



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

AL KAMAL AMERICAN PRIVATE INTERNATIONAL  
SCHOOL – BRANCH 1  
20 to 23 January 2025

Overall  
Effectiveness  
Rating:  
**GOOD**

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## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement**, comprising:

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

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

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

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

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

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

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

**Performance Standard 6. Leadership and management**, comprising:

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

### Judgements

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

<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	The quality of performance is significantly below the expectation of the UAE

To gather the required information to inform these judgements, our team of reviewers carried out a wide range of activities during the four-day visit, including:

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school.
- reviewing important documents such as school self-evaluation form, school policies and the school improvement plan.
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students.
- reviewing teachers' lesson plans, samples of students' coursework and related information.
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.



## SCHOOL INFORMATION

School	School ID	207
	School location	Al Azra, Sharjah
	Establishment date	2009
	Language of instruction	English
	School Curriculum	American Common Core State Standards (CCSS)
	Accreditation body	Cognia
	Examination Board	NWEA
	External Assessments International and Curriculum Benchmark Assessments	International Benchmark Tests (IBT) Measures of Academic Progress (MAP) Arabic Benchmark Tests (ABT) Mubakkir assessments, Tests of Arabic Language Arts (TALA) Cognitive Ability Tests (CAT4) Trends in International Mathematics and Science Study (TIMSS) Programme for International Student Assessment (PISA) Progress in International Reading Literacy Study (PIRLS) Advanced Placement (AP)
	Fee Range	AED 12,424 to AED 23,709
Staff	Principal	Fatima Abu Muiss
	Chair of board of governors	Mohammed Afifi
	Total number of teachers	67
	Total number of teaching assistants	8
	Turnover rate	3.0%
Students	Teacher: student ratio	1:18
	Total number of students	1,193
	Total number of students per cycle/phase	KG: 106 Elementary: 367 Middle: 304 High: 416
	Pre-KG: number and gender	Boys: 0      Girls: 0

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	KG: number and gender	Boys: 48	Girls: 58
	Elementary: number and gender	Boys: 183	Girls: 184
	Middle: number and gender	Boys: 157	Girls: 147
	High: number and gender	Boys: 215	Girls: 201
	Total number of Emirati students	148	
	Pre-KG: Emirati number and gender	Boys: 0	Girls: 0
	KG: Emirati number and gender	Boys: 6	Girls: 0
	Elementary: Emirati number and gender	Boys: 19	Girls: 16
	Middle: Emirati number and gender	Boys: 18	Girls: 17
	High: Emirati number and gender	Boys: 34	Girls: 38
	Nationality groups (largest first)	1. Egyptian	
		2. Emirati	
	Total number of students with special educational needs	29	



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
<b>GOOD</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 116 lesson observations, 68 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 same as the previous review visit. The school has an experienced principal supported by a team of loyal and long-serving senior leaders. The school has a very stable team of teachers. There has been a change of teachers in KG. These teachers have not yet fully embraced the curriculum and learning requirements for these children. The school's strategic planning is not yet based on objective analysis required from the production of an accurate self-evaluation. The Governing Board and the parents support the school through strong collaboration. All stakeholders remain focused on the school's current priorities. The actions taken since the last review have led to improvements in the Ministry of Education (MoE) curriculum subjects and in Elementary. Students' performance in MAP assessments has shown continued improvement over the past three years. Students' attitudes to learning remain positive. The school has good procedures in place for the safeguarding and protection of all students. The school's learning environments and facilities are well maintained. A number of classrooms do not provide enough space for students to engage in practical and independent activities.

#### KEY AREAS OF STRENGTH:

- The results of external benchmarking tests in English, mathematics, science and MoE curriculum subjects in 2024.
- The improvements in students' achievement in the MoE curriculum subjects, especially in High.
- Students' personal development.
- Students' clear understanding of the importance of Islamic values in the UAE.
- The stability of the teaching staff over the past few years.
- The highly positive support of the governing body.

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**KEY AREAS FOR IMPROVEMENT:**

- Children's achievement in KG.
- The development of students' innovation, enterprise, and critical thinking skills.
- The quality of teaching and assessment in all phases.
- Teachers' ability to construct learning activities which provide greater challenge for all students to accelerate their progress in their learning.
- The accuracy and usefulness of the school's self-evaluation and its use to produce an effective school improvement plan.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

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

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Islamic Education

- Students' achievement in Islamic education is good overall. The school's internal data shows that students make outstanding progress across all phases. This does not match their performance in lessons and in students' work. The large majority of students in the first 3 phases make better than expected progress over time, and most do so in High.
- The school's internal assessment data shows that attainment is outstanding in all phases. This does not match students' performance in lessons and in their work, which indicates that the majority of students' attainment in the first 3 phases are above curriculum expectations. This rises to the large majority doing so in High. There are no international benchmarking examinations for Islamic education.
- The majority of students make good progress across the 4 phases. They understand and apply Islamic values well. Their achievement in internal and external Holy Qur'an competitions is evident. In KG, children can recite short Surahs such as "Al- Qari'ah". In Elementary and Middle they can explain the importance of cleanliness and prayers. The development of their skills in the Holy Qur'an recitation using Tajweed rules and developing further memorisation of The Noble Hadeeth are underdeveloped. In High, most students can engage in extended discussion and debate about the concept of living in society and the extended family. Their ability to interpret the Noble Hadeeth through memorisation is underdeveloped.
- The majority of students make better than expected progress. There is no significant difference between different groups of students in each phase.

