



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

TARYAM AMERICAN PRIVATE SCHOOL

30 January - 2 February 2023

Overall Effectiveness

GOOD



إتقان ITQAN





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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



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

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

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



SCHOOL INFORMATION

School	School ID	156	
	School location	Al Azra, Sharjah	
	Establishment date	1/09/2014	
	Language of instruction	English	
	School curriculum	American	
	Accreditation body	Cognia	
	Examination Board	AP College Board	
	National Agenda Benchmark Tests/ International assessment	AP, SAT1, ACT, EmSAT, TIMMS, PISA, PIRLS, IBT	
	Fee range	AED 12,900 to 27,800	
	Staff	Principal	Dr. Raed Subhi Abdalla
		Chair of Board of Governors	Mr. Omran Matar Taryam
Total number of teachers		67	
Total number of teaching assistants		6	
Turnover rate		20%	
Main nationality of teachers		917	
Students	Teacher: student ratio	1:14	
	Total number of students	917	
	Number of Emirati students	493	
	Phase 1: number and gender	Total 122: Boys 63, Girls 59	
	Phase 2: number and gender	Total 227: Boys 125, Girls 102	
	Phase 3: number and gender	Total 258: Boys 139, Girls 119	
	Phase 4: number and gender	Total 310: Boys 186, Girls 124	
	Nationality groups	1. Emirati 2. Egyptian	
	Total number of students with special educational needs	19	

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
ACCEPTABLE	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 148 lesson observations, 39 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is Good. This is an improvement since the previous inspection in 2018, when it was Acceptable. The school has focussed on strategic planning involving all stakeholders which has been successfully adopted to bring about school improvements. The examination results for MAP and EmSAT are beginning to show improvements in almost all areas. The curriculum is supported with creative integrated projects which develop students' interests. Students' positive relationships and attitudes to learning are very good. The school facilities for learning are of a good quality and support students' learning.

KEY AREAS OF STRENGTH:

- Students' progress in almost all subjects.
- Students' positive relationships and attitudes.
- Students' knowledgeable and respectful understanding of the heritage and culture of the UAE.

KEY AREAS FOR IMPROVEMENT:

