



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**AL KAMAL AMERICAN PRIVATE SCHOOL**

13 - 16 February 2023

**Overall Effectiveness**

**ACCEPTABLE**



إتقان ITQAN





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## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

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

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

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

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





## Judgements

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



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

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

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



## SCHOOL INFORMATION

School	School ID	146
	School location	Al Ramtha, Sharjah
	Establishment date	2003
	Language of instruction	English
	School curriculum	American Common Core Standards, California
	Accreditation body	N/A
	Examination Board	N/A
	National Agenda Benchmark Tests/ International assessment	MAP, IBT and CAT4
	Fee range	AED 8,500 to 14,000
Staff	Principal	Rania Ahmad Al Halabi
	Chair of Board of Governors	Saeed Zaid
	Total number of teachers	41
	Total number of teaching assistants	8
	Turnover rate	5%
	Main nationality of teachers	Egyptian
Students	Teacher: student ratio	1:16
	Total number of students	667
	Number of Emirati students	252
	KG: number and gender	Total: 108 Boys 67, Girls 41
	Primary: number and gender	Total: 268 Boys 152, Girls 116
	Middle: number and gender	Total: 241 Boys 130, Girls: 111
	High: number and gender	Total: 50 Boys 31, Girls: 19
	Nationality groups	1. Emirati 2. Egyptian
Total number of students with special educational needs	15	

## PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
<b>WEAK</b>	<b>ACCEPTABLE</b>

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## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 188 lesson observations, 27 of which were carried out jointly with school leaders.

### **SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:**

The school's overall effectiveness is acceptable. This is an improvement since the previous inspection in 2018. The school principal was appointed in September 2022. Since then, the school has been refurbished to a high standard and a substantial new building, which will include 4 new laboratories, a new KG section complete with playground, a lift and other facilities, is nearing completion. Achievement in mathematics, English and science has improved. Students' welfare and development, teaching and assessment, curriculum and aspects of leadership and governance have all improved since the previous review. A wide range of digital platforms have been introduced to enhance students' learning and self-assessment and to support the development of reading in English and in Arabic.

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

- Students' improved achievement in English, mathematics and science.
- Students personal and social development and their understanding and awareness of Islamic values and Emirati heritage.
- Partnerships with parents.
- The commitment of the principal and other leaders to school improvement.

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

- Teaching and achievement in all subjects to good and better.
- The analysis of assessment information to influence teaching, the curriculum and students' progress.
- Support for students with special educational needs (SEN) and the gifted and talented (G&T).
- The effectiveness and impact of leaders' evaluation of the school.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**.