**Areas of Strength**

- Students' understanding and application of Islamic values in all phases.
- Students' achievements when participating in internal and external competitions of the Holy Qur'an across all phases.
- Students' understanding of the importance of Islamic values and their application in all phases.

**Areas for Improvement**

- Students' skills in the Holy Qur'an recitation using Tajweed rules in Elementary and Middle.
- Students' ability to memorise the Prophet Muhammad's (PBUH) Noble Hadeeth and applying his advice and directions in their daily lives in Elementary, Middle and High.



Arabic

- Students' achievement in both Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is good overall. The school's internal data shows that students make outstanding progress in all phases in AFL. This does not match students' performance in lessons and in students' work where the majority of students make good progress in the first 3 phases and a large majority in High. The school's internal data also shows that ASL students' achievement is outstanding in Elementary, Middle and High which is not in line with their performance in lessons and in their work.
- The school's internal assessment data shows that attainment is outstanding across all phases. This does not match students' performance in lessons and in their work, where the majority of students' attainment is good in the first 3 phases and very good in High. Students' results in Mubakkir is outstanding, and in TALA it is very good. Students' IBT results for ASL indicate students' attainment is outstanding.
- Children in KG make good progress in AFL particularly in reading the letter "Dhaad". In Elementary and Middle, most students can identify story elements, as well as understanding new vocabulary and using it to form meaningful sentences. Their ability to apply punctuation, spelling and grammar rules are less developed. In High, most students can analyse literary texts and poems in depth to extract the main and the subordinate ideas. They can extract the rhetorical images and can engage in a debate related to being a humble or an arrogant person. Students' reading and extended writing skills in all phases are less well developed. AFL students' listening and reading skills are good across all phases. Their communication skills, using the right punctuation and grammar rules are less developed in Elementary and Middle. In Elementary ASL students demonstrate knowledge of parts of speech, while Middle students can read texts and identify synonyms and antonyms. In High, students correctly distinguish multiples of 100 and participate in debates on nuclear verses extended families, but their speaking and extended writing skills are less developed.
- The majority of students make better than expected progress in the first 3 phases. Most groups do so in High. High-attaining students, including a few students with special educational needs (SEN), do not always make as much progress as they could.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>Students' skills to identify story elements and understanding vocabulary and use them to form meaningful sentences in Elementary and Middle in AFL.</li><li>Students' text analysis skills in High in AFL.</li><li>Students' reading skill in Middle in ASL.</li></ul>	<ul style="list-style-type: none"><li>Students' reading and extended writing skills across all phases in AFL.</li><li>Students' skills in spelling, grammatical rules, punctuation and handwriting in Elementary and Middle in AFL.</li><li>Students' speaking and extended writing skills in all phases in ASL.</li></ul>
Social Studies	<ul style="list-style-type: none"><li>Students' achievement in social studies is good overall. The school's internal data shows that students make outstanding progress in Elementary and Middle and very good in High. This does not match students' performance in lessons and in students' work, where the majority of students' progress is good except in High where it is very good.</li><li>The school's internal assessment data shows that attainment is outstanding in the upper 3 phases. This does not match their performance in lessons and in students' work, which shows that the majority of students attain above curriculum standards. ABT external examination data indicates outstanding performance in "My identity".</li><li>The majority of students make better than expected progress in Elementary and Middle. They understand the positive impact of recycling on the environment. Their ability to read maps is less developed. In High, most students develop an in-depth knowledge and understanding of the importance of the UAE's location and its landmarks to the world. They also show secure knowledge and understanding of their duties and responsibilities towards their society. Students understand the meaning of sustainability and the importance of energy resources. Students' ability to undertake research and develop and conduct creative solutions to the world's problems such as traffic jams and over-population is underdeveloped.</li><li>The majority of students make better than expected progress. Higher-attaining students and students with SEN do not always make as much progress as they could.</li></ul>	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' understanding of the positive impact of recycling on the environment in Elementary and Middle.</li> <li>Students' understanding of the importance of the UAE location and landmarks to the world in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' skills in reading maps and doing further research regarding sustainability in Elementary and High.</li> <li>Students' ability to discover creative solutions to the world's social and economic problems in High.</li> </ul>