- Further improve students' achievements in accelerating progress. Particularly in Islamic Education and science in Phase 4.
- Further improve the quality of teaching and learning through assessment, to meet the needs of all groups of students in all subjects.
- The consistency of monitoring by all leaders to impact on raising standards in all subjects.
- Effective strategies to secure students' knowledge and understanding in applying skills in all subjects. Particularly in Islamic education and science in Phase 4.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall. It is acceptable in Phase 4. In lessons and in their work, students make good progress in almost all phases. Progress is acceptable in Phase 4. This does not match with the school's internal data which shows all students make outstanding progress across the school.• Internal assessment data for all phases show attainment as outstanding. This is not seen in lessons and in students' books, where overall, the majority of students attain above curriculum standards. In Phase 4, most students attain in line with curriculum standards.• In lessons and in students' work, students make good progress in Phases 1 to 3 and acceptable progress in Phase 4. The majority of Phase 1 children learn about Islam's principles and etiquettes and understand the need to be kind to everyone, this includes while travelling and using transportation. However, some children have difficulty reciting short verses of the Holy Qur'an. In Phase 2, students are able to recite the Noble Hadeeth of the Prophet Muhammad (PBUH) and explain the meaning of related vocabulary. However, a few students struggle with reciting the Holy Qur'an in accordance with Tajweed Rules. The majority of Phase 3 students demonstrate good knowledge of Islamic laws, etiquettes, morals, behaviours and social relations, they can fluently express themselves. However, a few students do not connect what they have learned to the Prophet's life (PBUH) during his lifetime as a role model. In Phase 4, most students demonstrate knowledge and understanding of prominent Islamic personalities such as Umm Salama, who serve Islam and Muslims. However, students' ability to support their opinions with Holy Qur'anic and Noble Hadeeth passages and to elaborate clearly from Seerah and the life of the Prophet Muhammad (PBUH), is developing.• Overall, the majority of groups make better than expected progress. Higher attaining students do not progress as well as they could. Special educational needs (SEN) and gifted and talented (G&T) students and lower attaining students make expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Application of Islamic concepts and values to daily lives.• Recitation of the Noble Hadeeth of the Prophet Mohammad (PBUH) and extended vocabulary explanations.	<ul style="list-style-type: none">• Students' connections between the Seerah of the Prophet Mohammad (PBUH) and their daily lives in Phase 2.• Recitation of the Holy Qur'an and applying "Tajweed" rules in Phase 1.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language (AFL) is good overall. It is good across all phases. Students' achievement in Arabic as an additional language (ASL) is acceptable overall, it is acceptable across Phases 2 and 3. In lessons and in their work, students make good progress in AFL across all phases and acceptable progress in ASL.• Internal assessment data for all phases show students' attainment as very good in AFL and good in ASL. This is not seen in lessons and in students' books, where overall, the majority of students attain above curriculum standards in AFL. EmSAT examination data for Grade 12 is acceptable. In external IBT, students' results are pending. In ASL, attainment is in line with curriculum standards.• In AFL, the majority of students make better than expected progress in all phases, in ASL, most students make expected progress in Phases 2 and 3. In AFL, the majority of students speak standard Arabic across all phases. In Phase 1, children make significant progress differentiating letter positions in words. In Phase 2, speaking and listening skills are good, students use correct pronunciation and can listen for meaning. However, a few students do not understand structure of language. In Phases 3 and 4, students show significant development in comprehension, with accuracy in their answers. However, their writing proficiency and reading skills are less well developed. In Phase 2 ASL, students can recognise familiar words and their meanings. However, they cannot discuss everyday life occurrences. In Phases 2 and 3, simple conversations are evident. However, reading comprehension is inconsistent.• Overall, the majority of groups make better than expected progress with no significant differences.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phonic skills in Phase 1.• Listening and reading skills in Phases 1 and 2.	<ul style="list-style-type: none">• Students' spelling, grammar and writing skills in AFL.• Extended discussions in ASL in Phase 2.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. It is good across Phases 2 and 3. In lessons and in their work, the majority of students make good progress in all phases. This does not match the school's internal data which shows outstanding progress overall.• Internal assessment data for Phases 2 and 3 show attainment is outstanding overall. This is not seen in lessons and in students' books, where overall, the majority of students attain above curriculum standards. There are no external assessments in this subject.• The majority of students make better than expected progress in Phases 2 and 3. In Phase 2, students can verify the interactions of people and the roles they play in protecting the people. They can explain the concept of happiness and how to achieve this through the correct procedures and techniques. However, some students cannot understand the concept of living a good life. In Phase 3, the majority of students can identify the common ties between the Gulf Cooperation Council countries. The majority of the students understand the concept of land surfaces and their associated links to human interactions. However, a minority of students cannot identify the role of Arabs in supporting stability and security in the Gulf region.• Overall, the majority of groups make better than expected progress with no significant differences. Higher attaining students do not progress as well as they could. Special educational needs students, gifted and talented students and lower attaining students make expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of social concepts in Phase 2.• Students' knowledge of individual rights and responsibilities in the UAE.	<ul style="list-style-type: none">• Students' understanding of the formation of the GCC in Phase 3.• Students' understanding of stability and security in the Gulf region.



