ITQAN Programme

School Performance Review (SPR) Report

AMERICAN PRIVATE SCHOOL OF KALBA

23 - 26 January 2023

Overall Effectiveness	GOOD

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-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	School ID	166
	School location	Kalba, Sharjah
	Establishment date	2018
	Language of instruction	English
	School curriculum	American
	Accreditation body	AiAA, COGNIA
	Examination Board	College Board – MAP, SAT, AP
	National Agenda Benchmark Tests/ International assessment	EmSAT, CAT4, TIMSS, PISA
	Fee range	AED 15,000 to 20,000
Staff	Principal	Kerry Campbell
	Chair of Board of Governors	Mrs Azza Faisal Bin Khalifa
	Total number of teachers	30
	Total number of teaching assistants	0
	Turnover rate	20%
	Main nationality of teachers	Egyptian
Students	Teacher: student ratio	1:18
	Total number of students	557
	Number of Emirati students	503
	KG: number and gender	N/A
	Primary: number and gender	N/A
	Middle: number and gender	Total 192: 91 Girls, 101 Boys
	High: number and gender	Total 365: 211 Girls, 154 Boys
	Nationality groups	Emirati
		Egyptian
	Total number of students with special educational needs	2

PROGRESS JOURNEY

Previous Inspection:	Current Review:
NO PREVIOUS INSPECTION	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of four reviewers' 114 lesson observations, 15 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 the school's first full review since it opened in 2018.

The number of students on roll has increased rapidly since the school opened, particularly in the last year. Almost all current students have entered with below or well below levels of competency in English. Leaders have ensured that good teaching and achievement have been established, particularly in the High Phase. Students' progress accelerates as they move through the school and is good overall, particularly for girls. Students' learning skills are, overall, good. Students' personal and social development is very good. Assessment procedures are acceptable. The curriculum is good, meeting the requirements of the American accreditation boards. Arrangements for the protection, care, guidance and support of students are very good. The learning environment of the school is of high quality. Leadership, including governance, is good.

KEY AREAS OF STRENGTH:
- The good achievement of students in the high school, and of girls across the school.
- The quality of teaching, particularly of older students.
- Students' deep understanding of national and Islamic values.
- Students' very positive attitudes and behaviour, and relationships at all levels.
- The very good arrangements for the safeguarding and care of students.
- The commitment and impact of school leaders, and the dedicated support of the governors.

KEY AREAS FOR IMPROVEMENT:
- Boys' achievement and engagement in the Middle Phase.
- Achievement in Arabic across the school.
- The punctuality of boys at the beginning of the school day.
- The use of assessment to inform lesson planning.
- The further development of support for students with special educational needs (SEN) and those who are gifted and talented (G&T).

MAIN REVIEW REPORT

School Performance Review of American Private School of Kalba
23 - 26 January 2023

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good

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

Islamic Education	• Students' achievement in Islamic Education is good in the Middle and High Phases. In lessons and in their work, the majority of students in both phases make good progress. This does not match with the school's internal data which shows that all students make outstanding progress across the school. • Internal assessment data for both phases show attainment as outstanding. This is not seen in lessons or in students' books, where a majority of students attain above curriculum standards. There is no external data for Islamic Education. • The majority of students make good progress. Students in the Middle Phase develop a good understanding of divine revelation. Students in Grade 9 are able to explain the assigned verses from the Holy Qur'an and infer the Prophetic guidance from the Nobel Hadeeth about men's and women's clothing. A few students lack confidence in applying all the Tajweed rules. Students in the High Phase develop a good understanding of contemporary social issues. Students in Grade 11 discuss the role of the family as the foundation for sustaining a strong and cohesive society. A few less able students develop a secure understanding of economic systems in Islam. • Overall, the majority of groups of students make better than expected progress, although higher-attaining students do not progress as well as they could. Generally, girls tend to make better progress than boys.

	Areas of Strength	**Areas for Improvement**
	• Students' understanding of the divine revelation in the Middle Phase. • Students' understanding of contemporary social issues in the High Phase.	• Students' application of Tajweed rules in the Middle Phase. • Students' understanding of Islamic economic systems in the High Phase.

