هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

AL KAMAL AMERICAN PRIVATE INTERNATIONAL SCHOOL

20 - 23 February 2023

Overall Effectiveness	GOOD

ITQAN
إتقان

TABLE OF CONTENTS

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-level 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-level 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, students' attainment data, 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

<table>
<tr><td rowspan="10">School</td><td>School ID</td><td>159</td></tr>
<tr><td>School location</td><td>Halwan, Sharjah</td></tr>
<tr><td>Establishment date</td><td>30.08.2017</td></tr>
<tr><td>Language of instruction</td><td>English</td></tr>
<tr><td>School curriculum</td><td>American</td></tr>
<tr><td>Accreditation body</td><td>Cognia</td></tr>
<tr><td>Examination Board</td><td>AP Examination Board</td></tr>
<tr><td>National Agenda Benchmark Tests/ International assessment</td><td>PISA, TIMSS, PIRLS, IBT EmSAT, MAP</td></tr>
<tr><td>Fee range</td><td>AED 11,000 to 22,200</td></tr>
<tr><td rowspan="0"></td><td></td></tr>
<tr><td rowspan="6">Staff</td><td>Principal</td><td>Mr. Youssef Hassan Fares</td></tr>
<tr><td>Chair of Board of Governors</td><td>Mr. Mohamed Ali</td></tr>
<tr><td>Total number of teachers</td><td>66</td></tr>
<tr><td>Total number of teaching assistants</td><td>0</td></tr>
<tr><td>Turnover rate</td><td>18%</td></tr>
<tr><td>Main nationality of teachers</td><td>Egyptian</td></tr>
<tr><td rowspan="11">Students</td><td>Teacher: student ratio</td><td>1:12</td></tr>
<tr><td>Total number of students</td><td>721</td></tr>
<tr><td>Number of Emirati students</td><td>261</td></tr>
<tr><td>Phase 1: number and gender</td><td>Total 103: Boys 56, Girls 47</td></tr>
<tr><td>Phase 2: number and gender</td><td>Total 192: Boys 107, Girls 85</td></tr>
<tr><td>Phase 3: number and gender</td><td>Total 230: Boys 134, Girls 96</td></tr>
<tr><td>Phase 4: number and gender</td><td>Total 196: Boys 120, Girls 76</td></tr>
<tr><td>Nationality groups</td><td>1. Egyptian</td></tr>
<tr><td></td><td>2. Emirati</td></tr>
<tr><td>Total number of students with special educational needs</td><td>13</td></tr>
</table>

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
WEAK	**GOOD**

School Performance Review of Al Kamal American Private Int School Branch 2
20 – 23 February 2023

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 169 lesson observations, 47 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is Good. This is a vast improvement since the previous inspection in 2018 where the overall effectiveness grade was weak. The school, alongside all stakeholders, has focussed on strategic planning which has been adopted very successfully. External examination results for MAP are showing improvements in almost all subjects. Standards across the school are good. Students' attitudes to learning and relationships with staff are very good. The school has very good procedures in place for the safeguarding and protection of students. The school's facilities are well maintained and most of the learning environments support students' learning.

KEY AREAS OF STRENGTH:

- Students' progress in all subjects.
- Students' very positive relations and attitudes towards their learning.
- Raising standards across the school through focussed leadership.

KEY AREAS FOR IMPROVEMENT:

- Further improve students' achievements in accelerating progress, particularly in the core themes in science and mathematics.
- Further improve the quality of teaching and learning through developing innovation and independent learning skills.
- Further improve assessment that provides well focussed challenge, support, feedback and follow-up to meet the needs of all groups.

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.

