



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Al Resalah American International School
LLC
11 – 14 March 2024

**Overall
Effectiveness:
GOOD**





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

The judgements stated in this report use the following six-point 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 school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.



SCHOOL INFORMATION

School	School ID	178	
	School location	Al Rahmaniya, Sharjah	
	Establishment date	2016	
	Language of instruction	English	
	School curriculum	US Common Core State Standards (CCSS)	
	Accreditation body	Cognia	
	Examination Board	AP College Board	
	National Agenda Benchmark Tests/ International assessment	SAT, AP, PISA, CAT4, MAP, PIRLS, EmSAT, TIMSS, TALA	
	Fee range	17,200 – 31,480 AED	
		Principal	Mohannad Thaher Al Jayousi
		Chair of Board of Governors	Athena Group
Total number of teachers		104	
Total number of teaching assistants		17	
Turnover rate		19%	
	Main nationality of teachers	Egyptian	
	Teacher: student ratio	1:14	
	Total number of students	1507	
	Total number of students per phase	KG: 261 Elementary: 579 Middle: 316 High: 351	
	Number of Emirati students	1391	
	Number of Emirati students per phase	KG: 228 Elementary: 542 Middle: 297 High: 324	
	KG: number and gender	Boys: 133 Girls: 128	
	Elementary: number and gender	Boys: 242 Girls: 337	
	Middle: number and gender	Boys: 137 Girls: 179	
	High: number and gender	Boys: 152 Girls: 199	
	Nationality groups	1. Emirati 2. Comorian	
	Total number of students with special educational needs	51	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 182 lesson observations, 61 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 previous review visit. The school's main focus has been on addressing the recommendations from the previous review. This has involved all stakeholders and led to improvements throughout the school. Leadership at all levels is focused on strategic planning. Devolved responsibility for the performance standards has been adopted with success. The school's improvement plan has resulted in almost all subjects improving across the school. Results in external MAP examinations show improvement. Students' successfully progress to university to follow a medical or business pathway. The school has good procedures in place for the safeguarding and protection of students. The school's environment is well maintained and supports students' learning.

KEY AREAS OF STRENGTH:

- Students' progress in almost all subjects across all phases.
- Students' behaviour and appreciation of Islamic values and Emirati culture.
- The school's use of assessment information to influence teaching and the curriculum.
- The quality of protection, care, guidance, and support of students.
- The school's strong leadership and governance.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in national and international standard tests to the next level across the school.
- Teaching and learning in all subjects, particularly Islamic Education in Middle and Arabic in High.
- The development of innovative and challenging teaching that inspires all students to maximise their achievement across all subjects and phases.

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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



Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic Education is good overall. Internal assessment data shows progress is very good in KG, outstanding in Elementary, good in Middle and acceptable in High. This does not match with what is seen in lessons and students' work where most students make expected progress in Middle, and the majority of students make better than expected progress in the other phases. Internal assessment data shows that attainment is outstanding in KG and Elementary and good in Middle and High. This does not match with the attainment seen in lessons and in students' work, which shows that the majority of students attain above curriculum standards in all phases apart from Middle and High. In KG, children understand and apply the Islamic etiquettes related to their daily life. They can memorise and recite short Holy Qur'an Surahs correctly. In Elementary, students can recite the prescribed Noble Hadeeth of the Prophet (PBUH) and can explain their words and meanings. In Middle, students understand the rights and obligations of a Muslim towards others. They also understand the qualities of believers and disbelievers as conveyed in the Prophet's (PBUH) Noble Hadeeth. In High, students understand the Islamic approach in building the family and society. They can recognise the judgements and effects of divorce. Students' knowledge and application of Tajweed rules when reciting the Holy Qur'an is underdeveloped in Middle and High. Students' understanding of Sunna and using it as evidence in supporting Sharia rules is less well developed in Elementary, Middle, and High. Overall, the majority of student groups make similar rates of progress. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Children's application of Islamic etiquette related to daily life, in KG. Students' recitation of the prescribed Hadeeths of the Prophet (PBUH) in Elementary. 	<ul style="list-style-type: none"> Students' understanding of Tajweed rules when reciting the Holy Qur'an in Middle and High. Students' understanding of Sunna and using it as evidence in supporting Sharia rules, in Elementary, Middle and High.