Arabic	- Students' achievement in Arabic as a First Language (AFL) is acceptable in the Middle and High Phases. In lessons and recent work, most students in both phases make acceptable progress. This does not match with the school's internal data which shows all students make outstanding progress across the school. - Internal assessment data for both phases show attainment as outstanding. This is not seen in lessons or in students' books, where most students attain in line with curriculum standards. There is no external data for Arabic, other than EmSAT data for Grade 12 students. This data indicates that, typically, students attain standards around the minimum level required for university entry. - Most students make acceptable progress, although a few students across the school lack confidence in speaking Standard Arabic. Students in Middle Phase learn a range of sentence patterns and vocabulary that enables them to comprehend texts of different genres. Students in Grade 7 explain a poem by Jubran and identify the main ideas. However, the understanding of similes and metaphors is a challenge for a minority of these students. Students in the High Phase develop acceptable reading and speaking skills. Students in Grade 12 analyse the story of Assamawa and identify the emotions and characteristics of human relationships. They communicate in full sentences with just occasional errors in grammar. However, a few less able students find difficulty in speaking fluently. Students' writing skills remain underdeveloped in both phases. - Overall, all groups of students make expected progress. However, higher-attaining and gifted and talented students do not always reach their potential due to insufficient challenge. In general, girls across the school have higher levels of fluency in reading and speaking than boys.

	Areas of Strength	Areas for Improvement
	- Students' comprehension skills in the Middle Phase. - Students' abilities to analyse narrative texts in the High Phase.	- Students' capacity to speak confidently and consistently in Standard Arabic. - Students' writing skills in both phases.

Social Studies	- Students' achievement in social studies is good in the Middle Phase. In lessons and in their work, the majority of students make good progress. This does not match the school's internal data, which shows all students make outstanding progress. Social studies are not taught in the High Phase. - Internal assessment data for the Middle Phase show attainment as outstanding. This is not seen in lessons or in students' books where the majority of students attain above curriculum standards. There is no external data for social studies. - The majority of students make good progress. Students develop a good understanding of UAE national values, of the national identity, and of the common geographical and demographic features of the Gulf countries. Students are able to explain the significance of the location of the Arabian Gulf for regional and world trade and how the Portuguese colonisation was defeated. Students develop a broad knowledge of the history of the Omayyad and Abbasside states. However, their understanding of the characteristics of Arab-Islamic civilisation is less deep. They make limited use of research and information technology to deepen their understanding. - Overall, the majority of groups of students make better than expected progress, although higher-attaining students do not progress as well as they could. Generally, girls make more rapid progress than boys.

Areas of Strength	Areas for Improvement
- Students' understanding of a range of national values and of the components of the national identity. - Students' knowledge and understanding of the common geographical and demographic features of the Gulf countries.	- Students' understanding of the characteristics of the Arab-Islamic civilization. - Students' use of information technology and research to support their learning.

English	- Students' achievement in English is good overall. In lessons and in their work, most students make good progress in both phases. This does not match with the school's internal data which shows that all students make very good progress across the school. - Internal assessment for the Middle and High Phases show attainment as outstanding in the High Phase and very good in the Middle Phase. External MAP data indicates weak attainment in English. CAT 4 data indicates that almost all students, particularly boys, have weak or very weak competence in English on entry to Grade 7. EmSAT data for Grade 12 students shows that, on average, students attain well above the average requirement in English for entry to university. In lessons and in students' books, the majority of High Phase students attain above curriculum standards in Middle and High. - The majority of students make good progress. In the High Phase, students develop advanced reading skills. They comprehend literature texts and develop skills to analyse characters and themes. Students in the Middle Phase, particularly girls, make good progress in developing speaking, listening and reading skills in line with curriculum standards, but their extended writing skills are only gradually developing. Students' critical thinking skills in English are not systematically developed in the Middle Phase. - Overall, the majority of groups of students, particularly girls, make better than expected progress. Higher-attaining students in the Middle Phase do not always reach their full potential.

