

Irtiqa'a School Inspection

AY 2024/25

Sharjah American International School

Rating: Very Good

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School Information

General Information	
	Name Sharjah American International School
	Esis Number 9327
	Location 296, Al Ramz St, Shakbout City, Abu Dhabi, 23682
	Website http://213.42.28.186/saisauh/index.php
	Telephone 025861222
	Principal BAN KHALEEL AIADA AL DOORI
	Inspection Dates 27 to 30 Jan 2025
	Curriculum American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	792
Number of Emirati students	695
Number of students of determination	32
Largest nationality group of students	UAE - Yemen - Egypt

Information On Teachers

Number of teachers	62
Nationalities	Egypt - Lebanon - Syrian Arab Republic
Number of teaching assistants	8

Changes since the previous inspection

Since the last inspection, the school's overall judgment has improved from Good to Very good, reflecting the school and leadership's commitment to sustained improvement across subjects and throughout the school.

Overall, students' achievement in Arabic-medium subjects has shown some improvement. Islamic Education and Arabic as a first language have both improved from Acceptable to good in all phases and achievement in Arabic as a second language has improved from Acceptable to good in Phase 2 and was not judged in other phases as the numbers involved taking this subject were very low – being less than five. Attainment in social studies remains Good and progress improves from Good to Very good across all phases, but it is not taught in Phase 1. English achievement has improved from Good to Very good in Phases 1 and 4. In Phases 2 and 3, progress has improved from Good to Very good, but attainment remains at Good. In both mathematics and science, attainment remains at Good, but progress has improved to very good in all phases. These improvements are attributed to students' performance in lessons and their assessment outcomes and through the improved teaching across the school.

Students' learning skills were judged as Good in the last inspection but is now very good, with Phase 1 remaining Very good, as it was in the previous inspection.

Students' personal development and understanding of Islamic values and their awareness of Emirati values were not inspected in the last inspection but are both now judged as being Very good. Also, students' social responsibility and innovation skills were not judged at the time of the last inspection but are now judged as Outstanding.

Overall, teaching and assessment were judged Good during the previous inspection but are now Very good with the exception of teaching in Phase 1, which was already judged as Very good.

Curriculum design and curriculum adaptation were not judged at the time of the last inspection. Curriculum design is now judged as Very good and curriculum adaptation is judged as Good.

Within protection, care, guidance and support of students, health and safety provision was judged Very good at the last inspection and this remains the same. As at the time of the last inspection, the care and support of students is judged as Very good overall and this represents a slight improvement in Phase 2, which was judged only Good previously.

Leadership and management have improved since the last inspection. The effectiveness of leadership has improved from Good to Very good as has self-evaluation. Partnership with parents was judged as Very good last time and remains the same for this inspection. Governance was judged Good at the last inspection and remains the same and the day-to-day management retains its Very good judgement. Overall, the improvement in leadership demonstrates a strong commitment from all leaders to school improvement. All leaders demonstrate unwavering commitment to the school and most recommendations from the previous inspection were successfully implemented.

The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS

The school participates in the Trends in International Mathematics and Science Study (TIMSS), Programme for International Student Assessment (PISA) and Progress in International Reading Literacy Study international assessments. The school demonstrate a strong commitment to benchmarking students' attainment against these international standards and to raising the students' performance in these assessments as well as in MAP and IBT benchmarking tests. School leaders are aware of the performance targets the school has been given in both PISA and TIMSS and understand that the school failed to meet the targets in the last round of assessments. Consequently, the school has initiated action plans to address the shortcomings. The PISA plan identifies key areas of focus for the school. These aim to ensure there is full curriculum alignment with the PISA assessment areas, how to raise student performance in the assessments, what teaching strategies will need to be improved and the professional development that will be needed to achieve this and how to improve students' motivation and parental engagement to support the drive to improve.

Departments have used the feedback information from the international benchmarks to identify and try to close potential gaps in students' learning. The school has adjusted its curriculum to include lessons each week that are directly related to the content found in the reading, mathematics and science components of the PISA and TIMSS benchmarking assessments.

Homework activities completed by students and specific topic-related TIMSS and PISA activities are included as extension tasks in the normal taught curriculum.

During the inspection, the school received data from the 2023 TIMSS assessments that indicated the students had scored above the school's target for Grade 4 mathematics and science and had achieved a score in mathematics for Grade 8 that exceeded the international benchmark mean norm score.

Performance in standardized and international assessments

The following section focuses on the school's performance in standardized and international assessments.

Standardized Assessments

Students in grades 3 to 9 participate in the North West Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in English reading, English Language, mathematics and science. In AY2023/24, student attainment in MAP English reading was weak in Phases 2 and 3 and acceptable in Phase 4, in the fall. Attainment outcomes improved in the spring assessments. It improved to good in Phase 2, very good in Phase 3 and Outstanding in Phase 4. Students' progress in all grades was outstanding between the fall and the spring. In AY2023/24, student attainment in MAP English language use in the Fall was very good in Phase 2, good in Phase 3 and very good in Phase 4. The Spring results were even better, with a very good result in Phase 2 and both Phases 3 and 4 outstanding. In AY2023/24, student attainment in MAP mathematics in Phase 2 is good in the fall and very good overall in the spring. Phase 3 improves from weak to good and Phase 4 from good to very good. In AY2023/24, student attainment in MAP science is also an improving picture. Between Fall and Spring, science in Phase 2 improves from weak to very good in Phase 2, good to very good in Phase 3 and remains good in Phase 4. Students in grades 3 to 10 participate annually in the standardized ACER IBT (International Benchmark Test) in Arabic. The analyzed results for the academic year 2023/24 indicate good progress in Phases 2, 3 and 4. Comparing results for individual students in consecutive cycles of ACER IBT indicates ongoing good progress overall in Arabic in all phases.

International Assessments: TIMSS, PISA, PIRLS

In the PISA (Programme for International Student Assessment) 2022 results for 15-year-old students:

- In scientific literacy, the school did not meet their target of 443.4, and the actual result of 415.3 is below the international average.
- In mathematical literacy, the target of 446.9 was not met, and the actual result of 416.1 is below the international average.
- In reading literacy, the school did not meet their target of 433.3, and actual result of 383.8 is below the international average.

In the TIMSS (Trends in International Mathematics and Science Study) 2023 assessment, student performance varied across grade levels and subjects: In Grade 4 mathematics, the school met their target of 437.05, but the actual result of 465.30 was below the international average.

- In Grade 4 mathematics, the school met their target of 437.05, and actual results of 465.30 were below the international average.
- In Grade 8 mathematics, the school met their target of 445.12, and their actual results of 531.16 exceeded the international average.
- In Grade 4 science, the school met their target of 402.27, but their actual result of 452.00 is below the international average.
- In Grade 8 Science, the school met their target of 455.50, and their actual results of 485.90 exceeded the international average.

The PIRLS (Progress in International Reading Literacy Study) 2021 results:

- In Grade 4, students achieved a score of 476.

Reading

The school has two well-resourced libraries: one for use by Phases 2-4 and a separate facility in Phase 1. Both libraries offer a wide variety of age-appropriate fiction and non-fiction books in both English and Arabic. The libraries also contain curriculum topic texts, as well as those linked to student interests. Students in all phases also have access to a range of digital resources to support their reading development and enhance the curriculum. The library spaces are well-equipped. In the main library, there are spaces for individual and small group collaboration. The Phase 1 library is bright and welcoming, with inflatable chairs and features an area for whole-class story sharing. Both libraries are used as breakout spaces for small groups and 1:1 work. The school places a strong emphasis on developing students' love for reading. Staff and students across all phases participate in the Drop Everything and Read (DEAR) initiative twice a week. Classrooms throughout the school are print- and literacy-rich environments. Students make good use of the classroom literacy corners and make choices about books to read for enjoyment. Students across all phases were represented at the Emirates Festival of Literature. To support early literacy, the school implements the Jolly Phonics program. This starts in Phase 1 and has significantly improved students' early reading proficiency. This program ensures that students have a solid foundation in both reading and writing, which prepares them for the transition to Grade 1 and beyond.