Arabic

- Students' achievement in Arabic as a First Language (AFL) is good overall. It is very good in KG and acceptable in High. Achievement in Arabic as a Second Language (ASL) is acceptable. In lessons and in their work in AFL, the large majority of students make better than expected progress in KG. The majority of students make better than expected progress in Elementary and Middle, and most students make expected progress in High. This does not match the school's internal data, which shows students make outstanding progress in KG, and very good in Elementary, Middle, and High. In ASL, students make good progress in Elementary and High. This matches the school's internal data.
- In AFL, the school's internal data shows that students' attainment is outstanding in KG and Elementary, weak in Middle and acceptable in High. This does not match with what is seen in lessons and students' work, which shows the large majority of students attain above curriculum standards in KG, and the majority attain above curriculum standards in Elementary and Middle. Most students attain in line with curriculum standards in High. In ASL, internal data shows students' attainment is good overall. This does not match what is seen in ASL lessons and in students' work, where attainment is acceptable overall. External IBT results indicate that student's attainment is very good in Elementary, weak in Middle and acceptable in High.
- All AFL students can speak in standard Arabic. In KG, children can read sentences and short texts aloud, correctly and with clear pronunciation. They can write words and simple sentences with correct punctuation. In Elementary, students can read a short story and identify its elements including characters, setting, conflict and sequence of events. They can also devise questions and answers on a familiar topic using correct language structures. In Middle, students can analyse a literary text and identify the main ideas and artistic elements. In High, students can read and analyse literary texts and understand their main and detailed ideas. They can also infer the meaning of new vocabulary from the context. In Middle, students' ability to participate in extended discussions using correct language structures is less well developed. Students' extended writing skills are undeveloped in Elementary, Middle, and High. Students' understanding of grammatical rules and applying them correctly in speaking and writing in Middle and High is developing. In ASL, the majority of students listen attentively and speak clearly on topics and themes in High. In Middle, students can read words associated with pictures and write simple words, though their ability to pronounce some words correctly is more limited. Students' extended writing is less well developed.
- Overall, the majority of groups of students make similar rates of progress.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> AFL Children’s ability to read sentences and short texts in KG. AFL students’ ability to extract the main elements when reading a story in Elementary. 	<ul style="list-style-type: none"> AFL students’ participation in extended discussions using correct language structures in Middle. Students’ extended writing skills in Elementary, Middle, and High in AFL and Middle in ASL.