	Areas of Strength	Areas for Improvement
	- Students' good progress in English as they move through the school. - Students' good attainment in the High Phase.	- The reading and writing skills of boys in the Middle Phase. - Students' problem solving and critical thinking skills and their application to English.

Mathematics	- Students' achievement in mathematics is good overall. It is acceptable in the Middle Phase, but good in the High Phase where the majority of students make better than expected progress. Most Middle Phase students make expected progress. This is not fully aligned with the school's internal data, where progress is judged as very good in the Middle and High Phases. - The school's internal assessment data shows attainment as very good across Middle and High Phases. External MAP assessment data in mathematics shows attainment to be weak in the Middle and High Phases. This is not reflected in lessons or in students' work where attainment is acceptable in the Middle Phase and good in the High Phase. EmSAT data for Grade 12 students indicates that the majority of students attain in line with the level for entry to university. - High Phase students make good progress in mathematics. In the Middle Phase, where progress is acceptable for most students, they understand how to simplify algebraic equations and can define, but not draw accurately, parallel and perpendicular lines. They have secure basic computational skills. A few students cannot solve internal angles in a triangle. In the High Phase, a majority of students make good progress in using integral calculus and in applying calculus rules and methods to solve problems such as the area under an asymmetric curve. The challenging work from the recently introduced Advanced Placement course is being tackled with confidence by the older students. - Overall, the majority of groups of students, particularly girls, make better than expected progress in mathematics. In some Middle Phase classes, higher ability and lower ability students have insufficient challenge and support.

Areas of Strength	Areas for Improvement
- Students' understanding of integral calculus, and their positive engagement with the AP curriculum, in the High Phase. - Students' ability to manipulate polynomials in the High Phase.	- Confidence of boys in calculating the angles of a triangle in the Middle Phase. - Students' skills in drawing parallel and perpendicular lines in the Middle Phase.

Science	- Students' achievement in science is good overall. In lessons and in students' work, students in both phases make good progress. This does not fully align with the school's internal data which indicates that students make very good progress in both Middle and High Phases. - Internal assessment data for Middle and High Phases indicate very good attainment. This is not seen in lessons or in students' work where the majority of students in the Middle Phase attain in line with the curriculum standards, while those in the High Phase attain above the expectation. Recent MAP data indicates very weak attainment, particularly in the Middle Phase, where students enter with minimal English. However, Grade 12 EmSAT data indicates that, on average, students attain at a level which would qualify them to enter university. - In the Middle Phase, students extend their understanding of atmospheric layers in Grade 7, ecosystems and deforestation in Grade 8 and forces and friction in Grade 9. In the High Phase, students choose from the separate sciences, recently further enhanced in content and challenge with the recent introduction of AP material. Grade 10 Chemistry students studied ionic and metallic bonding. Grade 11 Biology students learn about genetics. Grade 12 students study Faraday's Law of Induction in Physics, amino acids and proteins in Biology and the carbon cycle in Chemistry. They occasionally conduct online experiments and record their observations. However, there was less evidence of students developing independent investigation skills and following scientific methodology. Students' critical-thinking skills are well developed in science lessons. The very good laboratory facilities are under used. Good links are made with the local Kalba mangrove conservation area. - All groups of students make good progress in both the Middle and High Phases. Higher-attainers are robustly challenged by the recently enhanced curriculum.

Areas of Strength	Areas for Improvement
- The good progress made by students across the school. - Students' commitment to the challenging curriculum.	- Students' independent investigative skills in science. - Students' effective and frequent use of the extensive laboratory facilities.

Other subjects	- Students' achievement in other subjects is acceptable overall in the Middle and High Phases, but good in Art and Computer Science overall and in Business Studies in the High Phase. French is taught only in the Middle Phase, and Health Science and Business Studies only in the High Phase. Music is not taught as a specific subject. Internal tracking indicates that most students make good progress overall. This was not consistently evident in lessons, where students make broadly acceptable progress in the Middle Phase and mostly good progress in the High Phase. Progress in Art is good across the school. - Attainment is acceptable overall. There is no external data. Internal tracking indicates good attainment across the school, although attainment is only acceptable in French, Health Science and Physical Education. - In the Middle Phase, there is limited challenge to develop students' specific skills in PE and French. Students in French do not write and speak the language frequently. However, with greater student engagement, skills across the subjects are developed more systematically in the High Phase. Older students develop good IT skills, and the use of learning technologies to support learning is well-established across the school, particularly in the High Phase. There is limited access to off-site or after school opportunities to extend students' experiences in, for example, PE. - All groups of students make the expected progress in the Middle Phase. The majority of groups of students in the High Phase make better than expected progress.

