



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

AL RESALAH AMERICAN INTERNATIONAL
SCHOOL

27 February - 2 March 2023

Overall Effectiveness

ACCEPTABLE





TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION	6
THE SCHOOL PERFORMANCE REVIEW FINDINGS	7
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	17
Performance Standard 3: Teaching and assessment	18
Performance Standard 4: curriculum	20
Performance Standard 5: the protection, care, guidance and support of students	21
Performance Standard 6: Leadership and management	22
ADDITIONAL FOCUS AREAS	23



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

School	School ID	178	
	School location	Al Rahmaniya, Sharjah	
	Establishment date	26/01/2016	
	Language of instruction	English	
	School curriculum	US	
	Accreditation body	N/A	
	Examination Board	AP College Board	
	National Agenda Benchmark Tests/ International assessment	SAT, AP, PISA, CAT4, MAP	
	Fee range	AED 15,000 to 20,000	
	Staff	Principal	Mohannad Daher Al Jaiusi
		Chair of Board of Governors	Dr Layne
Total number of teachers		100	
Total number of teaching assistants		18	
Turnover rate		3%	
Main nationality of teachers		Egyptian	
Teacher: student ratio		1:14	
Total number of students		1404	
Number of Emirati students		1318	
KG: number and gender		Total 203: Boys 104, Girls 99	
Elementary: number and gender		Total 617: Boys 355, Girls 262	
Middle: number and gender	Total 262: Boys 153, Girls 109		
High: number and gender	Total 322: Boys 178, Girls 144		
	Nationality groups	1. Emirati 2. Comoros	
	Total number of students with special educational needs	90	

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
WEAK	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 168 lesson observations, 42 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is an improvement since the previous inspection in 2018, when the school was judged weak. Students' achievement has improved to acceptable, and in Arabic first language it is now good. School leaders have worked hard to develop teaching quality, and this is helping to improve students' progress across the school. This is matched with improvements to assessment processes, including the use of external benchmarking. Internal assessments are now a more meaningful tool to support school improvement. Students' attitudes and behaviour, and the quality of student and teacher relationships, are both good. The well-being of students, their safety and safeguarding are all a clear focus of the school. Although improvements have been made to the curriculum, further development is needed to meet the needs of all groups of students, particularly gifted and talented students (G&T). Students' appreciation of the role and values of Islam in society and respect for the heritage and culture of the UAE are strong features. Parents and governors play an effective role in the school, and leaders ensure the day-to-day management of the school is well-organised. Leaders and governors demonstrate the capacity to improve the school further. The learning environment and resources provided adequately support teaching and learning and students' academic and personal development.

KEY AREAS OF STRENGTH:

- Improved achievement across the school, particularly Arabic first language.
- The quality of staff and student relationships and interactions.
- Teachers' subject knowledge and the use of assessment to inform teaching.
- Curriculum design, including the choice of elective subjects.
- The protection, guidance, care and support of students and the arrangements for health and safety.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement, so that it is at least good in all subjects.
- The quality and consistency of teaching and assessment across the school.
- Curriculum review and adaptation to meet students' needs.
- Identification and support for groups of students particularly G&T students.
- Students' punctuality to school.
- The impact of leaders at all levels to improve teaching and achievement.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**.

