



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme
**School Performance Review (SPR)
Report**

EMIRATES AMERICAN SCHOOL

20 - 23 February 2023

Overall Effectiveness

ACCEPTABLE



إتقان ITQAN





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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 INFORMATION

School	School ID	145	
	School location	Al – Qarrayen, Sharjah	
	Establishment date	2013	
	Language of instruction	English	
	School curriculum	American	
	Accreditation body	COGNIA	
	Examination Board	American Curriculum, AP College Board, MoE.	
	National Agenda Benchmark Tests/ International assessment	AP, SAT, MAP, CAT 4, PIRLS, TIMSS, PISA, EmSAT, IELTS, IBT (Arabic)	
	Fee range	AED 15,400 to 26,400	
	Principal	Dr Samiksha Chaturvedi	
	Chair of Board of Governors	Sheikh Sultan Majd Hamad Binsaqar Alqasimi	
Staff	Total number of teachers	118	
	Total number of teaching assistants	15	
	Turnover rate	11%	
	Main nationality of teachers	Egyptian, Jordanian	
	Teacher: student ratio	1:14	
	Students	Total number of students	1709
		Number of Emirati students	1195
		Phase 1: number and gender	Total 197: Girls 105, Boys 92
		Phase 2: number and gender	Total 544: Girls 256, Boys 288
		Phase 3: number and gender	Total 367: Girls 166, Boys 201
		Phase 4: number and gender	Total 601: Girls 276, Boys 325
Nationality groups		1. Emirati 2. Egyptian	
Total number of students with special educational needs		77	

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
ACCEPTABLE	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 182 lesson observations, 100 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as at the previous inspection in 2018. Although many of the senior leadership roles in the school are new, leaders have raised achievement in Phase 1 across all key subjects, in Phase 4 in science, Islamic Education and Arabic first language, and in Arabic second language across the school. Leadership and management is acceptable overall. Leaders have successfully developed comprehensive and detailed improvement plans and they demonstrate acceptable capacity to continue to improve the school. The school has thorough systems for the identification and support of students who have special educational needs (SEN), although the provision for gifted and talented (G&T) students is less strong. Students are respectful and caring and respond well to their school's inclusive ethos. Students' personal and social development is good, as are their attitudes and behaviour. Teaching, assessment and the curriculum are all acceptable, although they are good in Phase 1. The school has very good facilities and provides a very safe, hygienic, and secure environment which supports students' learning.

KEY AREAS OF STRENGTH:

- Improved achievement in Phase 1, in some key subjects in Phase 4, and in Arabic second language across the school.
- The behaviour and attitudes of students and their understanding and appreciation of their own and other world cultures.
- The protection, care and guidance provided for students.
- The identification and support of SEN students.
- The commitment of leaders, governors and parents in supporting and improving the school.

KEY AREAS FOR IMPROVEMENT:

- Achievement which is at least good in all subjects in the school.
- The consistency and quality of teaching and assessment.
- The identification and support for all groups of students, particularly those who are G&T.
- Review of the curriculum to support the achievement of all students.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall, although good in Phase 4. In lessons and their recent work, students make acceptable progress in Phases 2 and 3 and good progress in Phase 4. This does not match the school's internal data, which shows outstanding progress in Phases 2 and 4, and good progress in Phase 3.• The school's internal assessment data shows that students' attainment is outstanding in Phases 2, 3 and 4. This does not match that seen in lessons and in their work, where most students attain in line with curriculum standards in Phases 2 and 3, and the majority attain above curriculum standards in Phase 4. There is no external data in this subject.• Overall, students make acceptable progress in Islamic Education. In Phase 2, students can identify food etiquette in Islam and give examples from real-life scenarios, However, a few students cannot distinguish between the values and etiquettes in Islam. In Phase 3, students can identify the rules for prayer when Muslims are travelling. However, a few students cannot distinguish between combined and shortened prayers. In Phase 4, students can explain the importance of the family in Islam and its role in the formation of society. Not all students fully understand the negative effects of the disintegration of the family in Islamic society.• Overall, most groups of students, including SEN students, make at least expected progress in Islamic Education.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of how to apply Islamic etiquette in daily life in Phase 2.• Students' understanding and knowledge of Islamic principles and values in Phase 4.	<ul style="list-style-type: none">• Students' ability to distinguish between combined and shortened prayers in Phase 3.• Students' ability to distinguish between values and etiquette in Phase 2.