The school works in partnership with parents of Phase 1 and 2 students to promote the importance of reading and supporting students in developing important reading skills, such as fluency. Students in Phases 1 and 2 take part in the annual Raz Kids competition and as part of this, their reading achievements are celebrated and rewarded in school.

The school has recently implemented a new reading program for Phase 3 students. This offers more challenging and complex texts to improve students' reading skills, including text comprehension.

From Grade 3 through Grade 8, students have guided sessions and enjoy making reading come to life through drama and other events, such as Shakespeare and Character Day. Students with EAL benefit from added support with a high focus on developing literacy and reading skills to enable them to become proficient readers.

Strengths of the school

- The school's leadership demonstrates a clear vision and effectively sustains strong school performance through strategic planning, fostering a highly effective partnership with parents, and successfully maintaining high standards across the school.
- Since the last inspection, the school has successfully improved students' standards of achievement, with students now demonstrating well-developed learning skills that enable them to make rapid progress in most subjects.
- Teachers exhibit confident subject knowledge, which creates a positive learning environment throughout the school, motivating students and accelerating their academic progress.
- The school has effectively improved students' learning skills, enabling the majority of students to make rapid progress across most subjects.
- The school provides exemplary care and support for students, maintaining an environment where students feel safe, valued, and well-supported academically, socially, and emotionally.
- The school has effectively implemented comprehensive inclusion systems, ensuring students with additional learning needs, including students of determination, receive targeted and sustained support.

Key Recommendations

1. Raise students' attainment and progress to a consistently outstanding level in all core subjects and phases by:

- improving students' progress in Qur'anic recitation and the application of Tajweed rules throughout the school
- improving students' speaking skills using standard Arabic in all phases in Arabic first and second language work across the school
- improving students' speaking skills in English in Phases 1 and 2 and their handwriting and presentation skills across the school but with a focus on Phase 3.
- improving students' mathematical tables recall skills in Phase 2
- improving students' understanding of the scientific method when carrying out investigations in Phases 2 and 3.
- improving students' learning skills and especially collaboration and communicating their learning consistently.

2. Improve strategies and provision for effective teaching and assessment by:

- ensuring that teachers across the school consistently differentiate the activities they provide for students in lessons so that work always matches with the needs of groups of students of differing ability
- ensuring that teaching assistants are always fully deployed to support students' learning in lessons in Phases 1,2, and 3.
- developing systems to ensure that teachers very regularly mark students' work in copybooks and on digital platforms and, within the marking, provide clear guidance to students about how they can improve their work.

3. Improve the impact of school leadership further by:

- reinforcing the skills of all leaders in supporting staff so as to improve the accuracy in assessing students' achievement.
- building on current systems to enable more collaboration teachers and middle leaders with their counterparts in other schools within the Sharjah American Schools group to enable the sharing and development of best practice in teaching and management
- developing a clear linkage between the school self-evaluation and school development planning processes.

4. Improve results in the International Assessments TIMSS, PISA, and PIRLS by:

- reviewing the existing approaches to preparing for these assessments
- analysing the results of previous international assessments
- focusing especially on the upcoming PISA assessments through appropriate use of online platforms and strong student engagement.

Overall School Performance: Very Good

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good 	Good 	Good 	Good 
	Progress	Good 	Good 	Good 	Good 
Arabic as a first language	Attainment	Good 	Good 	Good 	Good 
	Progress	Good 	Good 	Good 	Good 
Arabic as a second language	Attainment	Not Applicable	Good 	Not Applicable	Not Applicable
	Progress	Not Applicable	Good 	Not Applicable	Not Applicable
UAE Social Studies	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Very Good 	Very Good 	Very Good 
English	Attainment	Very Good 	Good	Good	Very Good 
	Progress	Very Good 	Very Good 	Very Good 	Very Good 
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Very Good 	Very Good 	Very Good 	Very Good 
Science	Attainment	Good	Good	Good	Good
	Progress	Very Good 	Very Good 	Very Good 	Very Good 
Learning Skills		Very Good 	Very Good 	Very Good 	Very Good 

PS2: Students' personal and social development, and their innovation skills

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good 	Very Good 	Very Good 	Very Good 
Assessment	Very Good 	Very Good 	Very Good 	Very Good 

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Good	Good	Good	Good

PS5: The protection, care, guidance and support of students

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good

PS6: Leadership and Management

The effectiveness of leadership	Very Good	↑
School self-evaluation and improvement planning	Very Good	↑
Parents and the community	Very Good	
Governance	Good	
Management, staffing, facilities and resources	Very Good	↑

Inspection findings

PS1: Students' achievements

Islamic Education

A number of areas are evaluated by inspectors when evaluating students' attainment and progress in Islamic Education. These include the following:



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good 	Good 	Good 	Good 
	Progress	Good 	Good 	Good 	Good 

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the majority of students in all phases attain levels that are above curriculum standards.
- The school has no external national or international assessments for Phase 1 or Grades 1 - 11. The results of the MoE national examination for Grade 12 for the AY2023/24 indicate Good attainment.
- In lessons and their recent work, the majority of students demonstrate a strong understanding of Islamic principles, values, the Holy Qur'an, and Hadeeth, consistently exceeding curriculum standards.
- Over the past three years, the school's internal attainment data indicates that attainment in all phases has been consistently Good. Trends in MOE external assessment data indicate that the majority of students consistently attain levels that are above expectations over the last three years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the majority of students in all phases make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and in their recent work, the majority of students in all phases make better-than-expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that boys, girls, Emirati, and high attainers make better-than-expected progress in all phases. Low attainers make

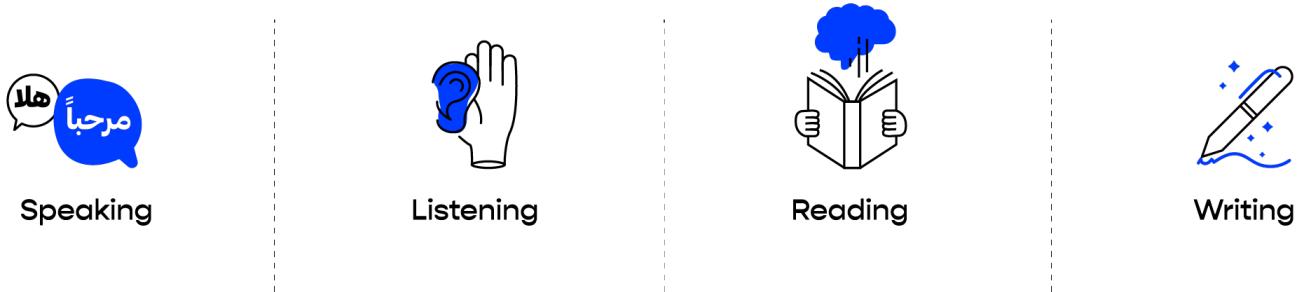
good progress in Phases 2 and 3, while they make Very good progress in Phase 4. Students with additional learning needs continue to make variable progress through the phases, where it's Very Good in Phase 2, good in Phase 3, and Outstanding in Phase 4. The gifted and talented students make Outstanding progress in Phases 2, 3 and 4. The data also indicates that no high and low attainers, students with educational needs or gifted and talented students have been identified in Phase 1.

Next Steps:

1. Enhance students' understanding and application of Seerah in Phases 2 and 3.
2. Accelerate students' progress in Qur'anic recitation and the application of Tajweed rules throughout the school.