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



Islamic Education

- Students' achievement in Islamic Education is acceptable overall. It is good in KG. The school's internal assessment data shows that students make outstanding progress in Elementary and High Phases, and very good progress in Middle Phase. This does not match with that seen in lessons and in students' work, where most students in Elementary, Middle and High Phases make expected progress. The majority of children in KG make above expected progress.
- The school's internal assessment data indicates that attainment is very good in Middle Phase and outstanding in Elementary and High Phases. This does not match with that seen in lessons and in students' work, where students in Elementary, Middle and High Phases attain in line with curriculum standards, and the majority of children in KG reach levels of attainment which are above curriculum standards. There is no external data for Islamic Education.
- Overall, students make acceptable progress in Islamic Education, and good progress in KG. The majority of children in KG show secure knowledge of Islamic values and etiquettes, such as the importance of applying hygiene in Muslim life. In Elementary Phase, students demonstrate a secure understanding in Islamic Faith Belief of Judgement Day and compare the characteristics of the people of Hell and the people of Paradise. However, they are less confident in making comparisons of the Four Holy Books. In Middle Phase, most students demonstrate secure skills in recalling and explaining the Noble Hadeeth. However, their ability to explain the significance of the Holy verses is less secure. In High Phase, students have a secure understanding of Islamic rules, such as explaining the basis for choosing a husband or wife, defining the conditions of the marriage contract, and deducing the rights of both husband and wife. However, their ability to link the Prophet's Seerah (PBUH) with real life and recalling suitable Noble Hadeeth's is less secure. Students' recitation skills of verses of the Holy Qur'an in Elementary and Middle Phases are well developed.
- All groups of students make at least the expected progress overall. Some students who have special educational needs (SEN) do not always make sufficient progress.

Areas of Strength

- Students' recall and understanding of the Noble Hadeeth in Middle Phase.
- Students' secure understanding of Islamic rules in High Phase.

Areas for Improvement

- Students' ability to make links between the Prophet's Seerah (PBUH) and real life in High Phase.
- Students' ability to explain the significance of the Holy verses in Middle Phase.



Arabic

- Students' overall achievement in Arabic first language (AFL) is good overall, although it is very good in KG and acceptable in High Phase. The school's internal data shows that students make very good progress in KG, outstanding progress in Elementary Phase and good progress in High Phase. This matches with that seen in lessons and in students' work, except in Elementary Phase and High Phase, where students make good and acceptable progress, respectively. Arabic second language (ASL) is currently taught only in Elementary and High Phases to a very small number of students. Achievement in ASL is acceptable overall, and students make acceptable progress in both phases. There is no internal or external data for ASL.
- The school's internal data shows that attainment in AFL is very good in KG, outstanding in Elementary Phase, and good in Middle and High Phases. This does not fully match that seen in lessons and in students' work, where the large majority of children in KG and the majority of students in Elementary and Middle Phases, attain above curriculum standards. Most children in High Phase attain in line with curriculum standards. There is no external data for AFL. In ASL, most students attain in line with curriculum standards in both the Elementary and High Phases.
- Overall, students make good progress in AFL, and acceptable progress in ASL. In AFL in KG, children make very good progress with clear development in their speaking, reading, and writing comprehension skills. In Elementary and Middle Phase students use their skills to write paragraphs and explain what they read. They have a good ability to confidently use new vocabulary and apply standard Arabic. In High Phase, most students demonstrate an adequate understanding of a poem's meaning and the writer's point of view, and they can extract the main ideas and explain imagery. Across the school, in AFL, students' extended writing is underdeveloped. In ASL, students develop acceptable speaking and reading skills, and can read letters, words, and sentences as well as understand and identify story elements in texts. Students across the school can write adequately, but do not apply key writing skills such as spelling, punctuation and Harakat accurately.
- Overall, the majority of groups of students in AFL make better than the expected progress. However, some high-attaining students do not progress as rapidly as they could. In ASL, there are too few students to comment on the performance of groups reliably.

Areas of Strength

- Students' listening, speaking, and reading skills in all phases taught in AFL and ASL.
- AFL students' understanding of the meaning and the writer's point of view and their understanding of imagery and the main idea.

