



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

# School Performance Review (SPR) Report

AL KAMAL AMERICAN INTERNATIONAL  
PRIVATE SCHOOL- Branch Al Azra  
17-20 OCTOBER, 2022

Overall Effectiveness

GOOD



إتقان ITQAN





## TABLE OF CONTENTS

<b>PURPOSE AND SCOPE</b> .....	<b>3</b>
<b>THE SCHOOL PERFORMANCE REVIEW PROCESS</b> .....	<b>4</b>
<b>SCHOOL INFORMATION</b> .....	<b>6</b>
<b>THE SCHOOL PERFORMANCE REVIEW FINDINGS</b> .....	<b>7</b>
<b>Performance Standard 1: Students' Achievement</b> .....	<b>8</b>
<b>Performance Standard 2: Students' personal and social development and their innovation skills</b> .....	<b>17</b>
<b>Performance Standard 3: Teaching and assessment</b> .....	<b>19</b>
<b>Performance Standard 4: curriculum</b> .....	<b>21</b>
<b>Performance Standard 5: the protection, care, guidance and support of students</b> .....	<b>23</b>
<b>Performance Standard 6: Leadership and management</b> .....	<b>25</b>
<b>ADDITIONAL FOCUS AREAS</b> .....	<b>27</b>



## 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.




<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, students' attainment data, 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	
	Accreditation body	NWEA (North West Evaluation Association)	
	Examination Board	MAP	
	National Agenda Benchmark Tests/ International assessment	IBT, CAT4, TIMSS, PISA,PIRLS, AP	
	Fee range	11,600-20,500 AED	
	Principal	Ms. Fatima Abu Muiss	
	Chair of Board of Governors	Dr. Anwar Katrawi / Mr. Mohammed Bin Kamil	
Staff	Total number of teachers	70	
	Total number of teaching assistants	28	
	Turnover rate	5-10%	
	Main nationality of teachers	1)	
	Teacher: student ratio	11:1	
	Students	Total number of students	1080
		Number of Emirati students	205
		KG: number and gender	57 male: 61 female
		Primary: number and gender	190 male: 165 female
		Middle: number and gender	96 male: 91 female
		High: number and gender	253 male: 167 female
Nationality groups		1. Jordanian 2. Emirati	
Total number of students with special educational needs		25	

## PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review:
<b>WEAK</b>	<b>GOOD</b>

School Performance Review of AL KAMAL AMERICAN INTERNATIONAL PRIVATE SCHOOL-  
Branch Al Azra  
17-20 October, 2022



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers, 124 lesson observations, 60 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 an improvement since the last inspection after developing a five-year strategic plan and detailed school-improvement plan which the school has followed, reviewed and adapted rigorously. As a result, the school has made significant improvement and the number of students has increased. The top two phases in the school, where the majority of students attend, are now good. Under the guidance of strong leadership, the school has improved all the standards to good. New curricula have been written for grades 9 to 12 for Advanced Placement (AP), and phase 1. The school is now a growing centre for AP courses. A SENCO has been appointed and special needs provision has been established effectively. The well-being of all students and stakeholders is a key priority. The building and equipment are very well maintained although some classes are cramped for the older students. A very effective board of trustees guides and supports the school.

### **KEY AREAS OF STRENGTH:**

- Significant progress in all subjects in phases 3 and 4.
- The provision of new curricula in phases 3 and 4.
- The care and well-being of students.
- Leadership at all levels.

### **KEY AREAS FOR IMPROVEMENT:**

- The standard of attainment in all subjects to ensure further improvement in outcomes for all students.
- The provision for enrichment and innovation so that subjects are more meaningful and rewarding, and all students are given opportunities to develop new ideas.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement overall is Good**