Arabic as a first language

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in Arabic language. These include the following:



Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Good 	Good 	Good 	Good 
	Progress	Good 	Good 	Good 	Good 

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the majority of students across all phases attain levels that are above curriculum standards.
- The school has no external national or international assessments for Phase 1. However, during the AY2023/24, the school administered the International Benchmark Test (IBT) to benchmark students' attainment in grades 4-10. The IBT results indicate Good attainment in Phases 2, 3 and Very good attainment in Phase 4. The results of the MoE national exam for Grade 12 for the AY2023/24 indicate Good attainment.
- In lessons and their recent work, the majority of students across all phases attain levels that are above curriculum standards in reading fluency, listening comprehension, speaking and writing.
- Over the past three years, internal data indicates that attainment has been consistently Good across all phases. The trend of attainment in MOE external assessment data indicates that the majority of students in Grade 12 consistently attain levels that are above expectations over the last two years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the majority of students across all phases make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and in their recent work, the majority of students across all phases make better than expected progress in relation to learning objectives that are aligned with the expected curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that boys, girls, Emirati, and high-attaining students make good progress in all phases. Low attainers perform best in Phase 3, with outstanding progress. In Phases 2 and 4, low attainers make good progress. Students with additional learning needs excel in Phase 4, making outstanding progress. Their progress is very good in Phase 2 and good in Phase 3. Gifted and talented students make outstanding progress across all phases.

Next Steps:

1. Improve students' progress across all phases.
2. Improve students' speaking skills using standard Arabic.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Good 	Not Applicable	Not Applicable
	Progress	Not Applicable	Good 	Not Applicable	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phase 2, which is the only phase inspected, attain levels that are above expectations.
- The school administered the International Benchmark Test (IBT) to benchmark students' attainment in grades 3-9 during the AY2023/24. The IBT results indicate Outstanding attainment across all phases.
- In lessons and their recent work, the majority of students in Phase 2 attain levels above the curriculum standards.
- Over the past two years, the school's internal assessment data has consistently shown Outstanding attainment across all phases. No external data was presented.
- The school's analysis of internal assessment for the AY2023/24 data indicates that most students in all phases make better than expected progress over time and from their starting points in relation to learning objectives aligned to curriculum standards.
- In lessons and their recent work, the majority of students in Phase 2 make better than the expected progress in relation to learning objectives that are aligned with the expected curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that only girls are learning Arabic as a second language in AY2023/24, and they make Outstanding progress. Low and high attainers are only in Phase 4, and both groups are also making Outstanding progress. There are no identified students with educational needs or gifted and talented students.

Next Steps:

1. Strengthen reading comprehension across the phase.
2. Improve students' progress across the phase.

UAE Social Studies

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in social studies. These include the following:



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Very Good 	Very Good 	Very Good 

Findings:

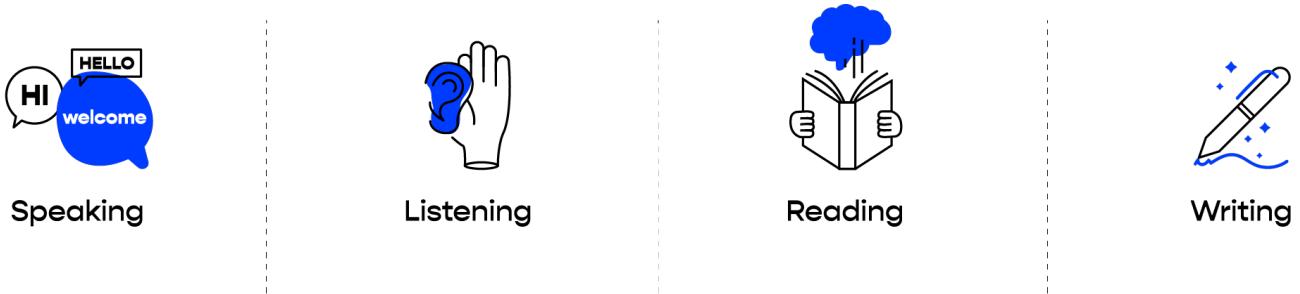
- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that a large majority of students in Phases 2, 3 and 4 attain levels that are above curriculum standards.
- There are no external, national, or international social studies assessments.
- In lessons and their recent work, the majority of students in Phases 2, 3 and 4 demonstrate levels of knowledge, skills, and understanding that are above MoE curriculum standards.
- Over the past three years, internal data shows that attainment has been consistently Good in Phases 2, 3, and 4 in AY 2021/22 and AY 2022/23 and has improved to Very good in AY 2023/24.
- The school's analysis of internal assessment data for AY 2023/24 indicates that a large majority of students in Phases 2, 3, and 4 make better-than-expected progress over time and from their starting points.
- In lessons and their recent work, a large majority of students in Phases 2, 3, and 4 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's analysis of progress data for the different groups of students indicates that boys, girls, Emirati, and high attainers make Very good progress in Phases 2, 3, and 4. Low attainers make Outstanding progress in Phase 2, while making Very good in Phases 3 and 4. Students with additional learning needs make Very good progress in Phase 2 and Good progress in Phase 3, and there are no students with educational needs in Phase 4. The gifted and talented students make Outstanding progress across all phases.

Next Steps:

1. Enhance students' skills in interpreting information and solving problems.
2. Strengthen connections between topics and their relevance at local, national, and global levels, particularly in Phase 2.
3. Provide more opportunities for students in upper Phase 3 and Phase 4 to engage in consistent independent research and project-based learning.

English

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in English language. These include the following:



Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Very Good 	Good	Good	Very Good 
	Progress	Very Good 	Very Good 	Very Good 	Very Good 

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Common Core State Standards (CCSS) for English indicates that a large majority of students attained above the expected curriculum standards in internal curriculum-aligned assessments in all phases.
- The school's AY2023/24 external Spring MAP assessment results for reading show a majority of students in Phase 2, a large majority in Phase 3, and most students in Phase 4 attained above curriculum standards. In the AY2023/24 Spring MAP tests in English language usage, a large majority of students in Phase 2 and most students in Phases 3 and 4 attained above curriculum standards.
- 15-year-old students participated in the Program for International Student Assessment (PISA)2022, and the score in reading literacy was 384, which was below the set target and below the international average. For the PIRLS reading tests for Grade 4 in 2021, the school achieved a score of 476, which is at the intermediate international benchmark level. There are no external test results for students in Phase 1 and no external test results for students from Grades 10-12.
- In lessons and their recent work, the large majority of students in Phases 1 and 4 attain above curriculum standards. In Phases 2 and 3, a majority of students attain above curriculum standards.
- Over the past three years, the trend in the school's internal test results indicates that attainment improved from Good in AY 2021/22 to consistently Very Good in AY 2022/23 and AY 2023/24 across all phases.
- Over the same past three years, MAP Reading data from the Spring assessments shows a strong improvement from Weak in AY 2021/22 and AY 2022/23 to Good in Phase 2, Very Good in Phase 3, and Outstanding in Phase 4 in AY2023/24. Trends in MAP Language Use indicate a significant improvement from Weak across all phases in AY 2021/22, to Good in AY 2022/23 and to Very Good in AY 2023/24 in Phase 2, then to consistently Outstanding for the last two years in Phases 3 and 4.
- The school's internal assessment data for all phases shows that the large majority of students make better-than-expected progress over time and from their starting points.
- In lessons and in their recent work, across all phases, the large majority of students make better than

expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

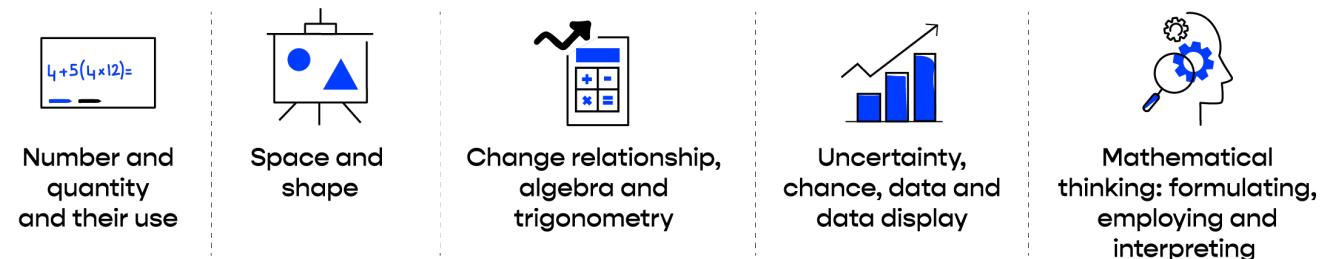
- The school's analysis of progress data for the different groups of students indicates that boys, girls, Emiratis, and low and high attainers students all make Very good progress. Students with additional needs make Very good progress in Phase 2, Good progress in Phase 3 and Outstanding progress in Phase 4, while gifted and talented students make Outstanding progress in all phases. There is no data to show the progress of low attainers, high attainers, and students with additional learning needs, including students of determination and gifted and talented students in the Phase 1.

Next Steps:

1. Expand opportunities for students in Phases 1 and 2, and especially boys in Phase 3, to develop coherent speech with appropriate vocabulary for effective communication.
2. Strengthen students' presentation and fluency skills across all phases.
3. Enhance boys' writing accuracy and creativity in higher phases.

Mathematics

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in the language. These include the following:



Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Very Good 	Very Good 	Very Good 	Very Good 

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24, against the Common Core State Standards (CCSS) for mathematics, indicates that the large majority of students in all phases attain levels above curriculum standards. These levels of attainment align reasonably accurately with the levels of students' knowledge and skills observed in lessons.
- The school's AY2023/24 external Spring MAP assessment results for mathematics show a majority of students in Phase 3 and a large majority in Phases 2 and 4 attained above curriculum standards. 15-year-old students participated in the Program for International Student Assessment (PISA)2022, and their score in mathematics was 416, which was below the set target and below the international average. In the Trends in International Mathematics and Science Study (TIMSS 2023) mathematics, Grade 4 scored 465, which is well above the target, and likewise, Grade 8 scored 531, exceeding the set target. The cohort of students that sat Advanced Placement (AP) calculus tests in AY2023/24 in mathematics, with the majority of students attaining above expected curriculum standards.
- In lesson observations and work reviews, the attainment of the majority of students in all phases is above curriculum standards. In Phase 1, students identify numbers up to 20 and have achieved a strong number concept. In Phase 2, students demonstrate secure practical mathematics skills in building their understanding of measurement as well as space and shape. Others understand how to collect and represent data accurately. In Phase 3, where attainment is not as strong, students can conduct practical activities to establish the concept of chance and probability but at a basic level. However, students do not consistently play a central role in mathematical investigations. In Phase 4, students can solve binomial equations following a structured method, but more challenging and abstract problems are limited. In Phase 2, students' mental strategies for solving simple arithmetic questions are improved, but for a large minority, their knowledge of multiplication operations is not secure.
- Over the past three years, the internal assessment data shows consistently Very good attainment across all phases. Over the past three years, MAP mathematics trends show significant improvement across all phases. In AY 2021/22, performance was Weak across all phases. By AY 2022/23 and 2023/24, Phase 2 improved to Very Good. Phase 3 reached Very Good in AY 2022/23 but regressed to Good in AY 2023/24. Meanwhile, Phase 4 improved to Very Good in AY 2023/24 after being Weak in AY 2022/23.

- Internal assessment information indicates that a large majority of students make better than expected progress in relation to individual starting points and the curriculum standards.
- In lessons and their recent work, a large majority of students in all phases make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of progress data indicates that all student groups make better than expected progress across all phases, with some exceptions. Low attainers achieve Outstanding progress in Phase 2, while students of determination, including those with additional learning needs, make Good progress in Phase 3 and Outstanding progress in Phase 4. Gifted and talented students achieve Outstanding progress across all phases. However, no data is collected for lower or higher attainers, students with additional needs, or gifted and talented students in Phase 1.

Next Steps:

1. Improve students' knowledge of multiplication operations in Phase 2.
2. Ensure the students in Phase 4 are more challenged with abstract word problems as opposed to following set formulas.

Science

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in science. These include the following:



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good	Good	Good	Good
	Progress	Very Good 	Very Good 	Very Good 	Very Good 

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24, against the Common Core State Standards (CCSS) for science, indicates that the large majority of students attained above the expected curriculum standards in internal curriculum-aligned assessments in all phases.
- The school's AY2023/24 external Spring MAP assessment results for science show a large majority of students in Phases 2 and 3 and a majority in Phase 4 attained above curriculum standards. 15-year-old students participated in the Program for International Student Assessment (PISA)2022, and their score in science was 415, which was below the set target and the international average. In the TIMSS 2023 science assessments, Grade 4 scored 452, exceeding the set target but falling below the international benchmark, while Grade 8 scored 485, surpassing both the target and the international average. In AY 2023/24, the cohort of students who took Advanced Placement (AP) science tests attained levels in line with the curriculum standards.
- In lessons and recent work, a majority of students across all phases demonstrate knowledge, skills and understanding that are above the curriculum expectations. In Phase 1, students can understand physical life and can explore the plant and animal world. In Phase 2, students develop their understanding of the physical world as they explore a variety of ecosystems. In Phase 3, older students have developed their scientific thinking and can discuss the role of molecules and draw scientific conclusions. Students in all grades find it difficult to visualize abstract concepts without manipulatives to use as models. In Phase 4, students can carry out practical experiments to explore techniques used in forensic investigations. In Phases 2,3, and 4, students' understanding of how to carry out investigations following the scientific method is underdeveloped.
- Over the past three years, internal attainment data shows that a large majority of students have been consistently above national and international standards. Over the same past three years, MAP data from the Spring assessments shows a strong improvement so that by the Spring of AY2023/24, a large majority of students in Phases 2 and 3 and a majority in Phase 4 are attaining levels ahead of expected curriculum levels.
- The school's Internal assessment information indicates that a large majority of students make better

than expected progress in relation to individual starting points and the curriculum standards. MAP progress data for AY 2023/24 indicates that most of the students made better than expected progress in MAP measured between the Fall and Spring in AY 2023-24 for Phases 2,3 and 4.

- In lessons and their recent work, a large majority of students in all phases make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of progress data indicates that all student groups make better than expected progress across all phases, with some exceptions. Low attainers achieve Outstanding progress in Phase 2, high attainers make Outstanding progress in Phase 4, while students of determination, including those with additional learning needs, make Good progress in Phase 3 and Outstanding progress in Phase 4. Gifted and talented students achieve Outstanding progress across all phases. However, no data is collected for lower or higher attainers, students with additional needs, or gifted and talented students in Phase 1.

Next Steps:

1. Improve students' understanding of all aspects of the scientific method in all phases.
2. Expand students' opportunities to carry out experiments and activities in pairs to build their practical skills in all phases.
3. Increase hands-on scientific resources to help students model and explore abstract concepts.

Learning Skills

Students learning skills and the impact on academic achievements are evaluated across all phases. Points taken into consideration when evaluating expected learning skills in all phases are as follows:

- Engagement and the responsibility students take, for leading their own learning.
- Interactions and collaboration with others to achieve shared learning goals.
- Successfully connect learning to other subjects and real life as global citizens.