Arabic	<ul style="list-style-type: none">• Overall, students' achievement in Arabic first language (AFL) is acceptable, and in Arabic second language (ASL) is good. In lessons and in their work in AFL, students make good progress in Phase 4, and acceptable progress in Phases 2 and 3. In ASL, they make good progress in all three phases. This does not match with the school's internal data which shows that, in AFL, most students make very good progress, and in ASL, they make outstanding progress.• The school's internal data shows that students' attainment is very good in AFL and is outstanding in ASL. This is not seen in lessons and in students' work, where students attain in line with curriculum standards in Phases 2, 3 and 4 for AFL and in Phases 3 and 4 in ASL. In Phase 2 in ASL, the majority of students attain above curriculum standards. External assessment data shows weak attainment in AFL, although IBT results are good. IBT results for ASL data are very good overall.• In AFL, students' progress is good in Phase 4 and acceptable in Phases 2 and 3. Progress in ASL is good across all three phases. Phase 2 students can understand and read unfamiliar texts with increasing fluency. Students can write simple sentences using correct verbs and pronouns. In Phase 3, students can understand and read unfamiliar texts with increasing fluency, and answer comprehension questions. Students in Phase 4 can critically analyse and discuss a range of texts. In AFL, students can comment on literature, the use of literary devices, the effects on a reader, and the use of appropriate non-verbal communication techniques. Students can provide an explanation of the language, structure, content, context, technique, and style. However, not all students can explain the relationships between texts in depth. Students' extended writing skills are less well developed in all phases in both AFL and ASL.• Overall, all groups of students make at least the expected progress across the school in ASL, and the majority of groups make better than expected progress in AFL. Some higher-attaining students in both subjects do not progress as well as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to understand and read unfamiliar texts with increasing fluency in Phase 2.• Phase 2 students' ability to write simple sentences using correct verbs and pronouns.	<ul style="list-style-type: none">• Students' extended writing skills in AFL and ASL in Phases 2, 3 and 4.• AFL students' ability to explain relationships between texts in Phases 2, 3 and 4.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. In lessons and their recent work, most students make acceptable progress in Phases 2 and 3. This does not match the school's internal data, which shows that students make outstanding progress in Phase 2 and very good progress in Phase 3.• The school's internal assessment data shows students' attainment is outstanding in Phases 2 and 3. This is not seen in lessons and their work, where most students attain in line with curriculum standards in both phases. There is no external data for social studies.• Overall, students' progress in social studies is acceptable. They gain an acceptable knowledge of Emirati heritage, history and culture in both phases. In Phase 2, students have a sense of the wider world outside the UAE and can identify historical places such as Petra in Jordan and the Pyramids in Egypt. They can give examples of UAE landmarks such as Shanasiyah Castle and Hatta Fort. A few students do not fully understand the concept of historical timelines and how they relate to today. In Phase 3, students recognise the geographical boundaries of the UAE on maps and can articulate their strategic importance in the Arab region. They understand their role as global citizens. However, not all students can read maps accurately. Students know about the importance of cooperation between countries and cite the collaboration between France and the UAE in the establishment of the Louvre Museum.• Overall, all groups of students make at least expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of Emirati heritage, history and culture in both phases.• Students' understanding of their role as global citizens in Phase 3.	<ul style="list-style-type: none">• Student's understanding of the use of maps in Phase 3.• Students' understanding of historical context and timelines in the exploration of world history in Phase 2.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall, and good in Phase 1. Most students make expected progress in Phases 2, 3 and 4. In Phase 1, the majority of children make better than expected progress in English.• The school's internal data shows that attainment is outstanding in Phase 1, good in Phase 3, and very good in Phases 2 and 4. External data shows that attainment is weak in Phases 2 and 3, and good in Phase 4. This does not match with that seen in lessons and in students' work, where the majority of children attain above curriculum standards in Phase 1, and most students attain in line with curriculum standards in the other phases.• Overall, students make acceptable progress in English. In Phase 1, children make good progress and build their knowledge of phonics well, using this to decode and read a range of words and short sentences. A few children can make up stories using the newly learned words, although not all children can read sentences without prompting. In Phase 2, students can use adjectives and prepositions in sentences. They know the difference between above and over and can speak confidently on different topics. Students in Phase 3 can summarise text and form meaningful questions relating to the text to ask their peers. They can differentiate between direct and indirect characterisation and can describe character traits. In Phase 4, students expand their grammar knowledge, forming sentences using adjective clauses. They identify persuasive techniques from text and can debate topics both culturally and politically. However, students' extended writing skills are inconsistent across all phases.• Overall, all groups of students make at least expected progress in English.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to talk about and discuss their ideas across the school.• Phase 1 children's understanding and use of phonics and decoding.	<ul style="list-style-type: none">• Students' extended writing across all phases.• Children's reading of sentences without prompting in Phase 1.