Social Studies	<ul style="list-style-type: none"> Students’ achievement in social studies is good overall. Internal assessment data shows that progress is outstanding in all phases. This does not match with what is seen in lessons and students’ work, where the majority of students make better than expected progress in Elementary, Middle and High. Internal assessment data shows that attainment is outstanding in Elementary Middle and High This does not match with the attainment seen in lessons and in students’ work, which shows that the majority of students attain in line with curriculum standards. Overall, the majority of students make better than expected progress. In Elementary students can recognise the UAE flag and its colours. They can name the 7 Emirates of the UAE and their rulers. They can express verbally the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in the establishment of the UAE. They understand and appreciate his contributions in achieving sustainability and welfare for the UAE people. Students can read maps and identify geographical features. In Middle, students appreciate the role of the UAE and its efforts in combating racial discrimination and climate change. They can analyse social issues, such as e-laconic addiction, and propose solutions to them. Students’ knowledge of historical facts of the UAE is less developed in Middle. In addition, students’ ability to conduct projects and research on current UAE issues is underdeveloped in the Middle and High. Overall, most student groups make similar levels of progress. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students’ understanding of the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in establishing the UAE in Elementary. Students’ map reading skills in Elementary. 	<ul style="list-style-type: none"> Students’ historical knowledge of the UAE in Middle. Students’ ability to conduct projects and research on current UAE issues in Middle and High.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. Internal assessment data shows that the majority of students across all grades make better than expected progress in relation to their individual starting points and curriculum standards. This matches what is seen in lessons and students' work where the majority of students make better than expected progress.• External MAP assessment data indicates that students in Elementary and Middle attain good levels with students in High attaining very good levels in line with curriculum standards. This does match with what is seen in lessons and students' work where the majority of students attain above curriculum standards.• Overall, the majority of students make better than expected progress. In KG children experience a language and a print rich environment that encourages their early writing and identification of letters and their sounds. In Elementary students have well developed listening and speaking skills and can apply words in different contexts of conversation fluently. They confidently discuss a riddle and can guess and suggest their ideas. They are not innovative or creative in their writing. In Middle, students explore a range of texts and demonstrate an understanding of the content competently. They use writing to create creative narratives to express thoughts, beliefs and feelings. In High, students use their critical thinking and inference skills. They take part in debates, sharing and exchanging their views and opinions. Higher attaining students are not challenged sufficiently, particularly in reading or writing.• Overall, the majority of student groups make better than expected progress, although higher attainers do not consistently make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's use of expressive language in KG.• Students' complex language structures to express an opinion in all phases.	<ul style="list-style-type: none">• Students' innovative and creative writing skills in Elementary.• The levels of challenge for higher attaining students, particularly in reading and writing in High.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is good overall. In lessons and in students' work, the majority of students attain above curriculum standards.The school's internal assessment data indicates very good attainment in KG, outstanding in Elementary, acceptable in Middle and acceptable in High. This does not match with that seen in lessons and students' work where the majority of students attain above curriculum standards. External MAP assessment data is overall good in Elementary, and very good in Middle and High.Overall, the majority of students make better than expected progress. In KG, children can confidently add 2 numbers together, using interactive and hands-on activities securing mathematical understanding and skills. In Elementary, students can identify and demonstrate how the total sum of angles within a triangle adds up to 180 degrees. They can apply this knowledge to solve related problems and recognise patterns in various types of triangles. In Middle, students can calculate how many miles are run in one minute by dividing the distance by the time of minutes, calculating the unit rate. They cannot routinely apply mental mathematics to solve problems correctly. In High students can apply complex number concepts to solve real-life challenges. They are not always challenged sufficiently to synthesise their learning in mathematics.Overall, the majority of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's' 2-digit addition in KG.Students' solving of mathematical problems across all phases.	<ul style="list-style-type: none">Students' routine application of mental mathematics to solve problems correctly in Middle.Students' ability to synthesise their learning in mathematics in High.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. The majority of students attain above curriculum standards across all phases. This does not match with the school data where attainment is very good.• External MAP assessment data indicates very good scores overall. CAT4 attainment is acceptable at stanine 5 overall.• Overall, the majority of students make better than expected progress. In KG children can discuss the seasonal changes and the effects of humid weather and winds during the summer. They do not always know the effects on the environment. In Elementary, students' understanding of physical and life sciences is well developed. They can explore the sources of water and can locate the oceans on a map. They can investigate the causes and effects of floods and know about precautions. Students can compare and contrast physical and chemical changes and can verify the law of conservation of mass. They can explore the transfer of thermal energy from one substance to another. In Middle students can discuss the reasons for adaptations of animals. Students across all phases use scientific methods to investigate and explore problems and arrive at conclusions through analysing data. Their ability to draw conclusions in scientific experiments is less well developed in Middle and High. In High students can apply the law of energy conservation to solve problems. Students' laboratory skills are well developed in High. Girls in Grade 12 can dissect the heart and explain the functions of the heart, demonstrating their effective laboratory skills. Students make real-life connections and can apply mathematical knowledge while calculating the law of conservation of mass.• Overall girls make better progress than boys across all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of physical and life sciences in Elementary.• Students' laboratory skills in High, particularly girls in Grade 12.	<ul style="list-style-type: none">• Children's understanding of the effects of weather on landscapes in KG.• Students' ability to draw conclusions in scientific experiments in Middle and High.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. Internal assessment data shows outstanding attainment in physical education (PE), art, information technology (IT) and electives in humanities subjects.• The school's internal data shows that attainment is outstanding in PE, art, IT and humanities. This does not match with what was seen in lessons and students' work where the majority of students attain above curriculum standards.• Overall, the majority of students make better than expected progress. In PE, KG children develop their gross motor skills in running, jumping, and skipping activities. In Elementary and Middle boys are skilful at playing football and know the correct angle to pass the ball. In High, students learn to dribble and are skilful in football. Their skills in coaching the team are yet to be developed. In art, students use their creativity with colours and different papers to make mosaics. They have yet to fully master the importance of planning and time in their work. Elementary students can confidently use programming. In science, technology, engineering, and mathematics (STEM) students can create a model of a hydraulic box. In High, students in marketing can discuss the terms of trade and know the value of product investment. In business, history and geography, students can critically analyse content and make global comparisons. Students are competent in their IT skills in all phases. Their independent research, especially using search engines is limited in High.• Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills in PE in all phases.• Students' skills in IT in High	<ul style="list-style-type: none">• Students' coaching skills in High.• Students' independent research, especially using search engines in High.