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





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is acceptable. The school's internal data indicates outstanding progress in KG and in the Primary, Middle and High Phases. This is not seen in lessons and students' work, where most students make progress in line with curriculum expectations.</li><li>• The school's internal assessment indicates that students' attainment is outstanding for each of the Primary, Middle and High Phases. This is not seen in lessons and in students' work where most students attain in line with curriculum standards in every phase. There is no external assessment data for this subject.</li><li>• Overall, students make acceptable progress in Islamic Education. In KG, children show secure knowledge of Islamic values, such as cleanliness and its importance in Muslim life. In Primary, most students demonstrate secure knowledge of the law of worship and perform the five daily prayers accurately. They can distinguish prayer terms. However, their ability to explain the impact of congregational prayer is less secure. In Middle, most students can recall and explain the Noble Hadeeth. However, their ability to explain the impact of the Noble Hadeeth on Muslims' lives is less well developed. In High, students show a deeper understanding of Islamic values and principles. They can explain the importance of kindness and tolerance in Islam. However, they are less confident in recalling relevant Holy Qur'an verses. Overall, students' recitation skills of verses of the Holy Qur'an following the correct Tajweed rules are less well developed.</li><li>• Most groups of students make the expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of Islamic values in all phases.</li><li>• Students' secure knowledge of the law of worship in Primary Phase.</li></ul>	<ul style="list-style-type: none"><li>• Students' understanding of Tajweed rules across the school.</li><li>• Middle Phase students' understanding of the Noble Hadeeth and its impact on Muslim's lives.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic first language (AFL) is acceptable overall. In lessons and in their work, most students make acceptable progress. This does not match with the school's internal data which shows all students make outstanding progress in AFL across the school.</li><li>• Internal assessment data shows attainment in AFL to be outstanding for each of Primary, Middle and High Phases. External IBT data for Middle and High Phases show students' attainment to be acceptable overall. This is also seen in lessons and in students' work where, overall, most students attain levels that are in line with curriculum standards across the school.</li><li>• Students' achievement in Arabic as a second language (ASL) is acceptable in Primary, Middle and High Phases. In lessons and in their work, most students make acceptable progress, and reach acceptable levels of attainment. This does not match with the school's internal data which shows that students make outstanding progress. Only a small number of students are taught ASL in the school. There is no external data for ASL.</li><li>• In KG, most children demonstrate secure phonics skills. They can identify the shapes and sounds of the letters of the Arabic alphabet. They blend letters successfully to form words and can match them with pictures. In Primary, students can classify and use verbs and nouns accurately in sentences and can read short stories and summarise them. However, they are less accurate in reading with Tashkeel. In Middle, students demonstrate acceptable levels of listening and speaking skills. They can answer curriculum-based questions with few mistakes in grammar. Students' reading and writing skills are less well developed. In High, students demonstrate confidence in speaking while discussing unfamiliar topics and can identify the main ideas. However, students' extended writing skills are less well developed. In ASL, students listening, speaking and reading skills in each of Primary, Middle and High Phases are progressing at appropriate levels. Students in High Phase can read short poems and texts fluently. However, students' writing is not always accurate.</li><li>• Overall, most groups of students make acceptable progress. Some lower-attaining students do not progress as well as they could, particularly in the Middle Phase.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' speaking and listening ability across the school.</li><li>• Students' fluency in sounding letters in standard Arabic.</li></ul>	<ul style="list-style-type: none"><li>• Students' extended writing in High Phase.</li><li>• Students' reading and writing skills in Middle Phase.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is acceptable overall. In lessons and in their work, most students make expected progress. This does not match with the school's internal data, which shows that students make outstanding progress in Primary, Middle and High Phases. Social studies is not taught in KG.</li><li>• Students' attainment is acceptable overall. Internal assessment data indicates that attainment is outstanding in Primary, Middle and High Phases. This does not match with what was seen in lessons and students work, which shows that most students attain in line with curriculum standards in all three phases. There is no external data for social studies.</li><li>• In Primary, most students can describe how people lived in the past. They recognise natural resources and can identify the compass points on a map of the UAE. They are able to explain environmental responsibility and know some of the famous places in the UAE. However, students' map reading skills are not fully secure. In Middle, most students are able to compare the cause and effect of the spice and fur trades. They understand the traditions of the UAE and the history of the Islamic civilization in India. They know about the settlement of North America by different European colonists. In High Phase, most students understand the impact of the British Empire on the Gulf in the 19th Century. Across the school, students lack the skills to deepen their knowledge on key ideas in UAE social studies independently.</li><li>• Overall, most groups of students make acceptable progress. However, high attaining students across the school do not progress as rapidly as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of landmarks and natural resources in UAE in Primary Phase.</li><li>• Students' understanding of UAE history and current accomplishments in each phase.</li></ul>	<ul style="list-style-type: none"><li>• Students' deeper understanding of key ideas across Primary, Middle and High.</li><li>• Primary Phase students' skills in accurate map reading.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is acceptable overall. In lessons and in their work, most students make acceptable progress across the school. This does not match with the school's internal data which shows students make outstanding progress in Primary, Middle and High Phases.</li><li>• The school's internal assessment data indicate attainment is outstanding in each of the Primary, Middle and High phases. External MAP data for these phases show students' attainment to be weak. This is not seen in lessons and in students' books where, overall, most students attain in line with curriculum standards in each Phase.</li><li>• Overall, students' progress in English is acceptable. In KG, most children make gains in their knowledge of phonics and can use this to decode and read a range of words. In Primary, students speaking and listening skills are developing and they can speak and understand more complex sentences. They know the essential attributes of a story, namely characters, plot and location. By the end of Middle Phase, students can confidently interpret idioms and figures of speech and construct accurate sentences. However, they are sometimes held back by limitations in the breadth of their vocabulary. In High, students can read and comprehend texts. Few students' writing skills are sufficiently developed to write and express their ideas well. Students' speaking skills are improving and they can answer questions confidently. Students' independent writing skills are less advanced.</li><li>• Overall, most groups of students make expected progress, including SEN students. Some higher-attaining students do not progress as well as they could, primarily because they have not been identified and supported sufficiently in lessons.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' ability to listening attentively and to speak clearly.</li><li>• Students' reading and comprehension of text in High Phase.</li></ul>	<ul style="list-style-type: none"><li>• Students' writing ability across the school.</li><li>• Students' breadth of vocabulary in Middle Phase.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is acceptable overall. In lessons and in their work, most students make acceptable progress. This does not match with the school's internal data which shows all students make outstanding progress across the school.</li><li>• Internal assessment data for all phases show students' attainment is outstanding. This is not seen in lessons and in students' work where, overall, most students attain in line with curriculum standards in every phase. External MAP data for Primary, Middle and High Phases show attainment to be weak. This is not seen in lessons and in students' work, where most students attain in line with curriculum standards.</li><li>• Overall, students make good progress in mathematics. In KG, children develop an understanding of number and quantity and can add single-digit numbers adequately. Students in Primary Phase know about number and quantity and can divide using base 10 blocks. In Middle Phase, students can evaluate numerical expressions and apply the four mathematical operations to simple problems. A few students find it difficult to apply mathematical concepts to real-life situations. In High Phase, students develop their algebraic skills and can solve linear equations by substitution. However, students are less able to explain their reasoning and methods.</li><li>• Overall, most groups of students make at least the expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of number and the application of the four mathematical operations in Middle Phase.</li><li>• High Phase students' use of algebra to solve linear equations.</li></ul>	<ul style="list-style-type: none"><li>• Students' application of mathematics to real life situations across the school.</li><li>• Students' ability to explain their mathematical reasoning and methods in High Phase.</li></ul>