English

- Students' achievement in English is good overall in all phases. In lessons and in their work, the majority of students make good progress. This does not match with the school's internal data which shows all students make outstanding progress across the school.
- Internal assessment data shows attainment as outstanding. In external benchmarking examinations, students' attainment in MAP reading and language is acceptable for Grades 3 to 9. EmSAT external data is acceptable for Grade 12. This does not support what was seen in lessons and students' work, where the majority of students make better than expected progress.
- The majority of students make better than expected progress across all phases. In Phase 1, children can make words using their phonetic understanding, they can identify phonemes related to transport. Children listen and enjoy storytelling, particularly with visuals which supports their development of comprehension. However, they have limited opportunities for role play to develop their own speaking and listening skills. In Phase 2, students can identify internal and external traits in characters linked to their reading. They can use singulars and plurals; they can use proper nouns using images and know the importance of capital letters. Their skills to write in complex sentences are less well developed. In Phase 3, students can use knowledge about informational and narrative essays and link their learning to firefighters and the police in the UAE. Students can apply logos, pathos and ethos in creating a commercial using persuasive techniques with rhetorical devices. However, students cannot add expression and intonation when presenting their work. In Phase 4, students can provide reasons and solutions to reach a compromise on raising the driving age in the UAE. They can read for meaning when studying Shakespeare and link themes to symbols in the UAE. Students can debate and analyse arguments in texts and create their own arguments. However, they cannot sustain writing for long periods of time.
- Overall, the majority of groups make better than expected progress with no significant differences.

Areas of Strength

- Phonic skills and word recognition in Phase 1.
- Presentation of narrative and fictional writing in Phases 2 and 3.

