views, analyse them, and respond thoughtfully. • Students understand the connections between the different strands of learning. They appreciate how language underpins their learning of other subjects. Students can apply aspects of their learning to the real world and take full advantage of the opportunities to make meaningful connections with other subjects and different contexts. • Students use technology in lessons with fluency and ease across all subjects to support their learning. Students are enterprising and can find things out for themselves. Critical thinking and problem-solving are common features of learning. Students’ independent learning skills are a developing feature across all phases. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> • Students’ engagement in their learning across all phases. • Students’ collaboration and communication skills across all phases. 	<ul style="list-style-type: none"> • Students’ independent learning skills across all phases.

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

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

Indicators:	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' personal development is outstanding across all phases. Students have a very strong sense of personal responsibility. They are proactive, resilient and respond well to critical feedback that supports them in making further progress. Students are self-disciplined and resolve difficulties in mature ways.
- Students enjoy highly respectful relationships with staff. They feel safe, valued and supported. They contribute very effectively to discussions and respect other's points of view. Children and students work extremely well in groups and on many occasions, students take the lead in delivering parts of the lesson. Students care for students with SEN.
- Students have a strong commitment to following a safe and healthy lifestyle. They consistently make wise choices about their own health and safety. They regularly participate in activities that promote safe and healthy lifestyles such as annual sporting events.
- Students' attendance at 95% is good. Students are punctual to school and lessons.

Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
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- Students' have a secure understanding and appreciation of Islamic values. They understand the impact of these values on everyday life in the UAE and can provide a variety of examples of how these values influence people's lives. They discuss tolerance, sharing, and the effect of safety on their lives.
- Emirati heritage and culture is appreciated and highly respected by students. Students demonstrate very good knowledge and understanding when discussing the history, arts, and celebrations of the UAE and compare UAE in the past and in the present. Students participate in numerous cultural activities, including National Day, Flag Day and the Cultural Art Projects. The UAE's cultural areas around the school, including in KG and morning assemblies, contribute effectively to students' appreciation of UAE culture.
- Students fully appreciate and celebrate their own culture. They can describe the aspects in which their culture is similar to and different from a variety of other cultures. They demonstrate a deep understanding, awareness and appreciation of their own and other cultures in the school and the world.

Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> Students participate willingly in activities that have positive effects on the school and wider communities. They sometimes initiate and lead activities as volunteers to make worthwhile social contributions, such as traffic control at the school gate and collecting donations for charity. Students have an excellent work ethic. They take pleasure from purposeful activity. They are generally reliable and active participants and sometimes lead by example. They generate good ideas, enterprise and receive support from the school to carry them through. For example, groups of students are encouraged to sell their handmade bracelets and decorated T-shirts during break time at school with most of the profits being donated to charity. Students are well aware of environmental issues, including sustainability. They participate in projects to improve their school's environment and sometimes initiate them; for example, Every Drop Counts and Mental Health Week. They use recycled material in all their artwork to decorate the school. They take part in projects beyond school that promote ecological awareness and conservation, such as the beach cleaning campaign. 				
Areas of Strength:				
<ul style="list-style-type: none"> Students' exemplary attitudes, behaviour, work ethic and relationships among students and with staff across the school. Students' care for the environment and their contribution to local sustainability in all phases. 				
Areas for Improvement:				
<ul style="list-style-type: none"> Students' attendance across the school so that it is at least very good. 				

**PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT**

The quality of teaching and assessment is very good.

Indicators:	KG	Primary	Middle	Secondary
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good

- The overall quality of teaching for effective learning is very good across all phases. Most teachers effectively apply their knowledge of subjects and understand how students learn. Teachers know their subjects well and plan engaging lessons.
- Teachers use a wide range of resources to support students' learning. In most lessons, an imaginative range of activities leads to the effective engagement of students, who are keen to learn. Teachers' interactions with students, including questioning, promotes thoughtful discussions, higher level thinking skills and extend students' learning. For example, in social studies, Grade 11 students participated in a meaningful discussion about how the physical features of a country might shape the culture of its people. In KG, activity-based learning is effective in enabling children to develop successfully in a stimulating environment.
- Most teachers use highly effective strategies to ensure the individual needs of students are met. Additional support for students with SEN is a key feature across all phases. For G&T and higher attaining students, the level of challenge is not fully consolidated in lessons across the school.
- Teachers frequently develop students' critical thinking and problem-solving. For example, in science, Grade 6 students worked in groups to investigate how different surfaces affect friction in moving objects. Teaching to develop students' innovation and independent learning skills is inconsistent across the school.