Areas of Strengths	Areas for Improvement
- Students' good quality representational Art, as displayed in the school. - Students' learning in Computer Science and Business Studies.	- Students' learning in the non-core subjects through off site provision. - Students' abilities to write and speak frequently in their French lessons.

Learning Skills	• Students' learning skills are good overall and acceptable in Middle Phase. In lessons, almost all girls and most boys are keen to learn and show positive attitudes to learning. They take responsibility for their own learning. While the quality of feedback they receive is inconsistent, students understand how to improve their work. • Students interact with some confidence. Group work, particularly in the girls' section, is well organised and there is effective interaction and collaboration between students. A minority of boys in the Middle Phase are still developing their speaking and listening skills, but most students across the school communicate their learning clearly. In the High Phase, in science for example, collaboration is often very effective. • Students make connections between subjects and between lesson content and the real world, particularly in the girls' section. In the High Phase, in literature, girls make very good connections between the historical context of a novel and modern-day events. In the Middle Phase, in the minority of lessons, teachers do not always draw out salient connections. • Opportunities for innovation, enterprise, critical thinking and research are acceptable. Critical thinking and problem solving are planned and promoted, particularly in the core subjects in the High Phase. In the Middle Phase, however, teachers tend to ask questions to assess students' knowledge rather than challenge their thinking. IT is used quite well for research and there is some evidence of innovation in events promoted by the school. However, fewer opportunities are provided within lessons.

	Areas of Strengths	Areas for Improvement
	• Students' positive attitudes to learning. • Students' effective collaborative skills, particularly in the girls' section.	• The promotion of students' critical thinking skills in the Middle Phase. • Opportunities for innovation within the curriculum.

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

Indicators:	KG	Primary	Middle	High
Personal development	N/A	N/A	Good	Good

- Students' personal and social development is good overall. Students' secure understanding of Islamic values and Emirati culture is good.
- Students are self-reliant, responsible and demonstrate positive attitudes. They respond very well to critical feedback.
- Students behave very well and are self-disciplined. Incidents of bullying are very rare.
- Respectful relationships between students and teachers contribute to a harmonious learning ethos.
- Students have a sound understanding of healthy eating and maintain generally healthy lifestyles.
- Students' attendance is very good at 97%. However, a few boys are regularly late to school.

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

- Students demonstrate a very good understanding of Islamic values and how these influence life in the UAE. They are very knowledgeable about the traditions and heritage of the UAE and behave respectfully in morning assemblies.
- Students celebrate other cultures and respect each other. They participate in a range of events to deepen their understanding and appreciation of other cultures, including Egypt Day and International Day.

Social responsibility and innovation skills	**N/A**	**N/A**	**Very Good**	**Very Good**

- Students willingly volunteer within the school and the local community. The school council are currently organising a market day from which all profits will be donated to charity. They have close links with the local mangrove conservation group.
- Students show a very positive work ethic, they are often innovative and creative, and the school has hosted an event which showcased robotic technology. The business department have set up enterprising projects through which students have developed entrepreneurial skills.
- Students care for their school and have helped plant trees in the new garden. They have developed a good understanding of the benefits of sustainability and conservation through a project in the mangrove wetlands. They are establishing a nursery to cultivate mangrove seedlings.

Areas of Strength:

- Students' understanding of conservation and sustainability.
- Students' very good understanding of Islamic values and the traditions of the UAE.