Areas for Improvement

- Writing in complex sentences and for sustained periods of time in all phases.
- Spoken presentations using expression and intonation in Phase 4.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall. It is good in all phases. In lessons and in their work, the majority of students make good progress in all phases. This does not match with the school's internal data which shows all students make outstanding progress across the phases.• Internal assessment data for all phases show attainment as outstanding. This is not seen in lessons and in students' books, where overall the majority of students attain above curriculum standards. EmSAT external data is acceptable in Grade 12.• The majority of students make better than expected progress across all phases. In Phase 1, the majority of children demonstrate good number and measurement skills. Children learn to recognise and count numbers to ten and identify shapes in rectangles and circles. In Phase 2, the majority of students can find relationships between addition and multiplication, whole numbers and fractions, and can round to the nearest 10, 100, and 1000. They can find equivalent ratios, recognise prime numbers, composite numbers and understand place value. In Phase 3, the majority of students can identify algebraic expressions and understand high value number equations. In Phase 4, students can identify function operations and radical expression relation including function in input and output. They can classify triangles, use properties of integration, and find slope of secant and tangent line. In Phase 2, students are less confident in number operations and in Phases 3 and 4, students are less confident in solving word problems.• Overall, the majority of groups of students make better than expected progress with no significant differences. Higher attaining students do not progress as well as they could. Special educational needs and gifted and talented students and lower attaining students make expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of relationships between addition and multiplication in Phase 2.• Students' understanding of shape, space, algebra, angles and area in Phase 3.	<ul style="list-style-type: none">• Students' skills in using and applying number operations in Phase 2.• Students' application of skills in solving word problems in Phases 3 and 4.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. It is acceptable in Phase 4. In lessons and in their work, students in Phases 1 to 3 are making good progress, while students in Phase 4 are making acceptable progress.• Internal assessment data is outstanding in all cycles. This does not match what is seen in lessons and in students' work, where most students attain above curriculum standards, except in Phase 4, where attainment is in line with curriculum standards. EmSAT external data is acceptable in Grade 12 for Physics, Chemistry, and Biology.• The majority of students make better than expected progress in Phases 1 to 3, most students in Phase 4 make progress in line with curriculum expectations. In Phase 1, children can identify different types of materials and recycle them into the correct bins. In Phase 2, students can analyse the distribution of water on the Earth's surface and can describe what its functional use is. In Phases 2 and 3, students enjoy conducting scientific experiments where they develop practical and investigation skills. In Phase 4, in Physics, students apply secure knowledge and understanding of problem solving with electromagnetism using formulae. However, students are not able to apply scientific skills to problem solving independently. Students in Phase 4 are unable to link their learning to real life. In Phase 4, Chemistry students show a secure understanding of testing for amino acids in different types of substances. In Phase 4, Biology, students show a secure understanding of defining fermentation. However, they cannot recognise the stages of fermentation.• Overall, the majority of groups make better than expected progress in Phases 1 to 3, with no significant differences. Higher attaining students do not progress as well as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' engagement in laboratory experiments in Phases 2 and 3.• Students' analysis of water surfaces in Phase 2.	<ul style="list-style-type: none">• Students' application of mathematical skills in experiments in Phase 4.• Students' ability to link science to real life in Phase 4.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. It is acceptable in Information Computer Technology. In lessons and in their work, the majority of students make good progress in all phases. This does not match the school's internal data for French, Information Computer Technology, Business and Accounting, which is outstanding across the school.• Internal assessment for French, Information Computer Technology, Business, and Accounting is outstanding. This is not seen in lessons and in students' books, where overall, the majority of students attain above curriculum standards. In Information Computer Technology, most students attain in line with curriculum standards. No external examinations are conducted.• The majority of students make better than expected progress, apart from Information Communication Technology, where most students make progress in line with curriculum standards. In Phase 1, children take an active part in Physical Education using balance and coordination when running and throwing a ball. They can compete in competitive drills manoeuvring obstacle courses. However, they do not take the lead in competitive drills. In Phase 2, students in French know the colours and can count to ten. In Art, Grade 2 students use geometrical shapes to create pictures, and by Grade 8, they can mix oil pastels to design landscapes on sand paper. In Phase 3 Information Computer Technology, students can use photo editing using photoshop to improve presentations, however, progress is slow. In Moral Education, Grade 8 students know how decisions are made in the UAE and how people elect the councils. In Phase 4, Grade 11 students in Psychology can understand that seeing the same image from different perspectives results in different perceptions and processing in the brain.• Overall, the majority of groups make better than expected progress with no significant differences.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Creativity in using techniques in Art in Phases 2 and 3.• Perception concepts in Psychology.	<ul style="list-style-type: none">• Students' research skills in Information Computer Technology in all phases.• Students' ability to take the lead in Physical Education in all phases.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall. Students enjoy their learning. They are motivated and engage in all tasks in an enthusiastic manner.• Students interact with each other in a very positive way and collaborate and communicate effectively with one another. This is a particular feature of the work in Phase 4, where students very confidently discuss and debate different approaches to integrated projects. In Phases 2 and 3, students talk with confidence and show no inhibitions. They are keen to answer questions and want to come to the front to co-teach. However, they do not extend their communication skills further by presenting ideas at greater depth in class discussions, this limits promotion of thinking and understanding.• In all phases, students can relate their learning to the world. However, they do not consistently expand their knowledge and understanding and apply their skills to make connections between areas of learning.• In all phases, students learn to think critically and use learning technologies, however this is not consistent in other subjects. Students can adopt an innovative, enquiry or research approach when planned by their teachers. However, students' independent skills in innovation and enquiry-based learning are not consistent and lack depth across the school.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' interactions that extend learning in all phases.• Effective communication of learning in all phases.	<ul style="list-style-type: none">• Students' learning through innovation and enquiry and the consistent use of learning technology in all subjects and phases.• Students' connections to areas of learning in all phases.