<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable overall. In lessons and in their work, most students make expected progress across the school. This does not match with the school's internal data which shows that students in the Primary, Middle and High Phases make outstanding progress.</li><li>• The school's internal assessment data show attainment is outstanding in Primary, Middle and High Phases. External MAP assessment results show attainment as weak in these phases. This is not seen in lessons and in students' books, where most students attain in line with curriculum standards in each Phase.</li><li>• Overall, students make acceptable progress. In KG, children develop their understanding of the weather and its effects on human behaviour. They make connections between the clothes they wear and the weather. In Primary, students gain in their understanding of the earth through their study of weather and climate. They know how wind and water can change the earth's landscape. A few students do not understand the process of weathering. In Middle Phase, students learn how humans utilise water and can describe the functions of an aqueduct. They can also differentiate between transverse and longitudinal waves. A few students do not understand the concepts of crests and troughs. They know about the geological indicators for an earthquake and what triggers a volcanic eruption. They make models to demonstrate volcanos using Play-Doh and baking powder. In High Phase, students learn about acids and bases. They can classify them and can conduct tests successfully using litmus paper. Students' skills in applying the scientific method in lessons are generally inconsistent.</li><li>• Most groups of students make expected progress across the school.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Primary students' understanding of weather and climate.</li><li>• Students' understanding of earthquakes and volcanoes in Middle Phase.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to use the scientific method routinely in lessons across the school.</li><li>• Students' understanding of weathering in Primary Phase.</li></ul>