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Very Good 	Very Good 	Very Good 	Very Good 

Findings:

- Students across all phases engage well in most lessons, are keen to learn, and demonstrate positive attitudes toward learning. This eagerness is more evident in English and mathematics than in science. Across all phases and in all subjects, teachers sometimes spend too long talking at the start of the lesson. This means that students become disengaged and sometimes passive learners. They are too reliant on teachers to tell them what they need to do. In Phase 1, students do not have the confidence to move on to the next task when they finish and, in higher phases, are unwilling to attempt more challenging tasks.
- In all phases, students interact and collaborate well with each other. They communicate their learning effectively. In higher phases, students are confident to share ideas with teachers in interactive dialogue. However, this can become less purposeful when students' over-enthusiasm leads to several calling out responses at once. When this happens, not all teachers have the classroom management skills they need to manage this effectively. As a result, collaborative skills are less developed, and learning is more limited for the whole group.
- Students across all phases make clear, regular and meaningful connections between their learning and the real world. Real-world links and UAE contexts are regular starting points for lessons or a hook that teachers use for students to apply their learning to familiar scenarios or real-life situations.
- Students across all phases regularly use their critical thinking skills in lessons. However, learning potential is not always maximized. Students' evaluative skills could be further developed through more opportunities to discuss and comment on what others say. Technology is used consistently in most lessons, and in higher phases, students make very effective use of digital resources to enhance their learning. For example, in mathematics, graphing utilities enhance students' understanding of complex concepts. Similarly, in science, digital platforms are used to provide interactive laboratory experiences. However, in Phase 1 and lower Phase 2, students' independent use of technology to support their learning is more limited. Students in all phases are innovative and enterprising. This is evident in the wealth of initiatives they lead and are involved in, such as the careers fair. However, opportunities for students to use their innovation skills, linked to their interests and projects in the classroom, are less evident.

Next Steps:

1. Improve students' collaborative skills so that all individuals participate in group activities that extend their learning and develop their communication skills.
2. Increase the independent use of available technology to enhance learning, particularly in Phase 1 and lower Phase 2.

PS2: Students' personal and social development, and their innovation skills

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good

Findings:

- Students exhibit positive and responsible attitudes, demonstrating a high level of independence and self-reliance with minimal need for reassurance. While they approach tasks with confidence, they may be hesitant to take risks or explore unfamiliar challenges. Their resilience is evident in their willingness to engage with constructive criticism, using feedback as an opportunity for growth.
- Students usually exhibit good levels of self-discipline, showing a willingness to adhere to rules and instructions, and they respond positively to their peers and adults. Instances of bullying are rare within the school environment, indicating a prevailing culture of respect and inclusiveness. Students' positive behavior extends throughout school, fostering a satisfactory atmosphere for learning and social interaction.
- Students demonstrate a keen awareness of the diverse needs and differences of their peers, readily offering assistance and support when needed. This culture of empathy and cooperation fosters strong relationships among students and with staff members. Students' interactions throughout the school community are depicted by mutual respect, consideration and warmth, creating an environment conducive to collaboration and learning.
- Students exhibit a sound understanding of safe and healthy living, recognizing the importance of maintaining overall well-being. However, a few students occasionally make less informed choices regarding their diet and personal health. They actively engage in initiatives that promote a healthy lifestyle, taking part in awareness programs and school-wide wellness campaigns. Their enthusiasm for physical activity is evident as they participate in a variety of sports and fitness activities during breaks, PE lessons, and athletic competitions.
- Attendance is outstanding at 98%, positively impacting on students' achievement. However, a few students are not punctual to school and lessons.

Next Steps:

- Ensure that students consistently make wise choices about their own health and safety.
- Enhance students' self-reliance and readiness to take on responsibility for new challenges as well as setting clear personal and academic goals.
- Improve students' punctuality to school and lessons.

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good

Findings:

- Students exhibit a secure understanding and appreciation of Islamic values, recognizing their significance in both personal and societal contexts. They actively reflect on how these values shape daily life in the UAE, applying them in their interactions, decision-making, and moral reasoning. Their commitment to key principles such as tolerance, justice, equality, and generosity is evident in their actions and community engagement. Additionally, they enthusiastically celebrate significant Islamic events, such as the Prophet's birthday, Ramadan, and Eid Al-Fitr, strengthening their cultural and religious identity, but the impact and significance of celebrations can be broadened and deepened further.
- Students are very knowledgeable and respectful of Emirati heritage and culture, recognizing its vital role in shaping the UAE's national identity and core values. They confidently articulate the importance of preserving traditions while embracing the nation's rapid progress, demonstrating a balanced perspective on cultural continuity and modernization. Their patriotism is evident as they sing the National Anthem with pride and respect, reflecting their deep connection to their country. Students enthusiastically celebrate national occasions such as UAE Flag Day and National Day, engaging in immersive experiences that honour their cultural roots. Their involvement in student-led booths, such as Dukkan Al Taibeen, provides an authentic glimpse into the UAE's rich past, further strengthening their sense of belonging and national pride.
- Students demonstrate a deep understanding and awareness of their own culture and can identify key similarities and differences between their traditions and those of others. In the upper phases, they confidently discuss aspects of cultural diversity, such as cuisine, museums, customs, and music from various regions. Across all grade levels, students show enthusiasm for learning about different cultures and occasionally engage in cultural exchange opportunities. However, while their interest is evident, there is room for deeper exploration and understanding. Students would benefit from more immersive experiences that enhance their global perspective, allowing them to critically analyze cultural influences, traditions, and histories beyond surface-level comparisons.

Next Steps:

- Broaden the scope of Islamic events and celebrations available to students.
- Encourage students to actively seek additional opportunities at school and in the wider community to enhance their skills and broaden their perspectives to continue building their national identity.
- Encourage students to participate in meaningful discussions, research, and collaborative projects to further enrich their appreciation of cultural diversity.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- Students demonstrate exceptional levels of understanding of their responsibilities towards their school and are proactive and responsible members of the school and the wider community. They willingly participate in initiatives and activities that have a positive impact on the school and the wider community. Phase 1 and 2 students take on roles and responsibilities within their classrooms. Older students take on leadership roles across the wider school. All students are involved in the organisation and actively participate in charity and fundraising events, such as a pink bake sale for Breast Cancer Awareness, which very successfully fosters their sense of social responsibility, belonging, and community involvement. Additionally, the curriculum requirement of 40 hours of volunteering for students in Phase 4 has significantly enhanced their understanding of social contribution and increased their participation in volunteering initiatives, with some students amassing over 300 certified hours. However, this is not common, and more opportunities are possible for students to be involved further with the community, such as work placement to expand their understanding of the wider world.
- The school can boast a considerable wealth of talent and enterprise among its student population. This includes talented writers, artists and public speakers and students across all phases who show a very positive work ethic. The school works hard to identify and nurture students' talents. In Phases 3 and 4, students have participated in various projects, including robotics, business start-ups, and fashion design. This fosters their innovation and entrepreneurial skills. However, the promotion of innovation and creativity in lessons is less well-developed.
- Older students demonstrate a strong awareness of environmental issues and sustainability, but this is less apparent in lower phases. Students actively engage in initiatives both within and beyond the school community. The school has well-used recycling facilities for paper, metal and plastic throughout the premises. Students help to manage hydroponic herb stations and broadcast sustainability information through the school's student-led radio station. Student-led councils and committees foster environmental responsibility and awareness through campaigns, such as a 'Green School' audit, but this is still at a developmental stage.