Areas for Improvement:

- Students' promotion of healthy eating and a healthy lifestyle.
- The punctuality of boys at the start of the school day.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	N/A	N/A	Acceptable	Good

- The quality of teaching and assessment is Good overall, assessment is Acceptable. Teaching is good in the Middle and High Phases in Islamic Education, science and English. In social studies teaching is good in the Middle Phase. In mathematics, teaching is acceptable in the Middle Phase but good in the High Phase. In Arabic, teaching is acceptable in both phases.
- Most teachers have a good knowledge of their subjects and understand how students learn. In the best lessons, teachers use a wide range of strategies to make the work interesting and well-matched to the needs of students of differing abilities. However, these features are not consistently seen in lessons and tasks set do not always match students' needs precisely.
- Teachers plan lessons that are adequately aligned to the core curriculum standards. Most teachers use the learning environment effectively to support students' learning. Teachers make use of the specialist facilities available when necessary.
- Teacher-student interactions are positive and ensure students are engaged in lessons. Basic questioning is used to check and correct understanding, although high level questioning is seen in the High Phase to facilitate deeper reflection. Teachers often engage students in discussion and dialogue in the High Phase, where students are given the opportunity to lead lessons to build their confidence and understanding.
- Teachers do not consistently promote critical thinking, problem-solving, innovation skills and independent learning. They are most effectively promoted in the High Phase.

Assessment	N/A	N/A	Acceptable	Good

- Internal assessment processes are coherent and provide a suitable measure of students' progress. The analysis of internal assessments indicates that attainment is very good. However, this is not seen in lessons or in students' work.
- A range of external tests provide national and international benchmarks of students' attainment. With further analysis, the international benchmarks show the school to be acceptable for MAP examinations.
- Most teachers have access to assessment information to monitor students' progress. However, there is inconsistent use of the data to influence teaching, or to support the grouping of students according to their abilities, especially in the Middle Phase.
- The school has introduced a new marking and assessment policy and students' work is now generally marked regularly. However, marking does not always provide sufficient feedback to

students. Recently, through the Orison portal, progress can now be tracked more rigorously, and the information used to personalise learning more effectively.

Areas of Strength:

- Teachers' subject knowledge in the High Phase.
- The promotion of critical thinking skills in the High Phase.

Areas for Improvement:

- Teaching strategies to meet students' needs in the Middle Phase.
- Analysis of assessment data to monitor students' progress in the Middle Phase.

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	N/A	N/A	Acceptable	Good

- The overall quality of the curriculum is Good, curriculum modification is Acceptable.
- The curriculum is broad and balanced and follows all statutory requirements aligned to the Common Core State Standards (CCSS), and the MoE syllabi for Arabic, Islamic Education, Health Science and UAE social studies. However, these syllabi do not always develop students' skills sufficiently, except for higher phase students.
- Adequate planning and implementation of the curriculum ensures continuity and progression, supported by the thorough documentation of the Common Core Curriculum.
- Older students in the High Phase have more opportunities to make curriculum choices and later attend career fairs and exit counselling. The recently introduced Advanced Placement courses in mathematics and the sciences will provide greater challenge for students. Few options are available in the Middle Phase.
- Cross curricular links are planned in subjects such as science, where students study genetics and a range of issues around conservation. They also visit the local special needs school.
- The school conducts periodic reviews of the curriculum to ensure that the academic and personal development needs of most students are met. For example, MAP questions have been introduced in all core subjects each week, to ensure that students are confident with the format, style and content of these tests.

Curriculum adaptation	N/A	N/A	Acceptable	Acceptable

- The school makes adequate modifications to the curriculum to meet the needs of most groups of students. However, teachers have more success in modifying the curriculum for older students through the new extension courses and the provision of enhancement and enrichment activities such as the Sustainability Award, Mangrove Preservation Society and the DEWA Artificial Intelligence competition.
- The curriculum integrates appropriate learning experiences and enables students to develop a clear understanding of the UAE's values, culture and society.

Areas of Strength:

- The curriculum design and implementation in the High Phase.
- Opportunities for all students to develop a clear understanding of the UAE's values, culture and society.

Areas for Improvement:

- Modification of the curriculum to meet the needs of students, especially in Middle Phase.
- Provision of opportunities for Middle Phase students to develop their talents and aspirations.