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

Islamic Education	• Students' achievement in Islamic Education is good overall. The school's internal assessment data shows that students make outstanding progress in Phases 2, 3 and 4. This does not match with what is seen in lessons and in students' work, where the majority of students in all phases make better than expected progress. • The school's internal assessment data shows that attainment is outstanding in Phases 2, 3 and 4. This does not match with what is seen in lessons and in students' work, which shows the majority of students attain above curriculum standards. There is no external assessment data for Islamic Education. • The majority of students in all phases make good progress. In Phase 1, children can recite the short surahs of the Holy Qur'an that they have memorised. They know the appropriate prayer in their daily routines, when waking up from sleeping and before eating. They are aware of the five pillars of Islam. In all phases, the students' understanding of Islamic values and principles and their knowledge of Islamic law and etiquettes are well developed. They know how to reflect the Islamic values in their own behaviour and in their daily practices. However, students' reading of the Holy Qur'an with recitation and their deep understanding of the contemporary issues of Islamic society are less well developed, particularly in Phases 3 and 4. • The majority of groups of students make better than expected progress overall. However, some high-attaining students do not make as much progress as they could.

Areas of Strength	Areas for Improvement
• Students' understanding of Islamic values and principles in all phases. • Students' knowledge of Islamic law and etiquettes reflected in daily practices in all phases.	• Understanding of contemporary issues in Islamic society in Phases 3 and 4. • Reading of the Holy Qur'an through recitation in Phases 3 and 4.

Arabic	- Students' achievement in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is good overall. The school's internal assessment data shows that students make outstanding progress in Phases 2, 3 and 4. This does not match with what is seen in lessons and in students' work, where the majority of students in all phases in AFL make better than the expected progress and students in Phases 2, 3 and 4 in ASL make good progress. - The school's internal assessment data shows that attainment is outstanding in Phases 1, 2 and 3. This does not match with what is seen in lessons and in students' work, which shows the majority of students attain above curriculum standards. External assessment data for IBT shows outstanding attainment in Grades 3, 5 and 9. No EmSAT data was available for Grade 12. - The majority of students make good progress in developing skills in speaking, listening, reading and writing. In Phase 1 AFL, children can link the letters with different words and pronounce them with simple correct grammar. In Phases 2, 3 and 4, students have developed their speaking skills using correct standard Arabic. Students can read comprehension passages and understand and elicit meanings correctly. In Phases 3 and 4, students have developed their extended writing skills well. However, in Phases 2 and 3, the students' skills in dictation is less well developed. In Phases 2, 3 and 4, the majority of students have difficulty in using correct grammar description. - In ASL, the majority of students in Phases 2, 3 and 4 make good progress. There is no ASL for Phase 1. In Phase 2, students can use suitable vocabulary and apply simple grammar rules to describe pictures and express themselves in standard Arabic. In Phases 3 and 4, students' skill in speaking standard Arabic is well developed. Their handwriting is legible and neat. However, in Phases 2, 3 and 4, students' skills in reading comprehension are less well developed. In Phases 3 and 4, students' extended writing skills are less well developed. - The majority of groups of students make better than expected progress overall. However, some high-attaining students do not make as much progress as they could.

	Areas of Strength	Areas for Improvement
	- Students' speaking in standard Arabic across the school. - Reading comprehension and writing skills in Phases 2, 3 and 4.	- Students' dictation in Phases 2 and 3. - Students' grammar descriptions across the school.

Social Studies	- Students' achievement in social studies is good overall. The school's internal assessment data shows that students make outstanding progress in Phases 2, 3 and 4. This does not match with what is seen in lessons and in students' work, where the majority of students make better than expected progress. - The school's internal assessment data shows that attainment is outstanding in Phases 2, 3 and 4. This does not match with what is seen in lessons and in students' work, which shows the majority of students attain above curriculum standards. There is no external assessment data for social studies. - The majority of students in Phases 2, 3 and 4 make good progress. There is no social studies in Phase 1. In Phases 2, 3 and 4, students gain good knowledge and awareness of the heritage and traditions in the UAE. In Phase 2, students understand the importance of sources of energy in human life. In Phase 3, students show their appreciation of UAE leaders and the government in supporting and assisting the youth. In Phase 4, students are able to analyse the issues and risks of using the internet and can talk about the procedures that the UAE government uses to avoid these risks in UAE society. However, students' awareness of UAE history in Phases 2 and 3 is less well developed. Students' deep understanding of modern technology and its impact on societies around the world is less well developed in Phase 4. - The majority of groups of students make better than expected progress overall. However, some high-attaining students do not make as much progress as they could.