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





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic education is good overall. It is acceptable in phase 1 and phase 2. In lessons and in their work, the majority of students make good progress in phases 3 and 4 and acceptable progress in phases 1 and 2. This does not match with the internal data which shows all students make outstanding progress across the school.</li><li>• Internal assessment and MOE examination data for phases 2,3 and 4 show attainment as outstanding, including in Grade 12. This is not seen in lessons and in students' books where, overall, the majority of students attain above curriculum standards in phases 3 and 4. In phases 1 and 2, most students attain in line with curriculum standards.</li><li>• Across all phases, students comprehend verses from the Holy Qur'an and explain their meaning, although this is developing for younger students in phases 1 and 2 in relation to their recitation skills. Students across all phases appreciate Islamic values they learn from the Holy Qur'an and Hadeeth and apply them in their daily life.</li><li>• Overall, the majority of groups of students make better than expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas of Improvement</b>
	<ul style="list-style-type: none"><li>• Students' comprehension of verses from the Holy Qur'an and explanation of their meanings.</li><li>• Students' appreciation of Islamic values they learn from the Holy Qur'an and Hadeeth and application of them in their daily life.</li></ul>	<ul style="list-style-type: none"><li>• Application of recitation rules when reading verses from the Holy Qur'an.</li><li>• Students' skills to recite the Suras from the Holy Qur'an in phases 1 and 2.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>Achievement in Arabic as a first language (AFL) is good in phases 3 and 4 and acceptable in phases 1 and 2. In Arabic as a second language (ASL) their achievement is good in phase 3 and 4 and acceptable in phase 2. In lessons and in their work, the majority of students make good progress in AFL in phases 3 and 4, while they make acceptable progress in phases 1 and 2. In ASL, students make good progress in phase 3 and 4 and acceptable progress in phase 2. This does not match with the internal data which shows all students make outstanding progress across the school.</li><li>Internal assessment and MOE examination data for phases 2, 3 and 4 show attainment as outstanding, including in Grade 12. This is not seen in lessons and in students' books where, overall, the majority of students in AFL and ASL attain above curriculum standards. In phases 1 and 2, most students attain in line with curriculum standards.</li><li>In phases 3 and 4 AFL and ASL, students develop good listening and speaking skills. They can read and comprehend texts and speak confidently using standard Arabic, when expressing their ideas. Most students in phases 1 and 2 AFL and ASL make acceptable progress in developing listening, speaking and reading skills. Their writing skills are less secure. Students' extended writing skills are less well developed across all phases.</li><li>Overall, the majority of groups of students make better than expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas of Improvement</b>
	<ul style="list-style-type: none"><li>Listening and speaking skills in phase 3 and 4.</li><li>Reading comprehension skills and engaging in short discussions using standard Arabic.</li></ul>	<ul style="list-style-type: none"><li>Students' speaking, listening and reading skills in phases 1 and 2.</li><li>Students' extended writing skills in all phases.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>Students' achievement in social studies is good in phases 2, 3 and 4. In lessons and in their work, the majority of students make good progress. This does not match with the school's internal data which shows all students make outstanding progress across the school.</li><li>Internal assessment and MOE examination data for phases 2, 3 and 4 show attainment as outstanding, including in Grade 12. This is not seen in lessons and in students' books where, overall, the majority of students attain above curriculum standards in phase 4. In Phase 2 and 3, most students attain in line with curriculum standards.</li><li>The majority of students make good progress in lessons and over time. Students' skills to use technology for searching information is a main feature in social studies lessons. Students demonstrate good skills in reading geographical maps and charts. They show appreciation of UAE values, including voluntary work. Although they connect their learning with Sustainable Global Objectives, their understanding of the role the UAE plays in this respect is at a relatively superficial level. In all phases, students' skills to write reports about the topics they explore are a developing feature.</li><li>Overall, the majority of groups of students make better than expected progress. Lower-attaining students do not progress as well as they could, particularly in phase 2.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas of Improvement</b>
	<ul style="list-style-type: none"><li>Reading maps and graphs to analyse data and explain geographical phenomena.</li><li>Use of technology in researching a range of topics.</li></ul>	<ul style="list-style-type: none"><li>Deeper understanding of the role the UAE plays in addressing local and global environmental and economic problems.</li><li>Report writing skills to explore topics in social studies.</li></ul>