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	N/A	N/A	Very Good	Very Good

- The overall quality of the protection, care, guidance and support of students, including arrangements for health and safety, is very good.
- Procedures for safeguarding are rigorous. All staff are systematically trained about cyber bullying and physical abuse and both students and parents are fully aware of child protection policies and procedures.
- The school provides a very safe and hygienic environment and safety checks are frequent. Students are very well supervised, by staff and school council members. Bus transportation is contracted and organised externally by parents.

- The premises are clean and very well maintained, as confirmed by comprehensive records. Accurate records show maintenance actions and follow up checks. The building is in a very good state of repair.
- The spacious learning environment is very well suited to the needs of all students and the school has lifts and ramps for any students with physical challenges.
- The school promotes healthy living systematically through regular workshops led by the nurse and social worker and most students make healthy food choices. Most students eat in the regulated school canteens.

Care and support	N/A	N/A	Good	Good

- Relationships between staff and students are very cordial and are a strength. Systems for behaviour management are very good. Girls in particular are very effective in managing their own behaviour.
- Attendance is very good at 97% but a few boys consistently arrive late at the start of the school day. The school has systems in place to monitor and follow up on any absence.
- The school has a process in place to identify students with special educational needs and those who are gifted and talented. There is a gifted and talented register. In lessons appropriate support and challenge is provided for those with special educational needs. But this process is not consistently evident, particularly in the Middle Phase. Lesson plans generally indicate differentiation but are not always implemented. Gifted students assume leadership positions on the school council but support for higher attaining students and those identified as gifted and talented is not consistent across all subjects.
- The well-being and personal development of all students are routinely monitored. Personal guidance and career guidance, including the signposting of subject choices and the entry process to higher education, are effective.

Areas of Strength:

- Staff-student relationships and behaviour management.
- The school's arrangements for safeguarding students, including child protection.

Areas for Improvement:

- The consistency of effective support for all identified groups of students.
- Systems and processes to improve punctuality of boys at the start of the school day.

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	**Good**
Management, staffing, facilities and resources	**Very Good**

- The overall quality of leadership and management is good.
- The current Principal started in September 2022. Since then, the leadership team has been reshaped, with a new Vice-Principal and Heads of Departments. The school now has a clear strategic direction and a shared vision, to meet the challenges of this rapidly growing school. Leaders demonstrate commitment to the UAE and national priorities and have a good understanding of best practice in teaching, learning and the curriculum. There is a growing commitment to inclusion, and, although primarily serving the Emirati community, the school embraces students of all backgrounds. Relationships and communication are professional and effective. Key responsibilities have been effectively delegated to enable the school to function smoothly. Staff have a clear view of their roles and responsibilities. Morale is very positive. The school is now securely established. School leaders demonstrate good capacity for further improvement. All statutory and regulatory requirements are met.
- The school's self-evaluation provides a thorough, if over-generous, view of students' achievement. Some external data has been available to support accurate benchmarking. There are extensive systems for monitoring lessons and supporting teachers. While the existing development plan identifies appropriate priorities, it is a large and all-embracing document. More clarity as to the key priorities would enable staff to channel their efforts more effectively.
- The school informs and involves parents well as partners in supporting their children's learning. There are detailed written reports monthly and termly and regular face-to-face meetings. There are very good systems for communicating with parents. Parents are given extensive information about the curriculum, events and initiatives. There is a very active Mothers' Council. There are good community and national partnerships, with other schools in the Emirate and with a variety of local organisations. There are no significant international links.
- The school's Board of Governors is an appropriately structured group, which includes parental and staff representatives. There is a strong commitment to the local community. There are well-developed channels for parental views to be shared through surveys and meetings. Governors have a good knowledge of the school, holding school leaders accountable, and ensure that adequate funding and resources are made available.
- Day-to-day management is very good. Lessons and activities run very smoothly. Staff have access to appropriate training to improve their skills and effectiveness. The school premises provide high quality accommodation, with specialist facilities, including nine laboratories. Resources to support teaching and learning are good in all subjects, although the library

provision, while good on digital resources, lacks reference books and does not fully support learning in all subjects.