Areas for Improvement

- Students' extended writing skills in ASL and AFL in all phases.
- Students' accurate spelling and punctuation skills in ASL in all phases.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. The school's internal assessment data shows that students make outstanding progress in Elementary Phase, very good progress in Middle Phase and good progress in High Phase. This does not match with that seen in lessons and in students' work, where most students make expected progress in each of the Elementary, Middle and High Phases.• The school's internal assessment data shows that attainment is outstanding in Elementary Phase, very good in Middle Phase and good in High Phase. This does not match with that seen in lessons and in students' work, which shows most students reach levels of attainment which are in line with curriculum standards. There is no external data for social studies.• Overall, students make acceptable progress in social studies. In Elementary Phase, most students demonstrate knowledge of how important personalities have influenced and played a role in establishing UAE society. They understand the role of His Highness Sheikh Zayed (RIP) and his efforts to protect the environment in the UAE and abroad. However, they are less confident in discussing the importance of applying appropriate practices to achieve a sustainable environment. In Middle Phase, most students have developed their understanding of the relationships between human societies and the physical environment, such as the concept of sustainability and recycling. However, students are less confident in discussing the UAE's experience in the field of the green economy. Most students in High Phase have an acceptable level of knowledge of the economic system in the UAE, including about the concept of unemployment, its causes and consequences. However, their ability to find creative solutions to solve contemporary population issues is underdeveloped.• All groups of students make at least the expected progress overall. Some students who have special educational needs do not make sufficient progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' appreciation of the effort of leaders in establishing UAE society across Elementary, Middle and High Phases.• Students' understanding of the importance of environmental sustainability in Middle Phase.	<ul style="list-style-type: none">• Students' ability to find creative solutions to solve contemporary population issues in High Phase.• Students' knowledge of environmental practices to achieve sustainability in Middle Phase.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall, and in all phases across the school. In lessons and in their work, most students make expected progress in all phases. This does not fully match with the school's internal assessment data which shows students make good progress in KG and Elementary Phase, and acceptable progress in the other phases.• Internal assessment data indicates that attainment is good in KG and Elementary Phase, and acceptable in Middle and High Phases. This does not fully match that seen in lessons and in students' work, where most students attain in line with curriculum standards in all phases. External MAP and CAT4 data shows attainment is weak in Elementary and Middle Phases.• Overall, students make acceptable progress in English. In KG, children are developing their understanding of phonics and learn to listen and speak in basic sentences. In Elementary, Middle and High Phases, students make adequate progress in reading fluently and accurately. Most students in all phases make expected progress in developing reading and writing skills in line with curriculum standards. Students' extended writing skills are less well developed in all phases. Students can read texts and develop adequate skills to speak with limited vocabulary, grammar and punctuation. In Elementary Phase, students can compare and contrast texts, and can write about a short sequence of events. In Middle Phase, students can analyse the structure of the story. In High Phase, students can write informative text.• Overall, all groups of students make at least expected progress. High-attaining students do not always progress as well as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's speaking and listening skills in KG.• Students' skills in reading with increasing fluency across phases.	<ul style="list-style-type: none">• Students' use of vocabulary, grammar and punctuation in Elementary, Middle and High Phases.• Students' extended writing skills in all phases.



Mathematics

- Students' achievement in mathematics is acceptable overall. The school's internal data shows that students make very good progress in KG and in Elementary Phase, and acceptable progress in Middle and High Phase. This does not match with that seen in lessons and in students' work, where most students make expected progress across all phases.
- The school's internal data shows that attainment is very good in KG and in Elementary Phase, and acceptable in Middle and High Phase. This does not fully match what is seen in lessons and in students' work, which shows that most students' attainment across all phases is in line with curriculum standards. The school's external MAP data shows that attainment is weak in Elementary, Middle and High Phases. There is no external data for KG.
- Overall, students make acceptable progress in mathematics. In KG, children can count up to and including 10 while a few have difficulty writing the corresponding numerals. They can add single digit numbers while also developing an understanding of greater than and lesser than. In Elementary Phase, students can apply multiplication and division to solve problems and use this knowledge in real-life problems. Most students in Middle Phase can deduce the formula for the area of a parallelogram and can describe the shapes arising from a cross section of a three-dimensional figure. Students, however, are less able to express their mathematical reasoning using specific language or to explain their mathematical operations. Students in High Phase can find the volumes of cylinders, cones and spheres and can calculate depreciation by straight line method but less able to formulate mathematical questions. Recording of mathematical learning is usually accurate and incorporates self and peer-assessment.
- All groups of students make at least expected progress.

Areas of Strength

- Students' ability to apply their mathematical learning in real life situations and experiences across the school.
- Middle Phase students' ability to deduce and apply formulae.