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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students' personal and social development skills are very good overall. Their understanding of Islamic values and awareness of Emirati and world cultures is very good. Innovation skills are acceptable and a developing feature within the school.Students come to school ready to learn. They demonstrate positive and responsible attitudes to their learning and take a full and active part in all lessons and activities. They are ready to support their teacher and their peers in lessons and always very eager to take the lead. They quickly act upon the feedback they are given and are proud to show off their work.Throughout the school day, students display very good behaviour and have become self-reliant due to the routines that are followed. They know what to do when they need help. Incidents of bullying are rare and acted upon immediately by staff. The close family community throughout the school and support from supervisors, has built strong relationships. This has developed the students' overall confidence and ability to learn in a safe learning environment.Students have developed good knowledge of healthy eating through programmes on health and wellbeing. They take an active part in physical education and bring healthy snacks to school.Students' attendance is outstanding at 98%. Almost all students come to school on time, although a few may be late arriving in the morning.				
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 demonstrate a very good understanding of Islamic values and how these influence life in the UAE. Students take an active part in morning assemblies and are very respectful of their own culture and others.They listen attentively to the Holy Qur'an and Nobel Hadeeth recitations from their peers and are aware of the importance to life in the UAE. They participate fully in a range of events on etiquettes. They understand etiquettes on serving coffee and the meeting and greeting of people through shaking hands.Students appreciate their culture, the cultures in the school and respect and understand the differences.				



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">Students take an active part in volunteering activities which are led by the school. They have supported local communities with donations and food parcels.Students show a very positive work ethic, they attend extra classes on Sunday to bridge gaps in their learning. They take extra classes in Arabic and English to develop their language skills. They take part in integrated projects led by the school. However, their innovation and enterprise skills are less well developed in lessons.Students understand the importance of sustainability and participate in activities. However, they rarely come forward and take the lead in initiatives around the school.				
Areas of Strength:				
<ul style="list-style-type: none">Understanding and appreciation of Islamic values and UAE culture and heritage.Positive relationships between staff and students throughout the school.				
Areas for Improvement:				
<ul style="list-style-type: none">Punctuality for the few students that arrive late in the morning.Students' initiative in developing projects that support the community.				

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of teaching and assessment is good. It is good in all phases, except in Islamic Education and science in Phase 4, where it is acceptable.The majority of teachers demonstrate secure subject knowledge and understand how students learn. In the majority of lessons in Arabic, social studies, English and mathematics, teachers adapt their approaches to ensure all students across all phases make good progress.Teachers plan detailed lessons that are aligned to curriculum standards. The majority of teachers use resources, as well as textbooks to create a positive learning environment that supports and extends students' learning.				



<ul style="list-style-type: none">Teacher and student interactions are positive. This results in the majority of students being engaged in lessons. Teachers use targeted questioning well to check students' understanding and extend students' learning in the best lessons.Teaching strategies provide variable support and challenge to meet the needs of different groups of students, including those with special educational needs and the gifted and talented students. In lessons, where teaching is inclusive, all students acquire subject specific knowledge and develop their learning skills. In science in Phase 2, students were able to research the importance of oxygen in powering the wind turbines in Sharjah.A minority of teachers effectively promote problem-solving and innovation skills in lessons. When adopted well, they use learning technology to enhance the students' learning.				
Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">Internal assessment processes are consistent, thorough and in line with the curriculum requirements to provide clear measures of students' progress. The school benchmarks students' outcomes using external national and international data. This includes MAP and EmSAT examinations that provide comprehensive diagnostic information about students' current and predicted levels of attainment. Other measures include IBT for Arabic language.The school effectively analyses student data and produces comprehensive information on the attainment and progress over time of all groups of students. Most teachers use assessment information to inform their lesson planning. However, it is inconstantly used and does not meet the needs of all groups of students.Most teachers have good knowledge of the strengths and weaknesses of individual students. However, not all teachers use this information to provide appropriate support for low attaining and SEN students and challenge for higher attaining students.				
Areas of Strength:				
<ul style="list-style-type: none">Secure subject knowledge of teachers.The school's effective analysis of student data.				
Areas for Improvement:				
<ul style="list-style-type: none">Effective teaching strategies to meet the needs of all students.Questioning that extends thinking in Islamic Education and science in Phase 4				