English	<ul style="list-style-type: none"><li>• Students' achievement is good in phases 1,3 and 4 and acceptable in phase 2. The majority of students make good progress in phases 1, 3 and 4, but most make acceptable progress in phase 2.</li><li>• In external MAP assessments, students' attainment is acceptable for reading and language usage in grades 3 to 10. Internal data was assessed as outstanding for all from grades 1 to 12. There is no internal data for phase 1. In lessons and in their work, most students attain above curriculum standards in phases 1, 3 and 4 and most attain in line with curriculum standards in phase 2.</li><li>• Throughout the school, students make gains in understanding new vocabulary through collaboration and discussion. Focused, supportive relationships in class and in one-to-one sessions ensure students gain confidence in speaking in all phases. Students' make good progress in developing their reading skills to carry out activities and research successfully. Students complete shorter pieces of writing to a good standard and the majority write extended pieces of work in phases 3 and 4 in particular. These skills are less well-developed in phase 2. Students have good research skills and are encouraged to use information technology to find the meaning of words and other information. Their oral and written presentation skills are less well developed.</li><li>• Overall, the majority of groups of students make good progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas of Improvement</b>
	<ul style="list-style-type: none"><li>• Speaking and listening skills throughout the school.</li><li>• The acquisition and understanding of new vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Extended writing skills, such as writing for information or to entertain, particularly in phase 2.</li><li>• Oral and written presentation skills.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is good overall; it is acceptable in phases 1 and 2.</li><li>• Overall, attainment is acceptable in all phases. Internal data indicates outstanding attainment. External MAP data indicates acceptable attainment. The external data concurs with attainment seen in lessons and in students' work which was acceptable in all phases.</li><li>• Overall, the majority of students make good progress over time and from their starting points; progress is acceptable in phases 1 and 2.</li><li>• In phase 1, children start school with very limited mathematical language skills and struggle to recognise or depict single digit numbers. By the end of phase 1, children can say and write double-digit numbers. In Phase 2, most students understand the concept of volume and related calculations at expected curriculum standards. Most can recognise volume as an attribute of solid figures and a few can solve multi-step volume word problems for prisms and cylinders. However, mental calculations are still a challenge. In phase 3, students understand linear equations, have a clear understanding of variable values and can apply the appropriate formula ahead of expected curriculum levels. However, only a few can solve more complex real-world problems using at least one variable. In phase 4, students' mathematical thinking is good. They can apply the equation to solve the slope of a line and determine the derivative and also can analyse the relation between the graph of a function and its derivative. Only a few can create the direct rule of the derivative using limit rule results.</li><li>• The majority of groups make better than expected progress overall. Lower- and higher-attaining students are not always challenged appropriately, especially in phases 1 and 2.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas of Improvement</b>
	<ul style="list-style-type: none"><li>• Algebra and calculus especially in phase 4.</li><li>• Mathematical thinking and interpreting, especially in phases 3 and 4.</li></ul>	<ul style="list-style-type: none"><li>• Mathematical language in phases 1 and 2.</li><li>• Mental mathematics in phases 1 and 2.</li></ul>