Assessment	Very Good	Very Good	Very Good	Very Good
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- Internal assessment processes are coherent and reviewed regularly. The school makes use of ASSET, CBSE and CAT4 to benchmark students' academic outcomes effectively and provide a valid, reliable, and comprehensive measure of students' academic and personal development.
- Assessment data is thoroughly analysed and presented clearly to teachers. Teachers use the data effectively to monitor students' individual progress and as groups. Teachers use a well-designed progress tracker to record students' progress. Assessment data, including ASSET and CAT4, is used in lessons to inform teaching, curriculum planning and in meeting the needs of all groups, particularly SEN and lower-attaining students. They provide challenges for G&T and higher-attaining students, although this remains inconsistent across the school.

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- Teachers across all phases have a generally very good knowledge of their students' abilities. In all phases, students record their learning in well-organised notebooks and online. Teachers regularly use these media to provide personalised written feedback to students. Self- and peer-assessment is a common lesson planning feature, but teachers do not always use it in their lessons.

Areas of Strength:

- Teachers' knowledge of their subjects and their use of questioning to support thoughtful discussions across the school.
- Teachers' support for students with SEN and lower attaining students in all phases.

Areas for Improvement:

- Teachers' consistent challenge for G&T and higher-attaining students in lessons across the school.

**PERFORMANCE STANDARD 4:
CURRICULUM**

The quality of the curriculum is very good.

Indicators:	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> The overall quality of the curriculum is very good. The school follows the CBSE curriculum. It has a clear rationale and follows all CBSE and UAE statutory requirements. It is broad, balanced, and effectively planned to ensure continuity and progression. It prepares students very well for their next steps in their learning and to tackle the challenges of real life. There is a wide range of curricular choices, such as French, Hindi, Malayalam and skills-based subjects across the school as well as the academic subjects. The curriculum offers the opportunity for Secondary students with SEN to study vocational subjects approved by CBSE, to continue their learning, and to graduate successfully from the school. Cross-curricular links are planned but not consistently integrated into all lessons. Regular curriculum reviews identify developmental priorities and ensure robust provision in all subjects to meet the academic and personal developmental needs of almost all students, including links to Islamic values and Emirati heritage and culture. 				
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good

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- Curriculum adaptation is very good across all phases. Curriculum modifications are very successful and meet the needs of all groups of students, particularly students with SEN. The curriculum is effectively modified to meet the needs of Arabic language learners who struggle to learn the language. The curriculum provides effective challenge to higher-attaining and G&T students, although this remains inconsistent in lessons.
- The curriculum is imaginative and helps to motivate almost all students with a wide range of extra-curricular activities, such as dance, drama, sport and cultural activities through the 'Taqadam' programme. Students are enterprising and work well on projects but have limited opportunities to be innovative in lessons.
- Coherent learning experiences are embedded in the curriculum and support students' very good knowledge and understanding of Emirati culture and UAE society. Planned cultural activities in the local community and volunteer work, including virtual and physical field trips, support students' contributions to society. UAE National Day and Flag Day activities and events enhance students' understanding of UAE culture and society.

Areas of Strength:

- The wide range of curricular choices and extra-curricular activities across the school.
- The modification of the curriculum to meet the needs of students with SEN in all phases.

Areas for Improvement:

- The provision of regular cross-curricular links and the development of students' innovation skills in lessons in all phases.

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

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

Indicators:	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection /safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school has rigorous policies and procedures for the safeguarding of students including child protection, effectively shared with staff, students, and parents. The school is highly effective in protecting students from all forms of abuse and bullying, including those occurring through the internet.
- The school consistently provides fully safe, hygienic and secure classrooms and facilities for students and staff. Safety checks and maintenance are frequent and thorough. Supervision of students is highly effective at all times. The school has very efficient arrangements for school transport to maximise students' protection, which is compliant with SPEA and international standards.
- Buildings and equipment are very well maintained, and records of incidents and subsequent actions are kept. The school's premises and facilities provide an excellent learning environment which meets all learning needs. The rubber tiles in the KG playground require repair.
- The school's promotion of safe and healthy living is well understood by all stakeholders and is fully implemented. As a result, the school received a Golden Award for Health Promotion from SPEA.

