



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Emirates American School
19 – 22 February 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 Information	
	School ID	145
	School location	Al Qarayen, Sharjah
	Establishment date	2013
	Language of instruction	English
	School curriculum	American
	Accreditation body	Cognia
	Examination Board	American, AP College Board.
	National Agenda Benchmark Tests/ International assessment	AP, SAT, MAP, CAT4, PIRLS, TIMSS, PISA, EmSAT, IELTS, TALA
	Fee range	16,605 - 29,292 AED
		Principal
Chair of Board of Governors		Amol Vaidya
Total number of teachers		118
Total number of teaching assistants		16
Turnover rate		30%
Main nationality of teachers		Egyptian
	Teacher: student ratio	1:16
	Total number of students	1,893
	Total number of students per phase	Phase 1: 219 Phase 2: 546 Phase 3: 607 Phase 4: 521
	Number of Emirati students	1335
	Number of Emirati students per phase	Phase 1: 167 Phase 2: 386 Phase 3: 314 Phase 4: 468
	Phase 1: number and gender	Boys: 108 Girls: 111
	Phase 2: number and gender	Boys: 281 Girls: 265
	Phase 3: number and gender	Boys: 326 Girls: 281
	Phase 4: number and gender	Boys: 287 Girls: 234
	Nationality group	1. Emirati 2. Egyptian
Total number of students with special educational needs	86	



PROGRESS JOURNEY

Previous Review:2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 175 lesson observations, 88 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 on the previous review visit. The school has made good progress in addressing the weaknesses identified by the last review. Provision and outcomes in Phase 1 and Kindergarten (KG), remain good and this continues to be a vibrant area of the school. Progress across the school is now good, although more rapid currently in Phases 1, 3 and 4 than in Phase 2. Students' attainment remains mostly acceptable, particularly in the Arabic subjects, but generally better in Phases 1 and 4 than elsewhere. Students' learning skills are good overall. Teaching and learning are now good, despite a relatively high level of staff turnover recently. Teachers increasingly use assessment effectively to ensure that work is typically set at the correct level for students. Leadership and management are now good. Changes in the leadership team and increased training and support have ensured that senior leaders now have a clearer view of the school's current strengths and areas for improvements. Consequently, the school's self-evaluation is largely accurate. There has been good progress in increasing scores from a low level in the international MAP testing. Students' personal and social development is good. The curriculum is good. Arrangements for the protection, care and guidance of students are very good. The learning environment is a strength in the lower grades, and less inspiring in Phases 3 and 4. School ownership changed in October 2023, and the previous governing board was superseded. The school's partnership with parents is very good.

KEY AREAS OF STRENGTH:

- The school's procedures to ensure the safety and well-being of students across the school.
- The quality of provision for Phase 1 children.
- Students' understanding of Islamic values, their commitment to UAE heritage and culture and their knowledge of other cultures.
- The identification and support of students with special educational needs (SEN).
- Students' achievement in a range of core subjects.
- Improvements in the effectiveness of the school's leadership.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement particularly in Phases 2 and 3.
- Students' collaboration and independent learning skills with greater opportunities to develop enquiry and research skills.
- The planning of more challenging tasks for all students, particularly those identified as G&T and the promotion of students' critical thinking skills.
- The quality and rigour of students' written work and the consistency and quality of marking and feedback from teachers.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. The school's internal data shows that students make outstanding progress overall. This does not match with what is seen in lessons or in students' work where students make good progress in all phases.• There are no externally benchmarked assessments in Islamic education. The school's internal assessment data shows that attainment is outstanding. This does not align with what is seen in lessons or in students' work, which shows that students' attainment is acceptable in Phases 2 and 3 and good in Phases 1 and 4.• Students in all phases make good progress, and successfully reflect the Islamic values in daily practices. In Phase 1, the children memorise short Surahs of the Holy Qur'an and know the five pillars of Islam. They can name different things created by Allah and distinguish them from things of human origin. In Phase 2, students know how to modify their behaviour through their understanding of the Prophet's (PBUH) guidance in the Noble Hadeeth. In Phase 3, students can explain the importance of Umrah and its impact on Muslims. They understand the role of the official Fatwa Centre in the UAE in teaching people about their religion. In Phase 4, students show an understanding of prohibited sales and their impact on countries and societies. Students' skills in recitation of the Holy Qur'an are not sufficiently developed in Phases 2, 3 and 4. Students' skills in suggesting solutions for different modern Islamic issues in Phases 3 and 4 are underdeveloped.• The majority of groups of students make better than expected progress overall, although some higher-attaining students are not sufficiently challenged in their learning.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' capacity to reflect Islamic values in daily practices in all phases.• Students' understanding of prohibited sales and their impact on countries and societies in Phase 4.	<ul style="list-style-type: none">• Students' skills in recitation of the Holy Qur'an in Phases 2, 3 and 4.• Students' skills in suggesting solutions for different contemporary Islamic issues in Phases 3 and 4.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic, both for native and non-native speakers, is good overall. The school's internal data shows that students make outstanding progress overall. This does not match with what is seen in lessons or in students' work where students in all phases make good progress.The school's internal assessment data shows that attainment is outstanding overall in both Arabic as a First Language (AFL) and Arabic as a Second Language (ASL). This does not match with what is seen in lessons or in students' work where attainment is acceptable in all phases, except in Phase 1 where attainment is good. External TALA's results show that the large majority of students attain above expectations in Arabic.Students in Phases 1, 2 and 3 make good progress. In Phase 1, children can pronounce the letters using basic grammar rules and link the letters with the correct pictures. In AFL, students' reading skills are well developed in all phases. In AFL and ASL, students in Phases 3 and 4 make good progress in developing their speaking skills in Standard Arabic. Students' creative writing skills in Phases 2 and 3 in AFL, and their reading comprehension skills across the school in ASL are less developed.The majority of groups of students make better than the expected progress overall in both AFL and ASL. Some higher-attaining students do not make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' reading skills across the school in AFL in all phases.Students' skills in speaking standard Arabic in Phases 3 and 4 in both AFL and ASL.	<ul style="list-style-type: none">Students' creative writing skills in Phases 2 and 3 in AFL.Students' reading comprehension skills across the school in ASL.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. The school's internal assessment data shows that students make outstanding progress overall. This does not match with what is seen in lessons or in students' work where students make good progress in Phases 2, 3 and 4.• The school's internal assessment data shows that attainment is outstanding overall. This does not match with what was seen in lessons or in students' work where attainment is acceptable. There is no external assessment data for social studies.• Students in Phases 2, 3 and 4 make good progress in developing their knowledge and awareness of the heritage and traditions of the UAE. Students in Phase 2 can talk about the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP), the UAE leaders and the government in promoting sustainability and preserving the environment. In Phase 3, students can talk about the impact of the UAE's location on the world map and the beneficial effect this has had upon the development of the UAE economy. In Phase 4 students can discuss the importance of spreading cultural understanding among peoples around the world and the positive role that the UAE plays in this. Students do not show a deep understanding of UAE history in Phases 2 or 3. Students in Phase 4 find difficulty in talking about the impact of different civilisations on the modern life of the world.• The majority of groups of students, other than some higher attaining students, make better than the expected progress overall in social studies.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and awareness of the heritage and traditions of the UAE in all phases.• Students' understanding of the impact of UAE's strategic location on the world map in relation to the UAE economy in Phase 3.	<ul style="list-style-type: none">• Students' deeper understanding of UAE history in Phases 2 and 3.• Students' ability to talk about the impact of different civilisations on the modern life of the world in Phase 4.