Next Steps:

- Develop more opportunities for students to understand innovation and enterprise more deeply and apply these skills in lessons and throughout their learning journey.
- Expand the opportunities for students to take part in volunteer opportunities in the community, such as work placements for older students.
- Move forward with current plans to expand the "SAIS Goes Green" project to fully involve students in auditing the school's sustainability work and energy consumption.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good 	Very Good 	Very Good 	Very Good 

Findings:

- Across all grades, most teachers are secure in their subject knowledge and apply their knowledge effectively. Lessons are typically interesting and engage students, but in a minority of lessons, teachers continue to present in more of a didactic format and dominate lessons.
- Teachers plan engaging lessons that motivate students and support their progress. Most teachers understand how their groups learn and provide a variety of activities that build on prior knowledge to move learning forward. They plan differentiated tasks with tiered levels of difficulty to meet students' diverse abilities. Teaching assistants are not used to full effect and often have little to do, especially at the start of a lesson. Teachers support students' literacy needs by encouraging them to read information from the presentation screen. Key words are identified in the majority of lessons, but these are not prominently displayed for students to see and refer to in the lesson. Command words that are commonly seen in examinations and international assessments are mentioned but only in a limited way and this work is at a developmental stage. Neither do teachers provide bilingual displays of key and unfamiliar words to support students' understanding. Teachers plan extension and challenge activities for the most able, but these do not always extend learning effectively and students are not directed to these activities promptly enough. In general, the level of challenge in at least a minority of lessons is limited. This is particularly evident in lessons when students complete a task and stop to await the teacher's instructions.
- The relationships between the students in the classes and with their teachers are usually positive and ensure that students are keen to learn. Student behavior in Phases 2 and 3 in the boys' section can be erratic, especially with a minority of teachers who have limited classroom management skills. Teachers ask well for recall and ask more challenging questions regularly but rarely give the students sufficient time to think about their answers or to discuss an idea before they give a response.
- Teachers use strategies that are mostly effective in meeting the individual needs of students but in at least a minority of lessons, real challenge is limited. Opportunities for practical activities are common and planned as a key learning tool in lessons in lower phases, providing students with opportunities to explore more complex ideas. However, groups are often large, with only one scribe and one student dominating a practical task. Also, teachers do not personalize the learning activities sufficiently for the needs of specific individuals in their groups, particularly those students with additional learning needs and those with gifts and talents.
- Teachers systematically develop students' problem-solving and independent learning skills. Opportunities for students to work innovatively are less established and while critical thinking skills are a feature in lessons, it is not well developed.

Next Steps:

1. Fully develop the roles of teaching assistants in the classrooms and enhance their roles in supporting individuals and groups of students.
2. Reduce the size of groups in discussions and practical activities to encourage greater participation and better structure for students to learn more effectively.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Very Good 	Very Good 	Very Good 	Very Good 

Findings:

- Internal assessment processes are coherent and consistent, with close alignment to the school's curriculum standards in all phases. Assessment processes are fully in line with the requirements of the curriculum and the methodology identified in the UAE inspection framework. This enables teachers to track and monitor the progress students make across each grade and phase using accurate and valid performance information. Overall, the systems in place enable students' academic achievement and personal and social development to be assessed across all subjects and activities in school.
- The school rigorously benchmarks students' academic outcomes in the English medium subjects against the PIRLS, TIMSS and PISA international standards. The school assesses students' performance annually in MAP assessments. The school benchmarks students' performance against IBT assessments in Arabic medium subjects as the school views it to be closely in line with the MoE curriculum.
- The school conducts a detailed analysis of assessment data across each term, allowing students' achievement to be tracked over time. The assessment systems enable the school to track the attainment and progress of student groups and that of individuals within the groups. Department teams and senior leaders moderate assessment outcomes to ensure the teachers' judgements are accurate and valid. The school does not moderate students' work with other schools in the Sharjah American International Schools group.
- Teachers make very effective use of the assessment information to inform teaching strategies that aim to meet the learning needs of all groups of students. The expertise in analysing performance data by teachers is improving through effective professional development, support and coaching from middle leaders. Commonly, in lesson plans, tasks are identified that are pitched at distinct levels to support students with different needs. Teachers do not conduct sufficient in-lesson checks to identify if higher attainers can move to a higher level or onto a different more challenging task, and this restricts student outcomes.
- Teachers have a good understanding of students' individual strengths and weaknesses. They provide students with personalized in-class support through effective verbal feedback, which promptly addresses students' uncertainties and misconceptions. The school has systems in place to monitor students' written work with light touch checks and more in-depth reviews. The implementation and effectiveness of the 'deep dive' reviews are inconsistent within departments and across subject areas. Students do not get detailed feedback on an individual piece of work, with the emphasis being on more general guidance on a topic area. Students are regularly involved in reviewing their own learning through exit ticket activities. Peer assessment is less common.

Next Steps:

- Ensure that teachers regularly mark students' work and consistently provide clear feedback on individual pieces of work to show individuals how to improve.
- Increase opportunities for students to review the written work of others or to comment on someone else's ideas to build their skills in evaluation through critical thinking in all phases.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good

Findings:

- The school follows the American Common Core (California) from KG through Grade 12 and the Ministry of Education (MoE) curriculum for Arabic-medium subjects. This alignment is clearly in line with the school's vision, mission, and the UAE's national goals.
- The curriculum is broad, balanced, age-appropriate, and effective in fostering students' knowledge, skills, and understanding in all subjects.
- The curriculum is very effectively planned to ensure a sequencing of concepts and content in key subjects across the phases, reinforcing prior learning to meet the needs of most students. It is consistent across all subjects. The different levels of planning, including yearly, weekly, and daily, ensure that lessons are well-structured and aligned with curriculum standards. The continuity of learning in the planned curriculum ensures that students are fully prepared for the next stage in their education. It also ensures that older students in Phase 4 are well prepared for moving on to higher education or other career pathways. The school has been highly successful in remapping the curriculum to align with the MAP tests. As a result, most students in Grades 3 – 9 now consistently attain above curriculum standards in the MAP tests for English, mathematics and science. Continuity and the vertical alignment of subjects between the phases is a priority, and substantial work has been done to enable all students to move seamlessly from phase to phase. All students are well-prepared for the next phase of their education.
- The school curriculum offers an excellent range of choices for older students while also catering to the needs of younger phases. Since the last inspection, school leaders have reinforced the curriculum provision through the wide range of extra-curricular activities that support the extension of work carried out in lessons such as sporting, creative and technology-based activities. The school has very successfully expanded the design and creative work provision for students with the establishment of the creator space laboratory, complete with a full range of advanced equipment for older students to use in design and technology. Older students have a wide range of course options and electives that enable them to progress fully towards their chosen career or future educational pathway. Further enrichment to the curriculum is evident through the wide range of high-quality art in which older students are engaged in creating and displaying around the building. To enhance and enrich the curriculum further, senior leaders have identified the need to build in a greater range of literary resources to reinforce areas of work and also to ensure a greater range of hands-on practical activities are more available and incorporated into work for subjects across the school.
- Cross-curricular links are planned purposefully and innovatively by a very effective curriculum team who are both knowledgeable and enthusiastic. The curriculum frequently incorporates real-world connections, particularly related to the UAE, especially in Arabic medium subjects, but also well planned across all subjects. In lower phases, cross-curricular links are made through whole group and small group activities, as well as in the environment, integrating multiple areas of learning. In older phases, cross-curricular projects are integrated across subjects. For example, older students participate in Socratic discussions and debates about a wide range of topics relating to everyday life,

technology, social media and the use of AI. Links are widespread and evident in all lesson plans and are an integral part of lessons.