Care and support	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> • Staff and students' relationships are exemplary. Procedures and systems for managing students' behaviour are highly successful in creating an environment conducive to learning. • The school's approach is successful in managing and promoting attendance and punctuality. These robust procedures have not yet ensured that all students attend fully. • The school has rigorous procedures for identifying students with SEN students and G&T students so that they make suitable gains in their learning. • The school's support for students with SEN is comprehensive and highly focused. The provision of inclusive facilities and the inclusion of an individual programme of interventions are very effective in meeting the needs of SEN students from pre-KG up to Grade 12 through pull-out sessions and lessons. The provision for students who are G&T is highly effective outside of the classroom. It is less effective in lessons. • Students' wellbeing is a core value of the school, underpinning a variety of initiatives, such as 'I care' centres, wellbeing Wednesday and Care to connect sessions for parents of students with SEN. The school provides a safe and calm environment for students, where they are closely monitored. The school extensively supports senior students' career exploration through career fairs and field trips to local universities. 				
Areas of Strength:				
<ul style="list-style-type: none"> • The effective policies and procedures for safeguarding and child protection across the school. • The highly effective support for students with SEN in all phases. 				
Areas for Improvement:				
<ul style="list-style-type: none"> • The repair of the KG playground as currently planned. 				

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**PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is very good overall.

Indicators:

The effectiveness of leadership

Very Good

- The principal and all school leaders are fully committed to the school's improvement and the full inclusion of all students. The principal has established a very clear vision and direction, which is effectively communicated and shared with all stakeholders. Leaders at all levels, led by the principal, successfully promote an inclusive ethos throughout all aspects of the school, echoing the national agenda and Emirate priorities.
- Leaders at all levels, including the principal, demonstrate thorough knowledge of the curriculum and best practice in teaching and learning. Relationships and communication with all stakeholders are consistently effective.

Self-evaluation and improvement planning

Very Good

- The school's self-evaluation form (SEF) is rigorously completed and accurate overall. Improvement planning is effectively linked to the previous review report and the school's own self-evaluation. The goals are specific and measurable with clear actions that are time-bound and strategic. It lacks a review date which would be useful to monitor progress even more effectively. Leaders at all levels regularly evaluate lessons, with a focus on teaching quality, students' learning skills and their achievement.

Partnerships with parents and the community

Very Good

- The school successfully engages parents in the school's activities and events. For example, parents support the school during special events and write articles in the newsletter: 'Ibdaa'. Expert parents in various fields lead workshops to enrich students' learning. The school regularly gathers parents' feedback on a range of academic and personal development matters through surveys. Communication is effective, and reporting procedures ensure that parents are kept informed of their child's academic progress and personal development. Reports to parents lack sufficient detail to outline the next steps in their children's learning. Parents of students with SEN receive weekly progress reports and detailed feedback on their children's progress.
- The school's national and international partnerships contribute effectively to students' academic achievement and personal development. For example, collaboration with organisations such as Sharjah Police, the Red Crescent, and other schools. International links include connection with the National Aeronautics and Space Administration (NASA) in the United States and Maharani Gayatri Devi School in India.

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Governance	Outstanding
<ul style="list-style-type: none"> Governance includes wide representation from all stakeholders, including the owner's representatives, parents, staff, and students. Educational experts on the governing board directly monitor teaching and learning. The governance board regularly seeks input from parents, staff, and students and oversees the school's actions. They hold senior leaders fully accountable for the quality of the school's performance. The governing board is committed to providing all necessary resources to improve teaching and learning and deliver an inclusive programme for all students with SEN. 	
Management, staffing, facilities and resources	Very Good
<ul style="list-style-type: none"> All aspects of the day-to-day management of the school are well organised. Routines are effective in ensuring the smooth operation of the school. Staff members are suitably qualified and benefit from extensive, personalised professional development that aligns with the school's priorities and staff needs. The facilities and resources are extensive and of high quality, and they create an environment highly conducive to learning. A few classrooms are small for the number of students, and the outdoor play area in KG is in need of repair. 	
Areas of Strength:	
<ul style="list-style-type: none"> Leaders' commitment to inclusion and their secure understanding of the best practice in teaching and learning. The positive impact of the governing board on the performance of the school. 	
Areas for Improvement:	
<ul style="list-style-type: none"> Reports to parents that include areas for improvement and clear next steps in learning for their child. 	