English	<ul style="list-style-type: none"> <li>Students' achievement in English is good overall. It is acceptable in KG and Elementary, good in Middle and very good in High. The school's internal data shows that students make outstanding progress. This is not seen in lessons and students' work where over time they make progress in line with expectations in KG and Elementary and better than expected in Middle and High. There is no internal data for KG.</li> <li>Internal assessment data indicates outstanding attainment in Elementary, Middle and High. This is not seen in lessons and students' work. MAP examination results for Grades 3 to 9 indicate very good attainment. There is no external data for KG.</li> <li>In lessons, most students in KG and Elementary make expected progress. The majority of students in Middle make better than expected progress, and in High, a large majority of students make better than expected progress. In KG, children build their knowledge of consonants and vowels and recognise and pronounce 3-letter words. They can build and read short sentences when assisted. In Elementary, students continue developing oracy skills through drama and role play, demonstrating intonation and word pronunciation. Independent reading and writing skills are less developed. In Middle, students use oracy skills to discuss why wealthy countries invest in developing countries. They use persuasive arguments and research to evidence and support their ideas. By High, students can fluently discuss poetry and relate it to modern day slavery, using accurate grammar, intonation and vocabulary. Extended writing skills are less developed across all phases.</li> <li>Overall, all groups of students make at least expected progress. In KG and Elementary, the majority make better than expected progress. In Middle and in High, most groups of students make better than expected progress.</li> </ul>	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' use of persuasive argument and research evidence to support ideas in Middle.</li> <li>Students' oracy skills using accurate grammar, sentence structure, intonation and vocabulary in High.</li> </ul>	<ul style="list-style-type: none"> <li>Children's independent ability to build and read short sentences in KG.</li> <li>Students' independent reading and writing skills in Elementary.</li> <li>Students' extended writing skills in all phases.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Students' achievement in mathematics is good overall. Children's achievement in KG is acceptable. In lessons and in their recent work, most children in KG make expected progress. In Elementary, Middle and High, the majority of students make better than expected progress over time. This does not match the school's internal data, which shows that most students make better than expected progress in Elementary, Middle and High. There is no internal data for KG.</li> <li>External assessment data in PISA (2022) indicates students' attainment is below the national average in High. The school's MAP assessment data for the last academic year (2023-24) indicates a large majority of students attain above curriculum standards across Elementary, Middle and High.</li> <li>In lessons and their most recent work, most children in KG and students in Elementary and Middle attain levels in line with American curriculum standards. Children in KG can identify simple numbers. Not all children can independently write numbers correctly or use simple mathematical language to explain their learning. Students in Elementary and Middle can solve familiar problems using various mathematical concepts and show strong mental mathematical skills. Students are unable to provide explanations and expand on their mathematical reasoning. The majority of the students in High attain levels above curriculum expectations against the American curriculum standards. Students in High can interpret, formulate and engage effectively in mathematical reasoning. Students do not undertake mathematical investigations in High.</li> <li>There is no difference in the levels of progress made by different groups of students.</li> </ul>	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' interpretation, formulating and mathematical reasoning in High.</li> <li>Students' mental mathematical skills in Elementary and Middle.</li> </ul>	<ul style="list-style-type: none"> <li>Children's ability to confidently use mathematical language skills in KG.</li> <li>Students' ability to expand on mathematical reasoning in Elementary and Middle School.</li> </ul>
Science	<ul style="list-style-type: none"> <li>Students' achievement in science is good overall. It is acceptable in KG. The majority of students in the upper 3 phases attain levels that are above curriculum standards. This is in line with what is seen in lessons and students' work. There is no attainment data for KG.</li> <li>The school's internal data indicates that attainment is outstanding in all phases. External MAP data supports this judgement. It is outstanding in the upper 3 phases. This was not confirmed by lesson observations and students' work where the majority of students attain levels above curriculum standards in the upper 3 phases and in line with curriculum standards in KG.</li> <li>Students in KG are developing an awareness of the scientific method where they predict and investigate a simple hypothesis and draw conclusions. By the end of Elementary, students have a basic understanding of a range of science topics. They understand the importance of eco-systems and the interactions between their different components. They investigate energy transfer in eco-systems. A significant minority of students do not know how to clearly communicate information using scientific vocabulary and definitions. In Middle, when exploring types of energy, students use simulation activities. They are adept in using technology and interpreting simulation activities. Their communication lacks the accurate use of scientific language. In High, students on both the general and Advanced Placement (AP) courses have developed effective independent laboratory and research skills. Biology students conduct an experiment and analyse the process of DNA extraction. In physics lessons, students use audio-visual simulation to observe force, mass and acceleration and create a graph. In chemistry lessons, students identify the signs of hydrogen peroxide decomposition and investigate the effect of a catalyst on decomposition. Students' skills in thinking critically and writing scientific processes and procedures independently are underdeveloped.</li> <li>The majority of students make better than expected progress.</li> </ul>	