Areas for Improvement

- Middle Phase students' ability to reason or explain mathematical operations.
- High Phase students' ability to formulate mathematical questions.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. The school's internal data shows that students make very good progress in Elementary Phase, and acceptable progress in Middle and High Phases. This does not match with that seen in lessons and in students' work, where most students make expected progress in all phases.• The school's internal assessment data shows that attainment is very good in Elementary Phase and acceptable in Middle and High Phases. This does not match with that seen in lessons and in students' work, where most students reach levels of attainment which are in line with curriculum standards. External MAP data shows that attainment is weak across Elementary, Middle and High Phases. There is no external data for KG.• Overall, students' progress is acceptable in science. Children in KG understand earth and life. They can discuss the weather in the UAE and experiment with windsocks to test the strength of the wind. Most children can predict that the windsock will move, although some need prompting. In Elementary Phase, students can explain how the earth changes over time and about the effects of earthquakes and floods. They demonstrate their knowledge in experiments and can relate their learning to real life. Students in Middle Phase know the differences between conductors and insulators, and heat and temperature, and can communicate and explain the materials they would use to build a home. In High Phase, science is specialised. Students in Physics can calculate velocity as the distance covered by an object in units of time. However, students cannot calculate confidently using their own mathematical skills. In Chemistry students investigate whether they can move the equilibrium of products by increasing the concentration of reactants. However not all students understand what is meant by or can predict a hypothesis.• Most students make expected progress overall. Students with special educational needs make similar progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Elementary Phase Students' understanding of the earth's changes over time.• Middle Phase students' knowledge and understanding of the concepts of heat and conduction.	<ul style="list-style-type: none">• High Phase students' use of mathematical knowledge in Physics.• Students' understanding of a hypothesis in High Phase.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. In lessons and in their work, students make acceptable progress in PE, Art, Business Studies, Marketing, Geography and World History. There is no internal or external assessment data for other subjects.• Students' attainment in other subjects is acceptable overall, and in all phases. There is no internal or external data for other subjects.• Overall, students make acceptable progress in other subjects. Students in KG, Elementary and Middle Phases demonstrate acceptable skills in Art. In KG, children develop a sense of shape and colour and in Elementary Phase, they are able to do collage work according to their own design. In High Phase, students can plan and sketch an item accurately. In PE in KG, most children show they can run short distances, showing stamina and balance. In Elementary and Middle Phases, most students develop the physical skills necessary for team play and in High Phase, most learn specific skills of catching and passing and can use those skills effectively in a game. In High Phase, there are a number of elective choices. In Marketing, students are competent in creating a generic product design, although few go deeper than this. In Business Studies, students can create a list of job specifications, but only a few can make links to real life effectively. In Microeconomics, most students are able to define factor and product market and to describe the associated economic activity from a diagram. In World History, most students can identify the varied aspects of Muslim social life in early Muslim cities. In Geography, students can identify how the location of a country impacts on its development and describe and compare different locations using a Venn diagram.• All groups of students make at least expected progress overall. A few students who have developed stronger skills in a particular subject area make better progress.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Children's art and PE development through play in Phase 1.• Students' team play in PE in Elementary, Middle and High Phases.	<ul style="list-style-type: none">• Students' links to real life in High Phase Business Studies.• Students' deeper understanding of product design in High Phase.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills is acceptable overall, and in each Phase.• Students have a good attitude towards learning, and towards each other. They are keen, and most willingly undertake tasks required of them by the teacher, although many have yet to take responsibility for their own learning.• Students interact with each other and work in groups when asked. They are able to communicate their learning sufficiently well. This is usually a little stronger in High Phase, where students can discuss and share their approaches to completing a set task. However, in Elementary and Middle Phase, although students discuss and answer questions eagerly and positively, they only rarely discuss ideas in greater depth. This limits their ability extend their thinking and understanding.• Students make limited connections between different areas of learning in lessons. These links are inconsistent, and as a result, students' wider understanding of the world is underdeveloped.• Students undertake enquiry and research and can use learning technologies in lessons to support their learning in a limited way. Innovation is also a developing feature in lessons. Critical thinking and problem solving are only emerging skills in all phases of the school.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' good attitudes towards their learning and each other.• Students' positive interactions when working in groups.	<ul style="list-style-type: none">• Students' skills in innovation, critical thinking and problem-solving• Students' more sophisticated use of technologies in the classroom.