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of curriculum design and implementation is good. It is good across all phases. It has a clear rationale and is in line with the school's value of creativity and life-long learning. The school follows the American curriculum.• Curriculum planning, across the school, ensures adequate continuity and progression. It builds on prior learning and meets the needs of most students.• The curriculum is broad and balanced and follows all statutory requirements in the core subjects. There is a focus on teaching Arabic to support national identity in social studies and in Islamic Education. There is also a focus on promoting independent learning skills, such as communication and collaboration through integrated projects in all grades. There is provision for Art, Physical Education, French, Moral Education and Life Skills in Phase 4.• There are a range of curricular choices, particularly for students in Phase 4, preparing them well for future learning. Additional classes in Arabic and English reading are planned. Preparation for AP examinations are timetabled on Sundays.• Cross-curricular links are good. They are systematically planned and integrated into lessons. This supports students to link areas of learning to the wider world. However, this is inconsistent across the school.• Curriculum reviews take place systematically with areas for development being reviewed and adaptations made. This is linked to continuous professional development and school improvement planning.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">• Curriculum modifications are planned to meet the needs of most groups of students. However, implementation for some groups is not planned sufficiently to extend learning.• The integrated projects promote personal development and encourage teamwork. These promote opportunities for innovation and entrepreneurial skills. However, this approach is not planned in lessons.• The curriculum promotes students' very good knowledge and understanding of Emirati culture and UAE society. There are clear links planned in lessons.				
Areas of Strength:				



- Curriculum choices in Phase 4.
- Cross-curricular links to Islamic values, heritage, and culture.

Areas for Improvement:

- Curriculum modifications to extend students' interests, particularly in Islamic Education and science in Phase 4.
- Curriculum adaptations to support SEN and G&T students in lessons.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good

- The protection, care, guidance, and support of students is good overall.
- Procedures for safeguarding are good. The provision includes a security team and a comprehensive system of cameras in all public areas and at entry points. Supervision across the site is effective.
- The school provides a safe, hygienic, and secure environment. Safeguarding procedures are effective and the child protection policy has been shared with all stakeholders. Safeguarding training has been given to all stakeholders at the start of the academic year to ensure mechanisms of reporting are understood and complied by all. Students comply with the procedures for bus travel and follow the routines for disembarkation.
- The school premises is modern, resources are well maintained to ensure a safe, hygienic and secure learning environment. Safety checks, including those relating to fire prevention, electrical safety and portable water supplies are thorough. Fire drills are held every term. There is also a planned lockdown drill. Risk assessments are comprehensive and are compliant. All incidents are logged, and appropriate action is taken by school leaders.
- The school promotes healthy living. Students' wellbeing is regularly monitored by the school nurse who monitors students at risk of obesity. The school discusses healthy diet through the physical education programme. There is a packed-lunch policy.
- Attendance is outstanding at 98%. Punctuality to school and to lessons in the majority of cases is very good. Any instances of lateness are dealt with according to the school's behaviour policy.



Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Staff and student relationships are very positive and purposeful. In lessons and throughout the school, staff-student relationships are very good and highly respectful.The identification for SEN students is led by the SENCO and school psychologist. However, support in class for SEN students does not always meet their individual needs through appropriate adaptations to the curriculum.The provision for G&T students is very well supported through integrated innovation projects, Art and Physical Education competitions. However, provision in lessons is not as well developed.The wellbeing and personal development of all students is routinely monitored by the school's counsellor. The counsellor provides support for Phase 4 students progressing onto university. The support includes workshops and university visits.				
Areas of Strength:				
<ul style="list-style-type: none">Well-maintained facilities to support learning.Academic guidance for Phase 4 students.				
Areas for Improvement:				
<ul style="list-style-type: none">Targeted support for SEN students in lessons.Targeted support for academically G&T students in lessons.				