English	<ul style="list-style-type: none">Students' overall achievement in English is good overall, it is good in Phases 1, 3 and 4 and acceptable in Phase 2. In lessons and in their work, students make good progress in Phases 1, 3 and 4. This does not fully match with the school data which indicates good progress in KG and Phase 4 and acceptable progress in Phases 2 and 3.The school's internal data shows that attainment is very good in Phases 1 and 2 and good in Phases 3 and 4. External MAP data shows that attainment is weak in Phases 2, 3 and 4. The most recent data from the school indicates good attainment and progress in Phases 1, 3 and 4 overall due to the range of measures introduced recently with additional weekly classes for practising questions directly from MAP tests. These recent improvements match the lessons seen and the work in books, particularly in Phases 1, 3 and 4 where most of these students attain above curriculum standards.Children in Phase 1 make good progress in developing their listening skills and identifying letters and sounds which they recognise in words and short sentences. In Phase 2, students make acceptable progress in reading short paragraphs with correct pronunciation and in identifying different parts of speech in a text. In Phase 3, most students succeed in extending their vocabulary and use this in their extended writing. In Phase 4, most students can write in well-structured paragraphs and prepare oral presentations to practise their speaking skills with confidence. In Phases 2, 3 and 4 students do not always think deeply enough about the literature they read in English or produce written work of good enough quality. This is because students are not exposed to a wide range of literature due to lack of resources, including library provision. Students do not always develop higher-level reading and speaking skills, nor do they develop consistent accuracy in spelling, structure and grammar across phases, and particularly in Phases 2 and 3.Overall, all groups of students make at least the expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's ability to identify letters and pronounce them successfully in Phase 1.Students' understanding and use of literary terms and English grammar particularly in Phase 4.	<ul style="list-style-type: none">Accuracy of spelling, structure and grammar in writing in English across the school, but particularly in Phases 2 and 3.Students' enhanced awareness of literature and development of higher-level reading and speaking skills in all phases.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is good overall. In lessons and over time, the majority of the students make progress above curriculum expectations. This does not fully align with the school's internal data which shows that the students make very good progress.Attainment is acceptable in Phase 2, and good in Phases 1, 3 and 4. Internal assessment information indicates that attainment is outstanding in all phases. This is not borne out by evidence seen in lessons where the majority of the students attain above the curriculum standards overall.Although MAP test data for 2023-2024 shows that progress is weak in Grades 4 to 10, there is evidence of a significant acceleration in learning in mathematics. In lessons and in their work, the majority of students in Phases 1, 3 and 4 make better than expected progress in developing their mathematical skills and knowledge. Children in Phase 1 can count numbers to 10 and are confident in matching numerals to quantities. Students in Phase 2 can apply mathematical understanding to the world and make connections between areas of learning. They have secure skills in carrying out calculations accurately. For example, Grade 1 students confidently calculate number bonds involving 10 and units, while Grade 4 students can construct bar graphs based on data provided. Students' mental mathematics skills are insufficient. In Phase 3, the majority of students make good progress in applying their knowledge of multiplication and division and use these skills to calculate areas and parameters. In both Phases 2 and 3, there is a lack of opportunity to apply students' mathematical skills in solving everyday problems. In Phase 4, older students have a very good grasp of algebra and trigonometry and use their understanding well when seeking solutions to everyday problems. Advanced Placement (AP) students in Grade 11 have made good progress, developing a good capacity to manipulate complex mathematical functions.Most groups of students make better than expected progress overall. Girls make better progress than boys in Phases 3 and 4.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' secure skills in problem-solving in Phase 3.Students' skills in algebra and trigonometry in Phase 4.	<ul style="list-style-type: none">Students' skills in exploring challenging opportunities for mathematical applications in Phases 2 and 3.Students' skills in applying mental calculation in Phase 2.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. The school's internal assessment information indicates that progress is outstanding in all phases. This does not match with what is seen in lessons and in students' work, where the majority of students in Phases 1 and 4 achieve above curriculum standards while most in Phases 2 and 3 make progress that is in line with curriculum expectations.• The school's internal data shows that attainment is outstanding in Phases 1, 2 and 4 and very good in Phase 3. This does not fully match with that seen in lessons or in students' work. In Phases 2 and 3 students reach levels of attainment which are in line with curriculum standards, while in Phases 1 and 4, the majority of students attain levels that are above curriculum standards. In the external EmSat examination, taken by a relatively small group of students, students' performance was weak in physics, chemistry and biology in 2023.• In the external MAP tests, all grades from 3 to 9 show improving progress in the current year. The majority of students demonstrate a secure understanding of the scientific concepts of natural science, such as recycling and reusing in Phase 1, and of the digestive system in Phase 4. Most students in Phases 2 and 3 make expected progress and demonstrate an age-appropriate knowledge and understanding of water cycles and the structure of the flower. Phase 4 students have good capacity to apply relevant formulae to the solution of physics problems. Students make less rapid progress and lack a deep understanding of the concepts as they participate in activities and experiments, without fully connecting them to the broader scientific concepts taught in lessons. Their ability to ask questions and reflect on their understanding is underdeveloped, as are other scientific process skills, such as hypothesising, collecting data, structuring experiments independently and shaping conclusions using appropriate scientific language.• The majority of groups of students make better than expected progress in Phases 1 and 4 and expected progress in Phases 2 and 3, including those with SEN.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and understanding of concepts of natural science.• Students' ability to use formulae in solving physics problems in Phase 4.	<ul style="list-style-type: none">• Students' ability to ask questions and reflect on their understanding in all phases.• Students' skills of hypothesising, collecting data, structuring experiments and formulating conclusions in all phases.• Students' ability to use scientific language in all phases.