Learning Skills	<ul style="list-style-type: none">• Children’s and students’ learning skills are good overall. They are fully engaged in lesson activities and show positive attitudes to learning. They know their strengths and weaknesses and are able to take steps to improve their work. They interact with their peers and teachers in positive ways. Children in KG learn together and show caring skills when involving all to participate and take turns.• Students’ collaboration skills and their sharing of ideas to support each other is evident across the school. They take increasing responsibility for their own learning, make regular use of their learning environments, including laboratories, PE areas, learning corners and the external environment for artwork.• Students enjoy working with their teachers and their peers. Children in KG2 are eager to share their ideas particularly their creative drawings. They confidently initiate their own learning. Students in Elementary and Middle show team spirit in PE. Students in High work collaboratively with positive interactions to perform experiments and solve complex problems in science and IT.• Students make clear connections between areas of learning and relate these to the world. Students can see connections in mosaic art to the Grand Mosque. Students learn the importance of DNA extraction to establish human identity in forensic science.• Critical thinking is routinely planned in High. Students are confident to use the interactive whiteboard in their learning across the school. Learning technology’s use in lessons is typically with iPads. This use is only for research-based learning, with wider use more limited. Innovation, enquiry and enterprise skills are developing features of learning.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children’s and students’ positive attitudes towards learning in all phases.• Students’ interaction and collaboration with each other across the school.	<ul style="list-style-type: none">• Students’ development of their innovation, enquiry and enterprise skills in all phases.• Students’ wider use of technologies in all phases.



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

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

Indicators:	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">Children's and students' personal and social development is good. Across the school students show positive and responsible attitudes. They respond very well to critical feedback and are beginning to become more self-reliant in their learning.Students in all phases are self-disciplined, respond respectfully and are sensitive to the needs of others. Bullying is very rare.Students demonstrate a general understanding of safe and healthy living. They participate in International Health Day and activities that promote safe and healthy lifestyles.Students' attendance is good at 94%. A few students arrive late to school.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students have a clear understanding and appreciation of Islamic values and how they influence life in the UAE. Students share these values across the school. Students memorise and recite verses from the Holy Qur'an.Students demonstrate a clear respect for the heritage and culture of the UAE. This is evident in the numerous displays of students' works about contemporary and traditional UAE life.They participate in a range of cultural activities such as Flag Day, Martyrs' Day and National Day. Students have a limited understanding, and appreciation of other world cultures. Activities organised for World Day have introduced them to other cultures.				
Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">Students volunteer and participate willingly in various community activities with the Red Crescent. Activities beyond school have a positive impact on the school and its community. Distributing				



food and clothes to orphanages and homes for the elderly has a positive impact on students' development.