<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable overall. It is good in phase 4. Based on lessons and student work, progress over time is acceptable in phases 1, 2 and 3 and good in phase 4.</li><li>• Attainment is acceptable overall. External MAP data supports this judgement. However, internal assessment data gives attainment as outstanding across the phases. This was not confirmed by lesson observations and students' work where most students attain in line with curriculum standards in all phases.</li><li>• Students in phase 1 are developing an awareness of the scientific method where they investigate a simple hypothesis and draw conclusions. By the end of phase 2, students have a basic understanding of a range of science topics. For example, they understand the importance of eco-systems and the interactions between its different components. However, a significant minority of students do not know how to clearly present findings from research or from laboratory experiments. In phase 3, when exploring types of forces, students have a basic understanding of the application of Newton's first law. Application of their studies to real world scenarios is limited, for example in relating fossils to current environmental issues. In phase 4, students on both the general and Advanced Placement courses have developed effective independent research skills. Physics students successfully analyse the interaction of speed, mass and acceleration using a laboratory model to investigate Newton's Laws. Biology students explain in detail the process of osmosis in all its forms. Chemistry students work collaboratively to investigate, hypothesise and state the formulae for a range of experimental chemical reactions.</li><li>• All groups make the progress expected of them with no significant variation.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas of Improvement</b>
	<ul style="list-style-type: none"><li>• Application of scientific principles in laboratory experiments, particularly in phase 4 Advanced Placement courses.</li><li>• Application of the scientific method in researching and working with hypotheses.</li></ul>	<ul style="list-style-type: none"><li>• Analysis and presentation of the findings of science experiments and activities in phases 1, 2 and 3.</li><li>• Application of science knowledge and understanding to real-world scenarios.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is good overall; it is acceptable in phase 1.</li><li>• Attainment in lessons and in students' work is good. There is no school data for attainment in art or PE. Progress in lessons is good apart from in phase 1 where children's skill development is only as expected.</li><li>• In art in phases 2 and 4, students demonstrate creative skills and find new ways to approach understanding of key techniques. In art, for example they created paintings of old Sharjah, with the use of shades of brown and adding some white to blend the colours in one medium. In PE, students created exercises to improve muscle tone and were able to discover effective exercise to strengthen leg muscles, although some found it took considerable effort. In phase 2, students develop skills such as skipping and hopping effectively. The students were very respectful of the ideas of peers and encouraged each other to think of the best solutions to their instructions. These skills are less developed in phase 1.</li><li>• The majority of students make above the expected progress in other subjects.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas of Improvements</b>
	<ul style="list-style-type: none"><li>• Students' creative skills in art.</li><li>• Students' collaborative skills in PE.</li></ul>	<ul style="list-style-type: none"><li>• Children's skills in PE in phase 1 to follow instructions.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are good overall. They are acceptable in phases 1 and 2. Most students take their learning seriously, especially in phases 3 and 4 where they take responsibility for their own work. They are keen to take part in discussions and demonstrations. Group working where students are expected to collaborate and communicate works well for the older students. Students in phases 1 and 2 are still acquiring the skills of working in groups and some are left out of the discussions and activities.</li><li>• Most of the students across the school are competent in using technologies. They are confident in using tablets for learning from phase 1 onwards. They use a variety of applications and 'Gizmos' to enhance learning, for quizzes and research purposes. Most of their courses are on-line so are easy to follow.</li><li>• Whilst critical thinking, problem solving and challenge questions are a feature of lesson planning, teachers do not always provide sufficiently challenging extension activities.</li><li>• In a few lessons, students are able to apply their learning to the real world, such as in social studies. However, students are not consistently given the opportunity to explore the links.</li><li>• Students undertake innovation and enterprise in only a few lessons, and in clubs such as robotics and in the STEAM room. A programme of enterprise and innovation is planned, such as restarting the enterprise fairs where students sell their own products.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas of Improvements</b>
	<ul style="list-style-type: none"><li>• Students' enthusiastic and purposeful engagement in their activities.</li><li>• Students' effective collaborative approach to shared tasks and group activities.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to apply innovation to their activities.</li><li>• Students' skills to work in groups in phases 1 and 2.</li></ul>



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

Indicators:	KG	Primary	Middle	High
<b>Personal development</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Students' personal and social development is good overall in all phases.</li><li>Students' attitudes are very good. They are self-reliant and are developing critical thinking skills well. All have good communication skills, seek and respond well to critical feedback and challenge ideas and opinions.</li><li>Behaviour is very good overall, apart from a few isolated incidents in classes in phase 1. There are strong supportive relationships between teachers and students, as teachers have a good knowledge of individual students' abilities, enabling good progress.</li><li>Students usually make appropriate choices about their health and safety. They participate in activities such as physical education and science lessons, which promote safe and healthy lifestyles.</li><li>Attendance in phases 1, 2 and 3 is outstanding and in phase 4 is very good. Punctuality across the school is outstanding.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Students understand the importance of Islamic values in the UAE and how these are integrated into their lives and UAE society.</li><li>Students are respectful of the traditions of the UAE and have a secure knowledge of the heritage and culture of the UAE.</li><li>Students regularly demonstrate awareness of providing for the less fortunate. They understand the UAE's role in supporting other countries. Students from a range of cultures work harmoniously in school.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>



- Students engage regularly in projects that concern their local community. They work in a harmonious way with the Red Crescent and the Sharjah humanitarian service.
- Students have developed a strong understanding of global citizenship and the environment, and they participate in several UNESCO events.
- Students' innovation skills are a less well-developed feature of their personal development as they rely too often on teachers to initiate opportunities to develop their innovation, enterprise and entrepreneurship skills.

**Areas of Strength:**

- Students' attendance and punctuality.
- The harmonious collaboration in school of students from a range of backgrounds.
- Students' understanding of global citizenship.

**Areas for Improvement:**

- Behaviour in the few classes in phase 1 in particular, where this is an issue.
- Students' skills to initiate innovative and enterprising activities for themselves.





## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The overall quality of teaching and learning is good; it is acceptable in phases 1 and 2.</li><li>Teachers consistently apply their subject knowledge, with specialist teachers in phases 3 and 4 displaying particular expertise.</li><li>Teachers plan purposeful lessons and create interesting learning environments. At times, teachers struggle to engage students' interest in learning, and hands-on resources are not always used effectively to support learning fully in the lower phases.</li><li>Most teachers' interactions with students ensure that they are engaged learners, in phases 3 and 4 especially. Questioning skills of teachers in lower phases do not always give students adequate thinking time.</li><li>Teachers plan lessons and use strategies that supports students' good progress overall. At times, tasks are not well differentiated to meet the various learning needs of the students, particularly in phases 1 and 2.</li><li>Activities to develop students' critical thinking, problem solving, innovation and independent learning skills are sometimes developed but are not implemented consistently across the school.</li></ul>				
<b>Assessment</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The data from internal and external assessment processes are reviewed regularly. The school uses MAP and IBT to benchmark students' progress and academic outcomes.</li><li>Assessment data is analysed in depth as the school has a technical data analyst and an academic expert. However, it is not always clearly understood by staff to ensure planning in lessons is always effective in raising students' attainment.</li><li>Teachers at all levels have a good knowledge of the students' strengths and weaknesses in all phases. Older students receive individual feedback on their work to understand what they need to do to improve. Feedback is not sufficiently personalized in phases 1 and 2.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Teachers' subject knowledge, especially in phases 3 and 4.</li><li>Analysis of the accurate internal and external assessment processes.</li></ul>				
<b>Areas for Improvement:</b>				



- Classroom management skills, student engagement in learning, and thinking time for students in phases 1 and 2.
- Planning to provide all students with consistent opportunities to develop their higher order learning skills in all phases.



## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>The overall quality of the curriculum is good. Curriculum design and implementation is very good in phase 4.</li><li>The curriculum follows all statutory requirements, including the requirements to provide three separate ability tracks for up to five American Advanced Placement courses. The curriculum is broad and balanced and, overall, develops students' skills effectively, particularly in phases 3 and 4.</li><li>Curriculum planning ensures effective continuity between the phases as students' knowledge, understanding and skills develop. Most students' needs are met although teachers do not always provide sufficiently challenging activities, particularly in phases 1 and 2.</li><li>Phase 4 students are well prepared for the next stage of their education with subjects such as business studies and English Literature AP added to the choice of higher level courses in mathematics and the sciences.</li></ul>				
<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Cross-curricular links are implemented through integrated learning projects, channelled through the school's accreditation with UNESCO, where students actively support the organisation's sustainable development goals. Not all teachers link their curriculum content to real-life problems. The curriculum is regularly reviewed to ensure it meets all students' needs, although the follow-up is not rigorous as it could be.</li><li>The school offers a wide range of clubs and activities mostly taken up by the higher-attaining students. School sports team have had notable successes in football, volleyball and swimming. Opportunities for students to be innovative and entrepreneurial are limited. The range of enrichment activities provided for phase 4 English students is extensive.</li><li>The curriculum ensures students have a good understanding of Emirati culture and UAE society.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>The extensive range of courses available in phase 4 which meets the needs of all students, particularly the higher attainers</li><li>The provision of a wide range of enrichment activities, particularly in English.</li></ul>				
<b>Areas for Improvement:</b>				

School Performance Review of AL KAMAL AMERICAN INTERNATIONAL PRIVATE SCHOOL-  
Branch Al Azra  
17-20 October, 2022



- The participation in enrichment activities of students of all abilities and individual talents.
- The consistent linking and integration of curriculum themes to real-life scenarios.



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

Indicators:	KG	Primary	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 protection, care, guidance and support of students is good.</li><li>• The school has effective procedures for safeguarding students, including child protection. It provides a safe, hygienic and secure environment for students and staff. Safety checks are regular and thorough. Safety procedures for travelling on buses are comprehensive.</li><li>• The building and equipment are very well maintained, and the school maintains comprehensive and secure records. The accommodation is overcrowded in some lessons especially for the older students so does not meet the learning need, such as group work, of all students effectively.</li><li>• The school promotes healthy lifestyles through regular events, including the need for a healthy diet and regular exercise, although this is not always consistent in lessons.</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>• Staff have positive relationship with students. Systems and procedures for managing students' behaviour are successful except in some phase 1 classes. The school's approach and systems are highly successful in promoting outstanding attendance and punctuality.</li><li>• The school has thorough systems to identify students with special educational needs and especially those who are gifted and talented. The school provides effective support for most students with special educational needs and many opportunities for those who are gifted and talented. Teachers match one-to-one interventions well to student outcomes, although more staff would improve provision for students.</li><li>• The special needs department and subject leaders work successfully together to plan and provide appropriate, targeted support. Well-being and personal development of students are effectively monitored. The information is used to provide very effective personal and academic guidance and support.</li><li>• Career guidance for senior students is very good. There is a dedicated team to support students in career choices and national and international university choices and their applications, which is focused from Grade 9 onwards. Careers and university fairs are held at the school. There is also an alumni body.</li></ul>				
<b>Areas of Strength:</b>				