Other subjects	<ul style="list-style-type: none">Students' achievement in a range of other subjects is acceptable overall, although good in Phase 1 where children engage enthusiastically in physical education (PE) lessons. Elsewhere, attainment is inconsistent in quality within subjects and across phases. The available internal data indicates that achievement in information technology, art, PE, French and business is outstanding in all the grades where these subjects are taught.There is no other external assessment data for these subjects. In Phases 2, 3 and 4, attainment and progress as observed across all other subjects are acceptable, although progress is better, and often good, in Phase 4.In PE, students make acceptable progress over time. There is a strong focus on developing the skills required to engage in team games like football and netball. There are some opportunities outside the daily curriculum to develop students' physical skills in sport. Students develop secure techniques in art, using a range of media, although predominantly focused on drawing and the use of basic materials. In Phase 3, girls show positive creativity as they explore the concept of sustainability through their work in art. Occasionally, more input could be made on the development of individual skills. Music has only recently been introduced to the curriculum. Opportunities for individual participation in music-making and in driving forward a richer and more dynamic engagement with the creative arts remain underdeveloped. Phase 4 students achieve well in business studies. Attainment in IT is acceptable, although lessons do not always build effectively upon students' existing knowledge base.There is little variation in the progress made by different groups of students in these subjects, although boys engage more enthusiastically in PE lessons than girls.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' enthusiastic engagement in PE lessons in KG.Students' commitment to learning and achievement in business studies in Phase 4.	<ul style="list-style-type: none">The development of provision in music and the creative arts in all phases.Provision of more challenging opportunities for students to develop and build on their skills in IT in all phases.



Learning Skills	<ul style="list-style-type: none">Students' learning skills are good overall, although acceptable in Phase 2. Students eagerly participate in classroom discussions, ask questions, and collaborate with peers during lessons. Their enthusiasm contributes to an interactive learning environment, particularly in Phases 1 and 4. Students actively seek resources and reflect on their learning, particularly in Arabic subjects.Students' interactions and collaborations are well-developed in KG and Phase 4. They work cooperatively to complete their tasks and other activities in various subjects such as history in Grade 12. They can communicate their thoughts both verbally and in writing in English. In a few good lessons, they actively listen, ask questions and engage in meaningful discussions. Students' skills in collaboration and their effective interactions are less well developed in Phases 2 and 3.Students frequently apply their learning to real world contexts that make learning meaningful and relevant. In mathematics, English and Arabic, students use different subject connections to enhance their learning. Grade 12 students engage readily in discussion around finance and business ethics in different cultural contexts.Students' skills of innovation, enterprise and critical thinking are better developed in Phase 4 than elsewhere as they have good opportunities to design projects and participate in various competitions. They use various platforms such as school assemblies and awareness programmes to demonstrate their talents. For many students their innovative skills in lessons are underdeveloped. The use of IT to support research and independence is inconsistent across the school.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' interactions and collaborations in Phases 1 and 4.Students' capacity to apply their learning to different subject areas across all phases.	<ul style="list-style-type: none">Students' collaboration, interactions and skills in innovation and enterprise in Phases 2 and 3.Students' use of information technology for research and independent learning across 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:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very good	Good	Good	Good
<ul style="list-style-type: none">• Children exhibit a proactive approach to learning, demonstrating enthusiasm and curiosity towards exploring new concepts and ideas in KG. Overall, students in other phases are engaged and motivated, and relish opportunities for collaboration and group work. During lessons, they actively listen to instructions, engage with the material and participate in discussions. Attitudes are good overall, although some older boys do not engage with learning with enthusiasm.• Phase 1 children consistently demonstrate positive behaviour, showing respect towards their teachers and peers. Relationships in all phases are positive. Respectful interactions between students and staff create a welcoming atmosphere which makes them feel secure in school.• The school promotes healthy and safe living effectively through an array of health-promotion programmes. Special assemblies and orientation programmes demonstrate the school's commitment to promoting healthy lifestyles.• Attendance at 96 % is very good and students are mostly punctual to school and lessons.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
<ul style="list-style-type: none">• Students have a secure appreciation and understanding of Islamic values in UAE society. In assemblies, they recite verses from the Holy Qur'an. These values are promoted during lessons and are supported by participation in religious events.• Students are very knowledgeable and respectful of the heritage and culture in the UAE. They celebrate National, Flag and Martyr Days and other national occasions and actively take part in cultural events.• Students demonstrate a deep understanding, awareness and appreciation of their own and other world cultures. They have participated in an international food expo, book fairs, multicultural story time sessions, interactive geography projects and calligraphy competitions.				