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

Indicators:	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Overall, students' personal and social development and their innovation skills is good.• Students have positive attitudes towards their school and learning. They apply themselves well to their work and are willing to act on advice from adults.• Students respect school rules and behave appropriately both in and out of lessons. a few students, particularly in Middle and High Phases, need support to improve their behaviour.• Relationships between students and peers are positive. Mutual respect exists between students and staff. Students help one another, both academically and socially.• Students are aware of the importance of making safe and healthy lifestyle choices, but they do not always make their food selections wisely. Health campaigns are a regular feature with promotions such as Healthy Eating Day, and National Heart Day, and the school pays attention to issues of obesity.• Attendance is good at 95%, some students' punctuality to the start of lessons and at the start of the school day is poor, particularly in Middle and High Phases. Actions to address this, including sanctions, have not yet had enough impact.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students have a secure knowledge of the relevance and impact of Islamic values on everyday life in the UAE but, in a small minority of older students sometimes need support to apply key messages to their own personal experiences. Students participate in Islamic competitions and school organised programs, particularly during Ramadan.• Students demonstrate a clear understanding and appreciation of UAE heritage and its impact on contemporary life. They participate actively in National Day, Flag Day, and external competitions to celebrate their culture.• Most students know and are aware of the cultural diversity of the world, but their awareness of the influences of cultures other than the UAE is less developed.				
Social responsibility and innovation skills	Good	Good	Good	Good



<ul style="list-style-type: none">• Students willingly take on roles of responsibility. They are involved in committees, such as Fazaal, and Red Crescent, while also making a contribution to the local community through charity work.• Some students take part in a number of school projects which include CubeSats, Bioenergy Generator, and Carbon Capture. These offer students an opportunity to develop their innovative skills. An internal school platform has been established to encourage students to share creative ideas.• Students are aware of environmental issues. A few initiate projects to improve the school environment, for example, by creating an eco-friendly garden using recycled materials. There is a lesser focus on world conservation issues. In addition, there can occasionally be issues with litter in school, especially in the boys' playground areas at break times.
Areas of Strength:
<ul style="list-style-type: none">• Students' appreciation and understanding of Islamic values and Emirati culture and heritage.• Students' relationships with each other and staff.
Areas for Improvement:
<ul style="list-style-type: none">• The punctuality of some students to the beginning of lessons and the start of the school day.• Students' understanding of worldwide issues of conservation and the environment, and their individual responsibilities to maintain a litter-free environment in school.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The overall quality of teaching and assessment is acceptable.• Most teachers demonstrate secure subject knowledge and understand how students learn. In most lessons, teachers adapt their approaches to ensure all students make progress. This is particularly evident in Arabic.• Teachers plan lessons that are aligned to curriculum standards and most use time effectively. However, lessons do not always allow for deepening and extending of learning. Most teachers create a productive learning climate to support students' learning.• Teacher-student interactions are positive, and most students are willingly engaged in lessons. Teachers use limited targeted questioning to check students' understanding and extend their learning, and this questioning is whole class for the most part. Opportunities to develop challenge for individuals, and critical thinking, are often missed.				



- Teaching strategies provide limited support and challenge to meet the needs of different groups of students, including those with special educational needs. There are very few teaching approaches to support G&T students. In lessons, most students acquire subject-specific learning skills, such as predicting and testing in science in Middle Phase.
- Most teachers include and promote problem-solving, critical thinking and learning technology in their teaching. However, this is inconsistent and not fully effective in developing students' subject specific skills.

Assessment

Acceptable

Acceptable

Acceptable

Acceptable

- The school has robust and consistent internal assessment procedures which provide information about students' progress. However, the internal assessment of progress and achievement do not consistently match with that seen in classroom learning or students' work.
- The school uses several external tests and examinations to benchmark academic outcomes against national and international standards.
- The school analyses student assessment data and produces comprehensive information on the attainment and progress over time for all groups of students. However, this assessment data is not used to successfully improve students' learning achievement.
- Teachers generally use assessment information to inform their lesson planning. In the best lessons, especially in KG, teachers use information to match activities to meet the needs of different groups of students. However, this is not consistently seen in all lessons across the school.
- Teachers mostly have a sound knowledge of the strengths and weaknesses of individual students. However, students' work in books is not marked regularly and insufficient feedback is provided to inform students about their next steps in learning.