- Students' positive work ethic is initiated through participation in Arabic reading challenges. Students enjoy work and participate in the garden project. They put forward suggestions for the STEM fair. They lack initiative to come forward with their own ideas for their school. Recent partnerships with Al Bataeh Sports and Cultural Club and the Sharjah Sports Club have developed opportunities in sport. Teachers do not always include innovation, enterprise, and entrepreneurship in lessons or through other activities and this limits students' skills development across the school.
- Students have initiated projects such as recycling, saving energy, planting trees, and growing flowering plants in the school compound.

Areas of Strength:

- Students' positive attitudes, behaviour, relationships, and self-discipline in all phases.
- Students' appreciation and understanding of Islamic values and Emirati culture and heritage in all phases.

Areas for Improvement:

- Students' broader understanding and appreciation of other world cultures across all phases.
- Students' development of their innovation, enterprise, and entrepreneurship skills across all phases.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

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

- The quality of teaching and assessment is good overall. Teachers have thorough subject knowledge and understand students' needs. They are able to convey their knowledge clearly and confidently to all learners. They understand the different learning styles and adapt their teaching to meet the needs of most students.
- Most lessons are planned carefully taking into account time and available resources. Most teachers adapt the 4-E teaching strategy of engage, explore, explain, and evaluate and incorporate differentiated extension activities and questions. Teachers plan purposeful lessons and provide interesting learning environments through questioning, discussions and hands-on experiences, enabling students to be successful learners.
- Teachers generally plan activities to cater for different abilities, using the school's colour coding system. Students with special educational needs (SEN) are generally supported well through one-to-one support with modified worksheets. The gifted and talented (G&T) students are sometimes engaged in extended writing and research tasks. Individual educational plans (IEP) and advanced learning plans (ALP) are planned and implemented. Teachers' use of these plans is inconsistent in lessons across the school.
- Teaching develops students' critical thinking and problem-solving skills. Teachers do not always incorporate these skills in their lessons. Opportunities for innovation, creativity and independent research, using technology is a developing feature of the school.

Assessment	Good	Good	Good	Good
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- Internal assessment procedures are coherent and consistent. They are linked to the school's curriculum standards and provide clear measures of students' learning. The school has adapted questioning methods so that teachers are starting to ask more in-depth questions in lessons. Common assessments are incorporated with MAP style questions, sometimes used to bridge the gap for students between internal and external examinations.
- Assessment data is analysed well and the information on students' progress as individuals and groups is tracked over time. Teachers use the assessment data effectively to influence their planning and curriculum adaptations. This process generally meets the needs of students of different abilities, particularly students with SEN.

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- Teachers track the progress of students well and provide constructive written feedback on their work, including aligned to MAP scores.
- Students are involved in their own assessment using the 4-point rating scale of mastery, securing, developing, and emerging. The use of target setting for students' next steps in learning is insufficient.

Areas of Strength:

- Teachers' lesson planning, using time and resources across all phases.
- The use of assessment outcomes to modify teaching approaches across all phases.

Areas for Improvement:

- Teachers' use of students' IEPs and ALPs consistently in lessons to support students with SEN and G&T in all phases.
- The development of students' innovation, creativity and independent research skills, including the use of technology, in lessons across all phases.
- The alignment of test style questions in every lesson and setting inspirational targets for each student.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">• The quality of curriculum design and implementation is good overall. The school delivers the United States Common Core State Standards (CCSS) from KG to Grade 12. It is fully compliant with all statutory requirements. It is broad and balanced, following a natural progression between grades in all subjects. The curriculum builds on students' prior learning and meets most students' needs well, providing opportunities for students to think creatively while responding to a broad range of questions. It supports learning for students with SEN. The school is compliant in the delivery of Arabic, Islamic studies and social studies and offers specific lessons in the reading of the Holy Qur'an.• In all subjects and grades, the curriculum provides a clear rationale that includes the scope for the delivery of lessons. This sequence includes plans and materials to support and extend students' learning. This is particularly evident in KG where children experience a rich and varied curriculum that supports cross-curricular and continuous learning. The school has a good range of curricular choices for students in High that helps to prepare and support them for their future life aspirations, courses and careers.• The review and development of the curriculum is good overall. The school has recently introduced regular curriculum reviews. The school has not evaluated the impact of these reviews to assess their effectiveness on raising students' outcomes.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">• Curriculum modifications are generally well organised to meet the needs of most groups of students. This is partially evident in KG where children have autonomy to lead their own learning and follow their own interests within a supportive setting. Current modifications do not consistently provide sufficient challenge for students who are G&T.• The school provides a variety of extra-curricular activities that broaden students' community and worldwide links. The curriculum does not currently provide consistent opportunities for students to engage in activities that promote innovation, and critical thinking in lessons.				