Other subjects

- Students' achievement in other subjects is acceptable overall. In lessons and in their work, most students make acceptable progress across the school. There is no internal or external assessment data for other subjects.
- Students' attainment in other subjects is acceptable. In lessons and in their work, most students attain in line with curriculum standards. There is no internal or external data for other subjects.
- In KG, children learn simple lyrics to songs and make some connections to other subjects such as English. They can beat a rhythm accurately using percussion instruments. They learn simple exercises in Physical Education (PE) and are beginning to understand the importance of turn-taking. In Primary, Middle and High Phases, students acquire fundamental theoretical knowledge of the basics of exercising safely and are gaining knowledge about healthy living. They are aware of the importance of a balanced diet and regular exercise. They learn the basic skills of football, basketball and handball and their passing, dribbling and ball controlling skills are developing at age-appropriate levels, although their application in team situations is weaker. In Computer Technology (CT) students in Primary can convert survey information onto spreadsheets and display the information as graphs and pie charts. Students in Middle Phase gain in knowledge and skills by making their own designs using digital coding program applications. A few students have difficulties in coding and basic programming. In Art in KG, children can do basic drawing and learn about colours. Their fine motor skills are developing by using scissors and paint brushes accurately. In Art in Primary, students make collages using recycled materials and by Middle Phase, they can create designs based on cultural themes. In Business Studies in High Phase, students are learning to identify about the factors affecting business and the results of growth.
- Most groups of students make at least expected progress across the school.

**Areas of Strengths**

- Children's ability to keep a rhythm in music in KG.
- Students' capacity to control a ball in a variety of games.

**Areas for Improvement**

- Students' coding and programming skills in Middle Phase.
- Students' application of PE skills to game situations across the school.



<b>Learning Skills</b>	<ul style="list-style-type: none"> <li>Students' learning skills are acceptable overall. Students interact and engage with each other and their teachers positively. They take some responsibility for their learning although a few students are passive in lessons during group work. They collaborate well and support each other when given the opportunities to do so. Students willingly share resources and ideas when they work in groups particularly in Middle and High Phases.</li> <li>Most students communicate enthusiastically and are keen to answer questions, but they do not routinely initiate or present their ideas. They do not always make the most of opportunities to engage in dialogue or discussion. Students do not always understand the need to listen to each other's contributions in lessons.</li> <li>Students across the school can relate what they are doing to the world around them. They make adequate links between the subject and others, particularly the Arabic subjects, but cannot always independently apply their skills or knowledge to other contexts.</li> <li>In some subjects and activities in the Middle and High Phases, students learn to think critically when working on problem-solving tasks, and sometimes adopt creative approaches during activities. Students' skills in technology to support their learning is positive and an emerging feature. They use technology well to track their learning and develop their reading and mathematical skills in particular. Students enjoy innovative projects, many of which are displayed throughout the school. However, students do not routinely engage in innovation, enterprise, and enquiry in lessons.</li> </ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' engagement in and enthusiasm for learning, and their use of technology.</li> <li>Students' collaboration and interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Students' wider communication skills across all phases.</li> <li>Students' innovation, critical thinking and creativity skills.</li> </ul>

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

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



- The quality of students' personal and social development and their innovation skills is good overall.
- Students' display responsible attitudes, and they typically respond positively to feedback and advice. They welcome guidance and direction for their personal and academic development.
- Students' behaviour is good. They display good self-discipline which sets an example for others and contributes to a harmonious school environment. Students willingly take on leadership roles and bullying is very rare. Strong relationships between students and teachers help students to develop confidence.
- Students have a good understanding of the importance of healthy eating and maintaining active lifestyles. They participate in events that raise awareness of health issues, such as those to do with obesity and breast cancer.
- Students' attendance is very good at 97%. A few students are late to assemblies, but almost all are on time for the first lesson of the day.