Social responsibility and innovation skills	Good	Good	Good	Very good
<ul style="list-style-type: none">Students demonstrate social responsibility in the school community. They actively engage in initiatives that contribute to the well-being of their peers and staff and the environment. They participate in environmental clean-ups, organise charity drives for the Red Crescent, or in school volunteering. Initiatives for students' personal and social development are planned and implemented successfully under the overarching theme of the ESA Nojoom program.Students in higher grades exhibit a strong interest in innovation and problem-solving which is visible in the projects they undertake regularly, although this is less evident in lessons and across other phases. Students exhibit a positive work ethic in activities, assemblies and voluntary programmes. Students in Phases 2 and 3 have fewer opportunities to participate in external activities.Students are environmentally conscious and have won awards for their contributions to conservation. Students participate in various initiatives such as the Sharjah Sustainability Award, Al-Ghaf Mangroves Initiatives and COP 28. Phase 1 and 2 students take responsibility for their allocated plants and gardens.				
Areas of Strength:				
<ul style="list-style-type: none">Children's very good personal development and students' positive attitudes and relationships.Students' empathy with Islamic values, depth of knowledge and respect for the culture and society in the UAE.Students' commitment towards the environment and conservation.				
Areas for Improvement:				
<ul style="list-style-type: none">Opportunities to enhance students' enterprise and innovation skills.Opportunities for Phase 2 and 3 students to participate in external activities.				

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
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Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none">• Overall, teaching is good, although most effective in Phases 1, 3 and 4. Teachers have secure subject knowledge, and most teachers know how students learn. Lesson planning is detailed and purposeful, referencing success criteria, real-life connections and the UAE context. The learning environment is enhanced well in Phase 1 through displays and technology and presentations. This is less consistently developed in the higher phases. The implementation of the behaviour policy and intentional seating arrangements to foster positive behaviour, especially in the boys' section, have improved the overall learning environment.• Teachers' expectations are higher in Phases 1, 3 and 4 than elsewhere. Teachers provide challenge through questioning across all phases, more effectively in ASL and in the business and AP mathematics lessons.• Teachers' approaches and methods to meet the needs of all groups of students are enhanced through questions and differentiated work sheets. Teachers' promotion of independent and paired work is not always fully effective in Phases 2 and 3.• In Phase 4, especially in mathematics and English, teachers promote independent thinking effectively through classroom discussions. Innovation skills are less evident in lessons, particularly in Phases 2 and 3.				
Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">• The school has a detailed assessment policy. Internal assessment data processes provide comprehensive information on students' attainment and social development. A management system enables leaders to cross-reference assessment data and be confident that almost all information on students' progress is accurate. The school has created consistent internal assessment systems, processes and procedures. The school has established strong benchmark outcomes against appropriate external, national and international expectations.• Assessment data is analysed, and students' achievement is tracked adequately through the progress tracker. This information is used to meet the needs of most students through lessons and curriculum planning. Teachers provide students with additional support to achieve better attainment in external assessments such as MAP in science and mathematics. A large majority of teachers use data to guide their lesson planning, by aligning activities to students' needs. Assessment data is used effectively, particularly in Phase 1, to make adaptations to the curriculum and teaching.• Teachers often provide focused support to their students, especially in Phase 1. Teachers' challenge and feedback sometimes lack consistency. Although students' work is marked regularly, teachers do not always provide useful written feedback for improvement in all subjects. Students are sometimes involved in self- or peer-assessment, although the approach lacks rigour because teachers provide insufficient detail on how to conduct this type of assessment.				



Areas of Strength:

- Teachers' subject knowledge and understanding of how students learn.
- The internal and external assessment processes.
- The teaching and learning environment in Phase 1.