	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' recording and analysis of data and presentation of laboratory and practical activities in High.</li> <li>Students' use of technology to research and learn through simulation activities in Elementary, Middle and High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' communication of information using scientific vocabulary and definitions in Elementary and Middle.</li> <li>Students' critical thinking skills and the independent writing of scientific processes and procedures in High.</li> </ul>
Other subjects	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is good overall. In lessons and in their work the majority of students make good progress. Achievement is particularly strong in High and in physical education (PE), information technology (IT) and music.</li> <li>Internal assessment data indicates that most students attain above curriculum standards. There is no external assessment data for other subjects.</li> <li>The majority of students make good progress. In PE, students in High energetically move through well considered tasks in football, keeping their heads up and remembering where to run, before and after passing the ball. Students in High successfully follow a coding program in IT lessons which ensures that they can create loops smoothly, referencing the relevance of this to everyday life. Music for gifted and talented (G&amp;T) students in High is fully inclusive. Students with and without SEN skilfully play a wide range of classical and contemporary musical pieces in unison. They regularly perform with a range of instruments such as piano, melodica, accordion and drums. They show well developed musical skills as they keep in time and accurately follow the musical notation. In art lessons, Middle students weave using recycled cardboard. Students do not yet innovate in their work and there is minimal creative expression in their sketch books. In art lessons, Elementary students use recycled materials, recognising and naming the materials and tools used in a tissue paper art project. They do not have any opportunities for creative self-expression and students state that the lesson is easy. KG children are adept at following instructions when they enjoy a positive learning experience from specialist visiting teachers who provide music and PE.</li> <li>There is no difference in the rates of progress made by different groups of students.</li> </ul>	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' musical achievements in High.</li> <li>Students' achievement in PE in all phases.</li> </ul>	<ul style="list-style-type: none"> <li>Students' skills in developing creative expression in art in all phases</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>Students' learning skills are good overall. Most students take responsibility and enjoy learning in the classroom, actively participating in a range of activities and taking ownership of their learning.</li> <li>Students work collaboratively, interact and communicate their learning effectively, particularly in Middle and High. Children in KG and Elementary students can interact effectively during group work. Working collaboratively and communication are underdeveloped features in KG and Elementary.</li> <li>Across all subjects, students can clearly connect their learning to real-world applications in Elementary, Middle and High. Real-world application in KG is underdeveloped.</li> <li>Children and students across all phases use technology skilfully and with ease. Technology is embedded within the curriculum. Students have timetabled sessions in innovation, including robotics, and science, technology, engineering and mathematics (STEM) subjects. This is not fully embedded in all subjects. Children and students do not have strong research skills or demonstrate independent working skills. Enterprise and critical-thinking skills are a developing feature.</li> </ul>	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' real-world connections in Elementary, Middle and High.</li> <li>Students' ability to interact, collaborate and communicate in Middle and High</li> </ul>	<ul style="list-style-type: none"> <li>The development of students' innovation skills across all subjects.</li> <li>The development of students' enterprise and critical thinking skills across all phases.</li> </ul>



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

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

Indicators:	KG	Elementary	Middle	High
<b>Personal development</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>

- Students' personal and social development is very good across all phases. They display positive and responsible attitudes, showing self-reliance and an openness to their teachers' comments. Students enjoy positive interactions with others and an ability to collaborate effectively to resolve differences. Bullying is extremely rare and is dealt with immediately when it occurs.
- In lessons and outside the classroom, students demonstrate a strong sense of self-discipline, contributing to a harmonious and inclusive learning community. They are sensitive, helpful, and maintain relationships of trust with both peers and staff.
- Most students make appropriate choices regarding their health and safety. While the school canteen provides healthy food options, only a minority of students purchase them. Many students actively participate in extra-curricular activities such as football, volleyball, and swimming, earning awards and recognition for their achievements.
- Attendance across all phases is outstanding at 98%.

<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Very Good</b>
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- Students demonstrate a clear understanding of the importance of Islamic values in the UAE and how these values influence their lives and society. They showcase their knowledge and appreciation through various activities including assemblies, special programmes, and the observance of significant days, such as the UAE National Day and Martyrs' Day.
- KG and Elementary students simulated Al-Hajj by creating a model of the Kaaba, demonstrating respect for Islamic traditions and UAE heritage. Students also possess a



secure knowledge of UAE culture and heritage, as every lesson integrates a connection to the UAE, and displays reflect this emphasis.

- Students regularly exhibit awareness and compassion by supporting those who are less fortunate. The school's vision for creating global citizens is evident in its diverse student population. The annual Global Day celebration is a highlight with students representing over 60 countries. This event includes cultural showcases with traditional food, attire, dance, and music, with parents actively participating by building pavilions and hosting events. Additionally, students in High take part in several UNESCO events, further reflecting their engagement in global initiatives and cultural awareness.