<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
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- Students demonstrate a very good understanding of Islamic values and their influence on life in the UAE. They know about and respect deeply its traditions and heritage, and they can identify and discuss aspects of its history and culture. There are many excellent examples of students' artwork celebrating the culture and heritage of the UAE displayed around the school.
- Students know about their own culture and participate in a wide range of events to deepen their understanding of other cultures, including National Day, Global Day, and Labour Day. There is, however, scope to deepen their understanding of other cultures and societies even further.

<b>Social responsibility and innovation skills</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
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- Students readily volunteer in the school and the local community. They have visited people with special needs, and the elderly. They work with the Red Crescent to organise collections to help the less fortunate and recently to help the victims of the earthquake in Turkey and Syria.
- Students have a positive work ethic. They enjoy lessons and occasionally take the initiative to organise activities themselves. However, their innovation, entrepreneurship and enterprise skills are less well developed.
- Students demonstrate a good understanding of the benefits of sustainability and environmental concern. They are aware of the importance of recycling and use recycled materials creatively in art lessons. They participate in activities to promote conservation in the community and take part in tree planting projects.

**Areas of Strength:**

- Students' adoption of safe and healthy lifestyles.



- Students' appreciation for the values of Islam and their respect for UAE culture.

**Areas for Improvement:**

- Students' innovation, enterprise and entrepreneurship.
- The punctuality of a small number of students to the start of the school day.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• The overall quality of teaching and assessment is acceptable. Most teachers have good subject knowledge and generally understand how students learn. In most lessons, teachers adapt their planning approaches adequately to meet students' needs. Teachers' lesson planning is usually aligned with curriculum standards.</li><li>• Most teachers create a positive learning environment. They ensure that classrooms support learning, especially in KG where the many creative displays of children's work enhance the environment. This is less evident in classrooms in the Middle and High Phases.</li><li>• Teacher-student interactions are positive, and most students engage well in lessons. Teachers use targeted questioning to check students' understanding and extend students' learning in most lessons. However, opportunities for dialogue and discussion are sometimes limited.</li><li>• Teaching strategies provide some support and challenge to meet the needs of different groups of students, including those with special educational needs and those who are G&amp;T. The increasing use of digital platforms is, however, helping teachers to ensure more personalised approaches, although these are yet to be fully embedded.</li><li>• Teachers promote problem-solving and critical thinking skills in lessons. The emerging use of a range of digital platforms is helping to support students' self-assessment and self-directed learning.</li></ul>				
<b>Assessment</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• Internal assessment processes are consistent and in line with curriculum requirements. They are increasingly helpful to measure students' progress. The school benchmarks students' outcomes adequately using external, national and international data, using CAT4, MAP and IBT tests.</li><li>• The school accurately analyses assessment data for all groups of students to track their progress. Most teachers use assessment information to inform their lesson planning, although</li></ul>				

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implementation in the classroom is sometimes inconsistent. However, the school's investment in digital learning platforms is beginning to enable teachers to target students' work more appropriately, based on the feedback from real-time assessments.

- Most teachers have an adequate and improving knowledge of the strengths and weaknesses of individual students. Teachers are beginning to use digital platforms and technology well to identify and address gaps in students' learning. However, this information is not yet embedded well enough to ensure that all students, including SEN students or high-attaining students, get the support and challenge they need.

**Areas of Strength:**

- Teachers' secure knowledge of their subjects.
- School's internal assessment processes, including the adoption of digital learning platforms.

**Areas for Improvement:**

- Teaching approaches to develop students' skills in critical thinking, problem-solving, enquiry, innovation, and research.
- The use of assessment information to inform teaching more consistently.

**PERFORMANCE STANDARD 4:  
CURRICULUM**

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>

- The overall quality of the curriculum is acceptable.
- The school curriculum is broad and balanced, follows the Common Core Standards and the MoE curriculum, and complies with regulations and guidelines. However, it focuses more on students' knowledge and understanding and does not make sufficient provision for skills development.
- The curriculum provides continuity and progression and includes a range of core standards to meet the needs of most students. It usually builds appropriately on students' prior learning. However, it does not always support learning for high-attaining students well enough.
- Students are well prepared for the next phase of education, both within school and beyond. The school makes provision, through links with Ajman university, for High Phase students to move



confidently to their next level of education. However, the range of curricular choices is too limited for students in High Phase.