	Areas of Strength	Areas for Improvement
	- Students' knowledge of the heritage and traditions in Phases 2, 3 and 4. - Students' appreciation of government leaders in supporting the youth in Phase 3.	- Students' awareness of UAE history in Phases 2 and 3. - Students' understanding of modern technology on societies around the world in Phase 4.

English	- Students' achievement in English is good overall. The school's internal assessment data indicates outstanding progress overall. This is not seen in lessons and students' work, where the majority of students make good progress in all phases. - Internal assessment data shows outstanding attainment overall. This is not seen in lessons and students' work, where attainment is good in all phases. Almost all students in Grades 3 to 9 took the standardised MAP test. The results were good overall. - In all phases, the majority of students develop good skills in speaking, listening, reading and writing. In Phase 1, students can understand age-appropriate English and communicate their feelings. They can produce the names, sounds of letters, and demonstrate knowledge of common nouns containing target letters. In Grade 2, students can collaboratively populate a graphic organiser with definitions, synonyms, and antonyms. Students can complete comprehension questions on the new texts. However, reading skills are less well developed. In Phases 3 and 4, students develop good speaking, listening, and reading skills. However, their writing skills are less well developed. In Grade 5, students demonstrate creativity in communicating their predictions about the future of urban life. In Grade 7, students can speculate about the future and make realistic predictions on the consequences of living alongside aliens. They develop their vocabulary, and they can speak confidently and fluently when expressing ideas. In Grade 9, students can discuss their personal aspirations for the future, including personal goals related to losing weight or playing football for Sharjah. They can clearly identify career goals linked to occupations. In Grade 12, students can focus on the correct use of grammar conventions. Students can make cross-curricular connections between dependent clauses. Extended writing skills are less well developed in Phases 2, 3 and 4. - Overall, the majority of groups of students make good progress in all phases.

Areas of Strength	Areas for Improvement
- Fluency in speaking across all phases. - Skills in vocabulary building in all phases.	- Extended reading skills in Phases 2 and 3. - Extended writing skills in Phases 2, 3 and 4.

Mathematics	
	• Students' achievement in mathematics is good overall. In lessons and in their work, the majority of students make good progress in all phases. This does not match with the school's internal assessment data, which shows that all students make outstanding progress in all phases. • Internal assessment data for all phases show attainment as outstanding. This is not reflected in lessons and in students' books, where the majority of students attain above curriculum standards. Almost all the students in Grades 3 to 9 took the standardised MAP test. The results were outstanding in Grade 2, very good in Grade 3, good in Grade 4, and acceptable in Grades 5 to 9. • The majority of students in all phases make good progress. In Phase 1, children understand simple addition and subtraction and can add and subtract using objects. They can understand numbers and quantity and add single-digit numbers. However, they cannot add and subtract numbers together and represent different problems with objects to solve written problems. In Phase 2, students can evaluate numerical expressions and apply the four mathematical operations. They can convert decimals to thousandths. However, in Grade 6, they cannot apply and extend arithmetic to algebraic expressions. Students cannot always apply challenging mathematical concepts to real-life situations. In Phase 4, students develop their algebraic skills and can solve linear systems by substitution. In Grade 11, students can generate algebraic equations based on mathematical sequencing. However, students cannot always explain what they have learnt. • The majority of groups of students make better-than-expected progress. Low attaining students do not always make better than expected progress.