Areas of Strength:

- Teacher-student interactions, and teachers' subject knowledge.
- The analysis of data from assessment tests.

Areas for Improvement:

- Strategies to develop critical thinking in lessons.
- The alignment of internal and external assessment processes, as well as the use of assessment to provide feedback about how students can improve.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of the curriculum is acceptable overall, although its design and implementation are good.• The curriculum is aligned with the Californian and NGSS standards. It has a clear rationale, is broad, balanced and age appropriate. Children start KG1 with the transitional American standards which lead into US common core in KG2. The Arabic medium subjects follow the Ministry of Education curriculum.• Continuity and progression are planned carefully through each grade, and students are well prepared for the next phase of their education and beyond. There are three strands for High Phase students with a variety of electives in Advanced and General Stream subjects. Electives in Middle Phase are chosen based on the strengths of students and their aspirations and intended career path.• Cross-curricular links are planned but are typically more effective in Arabic medium subjects. The implementation of links is less effective in English, mathematics and science.• The curriculum is reviewed every semester, alongside the analysis of assessment data. Areas for development are identified to meet the academic and personal development needs of most students, which has led to additional electives and support sessions. However, although SEN students are supported effectively in this way, specific support is not always identified in lessons. Support for G&T students is being developed.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The school makes adequate modifications to the curriculum to meet the needs of most groups of students. The modification committee meet with teachers to plan smooth transitions through grades and adapt the curriculum where required. The curriculum is adapted for SEN students, but it is less effective in responding to the needs of G&T students.• There are a range of extra-curricular activities and clubs, such as football, art, chess and business. Some students in the High Phase work with children in KG to promote healthy eating and record bedtime stories for them. However, although there is an innovation committee, the development of students' skills in enterprise and innovation is inconsistent across the school.• The curriculum supports and develops students' knowledge of Emirati culture and life in the UAE society well. Experiences are integrated through most aspects of the curriculum. For example, in Middle Phase, students focus on the UAE priorities and the year of sustainability. Students recognise values and culture through assemblies and cultural celebratory days.				



Areas of Strength:
<ul style="list-style-type: none">• Links with Emirati culture and UAE society.• Curricula choices and progression for students, especially through the range of elective courses.
Areas for Improvement:
<ul style="list-style-type: none">• The implementation of cross-curricular links in core subjects.• Support and challenge for G&T students.

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

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">• Overall, the protection, care and guidance and support of students is good.• The overall quality of health and safety arrangements and the care and support for students is good.• The school has effective procedures for the safeguarding of students, including child protection. Parents and teachers are made familiar with the Child Protection policy and there is suitable training for staff.• The school ensures all appropriate arrangements for student health, safety, and security. Students feel safe in the building and on the buses, where they are appropriately supervised. The school has a specific policy for digital safety, and a “no to bullying” project. Any incidents affecting students’ health, safety or wellbeing are logged and detail the action taken.• The quality of maintenance and record keeping is adequate. However, there are parts of the school that require intervention and some updating. The premises and facilities are suitable for all students, although there is no elevator.• The school promotes healthy living as an important part of its provision, and does so through curriculum, lectures and workshops which include staff and student training. However, not all students follow the school's guidelines for healthy eating, including those who buy their food in the school. Nurses and the school doctor oversee student health on a regular basis.				
Care and support	Good	Good	Good	Good



- Staff-student relationships are positive throughout the school. Teachers, administrators, social workers and supervisors work together to establish an atmosphere of mutual trust and respect. Staff in KG have a good understanding of children's social and emotional needs.
- Behaviour management is effective, particularly in KG and Elementary Phase. In the older phases, boys' behaviour both in lessons and around the school can be inconsistent.
- The school keeps accurate records of attendance and punctuality, and the school actively promotes good attendance. Punctuality, however, both to lessons and at the start of the day, is less well managed.
- The school aims to be fully inclusive and has appropriate procedures for identifying students who have special educational needs (SEN). Once admitted, students with SEN are provided with a supportive program of learning, overseen by the classroom teachers and SEN team. The school is less successful in identifying and supporting G&T students.
- The provision of guidance and support for students is well established in the school and personal, academic and guidance counselling, including for elective choices, is effective.