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall, although it is good in Phase 1. The school's internal data shows that this does not match with that seen in lessons and in students' work, where the majority of children in Phase 1 make above expected progress and most students in Phases 2, 3 and 4 make expected progress.• The school's internal assessment data shows that attainment is outstanding in Phases 1 and 2, good in Phase 3, and very good in Phase 4. External MAP data indicates that attainment is weak in Phases 2, 3 and 4. There is no external data for Phase 1. This does not match with lessons and in students' work, where the majority of children in Phase 1 attain above curriculum standards, and most students in Phases 2, 3 and 4 attain in line with curriculum standards.• Overall, students make acceptable progress in mathematics. Children's progress is good in Phase 1, where they develop good pre-number and number skills through a range of hands-on activities. In Phase 2, students learn to find the area of geometrical shapes by applying different methods, although they sometimes find it difficult to solve simple word problems. In Phase 3, students can find the volumes of 3-D shapes but continue to struggle in solving more difficult word problems. Phase 4 students apply their understanding of the shapes of graphs to explain the relationship between maxima and minima, but a few students cannot apply their mathematical thinking to real life situations.• All groups of students, including SEN students, make at least expected progress overall.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 1 children's pre-number and number skills.• Students' understanding of important mathematical concepts in Phases 2, 3 and 4.	<ul style="list-style-type: none">• Students' understanding of word problems in Phases 2 and 3.• Students' ability to apply mathematical thinking in real contexts in Phase 4.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall, although it is good in Phase 1 and in Phase 4. The internal data shows students make very good progress in Phase 1 and Phase 4 and good progress in Phases 2 and 3. This does not match with lessons and students' work, where the majority of students make above expected progress in Phase 1 and Phase 4 and most students make expected progress in Phases 2 and 3.• The school's internal data shows that attainment is very good in Phases 1 and 4 and good in Phases 2 and 3. External MAP and EmSAT data show that attainment is weak in Phases 2, 3 and 4. There is no external data for Phase 1. This does not match attainment seen in lessons and in students' work, where the majority of students in Phase 1 and Phase 4 attain above curriculum standards, and most students in Phases 2 and 3 attain in line with curriculum standards.• Overall, students make acceptable progress in science. In Phase 1, children develop their knowledge of the environment and can identify types of waste that can be recycled, although they are unsure how to reuse recycled materials. In Phase 2, students know how light casts a shadow and how a mirror reflects light. However, they find it difficult to describe the process of animal adaptation to their habitats. In Phase 3, students can name, label and describe the reproductive parts of a plant. However, their ability to record their results and communicate their findings using scientific language is less well developed. In Phase 4, students can plot the refraction of light through a prism, although they are uncertain how to organise their experiments to test out a hypothesis.• All groups of students make at least expected progress including those with SEN. Higher-attaining students do not always make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's ability to identify and classify reusable products in Phase 1.• Students' knowledge of the path and refraction of light through a prism in Phase 4.	<ul style="list-style-type: none">• Students' planning and conducting scientific investigations in Phase 4.• Students' ability to organise results and report outcomes using scientific language in Phase 3.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. It is good in Phase 1. In lessons and in their work, most students make acceptable progress in Phases 2, 3 and 4, and the majority of children make above expected progress in Phase 1. There is no valid internal or external assessment data for other subjects.• Students' attainment in other subjects is acceptable overall. In lessons and in their work, the majority of students attain above curriculum standards in Phase 1, and most students attain in line with curriculum standards in Phases 2, 3 and 4.• Students' progress in other subjects is good in Phase 1, and acceptable in Phases 2, 3 and 4. In Phase 1, Music is integrated into most subjects and children learn simple songs to support their learning of phonics and counting in mathematics. Phase 2 students can perform rhythmic patterns and clap to simple notation. In Physical Education (PE), children in Phase 1 learn simple exercises and can understand the importance of turn-taking in activities and games. In Phases 2, 3 and 4, students acquire the fundamental techniques and skills of games, such as basketball, volleyball and football. A few students lack confidence in PE and games. Students know the importance of exercising safely and are able to make connections between healthy living and regular exercise. In ICT, students in Phase 2 can input information onto spreadsheets and use tables, cell styles, graphs, and pie charts. However, a few students have difficulties using these effectively. In Phase 4, students can use C++ for developing operating systems, although a few students do not make the link between programming and real-life applications. In Art in Phase 1, children develop their fine motor skills using paint brushes, pencils and crayons and can create and draw accurately. In Phases 2, 3 and 4, students explore and highlight sustainability linked to their work. In Business Studies, Phase 4 students can discuss supply and demand and the effects on prices.• All groups of students make at least expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 1 children's ability to create and draw accurately using paints, pencils and crayons in Art.• Students' computer programming skills in Phase 4.	<ul style="list-style-type: none">• Students' confidence in games and PE in Phases 2, 3 and 4.• Students' real-life application of programming in Phase 4.