Areas for Improvement:

- Teachers' development of regular opportunities for students to extend their independent learning, critical thinking, problem-solving, inquiry, and innovation skills, particularly in Phases 2 and 3.
- Teachers' feedback to students so that it is clear, concise and consistent across all subjects.
- Systematic use of students' self- and peer- assessment so that students can share their learning and plan their next steps.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good

- The overall quality of the curriculum is good. The curriculum follows all statutory requirements of both the California Common Core Curriculum Standards (CCCCS) and the UAE MoE standards. It is broad and balanced and appropriate for students' different ages. Students are prepared well for each stage of their school life and life beyond school. The curriculum has a clear rationale. It is well planned to ensure students develop a balance of skills, knowledge and understanding. It does not always build progressively on previous learning, particularly in Phase 2.
- A good range of curricular options are provided for older students to meet their interests and aspirations. Close consultations with parents and students are held to help in decisions regarding subject choices for older students, ensuring students are fully prepared for their chosen careers and future education pathways and aspirations. Cross-curricular links are well planned and clear in lesson plans though teachers do not consistently refer to these links in their lessons across the school. Interdisciplinary projects enable learners studying different subjects to work collaboratively.
- Regular curriculum reviews are now conducted, ensuring full provision is made to cater for the needs of all students. Support for students with SEN is mostly good. Those identified as G&T



undertake extension activities. Teachers do not include these extension activities consistently across the school.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none"> Curriculum modifications are generally appropriately organised to meet the needs of most groups of students. The modifications do not ensure sufficient challenge for those identified as G&T. The school provides a wide range of extra-curricular activities and competitions to match the needs and interests of students. This is particularly strong in Phase 1. For example, for one day children dress up in outfits that represent different professions, including, for example, doctors, police officers, and environmentalists. They enact these roles with the support of staff and parents. Teachers' curriculum planning does not consistently ensure that students engage in activities that promote innovation or critical thinking in lessons. Very good learning experiences are provided that enable students to develop a comprehensive understanding of the UAE's values, culture, and society. 				
Areas of Strength:				
<ul style="list-style-type: none"> The range of curricular options for older students. Curriculum planning in Phase 1 includes many opportunities for practical learning and activities that promote curiosity, interest and enjoyment. 				
Areas for Improvement:				
<ul style="list-style-type: none"> The consistent provision of opportunities in curriculum planning to promote students' critical-thinking, enterprise and innovation. The consistency of curriculum planning to meet the needs of G&T students. 				

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

The protection, care, guidance and support of students are very good overall.				
Indicators:	Phase 1	Phase 2	Phase 3	Phase 4



Health and safety, including arrangements for child protection /safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">Procedures for safeguarding are rigorous and highly effective. All staff are well-trained in child protection and effective procedures are in place and fully known to staff, parents and students. The school provides a very safe environment in which students are well supervised, including robust security arrangements and well-managed bus transportation.The school maintains meticulous, accurate and secure records, including records of incidents. The premises are hygienically clean and extremely well maintained by an in-house team that keeps thorough maintenance records. The premises meet the needs of all current students and staff and are fully accessible.The school systematically promotes healthy living through workshops, the strong pastoral system and regular health education lessons. The canteen is licensed, and the food served is authorised. Most students make healthy choices.				
Care and support	Very good	Very good	Good	Good
<ul style="list-style-type: none">Relationships are mostly very positive. Students appreciate the efforts staff make to support them. All behavioural incidents, and their resolution, are logged systematically and all appropriate procedures are documented fully.The school has very effective protocols to record staff and students' attendance and punctuality as reflected in students' very good attendance. The follow-up of unauthorised absence and lateness is efficient and effective.The systems for the identification of students with SEN and G&T students are well established and effective. Records maintained by the school are thorough.The school provides appropriate support for most students with SEN. Students who are G&T are not consistently well challenged in lessons. Instead, they are often signposted to outside events and activities, for example, to sporting clubs.The personal well-being and development of all students is closely monitored. The academic counsellor and careers guidance counsellor provide appropriate information for students from Grade 9 onwards. Interactive careers sessions are held to discuss different curricular options, and potential university courses.				
Areas of Strength:				
<ul style="list-style-type: none">The support for the safeguarding of students and their care and well-being.The high quality of the school environment and its maintenance.The positive relationships between staff and students and the systems and procedures for managing students' behaviour.				
Areas for Improvement:				



- Support for those students identified as G&T in lessons and extra-curricular activities.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- School leaders, including the principal, demonstrate a clear vision and commitment to the UAE and Emirate priorities and to Islamic values. Leaders have a secure knowledge of best practices in teaching and learning and focus well on promoting students' personal development. Although 2 of the 3 senior leaders are new, they have formed a cohesive team, with complementary skills and interests. Current leaders have improved many aspects of the school so that students' achievement is improving. As experienced practitioners, they have the potential to work directly with teachers to secure rapid improvement in their classroom practice once systems are in place to implement this. The school is inclusive and admits students with a range of needs. The support for students with SEN is effective with further focus required on supporting those with G&T.
- Relationships and communications are professional and effective. There is a good delegation of key responsibilities to enable the school to function effectively and most staff have a secure understanding of their roles and responsibilities. There have been several very recent changes in leadership for subjects. Morale in the school is positive, despite some recent uncertainty as the ownership of the school changed. School leaders have overseen significant improvement in achievement in the last year, demonstrating good capacity for further improvements. All statutory and regulatory requirements are met.