**Social responsibility and innovation skills**

**Good**

**Good**

**Good**

**Very Good**

- Students actively participate in activities that positively impact on both the school and the broader community. Across the school, students contributed to the Gaza Tarahom initiative. Students in the upper 3 phases visited a home for the elderly taking gifts and food items. Students in Middle and High collaborated with the Red Crescent to provide gifts, clothes and food to those in need. They also work closely with the Red Crescent and Sharjah Humanitarian Services as part of a student exchange programme for students with SEN.
- Students consistently demonstrate a strong work ethic. Opportunities to develop innovation, enterprise, and entrepreneurial skills are more limited in the lower 3 phases compared to High. Notable projects include Grade 12 students creating a portable solar charging station and Grade 6 students building a Mars rover powered by a solar panel.
- In Grade 9, students developed a green community climate change project focused on using solar panels in small rural areas. They frequently engage in projects that meet local community needs. For example, girls in High prepared a science project on ocean literacy and took part in cleaning Al Khan Beach to raise awareness of reducing plastic waste. These efforts align with the sustainable development goal.

**Areas of Strength:**

- Students' positive attitudes and behaviour.
- Students' respect and pride for the culture and values of UAE.

**Areas for Improvement:**

- Students' community involvement in volunteering and social contribution in KG, Elementary and Middle.



- Students' innovation, enterprise and entrepreneurship skills particularly in KG, Elementary and Middle.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is good overall.**

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Good	Good	Good

- The overall quality of teaching for effective learning is good. It is acceptable in KG and good in Elementary, Middle and High. It is very good in English in High. Lesson planning is purposeful, and teachers include various approaches such as group collaboration, presenting, role-play and learning through play in KG. Teachers' use of time and resources are planned more efficiently in the Arabic medium subjects and science.
- Teachers ensure that students are engaged in lessons in Elementary, Middle and High. Students in the Arabic-medium subjects and English in High are keen to learn and teachers' questioning promotes higher-level thinking. In English, drama students analyse expressions in the dialogue of a Shakespeare play. This leads to thoughtful discussions and reflection. In Arabic, in-depth questions are asked by both the teachers and the students.
- Teachers' planning of activities to meet the needs of all students is a developing feature across school. More effective strategies are seen in the Arabic medium subjects where teachers use the 6 thinking hats to effectively challenge and support students. Teachers' strategies for challenge and support are not consistently applied or sufficiently personalised across all grades specifically for low ability, students with SEN, high-ability, and G&T students.
- The development of students' critical thinking, problem-solving and innovation skills are inconsistent across all phases. Independent learning skills are more obvious in science through laboratory-based activities.

Assessment	Acceptable	Good	Good	Good
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- The data from internal and external assessment processes are reviewed regularly and provide information on students' attainment and personal and social development. The

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school records a range of internal and external assessments. The validity of its analysis and its use in benchmarking students' progress and academic outcomes is not clear.

- The school's attainment data is analysed by a data analyst and an academic expert, using a data analysis system. MAP data is analysed and consistently shared with parents. Progress data is not yet fully reliable. The school does not use data from external assessments consistently to align lesson objectives to the national and international expectations in raising students' attainment.
- Teachers at all levels understand students' strengths and weaknesses across all phases. Written and verbal comments to students to keep them informed of their progress and how to improve is variable.

#### **Areas of Strength:**

- The effectiveness of teachers' interactions with students in Islamic education, Arabic, social studies and English in High.
- Analysis of MAP assessment data and the sharing of reports with parents.

#### **Areas for Improvement:**

- Teachers' effective use of time and resources, particularly in English and mathematics.
- Teachers' planning of activities to meet the needs of all groups of students.
- Teachers' development of students' critical thinking, problem-solving, innovation and independent learning skills across all grades.



## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is good overall.**

Indicators:	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Good</b>	<b>Good</b>	<b>Very Good</b>

- The quality of curriculum design and implementation is good overall. It is very good in High, good in Elementary and Middle and acceptable in KG. The curriculum is broad and balanced and follows all statutory requirements aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) for science and the MoE syllabus for Arabic-medium subjects. The curriculum ensures continuity and progression, supported by grade textbooks and includes 3 separate ability strands for students in High. Transformation curricula are being integrated to meet educational needs and the national agenda.
- A wide range of curricular options and electives provide students in High with opportunities to increase their aspirations and university options. Advanced Placement courses in mathematics and the sciences and courses in economics, business, world history and geography provide greater challenge for students. Cross-curricular links are planned in most subjects across phases, particularly the Arabic-medium subjects and English. In KG, some curricular links are planned although they do not fully facilitate the transfer of learning between subjects.
- The school conducts regular reviews to develop the curriculum in Elementary, Middle and High. Assessment data and the views of teachers, students, parents and governors are considered when developing the curriculum to meet the academic and personal development needs of students. Reviews are conducted annually in KG and ensure adequate provision in most subjects.