Learning Skills	<ul style="list-style-type: none">• Learning skills are acceptable overall, although they are good in Phase 1. Students have positive attitudes and engage well with tasks. However, they are less secure and confident when they have to initiate, research and develop their own tasks and enquiries. In a few lessons, students do listen attentively to their peers or their teachers but are easily distracted. Children in Phase 1 show good age-appropriate learning and development skills. They are enthusiastic and take part in activities with peers showing good attributes, such as turn-taking.• Students interact and collaborate productively in groups, although occasionally some students dominate discussions and activities. They are keen to present their ideas to their peers who usually listen carefully and sometimes ask probing questions. For example, in Phase 3, students explain their research on the transfer of energy and their peers ask questions and seek clarification to reinforce understanding.• Students make a few connections between areas of learning, although this is inconsistent across the school. In Arabic, they make links between new verbs and verses of the Holy Qur'an. In Phase 3, students make world links through their charitable work for victims of the Syrian and Turkish earthquakes. In Phase 1, children are able to apply their knowledge in different ways, for example, using newly learned vocabulary in a play-based activity, or applying their knowledge of numbers to count in PE.• Students' use of technology is limited, and research takes place mainly in older grades. In Phase 4, students research tectonic plate theory and develop enquiry skills through programming. In Phases 3 and 4, students think critically about how they could alleviate the effects of a Tsunami and the environmental impact of producing water by desalination. However, critical thinking and innovation is inconsistent across phases.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes to learning throughout the school.• Students' collaboration and working productively in groups, especially in Phases 2, 3 and 4.	<ul style="list-style-type: none">• Students' ability to make connections between areas of learning across the school.• Students' development of critical thinking skills across the school.