- Cross-curricular links are adequately planned, managed, and incorporated into lesson plans. This is stronger in Arabic subjects. However, the implementation of these links to support students' making connections across subjects is inconsistent.
- The school reviews and develops the curriculum to ensure its continued effectiveness and relevance. However, students' individual personal and academic needs are not always fully met.

**Curriculum adaptation**

**Acceptable**

**Acceptable**

**Acceptable**

**Acceptable**

- The school modifies the curriculum adequately to meet the needs of groups of students. However, it does not target the needs of all students well enough, especially those with special educational needs and those who are G&T. The adoption of learning platforms and digital technologies is beginning to strengthen this aspect of the school's work.
- Opportunities for innovation and enterprise are occasionally provided in the curriculum. They are also arranged through clubs and activities and there is a wide range of displays of students' creativity in the school, especially their artwork. However, opportunities for enhancement, enterprise and innovation are not routinely provided in lessons.
- Effective learning experiences are embedded across the curriculum to support students' knowledge and understanding of Emirati culture and UAE society. These links are explicitly planned and delivered both through the curriculum and extra-curricular activities.

**Areas of Strength:**

- Breadth and balance of the curriculum.
- The curricular and extra-curricular links with Emirati culture and UAE society.

**Areas for Improvement:**

- The implementation of cross-curricular links in non-Arabic subjects.
- The review and development of the curriculum with a focus on students' needs and aspirations.

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements	Very Good	Very Good	Very Good	Very Good



<b>for child protection /safeguarding</b>				
<ul style="list-style-type: none"><li>• The protection, care, guidance and support of students is good overall. All staff follow rigorous procedures for child protection and the safeguarding of students. The school communicates its policies and procedures to staff, parents and students regarding anti-bullying, online safety and social media. Policies are reviewed and staff receive frequent training about updates or changes.</li><li>• The school conducts frequent and thorough security and safety checks. School transport procedures are monitored effectively. The school conducts regular emergency evacuation drills. Buildings and equipment are very well maintained, and all records are comprehensive and kept secure. All incidents affecting students' health, safety or well-being are systematically logged and the follow-up actions taken are recorded. The school premises is accessible to almost all students but does not have lift.</li><li>• The learning environment supports students' learning. The school is clean and well-maintained. Promotion of healthy living is effective and permeates all aspects of school life. However, a few students do not always adhere to the school's healthy eating expectations.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Relationships between staff and students are positive and student behaviour is managed effectively. The school ensures very good attendance. However, the promotion of student punctuality is less effective, and a number of students are late to school each day.</li><li>• The school has appropriate systems to identify students' special education needs and those who are G&amp;T. It provides appropriate support to most students with SEN in lessons. The school provides Individual Learning Plans (ILP) for SEN students, but these are not always used effectively in lessons to support students' progress. Further improvements are needed to the support provided for G&amp;T students.</li><li>• The well-being of all students is routinely monitored and reviewed. Students receive effective personal and academic guidance and support.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Rigorous procedures for health and safety and for safeguarding students.</li><li>• Regular maintenance of the building and equipment.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• The promotion of punctuality and steps taken to tackle students' lateness.</li><li>• The support provided to SEN students and those who are G&amp;T in lessons.</li></ul>				