Self-evaluation and improvement planning

Good

- Additional external support has ensured that leaders' skills in self-evaluation have improved so that there is now a more accurate perception of the school's strengths and overall performance. Leaders have strengthened data systems. Senior leaders' capacity to monitor teaching and learning is improving. School improvement planning contains appropriate and achievable goals, aligned to the recommendations in the previous review, although the document itself is written in an overly complex style. The school's improvement process has contributed to clear improvements in teachers' planning, and to students' achievement, although there is more to do to lift students' attainment levels and their outcomes, particularly in Phase 2. The school has made good progress in addressing most issues raised in the previous review.



Partnerships with parents and the community	Very good
<ul style="list-style-type: none">The school engages very effectively with parents and their views are considered when planning future improvements. Parents mostly have a very positive view of their relationship with the school. Communication is very effective, making good use of social media and the internet, and providing extensive information about the curriculum, events and initiatives. Parents have regular face-to-face meetings with teachers and receive frequent written reports. They find it easy to contact teachers.There are several productive partnerships with other schools locally and these have facilitated access to examples of best practice in teaching and leadership. There are links with local charities and emerging international links through the ownership group.	
Governance	Good
<ul style="list-style-type: none">Due to changes in school ownership, the governing board was replaced from October 2023. While the owners and their senior staff occupy key roles in the new team, the governing board in its final form is well-structured, with appropriate staff, parental, student and external representation. Governors meet frequently, have a thorough awareness of the school's key priorities and current challenges, and support and check the school's work effectively. Governors are supportive of senior staff, while setting ambitious targets for further improvements in the school.	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The school's daily procedures and routines are effective. The school is adequately staffed at present. Staff are deployed effectively. The high-quality accommodation is used effectively to provide extensive specialist teaching areas, including 2 swimming pools and 2 large multipurpose sports halls. Outdoor space is relatively small although it is used effectively. The school acknowledges that resources are insufficient in some areas, including the library book provision and information technology. Considerable resources have already been allocated to establish and resource a new library, information centres and innovation hubs.	
Areas of Strength:	
<ul style="list-style-type: none">The experience and commitment of the current senior leadership team to improving students' achievement.The very good partnership with parents.The high quality of the school environment.	
Areas for Improvement:	



- Senior leaders' direct engagement with teachers to coach and embed best practice and accelerate improvement at pace.
- The consolidation of the membership of, and defining roles and responsibilities within, the governing board.
- The provision of adequate resources for the library, including books and learning technologies.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- All Arabic staff are qualified. There are 20 teachers of AFL and ASL from Pre-KG to Grade 12, including one head of department. The teacher to student ratio is 1:95. Two teachers work with non-Arab students. One teacher takes on the role of librarian. There are no teaching assistants for Arabic.
- The total number of books in Arabic is 3,780, covering both fiction and non-fiction. Large print books are stocked to assist students with visual impairment and magazines are available. Each year group in Phase 1 has its own library, in addition to reading corners. There are scheduled weekly library periods for Grades 1 to 8 AFL and for Grades 1 to 9 ASL. Students can borrow books. Students can summarise stories read in Arabic to support their creative writing skills.
- Reading is a core part of most lessons. Grades 1 to 9 students access an online platform: Kutubi, which includes a digital dictionary. Most reading is based on the classroom textbooks.
- Students' experience of Arabic is enhanced through extra-curricular activities such as competitions, morning assemblies, Arabic broadcasts for schools, debates in Arabic language week, participating in reading challenges and poetry recitation, 'Read with My Family' and an activity to support ornate calligraphy.