Areas of Strength	Areas for Improvement
• Students can add and subtract in Phase 1. • Students know place value systems and can convert decimals to thousandths in Phase 2.	• Students' application of mathematical skills to real-life situations across the school. • Students' ability to explain their mathematical learning across the school

Science	
	• Students' achievement in science is good overall. In lessons, the majority of students make good progress. This does not match with the school's internal assessment data which shows all students make outstanding progress across the school.
	• Internal assessment data shows outstanding attainment for all phases, except Phase 4 which is very good. Almost all students in Grades 3 to 9 took the standardised MAP test. MAP results are good overall for Grades 3 to 9. This is seen in lessons and in students' books where, overall, the majority of students attain above curriculum standards.
	• The majority of students make better than expected progress in all phases. In Phase 1, children demonstrate a secure understanding of the natural science concepts. They can identify the habitats of different animals. In Phase 2, students can explain the themes of natural science. In Grade 4, students can explain the parts of plants and what they need to survive. In Phase 3, Grade 5 students can explain the relationship between position and motion and size of shadows depending on the time. In Grade 7, students can talk about Pangaea and the theory of plate tectonics. In Phase 4, students in Grade 10 Physics, can explore the relationship between potential and kinetic energy. In Grade 12 Biology, students can identify and explain different parts of the brain through dissecting the brain of a cow. However, in all phases, students' skills in using scientific vocabulary are less well developed. Students cannot always investigate, record and infer observations and use data independently.
	• Overall, the majority of students make better than expected progress in all phases. Almost all groups of students make similar progress without any significant variation.

Areas of Strength	Areas for Improvement
• Students' understanding of habitat, distance, pollination, motion and inheritance across the school. • Students' understanding of natural science concepts, definitions, laws and principles across the school.	• Students' skills to conduct scientific investigations, record data and infer independently in Phase 4. • Students' core knowledge and meaningful connections across the school.

Other subjects	- Students' achievement in other subjects is good overall. There is no internal data for other subjects. The majority of students across the school are making good progress. - There is no internal assessment data and national examination results. - The majority of students make good progress in all phases. In all phases, students participate in early morning exercises. They also participate in Physical Education lessons. They know the rules of volleyball and basketball. They know the skills involved in ball passes and sprint movements. They can participate in competitive games, but do not know about teamwork and being defensive during games. In Phases 2 and 3, students in Information Technology can use computers with confidence to access different programmes. In Grade 4, students can use excel to produce bar graphs with the correct labelling. In Grade 11, students know how to use multilevel inheritance and swift codes. In Phase 1 in Art, children know their colours and can use paint colours creatively when painting animals in the UAE. In Grade 9, students know how to use recycling materials for abstract creative designs. In Grade 11, students in Business Studies know about the different types of employees' gross pay and the hidden costs involved in setting up a small business. In Grade 12, students know the advantages and disadvantages of choosing a source of credit and the hidden financial charges. However, they do not know the effects of global market changes. - The majority of groups of students make better than expected progress. Low-attaining students do not always make the expected progress.

Areas of Strengths	Areas for Improvement
- Computer skills and use of technology across the school. - Use of paint colours in Phase 1.	- Team-work and defensive play in Physical Education in all phases. - Effects of global markets in Phase 4.

Learning Skills	- Overall learning skills are good. Students are engaged in their lessons and take increasing responsibility for their own learning. Students have positive attitudes and are encouraged to reflect on their own learning through self and peer assessment. Students in Phases 3 and 4 are aware of their strengths and weaknesses and take steps to improve during learning support classes. - Students' interactions, collaborations and communication skills are good in all subjects. Students in all phases are encouraged to work collaboratively. They are confident in their tasks and can effectively communicate their ideas in a range of learning situations. - Students' application of learning to the real world and making connections across the curriculum are acceptable. Students make connections to the UAE context more effectively. Cross curricular links to subjects, such as mathematics and science are less well understood. - Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies are good overall. Students apply collaborative research using digital technology to solve problems and develop their critical thinking. Innovation and enterprising skills are less well developed.

Areas of Strengths	Areas for Improvement
- Engagement in their learning. - Use of learning technologies.	- Linking learning in the core subjects. - Thinking innovatively and enterprisingly in their work.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good

- The overall quality of students' personal and social development is very good. Students demonstrate positive and responsible attitudes to their learning. They come to school eager and ready to learn. They are self-reliant and respond well to critical feedback. In assemblies, students take a responsible lead to work collaboratively on themes concerning litter and wellbeing. However, in Phases 1 and 2, a few students are still too reliant on their teachers and seek constant reassurance.