- The curriculum reviews are regular and systematic. Senior leaders rightly recognize the need to involve teachers to a greater extent in working alongside senior leaders in the review process. The review process is reinforced through processes such as the students' and through the use of the Pupil Attitudes to Self and School (PASS) assessment program to check on students' well-being and attitudes in relation to schoolwork. Reviews utilize the valid school data on students' performance, both internal and external, as well as surveys and consultation with stakeholders. In this way, the information underpinning the reviews is accurate and current. Curriculum adjustments are made on a regular basis during regular team, grade level and teacher discussions. Overall, the curriculum review systems are very effectively established in the school, helping it ensure alignment with national priorities and the development needs of all groups of students. However, the review process is very much led by senior leaders and the role of teachers, especially has been more limited.

Next Steps:

1. Build on the current range of literacy resources available to further enrich students' work.
2. Expand the range of hands-on practical activities to reinforce students' work in subjects across the school.
3. Reinforce the curriculum review process even further by providing opportunities for teachers to become more involved in working with senior leaders.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Good	Good	Good	Good

Findings:

- The school is successful in ensuring that teachers modify the curriculum appropriately. The curriculum has several effective adaptations, and programs have been planned to include work with sufficient challenge to meet the needs of most students, including those with special educational needs, and to enable them to develop personally and academically. Students' IEPs focus on specific curriculum areas for development and the improvement of outcomes. Academically gifted and talented students are identified and have some support, but curriculum adaptation and modification are inconsistent and not sufficiently personalized.
- The curriculum is imaginative, offering a wide range of activities. Students have opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution across the curriculum.
- Appropriate learning experiences are integrated through most aspects of the curriculum with ample planned opportunities for most students to engage with projects involving the local community. There are numerous opportunities for students to become familiar with and appreciate the heritage and culture of the UAE and Islamic values such as presentations in assemblies, celebrations of national events, and field trips to local heritage sites. However, contact with local historians and experts is still somewhat limited.

Next Steps:

1. Ensure that the curriculum is modified more effectively to make learning as personalized as possible for all groups and with a special emphasis on students with additional needs.
2. Adapt the planned curriculum to ensure it consistently provides students with opportunities to develop their innovation skills in lessons.
3. Enhance the curriculum provision by ensuring it provides more opportunities for students to learn about the local traditions and engage with local historians and experts.

PS5: The protection, care, guidance and support of students

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good	Very Good	Very Good	Very Good

Findings:

- The school's child protection and safeguarding arrangements are defined clearly in a written policy and well-understood by students, staff and parents. The school has rigorous procedures and arrangements to protect students from all forms of verbal, physical, emotional and psychological abuse. Also, anti-bullying procedures are strong, including by staff and by other students, and via the internet and social media. It is consistent throughout the school and staff deal sensitively and effectively with students' needs and concerns. The training of all staff in safeguarding students, themselves and other staff members is regular and thorough with constant daily reminders utilizing their school-wide communication systems. There is an accurate central register of all adults who work in or are involved in the school. Cyber safety and ensuring practical steps to prevent abuse of students are high on the school's agenda.
- The school provides a very safe, hygienic and secure environment and has very effective policies and procedures in place to ensure that students are safe. These are reviewed regularly and all staff receive frequent training to brief them about updates or changes to policy, along with daily reminders. Staff fully understand their roles and responsibilities in ensuring health and safety. Thorough measures are in place to maximise the protection for students including, for example, very efficient arrangements for school transport, which is managed in a secure manner away from other vehicles and students state that they feel very safe in the school. The school conducts a thorough risk analysis and assessment when planning for students to engage in any activities, such as sports or educational visits, which take place outside school. Potential risks are recorded and mitigating action is taken to ensure students' safety. The school meets all legal and regulatory requirements, including emergency evacuation drills. However, not all students were fully aware of the laboratory safety procedures.
- Buildings and equipment are very well maintained and comprehensive records are kept of regular and routine fire drills, evacuation procedures and other incidents, with clearly stated action taken, to prevent their recurrence. Medical staff are vigilant in their care of students, routine checks are carried out, and detailed records are kept. Relevant medical information is shared with staff in the school in a systematic way to ensure students' medical care at all times whilst they are working with different school staff. Medication is kept in a locked cabinet in a locked room and all staff are well informed about how and by whom it can be administered.
- The premises and facilities provide a safe and secure physical environment and are very well suited to the educational needs of all students, including those with special educational needs and children in the early years phase. They ensure that students are safe at all times whilst participating in a wide

range of challenging and motivating educational experiences. However, there are very few outdoor play and exercise facilities available for younger students.

- The promotion of healthy living is very effective and systematically built into and promoted through all aspects of school life. School meals and snacks provided by the school are consistent with the school's policy on the promotion of healthy choices. The school provides very good advice to students on food choices and has an effective method to ensure parents understand and support their children. The school offers a broad and regular programme for physical education and sport to promote healthy living. Very good measures are taken to provide reasonable protection from the sun, including shading and ready access to fresh drinking water. However, the school canteen where staff work hard to provide healthy meals is not fully appropriate and in need of re-design or re-vamp.

Next Steps:

1. Reinforce laboratory safety procedures to ensure that all students are fully aware of the protocols and procedures.
2. Ensure that younger students have a more suitable space to play and exercise.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Very Good	Very Good	Very Good	Very Good

Findings:

- Staff have very positive relationships and wonderful rapport with all students, which are built on mutual respect. Expectations for all students' good conduct and behavior are clear and understood by all. These expectations are shared with parents and students.
- The school's approach is highly successful in promoting outstanding attendance. The school has very effective systems in place to record and track student attendance and record any lack of punctuality and these are understood by staff and students alike. The school has taken positive steps to increase student attendance, which is reflected in the recent attendance figures. However, continuing efforts are needed to achieve consistently better rates in punctuality.
- The school has detailed and informed procedures for identifying students with additional learning needs. The school has identified 32 students (4%) as students with additional needs. Its processes for identifying students of determination are rigorous and robust. Individual Education Plans (IEPs) are contributed to by students' teachers and parents, compiled at the start of each year and reviewed regularly. To date, the school has identified 130 (16%) students as gifted and talented, and this number continues to rise. The school facilitates opportunities in relation to the intellectual, creative and physical abilities of these students.
- The provision for students of determination is guided by an effective Inclusion Policy, which is well-implemented. The support for students with additional needs is tailored to their individual requirements and delivered through adaptations of learning tasks during lessons, pull-out sessions and in-class support. The provision and arrangements for students identified as gifted and talented is guided by a Gifted and Talented Policy, but provision for these students is at a developmental stage with work ongoing.
- Across all phases, the well-being and personal development of all students is efficiently monitored. The school has effective systems, such as Pupils Attitudes to Self and School (PASS), to effectively monitor the wellbeing. Pastoral support is readily available to all students and their families as required. Students' efforts and achievements are celebrated and rewarded with merits and house points. Students in Phase 4 have access to the school's career counsellor who provides support through events, such as university and career fairs, and individual careers information, advice and guidance. Students also benefit from assistance with their applications for university, as well as career pathways. However, information and workshops for parents of students with additional learning needs, including students of determination, to raise their awareness of the benefits of the school's provision are not well developed.