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 8 teachers in the school. The ratio of students to Arabic teachers is 1:250. Arabic is introduced informally in KG to prepare children to learn the language.
- The school library has 7,254 of which 2,047 are fiction and 5207 are non-fiction. The total number of Arabic books in the school library is 425.
- Teachers focus on reading in all Arabic lessons. "Da'am" and "Taaleem" are two programmes for students who need extra support in learning Arabic to reach their grade levels. Students participated with the Sharjah Education Authority in the reading festival at the annual book fair held in May, and the school received a certificate of appreciation for their contribution. Extra-curricular activities include competitions and quizzes. The use of Arabic is encouraged in a variety of school activities, including Arabic week and assemblies. The school encourages

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the use of Arabic by naming some of its programmes in Arabic, for example inclusion and student support is called 'Asdiqa' and the class newsletter is called 'Tanweer'. Each week, parents receive a sentence in Arabic, along with its explanation and an audio recording to encourage them to read and use the sentence in their daily routines. Students are encouraged to read Arabic stories and summarise what they read.

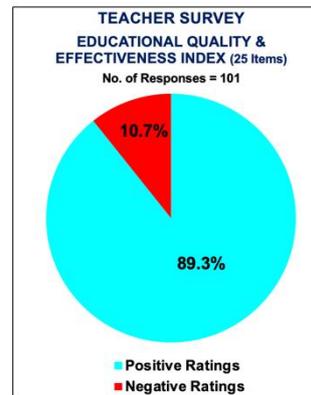
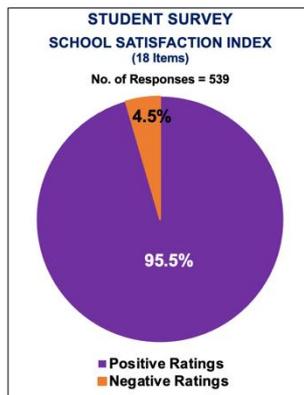
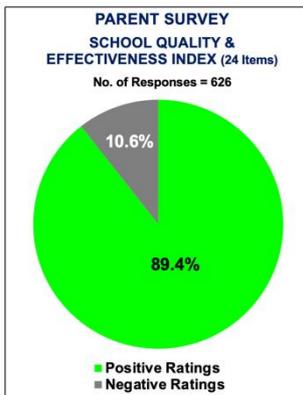
The school's use of external benchmarking data

- The school conducts ASSET tests for mathematics, science, and English for students in Grades 3 to 9 in compliance with SPEA requirements. The school conducts CAT4 and the school participated in PISA international assessment (2022) with 9 students in mathematics, science and English reading.
- Teachers include questions from the relevant tests in their daily planning and provide past examination papers and benchmark test questions for students to practise in the weeks preceding the test. The school has prepared a PISA improvement plan for the upcoming PISA tests in 2025.
- Students are provided with the results of benchmarking tests along with their term assessments.
- External test results are shared with parents through reports.

Provision for KG

- The KG section has a total of 641 children, 25 teachers, 25 buddy teachers and 20 nannies. The teacher-to-child ratio in KG is 1:25.
- The school has a dedicated area for KG with attractive classrooms and specialist learning areas. Classrooms are safe and secure, with child-appropriate washrooms. Each classroom has an interactive whiteboard and is a bright, stimulating learning environment. Corridors and open areas are wide, colourful and provide additional learning spaces. The teachers use technology effectively and the classrooms are well resourced. Specialist classrooms are used for UAE social studies, music, dance and PE.
- There are 2 large playgrounds with soft play surfaces and a range of play equipment. All lessons are timetabled, and the children are well supervised at all times.
- There are effective induction arrangements when children start school and transition to Grade 1. These are clearly communicated to parents. The school provides child and parent orientation days towards the end of KG2, and teachers share students' profiles and progress data with Grade 1 teachers.

VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve attainment in all subjects to at least very good by:
 - enhancing students' speaking and writing skills in Arabic in Primary and Middle.
 - ensuring students develop their independent analytical skills in poetry and different genres in English.
 - providing regular opportunities for students in Primary to solve complex mathematical problems.
 - developing students' ability to conduct experiments and investigate independently, particularly in the Middle, Secondary, and Secondary.
 - developing students' skills in writing in Hindi and speaking in French.
 - developing students' independent learning skills across all phases and subjects.

- Improve the effectiveness and consistency in certain aspects of teaching, curriculum, and leadership by:
 - increasing students' and parents' awareness of the importance of consistent daily attendance at school so that rates become at least very good.
 - implementing innovation across all aspects of the curriculum.
 - ensuring that G&T and higher-attaining students are consistently and effectively challenged in lessons.
 - making sure that meaningful connections between different areas of learning are a consistent feature of students' learning.
 - ensuring that reporting to parents includes areas for improvement and the next steps in their children's learning.
 - ensuring that children in KG have regular access to an outdoor learning environment.
 - making sure that all classrooms are spacious enough to support students' engagement in a variety of activities.

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.