The school's use of external benchmarking data

- In compliance with SPEA requirements, the school undertakes various external tests, including MAP (all students Grades 1 to 11), CAT4 (all Grades 3, 5, 7 and 9 students), PISA, IBT Arabic (discontinued 2023), TIMSS, PIRLS, Advanced Placement (selected Grade 12), EmSAT (selected Grade 12) and IELTS. The school has recently introduced further external tests, including TALA (Grades 3 to 10) and Mubakkir tests (KG to Grade 2) in Arabic. Additional internal tests are aimed at optimising students' performance in external benchmark tests.
- Students and parents are very aware of the internal and external assessments. There are extra lessons weekly to prepare students for the MAP tests in English, mathematics and science. The data is analysed to guide the planning of future lessons. There is an orientation programme for parents to help them understand the importance of good scores.
- Students receive their attainment and progress scores and are given appropriate support. Typical test questions are included in lessons and the curriculum. Software packages are used to practise for the assessments.
- Parents are encouraged to be active partners in international assessment tests. All results are shared with them and contextualised by the school.

Provision for KG

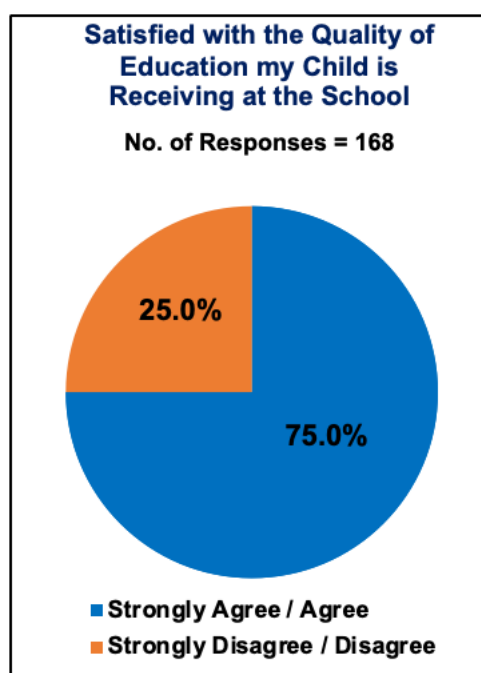
- There are 219 children in KG with 10 teachers for Pre-KG and KG, with a ratio of teachers to children of 1:10 approximately. There is 1 PE teacher, 10 Assistant teachers, 13 shadow teachers, 1 security assistant, 8 nannies who also work as bus monitors, 1 coordinator and 1 supervisor.
- The indoor learning environment includes subject rooms, a multi-purpose room, indoor and outdoor play areas and a resource room. There are learning stations, a library corner stocked with age-appropriate English and Arabic books, and a shared central hall. There are sufficiently well-resourced outdoor play and PE areas, and an area for planting flowers.
- There are effective induction arrangements when children start school, and for their transition to Grade 1. These are communicated to parents. In pre-KG and KG1, children have a phased



introduction to the school and parents are invited to join them initially. Teachers have regular communication with parents through Class Dojo and WhatsApp groups.

- Pre-KG provision ensures a secure and effective introduction to school life. Children receive a very good level of care and access learning through play activities. Children gain confidence so that they enter KG in a positive spirit.

VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement further by:
 - ensuring that students are consistently and appropriately challenged in all subjects across the curriculum.
 - giving greater priority to students' outcomes and the development of students' skills in subjects outside the core areas.
 - ensuring that attainment levels across the range of subjects better reflect the recent improvements in students' progress.
 - preparing students more effectively so that their performance in the external EmSAT tests in science and mathematics are significantly improved.
 - enhancing the management of transition so that the momentum of the good start children receive in Phase 1 is not lost as they move into and through Phase 2.
 - building upon recent improvements in the identification of the higher attainers and G&T students so that their potential is more fully realised across the school.

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- Improve teaching by:
 - building quality in depth through an intensification of coaching, mentoring and fine-tuning of less experienced teachers, and those new to the school, drawing upon the recognised skills of the best practitioners, and with the active participation of senior leaders.
 - raising expectations of what 'good' looks like in terms of students' written work, so that expectations are raised.
 - ensuring teachers set students appropriately challenging tasks, including higher attainers and those with G&T.
 - extending teaching approaches to promote more consistent opportunities for students to develop enquiry and research skills, independent and collaborative working.
 - embedding the recognised, but inconsistent, improvements in the marking of students' work and the provision of feedback.
 - building upon existing good practice in questioning to extend further students' critical thinking skills.

- Improve leadership by:
 - ensuring that the school's improvement plan is drafted in a format that makes its content more easily accessible for all stakeholders.
 - consolidating the roles, functions and effectiveness of the new governing board.



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.