- Opportunities for students to develop a full understanding of UAE's culture traditions and values are strong across the school. Lessons provide a rich variety of experiences that introduces students to the vibrancy of Emirati heritage and beliefs.

Areas of Strength:

- The good range of curricular choices for students in High.
- The curriculum experiences that enhance students' learning of UAE's cultural traditions and values across all phases.

Areas for Improvement:

- Challenge for students who are G&T across all phases.
- The promotion of students' innovation and critical thinking skills across all phases.



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

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

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good

- The school supports students effectively. The safeguarding procedures and child protection policy are effectively disseminated to and understood by all stakeholders. The school employs 2 full-time security staff and operates a comprehensive system of CCTV cameras.
- The school provides a safe environment for all students. Thorough risk assessments, regular fire drills, and well-maintained facilities, including ramps for accessibility are in place. The school maintains accurate and secure records, documenting all incidents and subsequent actions.
- The school's commitment to promoting healthy living is evident across many areas of school life. Doctors and nurses regularly monitor students' well-being, focusing on obesity prevention. Despite efforts, one-fifth of students are still over the recommended BMI index. Students' health records are thorough but require streamlining as it is time consuming to locate key information quickly. The school offers good sports facilities with many opportunities for students to develop their skills. Healthy eating initiatives are driven through the PE curriculum.

Care and support	Good	Good	Good	Good
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- Relationships in the school are positive, with students appreciating their teachers' commitment to enhancing their learning experience. These interactions facilitate a deeper understanding by teachers of students' social, emotional, academic, and physical needs. There is a strong focus on student wellbeing. Students' good behaviour reflects the school's consistent systems and procedures across all phases.
- The school implements effective strategies for monitoring and recording students' attendance and punctuality. The school is successful in actively promoting students' good attendance.
- The school is committed to inclusion. Thorough procedures identify students with SEN and G&T students. Assessment tools and observations by coordinators, teachers and parents facilitate early detection and enable tailored educational planning.
- The school provides effective support for the needs of students with SEN, although the use of a personalised IEP is still developing. For G&T students, despite having their abilities recognised, support in lessons varies considerably across lessons and phases.



- Students receive timely support in choosing their options from specialist university staff. A high proportion of girls' progress to universities in the UAE and follow a medicine or business pathway. Boys typically follow a foundation pathway at university. The school has partnerships with Amity University and promotes a forensic science route for students. The school actively promotes volunteering to help university students with their applications.

Areas of Strength:

- The care, welfare, safeguarding and child protection across the school.
- The support for students with SEN across the school.

Areas for Improvement:

- The streamlining of students' health records to locate key information quickly across all phases.
- The support for the personal and academic progress of G&T students across the school.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The dedicated senior leadership team is led by a highly focused principal who has worked alongside the Athena governors and with all stakeholders to raise standards across the school. The school follows a vision of promoting independent confident learners who achieve beyond national and international curriculum standards. The school is committed to the UAE national priorities and inclusion. Most leaders demonstrate a secure knowledge of the US curriculum and the Cognia principles. Roles and responsibilities are clear with good levels of accountability. This has resulted in students' positive learning throughout the school.
- Relationships are professional and supportive. Ideas on teaching and learning are initiated by staff and responded to positively by senior leaders, positively changing the culture of the school as a result of devolved and shared responsibilities. School leaders understand the agenda of improvement and have systematically worked through all areas for improvement. They have been instrumental in setting the direction of learning throughout the school.