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

Indicators:	PHASE 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Students' personal and social development and their innovation skills are good overall.• Students have positive attitudes, are self-reliant, particularly in Phase 4. They are generally committed to doing their best.• Behaviour is good throughout the school, and there have been few instances of significant misbehaviour. Relationships are good and students support each other. They are aware of and care for the needs of SEN students.• Students are aware of the importance of adopting healthy lifestyles and abiding by the school healthy eating policy. However, a few students do not make good food choices and the monitoring of food brought to the school by them is inconsistent.• School leaders have introduced several initiatives and incentives to improve punctuality and attendance, which is now good at 94%. A minority of students continue to arrive late at the start of the school day.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students' understanding of Islamic values and Emirati and world cultures is good.• They have a clear knowledge of Islamic values. They show respect and appreciation for values, such as greeting visitors using Islamic expressions. During lessons, they provide a variety of examples of how values such as tolerance, patience and respect for others influence people's lives. During Ramadan, students participate in charity boxes and activities such as Commemoration of Isra and Miraj.• Students are knowledgeable and appreciative of the culture and heritage of the UAE. They sing the National Anthem while watching the raising of the UAE flag and celebrate the national day and a variety of cultural activities.• Students demonstrate a clear understanding and appreciation of their own and other cultures through assemblies and social activities. Students celebrate international day through outdoor activities which represent a range of different countries and their traditions.				



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none"> Students understand their responsibilities and contribute enthusiastically to the life of the school and the wider community. They support a wide range of charities including the Red Crescent and are currently collecting items for the victims of the Turkish and Syrian earthquakes. Students have visited the autism centre, orphanage and old people's homes. Students have a positive work ethic, such as older students teaching younger students' specific topics in science. Others offer support in mathematics and reading. They sometimes take the initiative and innovate their own projects in lessons, for example, an electric model car project, and virtual city project. However, the development of innovation and entrepreneurial skills is inconsistent across phases. Students care for their school and are involved in activities to improve its environment. Children in Phase 1 plant flowers and demonstrate in assembly that they know about water and light conservation. Students across all phases take part in the school recycling project. 				
Areas of Strength:				
<ul style="list-style-type: none"> Students' enthusiastic contribution to the life of the school and the wider community. Students' strong appreciation of conservation and environmental issues. 				
Areas for Improvement:				
<ul style="list-style-type: none"> Students' entrepreneurial and innovation skills in all subjects. The punctuality of a few students at the start of the school day. 				

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The quality of teaching and assessment is acceptable overall, and good in Phase 1. Most teachers have a secure knowledge of their subjects and understand how students learn. In Phase 1, teachers apply their knowledge more consistently in designing strategies to engage children and promote good learning. Teachers plan lessons aligned to the curriculum standards. They use time and resources appropriately, for example technology, to impart conceptual knowledge as well as elements of on- 				



going assessments. In Phase 1, activity-based learning is a regular feature in most science, mathematics and English lessons.

- Positive teacher interactions ensure engagement and willing learners, particularly in Phase 1 and in science in Phase 4, and in Arabic second language. Teachers generally provide challenge, but questioning is more effectively used in Phase 4, particularly in AP lessons. In most lessons, questioning is closed, and dialogue does not consistently deepen the conceptual understanding or promote students' thinking skills.
- Strategies to meet the needs of all groups of students are limited to differentiated task sheets, although teaching is better matched to children's needs in Phase 1.
- Teachers do not consistently promote critical thinking and problem-solving. Independent learning and innovation skills are less evident in lessons but are better seen in activities around the school such as in assemblies and clubs.

Assessment

Good

Acceptable

Acceptable

Acceptable

- The school has a detailed assessment policy. Internal assessment processes are consistent and linked to the school's prescribed curriculum standards, however, the results are not consistently reliable.
- The school benchmarks students against national and international expectations, and students undertake CAT4, MAP, EmSAT, and ABT for Arabic. Assessment data is analysed, and student achievement is tracked adequately through Skill Tracker, but the information gathered is not used adequately to meet the needs of students through lesson and curriculum planning.
- Teachers have reasonable knowledge of their students, although student work is marked regularly, useful written feedback for improvement with helpful examples is not fully embedded in all subjects. Students do not benefit from the feedback as follow-up by teachers is not undertaken. Students are sometimes involved in self or peer-assessment, but the approach is not rigorous enough.
- Assessment practices in Phase 1 are generally more effective, as they are more closely tailored to children's needs and stage of learning.