<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
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- Curriculum adaptation is good overall. The school endeavours to ensure that curriculum modifications meet the needs of almost all groups of students. The modifications do not consistently ensure sufficient support for lower ability and students with SEN or challenge for the G&T students in the core subjects. The curriculum does not ensure that children in KG are as well prepared as they could be for the next stage in their education.

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- The school provides a wide range of extra-curricular activities and competitions to further develop students' personal and wider interests. There are weekly clubs in writing, innovation laboratory, music, sport, science, Arabic, Islamic education, entrepreneurship, paramedics, robotics, and mental health. The school's sports teams have had notable successes and the school was recently visited by an Olympic swimmer. Opportunities are provided for students to actively support the sustainable development goals of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), collaborate with Red Crescent, and exchange visits for those students with SEN with Sharjah Humanitarian services. There is a collaborative partnership to analyse samples of plastic collected from the sea. Innovation and enterprise activities are not well integrated into the curriculum across the school.
- Appropriate learning experiences are integrated through most aspects of the curriculum to develop students' knowledge and understanding of the heritage and culture of the UAE and Islamic values, for example the Holy Qur'an recitation at morning assembly. Islamic values are integrated in all aspects of students' lives through assemblies, lessons and the celebration of national festivals and events.

#### **Areas of Strength:**

- The curricular options and electives provided to students in High.
- The range of opportunities for students to take part in extra-curricular activities.

#### **Areas for Improvement:**

- The planning and progression of the curriculum in KG to prepare children for the next phase of education.
- Modifications to the curriculum which support the needs of low-ability students, and those with SEN and G&T students.





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

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

Indicators:	KG	Elementary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The overall quality of the protection, care, guidance and support of students is good. Procedures for safeguarding are effective. All staff, students and parents fully understand the child protection policies and procedures. The school has effective arrangements to protect students from all forms of abuse.</li><li>The school provides a safe and hygienic environment. Students are well-supervised, including on school transportation. Thorough routine checks ensure movement in and out of the school is monitored. Risk assessments are conducted for all school activities, including external visits. Regular fire drills and evacuation procedures are carried out. Children in KG learn how to maintain hygiene for example with regular handwashing before eating. The building and equipment are well maintained. Accurate and secure paper records are maintained including records of incidents. Medical staff are vigilant in their care of students and carry out routine checks and maintain detailed records. The school does not have a lift, the classrooms are overcrowded and there is very little room to move. This does not fully meet the learning needs of all groups of students.</li><li>The school promotes healthy lifestyles through regular events, including the appreciation of a healthy diet, regular PE lessons, and structured activities through break times. There are no procedures in place to measure the impact of these activities on students' wellbeing.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Relationships between staff and students are very positive. Systems and procedures for managing behaviour in and outside the classroom are very effective across the school.</li></ul>				

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- The schools' approach is highly successful in maintaining a high level of attendance. The management of unauthorised absence is effective, and parents are contacted in the case of unauthorised absences. A small number of students do arrive to school after the assembly has started and procedures to improve this are not consistently effective.
- The special needs department consists of an inclusion lead and a psychologist who work collaboratively with teachers. The school has a process for the identification of students with SEN and G&T.
- Support is provided through Individual Educational Plans (IEP) and Additional Learning Provision (ALP) which include targets. There are too few staff within the department and students' targets are not reviewed robustly enough to consistently support the best outcomes.
- Children's and students' wellbeing and personal development are monitored throughout the school. In KG children show high levels of attachment to the teachers as a result of their warm and welcoming pastoral support. Procedures to measure the impact of health awareness initiatives are not well developed. The school makes good use of former students to share their experiences of further education and arranges visits to local universities to offer students information about choices for their next steps as part of careers guidance in Grade 12.

#### **Areas of Strength:**

- The careers guidance for students in Grade 12.
- The effective policies and procedures that underpin high levels of attendance.

#### **Areas for Improvement:**

- The procedures for recording and improving the punctuality of students during the start of the day.
- Regular review of students' IEP so that targets can be adjusted to meet each student's needs.
- The processes and procedures to review and measure the impact of healthy lifestyle initiatives on the students' wellbeing.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**The quality of leadership and management is good overall.**

### Indicators:

#### The effectiveness of leadership

**Good**

- Leadership and management are good overall. Most leaders know and understand the school's ethos and vision and how these have contributed to its improvement over the past 6 years. The principal leads the way, and she is surrounded by hard working and loyal colleagues. The school is committed to the UAE national agenda and Emirati priorities. Leaders have ensured that action has been planned and taken in response to the recommendations from the previous review visit. They recognise that this has been effective and know that further action is still required. Relationships and communication with all stakeholders are consistently professional and effective and the teachers' turnover rate is low.
- Most leaders demonstrate a secure understanding of the USA curriculum and know about the relevant practices in teaching, learning and assessment. Leaders have a growing understanding of the UAE School Inspection Framework and how this leads to further improvement. They know the importance of processes to ensure high performance levels and which produce valid and reliable achievement data and they use this in raising students' achievement.