- Students' behaviour in classes and around the school is overall very good. They show mutual respect for others and respond quickly to ensure that their peers are inclusively involved. They comply by the school rules and follow routines. However, in a few lessons at the change of the lesson, boys are too boisterous at the start of lessons. Bullying is very rare. Relationships between students and staff are respectful. Students are sensitive and supportive to the needs of others when working collaboratively and consistently listen to all contributions.
- Students demonstrate a sound understanding of safe and healthy living. This is demonstrated in assemblies when practicing morning exercise and listening to health awareness topics. They follow the school's guidance by selecting healthy choices for snacks and meals. Parents support this initiative and work alongside children in KG to make healthy sandwiches.
- Overall, attendance is very good at 96%.

Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good

- Students demonstrate a secure understanding of Islamic values and the way they influence life in the UAE. This is observed during assemblies and Holy Qur'an recitation. Dedicated lessons for Holy Qur'an reading further support their understanding of contemporary UAE society.
- Students are very knowledgeable and understand the UAE's heritage and culture. This is seen in displays of UAE achievements around the school and in annual celebrations of National Day and Flag Day.
- Students demonstrate a deep understanding of their own and other cultures in the school. They learn about other world cultures and can talk about food items, clothing and religion. They celebrate festivals of other cultures and respect the traditions.

Social responsibility and innovation skills	Good	Good	Good	Good

- Students are aware of their social responsibility to the school community. They participate in activities and make worthwhile social contributions. Students were quick to respond to recent events. They collected food parcels and other essential items for Turkey and Syria. The students were proud to pack the items and talked positively about how this would support those in need. They understand their roles as citizens in the UAE.
- Students enjoy coming to school and participating in activities. They are happy to be involved in the various activities and take the lead in community projects. They understand the importance of keeping the school clean through various school project initiatives. They have been involved in beach initiatives in Sharjah.
- Students demonstrate an understanding of sustainability projects. There is a farming club which looks at ways of being sustainable around the school. One successful project involved making soap out of used cooking oil.

Areas of Strength:

- Secure knowledge of UAE values.
- Students' personal and social development.

Areas for Improvement:

- Litter projects initiated by students.
- Behaviour management projects for boys.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

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

- The overall quality of teaching and assessment is good.
- The majority of teachers have secure knowledge of their subjects and understand how students learn. In all phases, teachers use a range of questioning techniques and strategies to engage students and encourage them to reflect on their own learning. This is less effective in mathematics and science where core themes are not always fully addressed.
- Teachers follow a standard format in lesson planning. The plans are detailed and address differentiation, learning skills and styles, higher order thinking and 21st century skills. However, attention to these areas in lessons is less effective, particularly in mathematics and science.
- Teacher-student interactions are positive and ensure students are engaged in learning. The majority of teachers ask challenging questions and engage students in meaningful discussions to extend their learning, particularly in Phases 3 and 4 in English, Arabic and social studies.
- Most teachers plan to develop students' critical thinking, problem-solving, technology for research and independent learning. However, this is not consistently implemented. Planning to develop students' enterprise, enquiry and innovation skills in lessons can be further developed.

Assessment	**Good**	**Good**	**Good**	**Good**

- Internal assessment processes are coherent and consistent and provide a suitable measure of students' progress during the academic year.
- The school benchmarks students' outcomes against the standardised IBT assessments in Arabic for Grades 3, 5 and 9. CAT 4 tests have been introduced for English, mathematics and science in Grades 3, 5, 7, and 9 and MAP tests are used in these subjects in Grades 3 to 9. (IXL tests are also used to complement MAP.)

- The school analyses assessment data to track the progress of all groups of students. Teachers use the data to plan student needs through enrichment and intervention plans. However, the impact in lessons and on students' achievement is inconsistent in mathematics and science.
- Teachers know their students well and provide appropriate oral feedback. However, written constructive feedback with next steps for learning is less consistent. Teachers in Phases 2, 3 and 4 usually plan for peer assessment and this is effective in the majority of lessons.

Areas of Strength:

- Assessment data to track progress.
- Developing 21st century skills.