- The system where the special needs department and subjects leaders work together to support students with special educational needs and those who are gifted and talented.
- The approach and systems to encourage high levels of attendance and punctuality.

**Areas for Improvement:**

- The more consistent application of promoting a healthy lifestyle in lessons.
- The approach to managing the behaviour of a few students in some phase 1 classes.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

<b>The effectiveness of leadership</b>	<b>Good</b>
<b>Self-evaluation and improvement planning</b>	<b>Good</b>
<b>Partnerships with parents and the community</b>	<b>Good</b>
<b>Governance</b>	<b>Very Good</b>
<b>Management, staffing, facilities and resources</b>	<b>Good</b>

- The overall quality of leadership and management is good.
- The school has worked hard to create a vision aligned to the UAE national agenda and to implement it. This includes an innovative education to make students tolerant and ready for life in a global society.
- Educational leadership is now good because it focuses on improving outcomes for students. This has been particularly successful in phases 3 and 4, although attainment overall is still an area for advancement.
- The school rewrote the curriculum for grades 9-12, to be more specifically focused on the AP courses now offered, at general, advanced and elite levels. The curriculum for phase 1 was rewritten and provides criteria for assessment, so profiles of the children's performances can be used to inform progress and planning. However, middle leaders have not yet ensured the implementation of effective classroom management strategies in some phase 1 classes.
- The creation of the five-year strategic plan, the SIP and the SEF are the result of determining the areas for improvement from the last inspection report and combining these with innovative ideas for improvement. Parents and all stakeholders were involved in the process which has successfully moved the school to its current position.
- Communication is a strength, as parents are kept informed about all aspects of school life through media channels. There is a hotline for emergencies and all leaders and teachers are available daily to answer concerns. There is an active parents' council, frequent parent-teacher conferences and open-house days for phase 1 and grades 1 to 4.
- The board of trustees are fully involved in the governance of school processes and systems. They advise on, and support, all aspects of academic matters and key processes. The board represents a broad range of stakeholders, including parents and owners. They regularly take learning walks, assess data and attend meetings.



- Very good day-to-day procedures ensures the school is well organized and routines are well known by students. There are sufficient qualified staff to meet curriculum needs, especially in phase 4. Resources now match the curriculum including LED screens in all classrooms, applications and 'Gizmos', and libraries in English and Arabic.

**Areas of Strength:**

- Processes used to create and manage the SIP which are continually evolving.
- Systematic monitoring of school matters by the Board of Trustees and their involvement and advice on all aspects of school life.

**Areas for Improvement:**

- The accountability of middle leaders for improvement in attainment across the school with a focus on raising expectations for all students through challenge, and planning creative and innovation solutions to implement change.
- Leaders' understanding of the need to provide clear strategies for managing children's behaviour in phase 1 in some classes.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are nine teachers of Arabic across the school with a ratio of 1:120. There are 4 teachers for ASL. There are non-Arabic teaching assistants in phase 1 who understand Arabic, but communicate in English. There is an Arabic support programme for 65 students from grades 1 to 12.
- There are two libraries. The main library is for students from Grade 5 upwards and a smaller library in the phase 1 section is for phase 1 children and students up to Grade 4. The main library contains over 6,000 books in Arabic, most of which are fiction. The smaller library contains around 1000 books, also fiction. A mobile library is taken to classes in Grade 4 and below, which has selection of fiction books. The school also has a well-stocked e-library for all ages and reading levels.
- Every Thursday, students select a book to read from the e-library, school libraries, or mobile library to read before the next school week. Reading is a consistent element of lessons in Arabic, Islamic education and social studies. This incorporates all the literacy skills such as writing, analysing, character descriptors, spelling and writing.
- The school offers a variety of extra-curricular activities, such as applying Arabic language to research and problem-solving in-home project-based learning. Students have taken part in competitions for writing, storytelling and poetry. They have also undertaken reading challenges and quizzes.