#### Self-evaluation and improvement planning

**Good**

- Self-evaluation and improvement planning do not yet fully support the ambition to secure the maximum effectiveness of the teaching that students receive. The self-evaluation judgements are based on leaders' beliefs and not on the consideration of any evidence which has been gathered. For the first time in 2024, the school's internal assessment outcomes were in line with the outcomes of the external testing. The school's improvement planning contains appropriate and achievable goals aligned to the recommendations of the previous review visit report with significant improvements over time in most key areas. Senior leaders have raised the effectiveness of the operation of the school. They understand that further improvements in students' achievement are required. Middle leaders undertake a programme of monitoring activities in their subject areas. Senior leaders have not yet changed the focus of lesson

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observations away from the actions of the teacher to focusing on students' attainment and progress in lessons.

**Partnerships with parents and the community**

**Good**

- The school's very effective communication with parents ensures that they are consistently well informed about their children's achievements and social and personal development. The school successfully promotes parents to be partners in their children's education and provides a substantial amount of help and guidance to do so. Parents confirm that termly reports and regular updates keep them well informed of their children's learning and progress. Communication and information systems between the school and parents are regular, informative, and supportive. Parents report that they receive prompt responses to the concerns that they raise with the supervisors and social workers.
- Students and their families regularly contribute to charitable events. Parents participate fully in national and international events such as National Day and Flag Day. There are a wide range of links with local and national organisations such as the Red Crescent which provide opportunities for students to engage in fund-raising and volunteering activities. There are substantial links with the 2 partner schools and productive formal links with a large number of universities.

**Governance**

**Very Good**

- The school has a governing board which includes the owner and is fully representative of the school's community and the context in which it operates. The board meets regularly. It has a positive and constructive influence on the school's leadership team and holds it accountable for students' achievements. Governors' roles and responsibilities are clear. They are involved in the preparation of the self-evaluation form and the improvement planning processes. As well as the role of the parent representative, the governors gain the views of parents through surveys and discussions with groups of parents. Through its systematic monitoring of the school provision the board is developing the school's ability to improve further. Governors provide vital expertise that is influential in shaping the school's further development.

**Management, staffing, facilities and resources**

**Good**

- The day-to-day management of the school is effective. Buildings are of good quality and well



maintained. Senior leaders and maintenance staff ensure a safe and secure environment which is conducive for learning. Staff have modified and decorated the classrooms to provide rich and engaging learning environments in KG and Elementary. Learning resources across the curriculum contribute effectively to students' progress. Qualified staff benefit from regular staff development to extend their range of skills. The impact of this training is now evident in the improvements in the quality of teaching and students' learning, especially in Elementary and High. Training for middle leaders so that they know how to monitor and support the quality of teaching in their subject is underdeveloped. A large number of classroom spaces are not spacious enough to enable students to engage in practical and independent learning activities.

#### **Areas of Strength:**

- The highly committed support to the school provided by the governing board.
- The extensive links with local schools and universities.

#### **Areas for Improvement:**

- Leaders' full understanding of the details of the UAE School Inspection Framework.
- Classroom spaces that are spacious enough for students to engage in practical and independent learning activities.

### **SPEA ADDITIONAL FOCUS AREAS**

#### **Provision for Arabic Language**

- The Arabic department has 13 teachers for AFL and ASL with a ratio of 1:92.
- The school has 2 libraries and 2 mobile libraries to meet the students' educational needs. The main library is for Grades 5 to 12 and the second is for the KG and Grades 1 to 4. There are different resources for Arabic language, including 5,000 fiction and 1,200 non-fiction books. Different levels of Arabic books, special programmes twice each week for 15 minutes, and 'Read for my Future' are offered to motivate students to read and write. Students visit the library on a regular basis with their teachers or during break time where they are trained to join competitions such as 'Voices of Future Generations'.
- Students have access to Arabic electronic reading resources such as 'Kutubee' and 'Alef' Platforms, and a digital Library. Arabic students, including G&T students, participate in different external Arabic extra-curricular activities, including writing short stories, poetry writing and reading competitions. The school was successful in reaching the final in 'Arabic Reading



Challenge'. The Arabic department also organises internal competitions and assemblies where students display their public speaking skills.

- A variety of extra-curricular activities such as 'Project Based Learning' and the 'Creative Reader' are offered to enrich and develop students' skills. The school states that parents always motivate and support their children to read.