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

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

- The quality of leadership and management is acceptable overall.
- The new principal leads a cohesive leadership team. Senior leaders demonstrate a commitment to school improvement and have a clear vision to raise standards across the school. They understand curriculum and best practice in education. They have established an inclusive approach and a purposeful learning environment for all groups of students.
- The principal nurtures strong relationships with all members of the school community, particularly with parents, with whom she is in regular contact and who support her vision for the school. Senior leaders and staff teams are fully committed to the school's improvement plan. Senior leaders ensure regular professional development, support and encouragement to staff.
- New quality assurance processes are being embedded in the school to ensure accountability for continuous improvement. Leaders are innovative in seeking improvements and have accurately identified appropriate priorities. The school has improved since the previous review, and leaders demonstrate adequate capacity for further improvement.
- Self-evaluation underpins the school improvement process. It is led by senior leaders and involves input from subject leaders and all staff through a series of meetings. The school's self-evaluation document (SEF) links appropriately with the school's improvement plan (SIP). At times, leaders' self-evaluation is too generous, and not well-aligned with evidence of students' learning and progress. Overall, however, the SEF and the SIP are helping to guide leaders on a path to further improvement.
- Leaders analyse and use students' performance and results adequately to inform improvement plans. For example, the newly introduced digital learning platforms are beginning to support teachers and students to better assess their learning. Middle leaders have a growing



understanding of how best to use assessment to inform planning and impact on students' learning.

- Subject leaders are involved in the evaluation and monitoring of teaching. Their evidence, which identifies group and individual teacher needs, helps to guide the focus of professional development. However, monitoring is not always focused well enough on students' learning.
- The school cultivates positive relationships with parents, who are very supportive of the school's commitment to their children's academic and personal development. A range of approaches, including digital portals, keeps them well informed about their children's achievement. It also provides them with information and encourages them to attend meetings and special events. The school has developed a range of community partnerships that enhance students' learning, such as university guidance visits, students' attendance at national events, social contributions by students in conjunction with Red Crescent, and field trip visits.
- The governing board includes representation from most stakeholders including a strong representation from parents. Board members are regular visitors to the school and have a thorough understanding of the school's performance, achievements, and areas for development. They consider parents' views through a variety of channels, such as meetings, digital portals, and visits to the school. The principal and other leaders are held accountable for the development of the school, including through regular meetings and reports. The governing board is influential in reviewing and driving improvement plans and guiding strategic development.
- The school runs efficiently from day-to-day, and there are well-organised procedures and routines. There are sufficient well-qualified and experienced staff, who are appropriately deployed. The premises provide a welcoming, bright and colourful learning environment with creative displays and dedicated activity areas and cultural spaces. Classroom and specialist facilities are used adequately to promote students' learning. Resources support curriculum delivery appropriately and are used to good effect by most teachers. Leaders oversee students' use of the new digital platforms and are providing effective training for staff on their use in lessons. Good use is made of mathematical manipulatives to assist children's understanding of new concepts, particularly in KG.

#### Areas of Strength:

- Partnerships with parents and their contribution to the school.
- Management of staffing and resources.

#### Areas for Improvement:

- The focus of self-evaluation on the impact on students' learning.
- The impact of the SEF and SIP in driving more rapid improvement.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The school has a total of eight Arabic teachers for AFL and two for ASL. The teacher to student ratio is 1:82. The school has a total of 3010 Arabic books of which 1200 are fiction. The school





allocates one reading class in the library each week. The school uses an Arabic digital learning platform to encourage reading in all phases.

- The students take part in reading competitions including, summary writing, Dictation Knight and the Sibawayh competition for grammar in school.
- Students participate in the National Reading Challenge, the SPEA competition, *A Character for my Book* and the Emirates Authority for Literature poetry recitation competition. Assembly on Mondays is dedicated to Arabic.