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

- The school uses NWEA MAP termly assessments in English, science and mathematics for phase 1 students and all students up to Grade 9. MAP assessments are practised weekly. CAT4 is used to obtain benchmarking of reasoning skills for all students in grades 1,2,3, 4, 6, and 8.
- PISA was taken by all Grade 10 students in 2022 and results are pending. Grade 10 students will also take PISA-based tests for schools (PBTS) every spring. There is a programme of intense practice for PISA throughout the school year. IBT, which tests proficiency in Arabic, is taken by all students either Arabic A grades 4-9 or Arabic B for students in grades 3 to 8. TIMSS measuring mathematics and science was taken in 2018, where Grade 4 achieved high, above the UAE average. The next cycle is 2023 and the school is now preparing for this with exercises on typical questions. The school has now introduced Advanced Placement (AP) exams for grades 11 and 12, covering sciences, calculus and English literacy. EMSAT is taken by Grade 12 students.
- Students have practice in examinations and assessments every day. Results are reviewed individually by their teachers and targets are set for the students to improve achievement.
- Parents are fully informed of the results of international tests. Most boards send results sheets for parents or the school informs them. Sessions were held for parents to explain APs and course choices.

### Provision for KG

- There are five classes in phase 1, three in phase KG1 and two in KG1, with 118 children. The staff to children ratio is 1:13 and there is a classroom assistant per classroom.

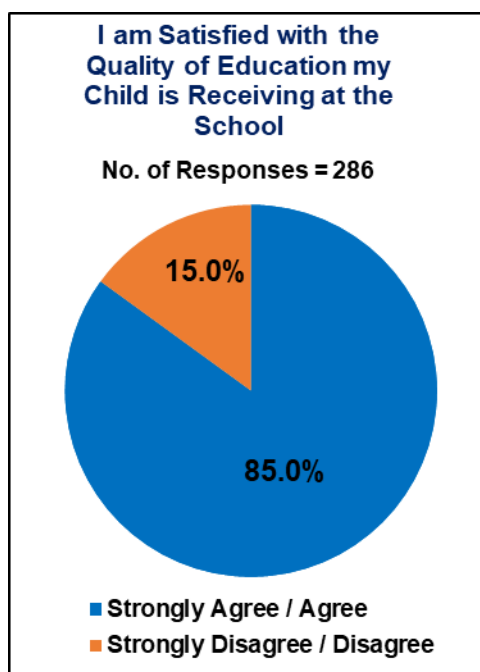


- The welcoming indoor environment is clean and hygienic. Children's work is displayed as well as information charts to support learning. Every classroom has an English, mathematics and a play corner. Every room has an LED screen for teaching. A library managed by a librarian, is a multi-purpose space, containing a technology zone and books in Arabic and English. There are sensory toys, toy ovens, coordination toys and puppet theatre. A mobile library supports book-choosing for home. There is also a variety of text books and on-line applications and every child has a tablet.
- There is a safe, indoor play area and multi-purpose sports hall.
- An induction programme for every child entering the school focuses on academic and socio-emotional needs. Assessments to develop the right learning and support programmes are planned. Concerns are referred to the SENCO with parental consent. Parents receive a daily report on their child's learning and any concerns. The school works closely with parents. Transition from phase 1 to phase 2 is designed to be seamless. The head of phase 1 has worked with the phase 2 teachers to ensure a curriculum flow, on a newly-written curriculum. Parents are invited in for parent/ teacher conferences and meetings on updates on their child's progress and the transition process.





## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise the standard of attainment in all subjects to ensure improvement in outcomes for students by:
  - providing training for teachers on skills and strategies to teach above the basic requirements of the curriculum
  - practising openness in mutual observations to ensure best practice is understood
  - continuing rigorous professional review and development
  - raising expectations of what students should be achieving in lessons, particularly in phases 1 and 2.



- Improve the provision for enrichment and innovation so that subjects are more meaningful and rewarding and all students are given opportunities to develop new ideas by:
  - providing professional development for teachers so that all are confident in including innovation in their lessons
  - providing opportunities for learning experiences beyond the basic curriculum in all phases
  - providing extra-curriculum clubs, visits and speakers to enhance enrichment
  - training students on higher-level thinking skills, critical thinking, library and research skills.

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](mailto:schools.review@spea.shj.ae) within three weeks of receiving this report.