### **The school's use of external benchmarking data**

- The school uses NWEA MAP termly assessments in English, science, mathematics and reading for students in Grades 3 to 9. MAP assessments are practised regularly. CAT 4 is used to obtain benchmarking of reasoning skills for all students in the required grades.
- PISA tests were taken by all 15-year-old students in 2022. In preparation for these tests the school provided a programme of regular practice throughout the school year. The school conducted Mubakkir testing in KG to Grade 2 and TALA testing in Grades 3 to 11 for AFL students. Action to embed the development of students' skills of comprehension, vocabulary acquisition, grammar and writing has begun.
- IBT, which tests proficiency in Arabic, is taken by all students studying AFL and for students studying ASL in Grades 1 to 11. The school has conducted ABT testing which offers national identity assessment of all students in Grades 1 to 12. TIMSS testing of mathematics and science was undertaken in 2018. In preparation for the TIMSS 2023 cycle, the school provided students with suitable exercises featuring typical questions. The school has now established the Advanced Placement (AP) examinations for Grades 11 and 12, covering sciences, calculus and English literacy.
- Students have regular practice in examinations and assessments. Results are reviewed individually by their teachers. All parents are fully informed of their child's results in international tests. All stakeholders, including the governors, are fully informed of the overall pattern of results.

### **Provision for KG**

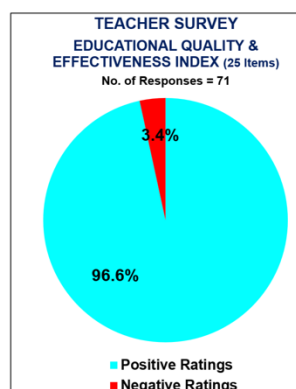
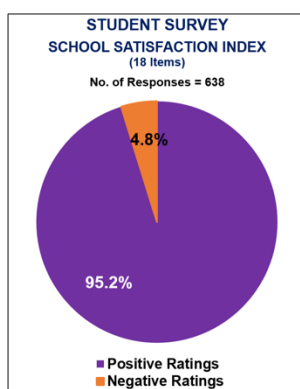
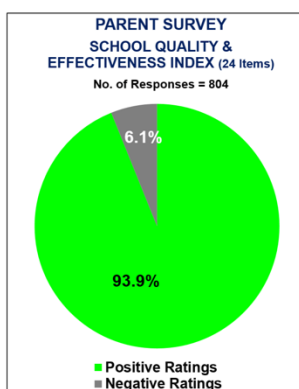
- There are 5 class teachers in KG: 2 in KG1 and 3 in KG2 with 109 children. There are 8 classroom assistants and at least 1 based in each classroom. The adults to children ratio is 1:22.
- The indoor environment is secure and clean, with spacious classrooms and a wide range of resources. Alongside large interactive technology screens for teaching, each classroom includes areas for science, reading and mathematics with story books and a range of manipulative resources for mathematics. A library and an activity room support additional reading activities, and a large activity room provides an additional space for assemblies, music, PE and dance activities.
- There are 2 large, covered playgrounds with appropriate resources for PE and with professional sound systems. All classes are timetabled for use of these and are supervised by a teacher and assistant. Children also use these spaces for sociable break times.

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- An induction programme offers academic and pastoral support for children at the start of their time in KG. There is an opportunity for 'first day at school' photographs and parent meetings to provide orientation for KG. Shared information in writing, emailed on the school system and at meetings outlines key elements of the curriculum and how parents can support learning at home. Before transition into Grade 1 families receive a similar outline of the readiness expectations and suggested weekly routines that can help with home learning.

## VIEWS OF STAKEHOLDERS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement to good or better in all subjects in all phases by:
  - setting a clear strategic plan for improvement shared with all staff in each department.
  - ensuring the consistency of the quality of teaching that students receive.
  - ensuring teachers plan lessons which promote students' attainment above curriculum standards.
  - ensuring the pace of lessons maximises students' rates of progress in their learning.
  - planning lessons which promote the development of students' independent enquiry and research skills.
  - preparing students more overtly for external benchmarking tests.
  - undertaking regular and detailed analysis of students' attainment and progress.
- Improve children's achievement in KG by:
  - appointing a leader of the phase with the required specific experience and expertise.
  - reviewing the curriculum and revising it to ensure effective continuity and progression.

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- providing training for the teachers in effective methodology in this phase.
  - ensuring the consistency of the quality of teaching that students receive.
  - establishing an assessment system which provides accurate and trustworthy measures of students' achievement.
- Improve the quality of teaching and assessment by:
    - raising the level of challenge of the activities in lessons especially for the high-attaining students.
    - making more effective use of assessment data in lesson planning to match learning activities to the learning needs of all groups of students.
    - ensuring that all internal assessment of students' attainment and progress are accurate.
    - sharing the best practice that exists in the school across subjects to improve teaching methods.
    - providing focused training for the middle leaders so that they know how to monitor and support the quality of teaching in their subject.
    - ensuring that all leaders have the capacity to evaluate the quality of teaching accurately, assessing the impact of teaching on students' progress.

In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on [quality.assurance@spea.shj.ae](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.