Areas of Strength:

- Effective arrangements for student safety, safeguarding and wellbeing.
- The identification and support for SEN students.

Areas for Improvement:

- The identification and support provided for G&T students.
- Some students' punctuality to lessons and at the start of the day, and the school's strategies for tackling lateness.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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



- The overall quality of leadership and management is acceptable.
- Senior leaders have successfully communicated a clear vision and purpose for the school, based on inclusion and a set of core values. They demonstrate a commitment to improvement and enhancing student achievement, the school has improved in many respects since the previous inspection. Leaders at all levels demonstrate a clear understanding of what needs to be done to innovate and improve the school. They have a secure knowledge of effective practice in teaching, curriculum and assessment. Relationships across the school and staff morale are good.
- The school has invested considerably in self-evaluation and all stakeholders are involved. Occasionally, some judgements made are too positive. Increased delegation has helped to provide capacity to address key priorities. There are effective processes for the evaluation of teaching, and this has had a positive impact on improving students' achievement. The school improvement plan (SIP) has key priorities and goals, although these are not always fully aligned with the findings from previous external reviews. However, it is clear that leaders have shown the capacity to bring about sustained improvement in most areas.
- Parents are involved in some aspects of their children's learning and school life and their views are taken into account by the school in its planning procedures. Parents value the communication between the school and home. However, reports about their children's progress do not contain information about gaps in learning or the next steps needed to improve. The school is not generally active in establishing partnerships with either the local or international communities. In general, further work is needed to strengthen partnership working with relevant organisations.
- Parents have little direct involvement in the school's governance or decision making, although they have some influence through their communications with school leadership. The managing company of the owner ensures accountability and exerts some influence on the school's leadership and direction. The management company also ensures that resources are made available and holds senior leaders to account for the quality of the school's performance.
- Most aspects of the day-to-day management of the school are well organised, and the school's procedures and routines are effective and efficient. The school is appropriately staffed, and most staff members are appropriately qualified, and benefit from comprehensive professional development, both internal and external. Most learning areas are of adequate quality and there are specialist rooms for science, computer laboratories and a library, among others. Outdoor play and recreation areas are extensive and support the PE programme as well as the assemblies and activities in break times. Resources are sufficient overall to support adequate teaching and learning.

Areas of Strength:

- The educational leadership provided, and the impact on school improvement.
- The day-to-day management of the school.

Areas for Improvement:

- The impact and involvement of parents in governance of the school.
- Alignment of school improvement planning with the findings from external reviews.

SPEA ADDITIONAL FOCUS AREAS

School Performance Review of Al Resalah American International School
27 February – 2 March 2023



Provision for Arabic Language

- There are 25 Arabic teachers, along with three class assistants and four assistants in the inclusion department. The ratio of teachers to students is 1:58.
- In the library, there are a total of 920 Arabic fiction and non-fiction books. These include short stories, novels, science books, Emirati cultural books, Islamic books, history books and dictionaries.
- In classrooms, each student from pre-KG to Grade 8 has a subscription on Nahla wa Nahil. A weekly reading task is set in the classroom, and another is set as homework. There is enrichment reading to support activities chosen by the teacher. In KG, reading corners are available in each classroom.
- There are a range of extra-curricular activities and competitions to support Arabic. For example, Arabic Week, a speech competition, a short story writing activity, special morning assemblies with information about the Arabic language and about the most prominent linguists and poets, Arab Reading Challenge, for which students are enrolled annually. Around 48 students participated in the 'Eloquent Poetry Competition' for Grades 1 - 12.