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

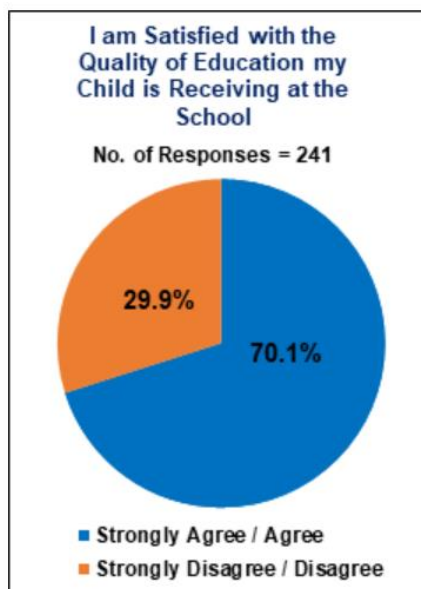
- A total of 610 students, representing 92% of eligible students, sat the MAP tests. A total of 215 students (98%) took the CAT 4 examinations, and 286 students (100%) completed the IBT tests.
- The school leadership team meets with the board of governors and parents to make them aware of the benchmarking processes. Professional development sessions are planned for teachers on the appropriate use of the benchmarking results.
- Teachers provide strategies for students and support plans are prepared for mathematics after assembly one day a week for English and Arabic for students who need extra help. These sessions focus on students' identified learning gaps. Teachers monitor students' weekly skills tracking to provide extra support when necessary. Students are given previous papers or customised and standardised papers.
- Parents have access to a variety of digital platforms to monitor students' learning and progress. Results of the assessments are shared with parents through face-to-face meeting with staff on Sundays and through digital platforms. Students receive individual reports in their personal MS Teams accounts. Teachers and students are supported in their interpretation of the reports.

### Provision for KG

- There are seven KG Teachers and four teaching assistants in KG. The teacher to child ratio is around 1:15. The KG area consists of four KG classrooms, toilet facilities and an indoor activity room.
- KG has a range of resources to support learning, including smartboards in all classrooms. Resources include manipulatives for mathematics, storybooks and reading corners to support children's reading, and a range of digital platforms to support English, mathematics, science and reading. There is a wide range of learning materials to help children to develop their fine motor skills and to complement teaching.
- The KG area has an outdoor shaded playground equipped with safe playing area and rubber flooring, a reading corner and a show and tell corner.
- The school meets with parents and show them around the school and provide opportunities to meet teachers. It holds a welcome week with games and activities, as well as thematic days designed to appeal to the children's individual needs. This helps to familiarise the new children with the school and their new teachers.
- Children in KG 2 take part in a graduation day with parents and teachers. All children attend one session in Primary Phase to familiarise themselves with their new surroundings. Parents are shown around the Phase with their children and all policies, protocols are explained. Staff talk to parents about the curriculum and the expectations of the school.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement and teaching in all subjects to good and better, by:
  - Providing more opportunities for students to engage in reading exercises and extended writing in Arabic.
  - Practicing The Holy Qur'an recitations more frequently in lessons and at assemblies in Islamic Education.
  - Focusing on UAE and world geography facts in social studies lessons by more extensive use of maps.
  - Ensuring more extensive and meaningful writing opportunities in lessons, particularly in Middle and High Phases in English.
  - Developing mathematical thinking and routinely linking tasks to real life situations.
  - Developing mathematical fluency through frequent practice of mental mathematics.
  - Extending the use of the scientific methodology in all science lessons.
  - Increasing the range and choice of subjects in Middle and High Phases.
  - Devoting time in lessons to open ask more open-ended and extended answer questions.
  - Ensuring opportunities for meaningful discussion and dialogue in lessons.
- Strengthening the analysis of assessment information to influence teaching, the curriculum and students' progress, by:
  - Ensuring assessment data is used in meaningful ways to inform curriculum and teaching.



- Using assessment information to plan lessons more effectively for all groups of students.
- Providing professional development for teachers on how best to use assessment information to improve students' learning.
- Improve the impact of support for students with educational needs and for the G&T students, by:
  - Establishing school-specific policies and procedures for providing support for SEN students and the G&T.
  - Developing greater capacity, knowledge and experience in special education provision.
  - Designing effective individual educational learning plans (IELPS).
  - Implementing IELP more effectively by regularly updating and reviewing their content.
- Strengthen the effectiveness and impact of leaders' evaluation of the school, by:
  - Regularly reviewing the SEF with a focus on impact, especially on students' learning and progress.
  - Ensuring a close match between the school's judgements and evidence of impact.

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

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

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

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