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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



Management, staffing, facilities, and resources	Good
<ul style="list-style-type: none">• The overall quality of leadership and management is good.• The clear vision and mission of the school is to create leaders for tomorrow through a balanced and creative curriculum. The school is committed to the national and Emirati priorities. This clear vision is upheld throughout the school. It is led by senior leaders and shared collectively by the whole school community. The school is clear about its future direction and has prioritised reading and writing in Arabic and English to support students' future aspirations.• Staff at all levels are aware of their roles to address the key priorities to improve the school. The principal operates distributive leadership to ensure that standards in teaching and learning are raised. He works alongside other principals and shares strategic direction. The school is compliant with all statutory requirements and with the national agenda targets.• Leaders at all levels have a secure knowledge of the American curriculum and teaching, learning and assessment. The school works collaboratively with other local schools to share best practice and understands the importance of external benchmarking assessments in English, mathematics, and science. Leaders have shown capacity to improve. The majority of leaders are aware of the school's improvement agenda. However, impact on raising standards is not yet consistent.• Relationships and communication with all stakeholders are consistently professional, effective, and supportive. Morale throughout the school is positive, creating an environment that is safe and supportive to all. All staff are supported in their own continuous professional development and achievements are recognised through internal promotions. The principals' leadership, to bring about sustained improvements is effective in almost all subjects across the school. The school understands fully the agenda to develop innovation. Integrated projects have been developed throughout the phases.• The self-evaluation form (SEF) is a detailed document which is updated to reflect external data results and is linked to the UAE school inspection framework. It identifies the school's improvement priorities (SIP) and strategic areas for development. The process captures the monitoring and evaluation of teaching and learning. All staff are involved in the process and contribute at all levels. All previous inspection reports and reviews have been considered. The SEF is driven by internal and external data. As a result, the school has improved its performance in almost all subjects over time.• The school is successful in engaging parents through the parent council. In addition, parental surveys conducted by the school act as a further vehicle for parents to express their views and contribute to the school's development. Communication through the online portal remains instrumental in informing parents of their child's progress. Parents speak highly of the school in keeping their child safe and happy. They notice growing confidence in their child and can see the development of skills and knowledge on a daily basis. The school reports regularly on academic progress, they provide information on social and personal development and work with parents on areas for improvement.• Governors hold senior leaders accountable. Each governor holds expertise in education and drives the school's improvement planning. They seek and consider all stakeholders' views and monitor the school's actions. They hold detailed information on the school's performance and have a positive influence on the direction that school leaders take.• The day-to-day operation of the school is collectively well-managed. All staff know their roles and are visible around the school to support students. Staff are qualified and receive regular and	



targeted professional development. The school premises are of a good standard and resourced to deliver learning environments in science and performance. The learning environments include a skills-based area for KG, well-resourced libraries, dedicated sports areas, and modern science laboratories.

Areas of Strength:

- Governance that holds leaders accountable.
- Pro-active parent council.

Areas for Improvement:

- To implement rapid professional development for leaders who are new in post or to the school.
- All leaders to make a strategic impact on progress.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for Arabic language is fifteen teachers across the phases. This is for approximately nine hundred students. The ratio is 1:60.
- There are two libraries, one for Grades 1 to 12 girls and one for KG and Grades 6 to 12 boys. Total Number of Arabic books 3500; there are 280 non-fiction Arabic Books. In the girl's Library there are 2200 Arabic books, there are 180 non-fiction Arabic books. In the boy's library there are 1300 Arabic books, 200 are non-fiction.
- Reading provision in classrooms: students have weekly reading lessons that cover both literary and informational texts. The focus during lessons is to improve reading fluency, vocabulary acquisition skills and text reading skills. Students read at least one storybook per week which is assigned by the teacher.
- Extra-curricular activities include competitions, quizzes, and engagement with parents. There is a termly reading competition. Students participate annually in the Emirates Airlines Festival of Literature Reading Cup, Short Story Writing and Poetry Recitation Competitions. Students also participate in the Arab Reading Challenge. This academic year, 100% of students are registered and in the process of completing the Red Passport. Online orientation sessions are held for parents to inform them of the school's plan for the participation in the Arab Reading challenge.