Areas for Improvement:

- Innovation, enquiry and enterprise skills.
- Constructive written and oral feedback.

PERFORMANCE STANDARD 4: CURRICULUM

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

- The overall quality of the curriculum, design, implementation and adaptation is good across all phases. The school follows the American curriculum for core subjects, including Arabic medium subjects.
- The school curriculum is broad and balanced and complies with regulations and guidelines. Phase 1 follows the common core standards. It provides cognitive skills, language, and social-emotional development through the core subjects and includes Geography. In Phases 2 and 3, more focus is on student knowledge and understanding and provides sufficient skills development.
- The curriculum provides continuity and progression and comprises a range of core subjects to meet the needs of most students building on their prior learning. Additional subjects, include Art, Physical Education, Information Computer Technology, Moral Education, Holy Qur'an reading and Language Arts.

- Students in Phase 4 follow a general or advanced pathway in the science subjects. They can study Health Science, Business Studies, World History, and Financial Planning through electives. Links with universities ensure transition to the next level of education is successful.
- Cross-curricular links are adequately planned, managed, and incorporated into lesson plans and are more robust in Arabic medium subjects. However, the implementation to transfer learning in other subjects is inconsistent.
- The school's review process promotes curriculum development to ensure effectiveness and relevance. However, individual personal and academic needs are not always fully met, particularly with boys. Continuous professional opportunities are identified.

Curriculum adaptation	Good	Good	Good	Good

- The school modifies the curriculum to meet the needs of all groups of students. However, it does not adequately target the needs of all students, especially those with special needs and who are gifted and talented.
- Opportunities for innovation and enterprise are provided in the curriculum and arranged through clubs and activities. The school promotes student creativity. However, lessons do not routinely provide opportunities for enhancement, enterprise, innovation, and creativity.
- Coherent learning experiences are embedded across the curriculum to support students' knowledge and understanding of UAE society.

Areas of Strength:

- Curriculum breadth across all phases.
- Coherent learning of culture and society in the UAE.

Areas for Improvement:

- Curriculum modifications to meet the needs of all students.
- Cross-curricular links in all subjects.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements	Good	Good	Good	Good

for child protection /safeguarding				

- The protection, care, guidance and support of students is good overall.
- The school's procedures for the safeguarding of students are effective and include several policies for child protection and cyber safety. Staff, students and parents are aware of these policies and the reporting procedures.
- Dispersals and arrivals are well managed, the team of supervisors ensure that the school transport and private transport arrive and leave the school seamlessly.
- The clean premises, with all facilities, including science labs, library, playgrounds, resources, lifts, ramps and stairways enable a conducive learning environment for all students.
- Medical records for all students are up to date. Risk assessments are conducted to identify possible risks to safety on a daily basis. Fire drills are conducted as a routine practice and all students are aware of the exit plans. The school premises and equipment are suitable to provide a safe and inclusive environment for all students.
- Healthy living is promoted through regular workshops, special assemblies, healthy food in canteens and random checks of students' lunch boxes. There are identified obese students who are encouraged to follow healthy choices through the school's action plan.
- Staff and students' relationships are courteous. The school has effective systems for managing students' behaviour through rewards, sanctions and points for best behaviour. Certificates are awarded for exemplary behaviour. The school's efforts in managing attendance systematically through a digital platform, results in 96% of students attending classes.

Care and support	**Good**	**Good**	**Good**	**Good**

- The school has thorough systems to identify students with special educational needs. However, the gifted and talented are yet to be fully identified, although a provisional list is available.
- The inclusion team ensures good progress of SEN students through comprehensive IEPs, modified lesson objectives and collaboration with parents. However, the gifted and talented are yet to be systematically guided and supported to enable their further development.
- Career guidance is provided to students in Phase 4 which helps them in identifying and selecting appropriate pathways in higher education. The career counsellor guides students in preparing and registering for university courses and particularly for EmSAT examinations.

Areas of Strength:

- Safeguarding and child protection arrangements.
- Effective methods of identifying students of special needs.