The school's use of external benchmarking data

- The school ensures full compliance with SPEA requirements. It makes use of the following external assessments: MAP (705 students in Grades 3 - 9, three times a year), IBT (791 students in Grades 3 -10, once a year), CAT4 (986 students in Grades 1 - 9, once a year) and EmSAT (77 students in Grade 12).
- The school also participates in three main benchmarking assessments: TIMSS (Grades 4 and 8, with around 200 students chosen by SPEA, every 4 years), PISA (63 grade 10 students in April 2021, every 3 years) and PIRLS (93 grade 5 students in April 2021).
- The school ensures students are prepared for these tests and is committed to the improvement of student outcomes in external tests. This is achieved through a focus on teacher training and lesson and curriculum planning to meet examination expectations.
- Communication of international test results with parents is done directly through the usual channels. Teachers meet with each student to review their results.

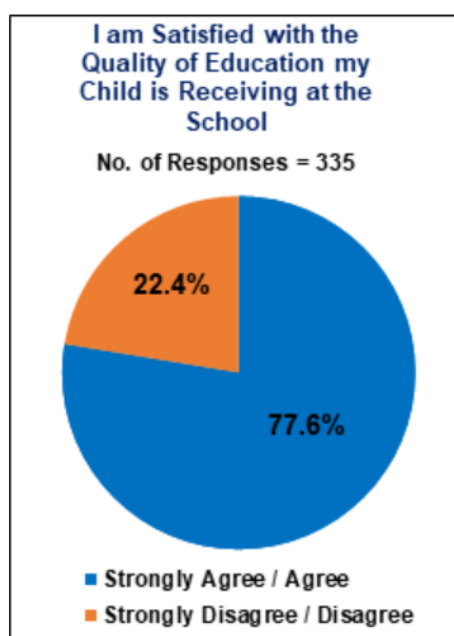
Provision for KG

- There are 17 teachers in KG, 12 English and 7 Arabic, along with 12 classroom assistants - 6 in KG1, 4 in KG2 and 2 in Pre-KG. Overall, there are 203 children (including pre-KG) with a staff to child ratio of 1:14.
- All children have the opportunity to go to the reading corner once a week, and the library contains primarily English books. Classrooms have learning stations both indoors and outdoors. The floor space is covered with text and numeracy rich materials, and a wide range of learning games are available. There is a separate SEN classroom, which is a well-organised area to cater for children's needs.
- The outdoor environment consists of an adventure playground, a sand area, a music area and there are themed stations both inside and outside.
- Pre-KG children are prepared for school by visiting for two hours in the first two weeks. Teachers visit the children in Pre-KG and Grade 1 students visit the KG as part of the transition procedure. A moderations team takes care of children's transition into Grade 1, and all teachers work



together to improve transition. There is daily contact with parents, who are also involved in special occasions, such as National Day, Food Day and others.

VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in all subjects to at least good, by:
 - Raising teachers' expectations of what all students can achieve, especially G&T students.
 - Robustly tackling any instances of behaviour which get in the way of learning, especially in the Middle and High Phases.
- Further improve the quality and consistency of teaching and assessment across the school, by:
 - understanding what is meant by critical thinking and training teachers to develop it more effectively in lessons.
 - using technology more effectively as a tool for learning and research.
 - allowing time for reflection and consolidation of learning in lessons.
 - developing students' independent learning skills by structuring lessons so that groupwork has a purposeful and productive focus, rather than as an everyday activity.
 - ensuring students receive effective feedback about their work and about how to improve.



- Strengthen the impact of curriculum review and adaptation to meet students' needs, by:
 - Enhancing the quality of cross-curricular links in English, mathematics and science.
 - Improving the design and impact of the curriculum to better meet the needs of G&T students.
 - Ensuring G&T students are accurately identified and their progress monitored.
- Increase further the impact of leaders at all levels, by:
 - Identifying effective practices in teaching and using these to inform training for all teachers.
 - Focusing monitoring and evaluation more sharply on the impact of teaching and curriculum on students' learning.
 - Making more robust and realistic judgements about school effectiveness based securely on a wide range of evidence about school quality.
- Improve leaders' management of, and impact on student punctuality to school and to lessons.

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.