The school's use of external benchmarking data

- The proportion of students taking international tests and examinations are MAP (Grades 3 to 9); PISA (all students aged 15); TIMSS (Grades 4 and 8); PIRLS (Grade 4); and IBT Arabic (Grades 3 to 9).
- Teachers, students and parents are aware of the processes through the parent and student portal. The school has its own file sharing system.



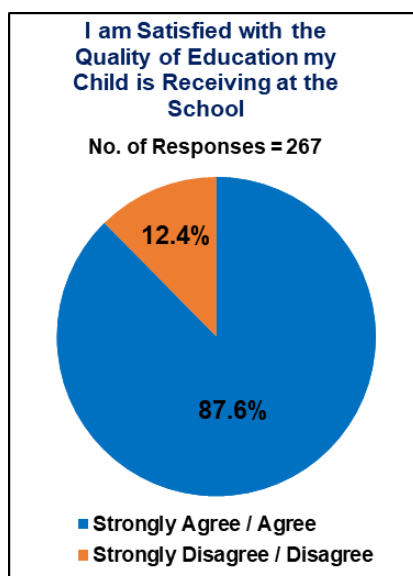
- Students are made aware of the assessment criteria per grade and subject. Students begin preparation from the early part of the school year. The students are provided with online resources and lesson plans dedicated to cover the skill sets needed to prepare students for the termly MAP exam. The preparation for IBT also begins in Term 1. Lesson plans are prepared based on the skill sets needed to succeed in the examinations. The school actively participates in TIMSS and PIRLS. During the teacher and student training, a clear steer is given on the type of examination questions and exam structure to meet optimum results.
- Test results are shared through the school portal with parents and students. Further implementation of plans for next steps are taken. The school hosts meetings to inform students and parents of their progress.

Provision for KG

- The KG provision has 122 students and 9 teachers, resulting in a teacher to student ratio of 1:3.
- Indoor environments have a project display area. The activity room has various activity sections, including a replicated kitchen, drama and play area, art facilities and an Arabic reading area. There is a cinema room and cultural heritage area. The indoor play room has equipment for physical education. There is a food court area for lunches.
- The KG classrooms have classroom toys. There is a smart board and a school notice board. Resources for art include a wide range of art related materials which are age appropriate. Listening and writing activities include a wide range of age-appropriate resources. Digital resources include individual devices for children.
- The outdoor environment and learning resources include a green area, where morning assembly is conducted and reading and reciting of the Holy Qur'an. The playground area is used for physical education. It has a range of child friendly equipment. The activity area is for planting and setting up a mini traffic town.
- Arrangements for induction for new KG children are known as welcoming weeks. This is where children meet other children and their teachers. They participate in different activities to improve their fine and gross motor skills. Teachers will share specific arrival and dismissal information, and other classroom schedules. The KG curriculum is shared with parents. For transition children, a readiness assessment on knowledge and skills is completed. Children who are not ready for transition complete an intensive intervention program.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Further improve students' achievements in accelerating progress. Particularly in Islamic education and science in phase 4, by:
 - ensuring that all learning activities provide challenge to all groups of students.
 - setting very high expectations for all groups of students.
 - understanding the barriers to learning for all groups of students.
- Further improve the quality of teaching and learning through assessment to meet the needs of all groups of students, by:
 - providing good quality feedback in lessons and in students' books that challenges all students to move to the next level.
 - planning regular extended writing across all phases.
 - extending questioning that demands higher level thinking and challenges further responses.
- Consistency of leaders' monitoring to impact on raising standards by:
 - providing external training to build confidence in all leaders to make accurate observational judgements.



- building capacity in all leaders to understand the importance of data to raise standards.
- Effective strategies to secure students' knowledge and understanding in applying skills in all subjects. Particularly in Islamic education and science in Phase 4, by:
 - focussing on teacher practices to further improve attainment.
 - developing strategies that focus on the application of skills at all levels.
 - using strategies to motivate students' learning through inspirational teaching of all subjects.

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

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

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

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