Areas of Strength:

- The high quality of the premises and facilities.
- The effectiveness of the school's leadership at all levels.

Areas for Improvement:

- The refining of the school improvement process, leading to a more focused and succinct agenda for improvement.
- The further development of library and research facilities.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 5 teachers who cover Arabic First Language. The student and teacher ratio overall in Arabic is 1:116.
- There are 585 books in Arabic in the school library. Around 485 texts are non-fiction. There are occasional class visits to the library, and students can readily access the facility and borrow any book, with guidance from a specialist librarian. Reading for enjoyment is promoted through planned educational visits to the national library in Kalba.
- There are no class libraries with Arabic books. There is some access to online libraries and resources offering mainly approved fiction books. The school has a basic annual reading plan for Arabic. Teachers encourage students to search for information in books and write summaries.
- Students participate in occasional extra-curricular reading activities. Parents encourage their children to develop consistent reading habits by affording story books and appropriate electronic devices. Students are encouraged to participate in competitions like the 'Arabic Reading Challenge.'

The school's use of external benchmarking data

- The school offers two main international tests, MAP and CAT4, in addition to TIMSS (2019) and PISA (2022). Students in Grades 7 to 9 participate in the regular MAP testing programme which evaluates competency in key core areas related to the American curriculum. Almost all students (94%) participate. Students in Grades 7 and 9 take part in the CAT4 test programme each year. A few students (approx. 10%) take the SAT college entry test each year, depending upon their choice of university. Most local students take elements of the EmSAT test programme for entry to local universities. The numbers sitting each subject of the six subjects vary, with around 95% taking English and 72% taking mathematics.
- There is regular communication with parents in relation to international benchmark testing. Orientation evenings are provided for parents and students and booster classes for revision are
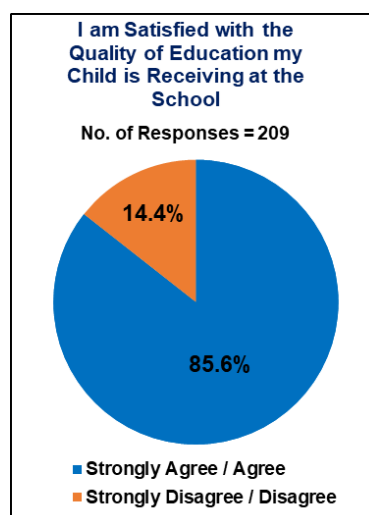
held after school. All students receive MAP style questions in all classes each day, to prepare them for the style of question they are likely to receive and to reinforce for students the importance of these tests.

- Test results are made available to students and parents through hard copies provided by the school, with an analysis of performance.

Provision for KG

- N/A

VIEWS OF PARENTS

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

No. of Responses = 209

14.4%

85.6%

- Strongly Agree / Agree
- Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement, particularly in Arabic First Language, by:

  – actively supporting the language needs of Middle Phase boys in English.
  – promoting the engagement and interest of Middle Phase boys so that they are more overtly committed to their learning.
  – promoting more actively the use of spoken Standard Arabic in lessons across the school.
  – providing more opportunities for students in both phases to develop their writing skills in Arabic.

- making more effective use of assessment information to ensure that activities planned across all subjects are more finely tuned to the needs of individual students, especially the higher attainers.

- Improve punctuality of at the start of the school day, especially for boys by:
  - engaging more effectively with students and parents to address travel issues and delayed arrivals.
  - implementing an incentive programme to encourage better levels of punctuality.
- Build upon the existing systems for the identification and support of students who have special educational needs or who are gifted and talented to ensure that:
  - the identification process is consistently rigorous.
  - the provision available to support identified students is monitored and fully effective.
  - enhanced support is provided, where possible, for students with identified academic gifts or other talents.

- Improve identification and application of priorities in the school improvement plan by:
  - ensuring that the areas for improvement are clearly prioritised according to their level of urgency.
  - preparing an accessible, succinct plan defining actions required to address the most significant issues.
  - ensuring that all staff have a clear understanding of the current and achievable school priorities.

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.