Areas of Strength:

- The quality of teaching and assessment in Phase 1.
- Positive teacher-student interactions to support engagement and learning.

Areas for Improvement:

- Consistent feedback and sharing of steps for improvement.
- The impact of strategies to adapt teaching to meet the needs of all students.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The overall quality of the curriculum is acceptable, although it is good in Phase 1.• The curriculum is aligned with the requirements of the Californian State Standards of learning which incorporates Common Core Standards for English, mathematics and NGSS for science. It has a clear rationale, is broad, balanced and age-appropriate with sufficient time allocated to each subject.• The curriculum enables students to systematically acquire and remember knowledge but does not develop their thinking and study skills as well. The curriculum is planned and ensures suitable coverage of all subjects. It builds year on year to enable students to acquire knowledge and remember more as they progress through the school. The curriculum meets the needs of students, especially special needs students who are well supported. However, the support for gifted and talented students is undeveloped.• There is a limited amount of choice for older students to help them prepare for future life and develop their interests and aspirations, however the school does provide electives such as Business, French and ICT, and AP specialist subjects in Biology, Physics and mathematics calculus.• Cross curricular links are planned but are inconsistent in lessons. This does not help students make effective links between the different areas of learning. By contrast, in Phase 1, the curriculum is planned more effectively to promote connections between different areas of learning. The curriculum is reviewed on a regular basis and areas for development identified. However, these are not always acted on and so the impact of these reviews is reduced.				
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The school makes adequate modifications to the curriculum to meet the needs of most groups of students, especially for SEN students. However, it is less effective in responding to the needs of gifted and talented students.• The curriculum is functional and designed to engage students in a range of extra-curricular activities and clubs such as crazy science, fashion design, crochet, and fun mathematics, which make a useful contribution to students' academic and personal development. However, the development of students' skills in enterprise and innovation is inconsistent.• The curriculum supports and develops students' knowledge of Emirati culture and life in the UAE society well. Experiences are integrated through most aspects of the curriculum. For example, in social studies and Arabic First Language, students make links between stories and verses of the				



Holy Qur'an. Lessons link to UAE landmarks such as the Burj Khalifa. Students recognise values and culture through assemblies and cultural celebratory days.

Areas of Strength:

- Links with Emirati culture and UAE society.
- The rationale, balance and compliance of the curriculum.

Areas for Improvement:

- Cross-curricular links between subjects in Phases 2, 3 and 4.
- Opportunities for gifted and talented students.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• The protection, care, guidance and support of students is good overall. Health and safety, including arrangements for child protection is very good.• Staff, students and parents are aware through regular workshops and presentations of the school's procedures for the protection of students from all forms of abuse and bullying, including cyberbullying. The newly installed security systems throughout the school ensure a very secure, safe learning environment for all students.• Relationships between staff and students are very positive and the supervision of students is always effective and respectful. The school transport is managed very effectively.• Comprehensive safety and maintenance checks are routine. Records are systematically logged and securely stored. The school has two lifts and is an inclusive physical learning environment that meets the needs of all students, particularly those with physical disabilities and special educational needs.• The school promotes safe and healthy lifestyles. Students have a clear understanding of the importance of a healthy diet and regular exercise. The school provides healthy eating options for students. However, a minority of students do not make good food choices and the monitoring of their food choices is inconsistent.				
Care and support	Good	Good	Good	Good

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- Relationships between staff and students are positive and the supervision of students is effective and respectful. The school has good attendance due to its effective initiatives and incentives to promote attendance and punctuality. However, a minority of students are often late to school.
- The school's systems for the identification and support of SEN students are thorough. A specialist teacher provides good support in lessons and students receive regular individual support in daily pull-out sessions. The support for individual children in KG is effective in supporting their learning and development.
- The school's inclusion department is reviewing the identification process for gifted and talented students to consolidate those already identified and provide them with more appropriate targeted and personalised support.
- Students' personal, social and academic development is monitored and supported by the school counsellor and the social worker. Students receive advice and practical support for their future education paths which reflect their interests and aspirations.