Self-evaluation and improvement planning

Good

- The school evaluation form (SEF) and school improvement plan (SIP) are usefully aligned with the UAE School Inspection Framework. The SIP identifies the key priorities and strategic areas for development. Groups across the school have shared responsibility for reaching targets. This approach has linked the importance of leadership and understanding of data directly to teaching and learning. The SEF is monitored by all stakeholders. Almost all aspects of the current SEF have been accurately judged but a few require more robust evaluation. Most of the recommendations from the previous review have been tackled effectively, resulting in sustained improvements.

Partnerships with parents and the community

Good

- Parental engagement is a strong part of the culture of inclusiveness. The school understands the role that parents play in their child's learning and development. Their views are acted upon immediately. Communication is regular and parents are well informed of their child's progress.

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<p>Regular parent and teacher meetings take place to discuss students' progress in lessons and in external and internal tests.</p> <ul style="list-style-type: none">The school has partnerships with Skyline University College and Amity University. It has secured a community partnership with Beeah and Sharjah City Municipality for recycling paper and plastics. A recent twinning initiative has secured working with a local school for chess and sports competitions. Links with the Al Bayan National School support the schools KG provision through collaborative working. The school has yet to secure an international partnership.	
Governance	Good
<ul style="list-style-type: none">The Athena group of governors undertake regular and systematic reviews of the school. They hold the school leaders accountable and work together in reviewing staffing, professional development and the finances of the school. They use their detailed knowledge of the school to regularly monitor the school's actions and performance. They have an instrumental influence on the school and work closely with the principal to ensure that all areas for improvement are tackled.Governors are active in including a range of stakeholders' views in decision making.	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The day-to-day management of the school is well organised with effective supervision, supporting students with routines and procedures. The school has suitably qualified teachers to promote the vision of the school. Staff turnover has increased despite rigorous steps taken to reduce it. Economic competition from other areas has impacted negatively on the stability of staffing. The building is well maintained, and resources support well the curriculum and promote students' good achievements.	
Areas of Strength:	
<ul style="list-style-type: none">The strong leadership and active governance that has led to improvements.The involvement of all stakeholders to support the development of learning.	
Areas for Improvement:	
<ul style="list-style-type: none">Ensuring accuracy and robust evaluations in all aspects of the SEF.The development of international partnerships for the benefit of students.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 17 Arabic teachers and 8 classroom teachers. The teacher to student ratio is 1:73.
- There are 3300 fiction and non-fiction books in the school library. In classrooms, all students have the MoE subject textbooks. The KG classrooms have Arabic stories.
- There are classes for free reading and guided reading in the library. The KG classrooms have reading corners. Students use the e-reading platforms such as Kutubee, Alef and Abjadyat both in class and for home learning.
- Students participate in a wide range of reading competitions. These include Holy Qur'an and the Noble Hadeeth competitions. These promote students' reading and recitation of the Holy Qur'an and the Prophet's (PBUH) Noble Hadeeth. They also participate in the national Reading Challenge competition. In 'Reading Week', school-based activities are organised for reading poetry, fictional and non-fictional books. A record card system is in place to record what students have read. Students read books at home supervised by their parents. They then endorse the record card providing information on what was read. The most active student in reading is rewarded by the school. Students further develop their reading skills through morning assembly activities.

The school's use of external benchmarking data

- The school administers the following tests, MAP Grades 3 to 9 in mathematics, reading language and science, CAT4 Grades 3,5,7,9 in cognitive tests, TALA Grades 3 to 11 in Arabic, Mubakkir for KG1 to Grade 2 in Arabic, IBT for Grades 3 to 10 in Arabic, TIMSS for Grade 4 and 8 in mathematics and science in Grade 8. It also administers PIRLS Grade 4 in English reading, PISA Grade 10 in English, mathematics, and science, Advanced Placement (AP) in Grade 12 for calculus, biology, and physics, EmSAT mathematics and English in Grade 12. The school informs stakeholders regarding examinations and tests. The school incorporates MAP scores in students' final grades. The school communicates through online videos to develop awareness of the MAP test.
- A systematic process is in place to prepare students for examinations and tests. School leaders conduct data meetings with students, teachers, and middle leaders after assessment cycles. These meetings serve as forums for collective analysis of trends, allowing informed decisions on necessary curriculum adaptations. Teachers and students actively participate in goal-setting activities, completing worksheets to establish targets for the next assessment cycle.
- External assessment-type questions are integrated into the curriculum and lessons, exposing students to various evaluative formats. Year-on-year performance data is tracked, providing insights into students' progress. Curriculum reviews are conducted regularly to ensure alignment with educational standards. Additionally, elective courses are offered based on assessment results, allowing students to tailor their learning experiences.
- External assessment results are shared with parents on the Orison platform. These are also discussed during parent and teacher meetings.