Areas for Improvement:

- Involvement of students in planning and conducting health campaigns
- Identification and provision for the gifted and talented

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Very Good
Management, staffing, facilities and resources	Good

- The overall quality of leadership and management is good.
- The school's clear vision is shared with all stakeholders, who demonstrate a commitment to continuous school improvement and planning towards being amongst the best schools that empowers a new generation academically. The school embraces and contributes to the UAE national and Emirati priorities. School leaders demonstrate a secure knowledge of the American curriculum and best practices in teaching and learning. They are committed to creating an inclusive and positive learning environment that promotes good quality learning, personal development and creative and innovation skills.
- Relationships and communication are professional and effective at all levels. The delegation of leadership and responsibilities throughout the school is empowering all staff and is now becoming effective. All staff have clear accountabilities for high quality outcomes. School leaders understand how to raise standards and impact is seen throughout the school. The school is fully compliant with statutory and regulatory requirements.
- Self-evaluation and improvement planning including the analysis of internal and external data is robust. The importance of data is communicated at all levels. The school knows its strengths and weaknesses and has identified most of the key priorities since the last inspection report. Leaders undertake regular lesson observations. They are focused on the impact of teaching on students' learning and provide clear improvement goals that form the basis of personalised professional development for teachers. Teachers model good practices through sharing their lessons. This has been a successful feature for developing all staff. The School Improvement Plan (SIP) addresses all the areas from the previous review report. There has been improvement in all the improvement areas identified in the previous inspection report.
- Parents are positive about the quality of education and care the school provides their child. The parent council regularly supports the school in activities. They welcome the open-door policy of leaders and have multiple ways of communicating with the school. The school's online portal

enables parents to view all aspects of their child's progress and provides an immediate two-way communication with the school. The school ensures regular contact with parents of children with special educational needs and engages them in meeting their child's educational and emotional needs. Parents are provided with termly reports and regular updates. They know the skills and progress their child is making and how to further support them at home. The school has effective links with local and international organisations and universities. These support the school's career activities.

- All stakeholders are represented on the governing body. They meet regularly to review all aspects of the work of the school. They hold in-depth knowledge about the school's data and performance in lessons. They review the progress in all areas of the SIP. They are proactive and systematically support the school. The governors have a very positive impact on the school in providing appropriate staffing and resources, working alongside school leaders on development planning for a future new build and holding them accountability for student outcomes.

- The school is well organised on a daily basis. Staff are well qualified and have regular professional development matched to the school's SIP priorities and their personal goals identified in lesson observations. They take the lead in their own learning and development. The impact has been consistent, and staff have developed their own self-reflection and are driven to improve. There are good facilities and resources to support students' learning. KG facilities are inspiring and build on the child's creative learning. The science laboratories provide students with a modern approach to learning the sciences. However, the environments for library reading and scientific experiments are limited for extensive learning.

Areas of Strength:

- Focussed leadership at all levels.
- Driven governance.

Areas for Improvement:

- Learning environments for reading.
- Scientific environments for learning.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision is six teaching staff and eleven support staff. The ratio of teachers to students is 1:12.
- Arabic library periods are set for each class. Some sessions take place in the library while others take place in the mobile library. At the beginning of each Arabic class, all classes have a practice called reading line. This is where all students practice reading Arabic pieces every day. Students are assessed for their reading skills twice a term, and the data is entered into

a skills tracker sheet. Based on this, the teachers prepare action plans for the students. In addition, the parents' council arrange many activities that encourage reading.

- To improve reading in Phases 2 and 3, the school has implemented the new Arabic reading Bravo platform, to promote reading according to abilities. The platform is used during Arabic classes, library lessons, and with separate assignments. Each student is requested to read at least three stories weekly. The Alef platform is used with Phase 4 students for comprehension topics.
- Arabic writing has a dedicated timetabled period each week. This is where students practice Arabic writing skills from books they have read. Arabic writing is assessed three times per term, and the data is entered in a skills tracker sheet. Arabic competitions are held for Arabic reading and writing.