Areas of Strength:

- Health and safety, including the arrangement for child protection.
- The identification and support for SEN students, and for children in Phase 1.

Areas for Improvement:

- Monitoring of students' healthy eating.
- The identification and support for gifted and talented students.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable



Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">• The overall quality of leadership is acceptable. Most leaders, including the principal, set a direction and vision that demonstrate a clear commitment to the UAE national and Emirate priorities. The principal is committed to inclusion and the school identifies and supports SEN students well.• Leaders at all levels demonstrate clear understanding of what needs to be done to innovate and to improve the school, including expanding the AP curriculum and holding staff accountable through appraisals and targets. Leaders have improved some aspects of the school, although the impact is not yet evident across all aspects of the school's work. Staff morale throughout the school is positive, and the school is compliant with statutory and regulatory requirements.• Leaders' judgements about the school's effectiveness, including its overall effectiveness, are not fully secure. Judgements are not supported well enough with evidence, including against internal and external data. However, leaders have identified strengths and areas for improvement and have a realistic view of most key priorities, with actions and goals to achieve them.• The school improvement plans are comprehensive and detailed. Staff and stakeholders, led by the vice-principal, meet regularly to reflect on progress and results, and there have been some improvements over time in teaching, learning and assessment, especially in Phase 1. However, improvements across the school are inconsistent and do not sufficiently impact on students' achievement. As a result, overall effectiveness has remained acceptable, and leaders currently demonstrate acceptable capacity to improve the school further.• The school is successful in engaging and involving parents as partners in their children's learning and considers their views. For example, in the provision of interactive smart boards, activity clubs and extended parking outside the school. There is very good communication with parents through online systems which provide schedules, term plans and report cards, and parents speak highly of the rapid response of the school to any enquiries. The school has effective partnerships with local universities and other institutions.• The governance team includes representation from the owners, school staff and some external stakeholders. They meet regularly and monitor the work of the school and advise on some aspects, for example, maintenance, health and safety and external traffic. The Governing Board has some impact on the school's performance; however, they do not all have direct involvement with the academic outcomes or recruitment requirements.• Almost all aspects of the day-to-day management of the school are very well organised, and procedures and routines are very effective. Staff are suitably qualified and benefit from professional development matched to the school's curriculum priorities and SPEA requirements. The school ensures that external shadows for SEN students are suitably trained to support them. The school premises are of high quality, with specialist facilities such as science labs, ICT suites, free-flow areas in Phase 1 and two swimming pools. Resources and facilities have a positive impact on teaching and learning.	
Areas of Strength:	
<ul style="list-style-type: none">• Parents' involvement and support for the school.• Day-to-day management of the school and communication with parents.	
Areas for Improvement:	



- The effectiveness and rigour of self-evaluation processes.
- The impact of improvement planning on students' achievement.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 18 Arabic teachers, 16 who teach Arabic First Language (AFL) and two who teach Arabic Second Language (ASL).
- There is a general library for the whole school, which contains 360 fiction and non-fiction Arabic books. However, there are only three levels of Arabic fiction. There are two additional Arabic reading rooms for boys and girls, which have fiction books. Each class has a weekly lesson in the library as part of the reading program for those students who do not need additional support.
- There is a virtual library channel on MS Teams created to provide online stories and interactive books. The school has a reading support program which targets students in Phases 2 and 3 who struggle in reading and writing. The program supports them through focused group classes. There is little evidence of technology used to support reading, although Grades 1 to 3 use the 'Reading Line Initiative' to practice reading aloud.
- Additional activities in Arabic include, 'Read with parents' which targets Phase 2 parents to read with their children, and the 'Arabic Language Diaries' initiative which motivates students to read and research daily. The school also promotes activities such as poetry competitions and initiatives for students to read with their family.