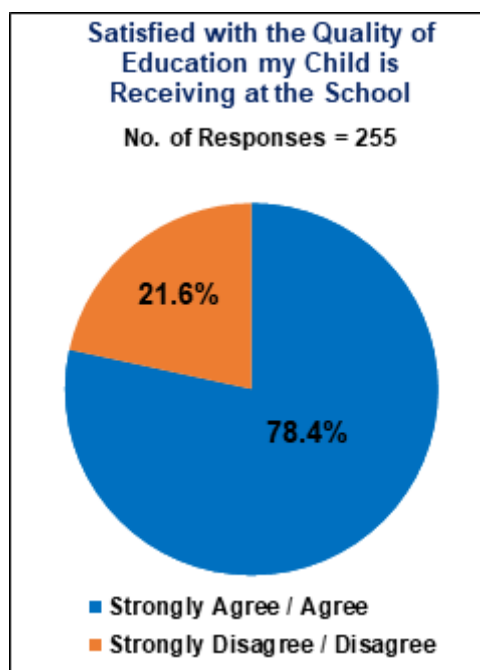


Provision for KG

- In KG, there are 18 teachers providing a ratio of teacher to child of approximately 1:14. The school has separate classrooms for English and Arabic languages with resources. These classrooms are organised into stations for reading, exploring, writing, creativity, drama, and technology. This provides a diverse learning experience to secure the free-flow approach. Children develop independence and choose activities aligned with their interests. The school has introduced a phonics programme, 'Letters and Sounds', to boost reading skills.
- The school has a learning environment with designed indoor and outdoor spaces. Hallways stimulate learning with numbers, consonant-vowel-consonant (CVC) words, and various written materials. The outdoor playground features blackboards, a sand area, and a dedicated musical space, fostering an engaging atmosphere that encourages learning during play.
- To ensure a seamless start, the orientation week welcomes children and their parents. It provides parents with valuable insights into the school's educational approach.
- Transition from KG to Grade 1 is conducted by the moderation committee. This consists of Grade 1 teachers, who engage with children during the last semester. Through visits and talks with children they assess the child's abilities. A supportive transition process aims to establish familiarity before entering the next grade.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in national and international assessments to the next level across the school by:
 - modifying the curriculum to meet external assessment requirements in all the subjects tested.
 - aligning test style questions in every lesson.
 - setting inspirational targets for each student.
- Improve teaching and learning in all subjects, particularly in Islamic Education in Middle and Arabic in High by:
 - setting very high expectations in learning throughout the school.
 - setting challenging and innovative learning objectives.
 - raising the importance of reading for meaning.
 - promoting opportunities for extending students' writing skills
 - providing feedback that challenges learning.
 - planning and resourcing lessons that fully motivate all learners particularly G&T.
- Develop innovative and challenging teaching that inspires all students to maximise their achievement across the school by: -
 - promoting enquiry and enterprise skills and the use of technology in lessons.
 - using knowledge and applying it to different contexts.

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- raising real-world thinking through case studies on local, national and international issues affecting world cultures.
- developing students' research skills through project-based learning, using curiosity, innovation and creativity.
- using questions that synthesise and demand higher-level thinking.
- comparing students' responses in lessons with other students and debating the quality of responses to identify gaps and further challenge.
- using IEPs and ALP consistently in lessons to better promote SEN and G&T students' learning.



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

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

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

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