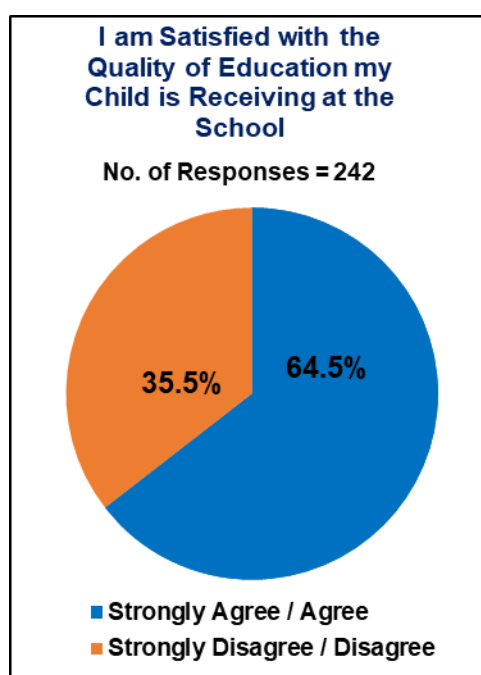## The school's use of external benchmarking data

- The school offers various benchmark examinations for 70% of the students. This includes MAP, IBT, CAT4, AP, and national and international examinations including EmSAT.
- The school sets an action plan for each student based on their MAP progress report in which specific resources are used. The school is working on the examination skills for reading, grammar, and vocabulary through resources such as Bravo and Alef platforms. For CAT4, the school uses worksheets that contain questions similar to those in CAT4. Library resources are introduced to develop vocabulary. New AP books are implemented for Phase 4 students in addition to regular formal classes assigned for AP subjects.
- For EmSAT, students have online support classes on Sundays and an EmSAT booklet assigned on google classroom to help practice EmSAT style questions.
- The procedures and the results of the international exams are communicated to parents through emails and SMS links. Students receive reports directly which suggest areas of improvement.

Provision for KG

- The staffing provision for kindergarten is six teachers and six teaching assistants. There is one corridor supervisor. The ratio of teachers to children is 1:23.
- The indoor environment and learning resources for each classroom includes two sets of whiteboards, one noticeboard, and display boards for children's work. Each classroom has a reading section with Arabic and English books. There are a wide range of play resources including plastic and soft toys. There are 2D and 3D shapes. Each child has a whiteboard. There is a range of stationery, paints, colours, materials and fabrics.
- The outdoor environment includes both physical and digital equipment. There is a discovery room for the development of investigative skills. There is an indoor playroom and outdoor play area. The school has constructed a KG street which replicates an actual street with traffic lights and small cars. There is a mobile library and a heritage and cultural area.
- At the beginning of each year, there is an induction meeting for the new children and parents. This is when they meet their new teacher(s), see their new classroom, and have an opportunity to play with some of the resources. At the end of the year for KG2, parents are invited to a seminar to raise their awareness of the progression to Grade 1. During this time, they will meet their child's new teacher and will understand the requirements of the new curriculum.

VIEWS OF PARENTS

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

No. of Responses = 242

35.5% 64.5%

- Strongly Agree / Agree
- Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Further improve students' achievement in accelerating progress, particularly in the core themes in mathematics and science by:
    - understanding the barriers to learning for boys in Phase 3 and 4.
    - ensuring that learning objectives provide challenge for all groups of students.
    - ensuring that good quality feedback is given throughout the lesson.

- Further improve the quality of teaching and learning through developing innovation and independent learning skills by:
    - offering greater opportunities for students to lead their own learning.
    - using knowledge and applying it to different situations.
    - improving real world thinking by relating questions to local, national and international contexts.

School Performance Review of Al Kamal American Private Int School Branch 2
20 – 23 February 2023

- using learning experiences that develop a curiosity approach through case studies, and project-based enquiry.
- Improve assessment that provides well focussed challenge, support, feedback and follow up to meet the needs of all groups by:
  - asking questions that demand higher level thinking responses.
  - providing evidence of responses and making comparisons with other students for review and further challenge.
  - using written feedback that requires students to think creatively.

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 schools.review@spea.shj.ae within three weeks of receiving this report.