The school's use of external benchmarking data

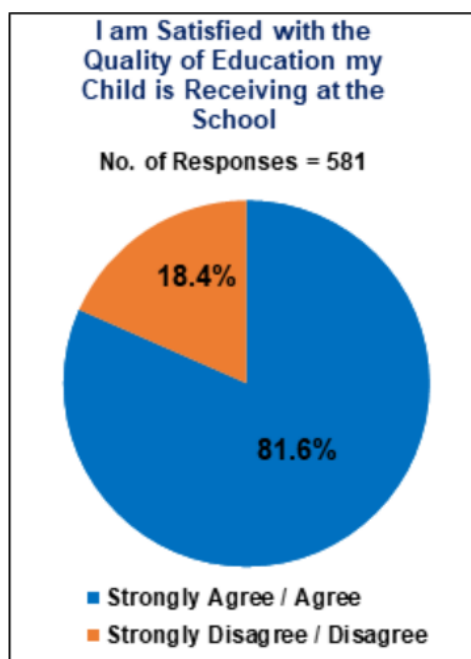
- In compliance with SPEA requirements, the school involves students in a variety of external testing including MAP, CAT4, PISA, IBT Arabic, TIMSS, PIRLS, Advanced Placement, and EmSAT.
- The school has built preparation time into the school's weekly timetable and extra lessons for EmSAT in mathematics, Arabic and Physics. Support lessons for Grade 12 AP in Physics and mathematics are organised after school. The weekly homework in Grades 3 to 9 contains MAP questions.
- The school holds orientations and personalised sessions for students, parents and teachers. Guidance for parents about MAP is prepared both in English and Arabic. There are individualised target setting exercises with students for MAP tests and parents are involved to support students to use the online preparation material.
- MAP results are included in ongoing assessments to ensure students realise their importance. Results of the international benchmarking tests are regularly shared with parents. Students are given one-to-one feedback on their performance and discussions to support improvement is a regular feature.



Provision for KG

- There are 10 classes in Phase 1, four in KG1, four in KG2 and 2 pre-KG classes. All classes have teaching assistants and when applicable, SEN shadow support. The ratio of teachers to children is 1:10.
- The indoor section of Phase 1 has spacious classrooms and resources. There is a separate section for free-flow activities and lessons are also timetabled. During these sessions, children can choose activities that are linked to English, such as writing letters in sand, science, experimenting with mixing colours and art and craft making. There is also a shared central area used for assembly and themed activities. There are outdoor play and PE areas, and an area for planting flowers.
- There are clear arrangements for induction when children start school, and for their transition to Grade 1. These are communicated to parents. In pre-KG and KG1, children are introduced gradually, and parents are invited to join them initially. Teachers focus on developing children's independence through hands-on experiences and following a simplified version of the Californian core curriculum standards for language, Art, mathematics, and science.
- Teachers have regular communication with parents through Class Dojo and WhatsApp groups. The weekly schedules and plans are uploaded onto class Dojo and teachers upload photographs daily so parents can follow their child's learning experiences.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement to at least good in all subjects, by:
 - ensuring learning objectives set high expectations and levels of challenge for all students.
 - ensuring approaches to differentiation meet the needs of all groups of students, especially boys and the gifted and talented.
- Improve the consistency and quality of teaching and assessment, by:
 - ensuring high quality feedback is provided in lessons and on students' work, which provides manageable steps for improvement.
 - using monitoring and joint observations more effectively to support improvements to teaching.
 - ensuring observers and middle leaders are suitably trained in lesson observations and the UAE Framework.
 - developing teachers' questioning skills to challenge and extend students' thinking and expect more detailed responses.
- Improve the identification and support for all groups of students, especially the gifted and talented, by:
 - developing and implementing robust systems for targeting, supporting and challenging different groups of students, particularly G&T.
 - tracking the performance of different groups and evaluating the impact of teaching and assessment in meeting their needs.
- Improve the impact of curriculum review, by:
 - focusing on the contribution of the curriculum to students' learning, engagement, and wider experiences.
 - ensuring students are equipped and well-prepared for future choices and careers.
 - ensuring cross-curricular links are well prepared, meaningful, and fully embedded.
 - making sure adaptations to the curriculum are targeted and followed-through.

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.