Next Steps:

1. Continue to work with parents to raise their awareness of bringing their children to school punctually in the mornings.
2. Expand further the projects, activities, and experiences available to support the progress of gifted and talented students outside the classroom

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good 

Findings:

- Leaders at all levels, inspired by the principal, set a clear strategic direction and ambitious vision. This vision is well-communicated, permeating all levels of leadership, and is deeply embedded through sustained communication and accountability. The principal and senior leaders place a high value on clarity of purpose and have successfully developed the school. They consistently demonstrate a strong commitment to UAE priorities and traditions, providing a supportive environment where cultural diversity and international awareness are respected and appreciated. Senior leaders developed from within the staff are highly motivated to enhance their knowledge and skills through further education and continue to contribute meaningfully to the school. The school is fully inclusive, open to all students, and has developed an effective inclusion team to support students with additional needs and those learning English as an additional language. Leaders have successfully improved achievement and continue to work innovatively to maintain and enhance standards.
- Leaders at all levels, including the principal, exhibit a thorough understanding of both the American and MOE curricula, as well as best practices in teaching and learning. The staff are highly qualified, bringing a range of teaching and leadership experiences from American curriculum schools in the USA and internationally. Leaders have successfully introduced a variety of effective initiatives, such as a new phonics program and a strong focus on literacy, utilizing the school's resources and facilities. They foster a culture of shared responsibility by empowering middle leaders and teachers to contribute to school improvement. This approach has cultivated a sense of ownership and accountability, leading to innovative practices within departments and a highly motivated teaching staff dedicated to continuous improvement. The approach to student of determination and EAL provision, using a wide range of intervention strategies, is successful and exemplifies how staff collaborate to overcome barriers to improvement. A well-structured program of continuous professional development provides consistent opportunities for teachers to work and learn as part of a community of learners, ensuring that new staff quickly adapt to the school's working style. Leaders continuously prioritize the personal development and well-being of students, systematically monitoring these aspects. The principal and vice principal recognize that the next step in further developing teachers' management and teaching skills involves arranging intervisitations to other schools within the Sharjah American Schools group to gain insights and share best practices. Similarly, they acknowledge the need to further develop the skills of middle leaders by visiting other schools in the group to meet with their counterparts and exchange ideas on management best practices. Leaders are highly effective in assisting staff to accurately assess student achievement, particularly their progress. However, there is still room for improvement in working with staff to bring even more precision and consistency to the assessment and moderation of students' attainment grades across the school.
- Relationships and communication within the school and with stakeholders are consistently professional and effective. Senior leaders share a unified vision and maintain an open approach to communication, always being available to listen and support. The distributed leadership model, characterized by clear delegation and accountability processes, has been instrumental in enforcing the school's vision and direction. Trust levels are high, resulting in a strong and positive bond among

all stakeholders and a family-like atmosphere within the school community. Electronic communication, including email, is used successfully throughout the school to deliver regular messages, and surveys are an effective strategy for information gathering. Senior leaders are very visible throughout the school, which helps to strengthen bonds and maintain high morale.

- School leadership at all levels demonstrates a very clear and accurate understanding of the actions needed to improve school performance. The leadership has been practical and innovative since the last inspection in improving the school. Leaders have been innovative in addressing potential barriers to learning, such as recognizing the importance of language development for English as a second language learners, leading to the provision of additional lessons in English for those individuals in need. Leaders are very successful in working with parents, and parents say that the leadership in this school ensures that 'No one gets left behind.'
- Leaders have been innovative and very successful in developing initiatives to improve school outcomes, especially in the progress of students across the school, through working in a determined way to improve the skills of teachers. Leaders' and teachers' innovative language initiatives and focus on teaching pedagogy have impacted positively and are clearly visible in the very good level of performance, not just in internal assessment but especially in the improvement of MAP attainment and progress results. This successfully lays the groundwork for underpinning the very good achievement of students in Phase 4. The progress, especially given students' starting points with English, highlights the school's focused commitment to improvement. Accountability at all levels is a key feature of the school. Senior leaders are active in holding staff accountable for performance through tracking student data and well-defined lesson observation processes. The school is very conscious of all its obligations and is compliant with all statutory and regulatory requirements.

Next Steps:

1. Build on the current systems to enable intervisitations of teachers to other schools within the group of Sharjah American Schools to enable the further sharing and development of best practices in teaching and management systems.
2. Develop further the skills of school leaders at all levels by enabling more intervisitations to other schools within the group of Sharjah American Schools to enable them to share best practices and develop management systems.
3. Strengthen middle managers' ability to support teachers in ensuring greater precision and consistency in assessing and moderating student attainment across the school.

School self-evaluation and improvement planning

Performance Indicator	Quality judgement
School self-evaluation and improvement planning	Very Good 

Findings:

- Systematic and rigorous self-evaluation is established and fully implemented by senior leaders using valid internal and external data, as well as information gained from the effective lesson observation process. This process is closely aligned with the school's teaching and learning principles. The school is data-driven, with well-moderated internal data combined with MAP results, providing evidence of strong performance across subjects. The self-evaluation process also engages all staff in identifying key strengths and areas for improvement. While key priorities are mentioned in the self-evaluation, areas for improvement are not fully listed in this document but are well known to school leaders and actioned very effectively. The school self-evaluation document provides comprehensive detail but does not fully identify areas for improvement within the different performance standard sections. Although the self-evaluation is precisely informed by progress data, there is scope for greater precision in the attainment data used.
- Monitoring teachers' performance and the impact of teaching on students' academic and personal progress is systematic and very effective. Staff performance is regularly evaluated by heads of department and senior leaders to ensure consistency in planning and the effective delivery of lessons. This systematic process is embedded in the school and based closely on the well-established teaching and learning principles. Observations include developmental lesson observations, regular learning walks and book monitoring to track the quality of students' work. The impact of this approach is evident in the consistency of teaching standards and the good and very good student outcomes. The effective monitoring of lessons enables the school to maintain high standards and respond promptly to identified areas of need.
- School improvement planning is coherent and ambitious, based on valid data that is accurately reflected in the school's internal evaluation. The proposed actions are realistic and focus on the improvement of outcomes based on recommendations from the previous inspection, identified needs of the students, and UAE national priorities. The school development plan is an extensive document and is very well written with clear timelines and responsibilities. There remains scope, however, to ensure the development plan and the self-evaluation document link more closely together. Currently, many of the development targets in the school development plan do not appear in the self-evaluation and vice versa. The school demonstrates a capacity to promote innovative and creative solutions to address priorities and respond to changing circumstances. The school is very effective and has a sustained positive impact on improving student achievement.
- All recommendations from the previous inspection report have been addressed and actioned. The impact of these actions is visible in lessons, with consistent, very good teaching and in the results from both internal and external data assessments. The school is fully focused on the process of continually seeking innovative ways to improve, and, as a result, has improved since the last inspection.

Next Steps:

1. Ensure that the school self-evaluation clearly identifies all of the next steps for improvement within each of the performance standards evaluated.
2. Ensure there is full linkage between the self-evaluation and school development plan, ensuring that both documents identify the same improvement points.
3. Ensure that the self-evaluation is informed by fully precise attainment data.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school is successful in actively engaging parents as partners in their children's education and school life. Parents are highly involved, participating in a wide range of school activities. Parents hold the school in high regard. The school actively seeks parents' opinions on important issues and is very responsive to their feedback. The Parent Committee shares insights and ideas for further development with the school's leadership. School leaders recognize the potential of involving parents even more in supporting their children's academic journey. Additionally, the school aims to expand the successful mother-daughter and father-son activities held throughout the school year.
- The school's communication with parents is effective, keeping them consistently well-informed about their children's learning and development. A variety of online and face-to-face methods are used, including regular whole-school newsletters and educational updates through the school's learning platforms. The school's use of Instagram, in particular, keeps parents updated on daily activities and events celebrating students' achievements, for example, presentations in assemblies. The strong partnership with parents is exemplified by the excellent communication maintained with parents of children with additional learning needs, including students of determination.
- Reporting on students' academic progress and personal and social development is ongoing, comprehensive, and detailed. The school provides regular progress reports to keep parents informed about their children's academic and personal development and the next steps in their learning.
- The school makes significant and sustained social contributions to local and national communities. It has strong and effective partnerships with various local organizations, including the police, Civil Defense and the Red Crescent. Additionally, strong partnerships exist with other schools in the Sharjah American Schools group and other schools to coordinate joint student activities, such as academic competitions and sports tournaments. These connections positively impact students' academic and personal development. The school's ties with international organizations are still developing.

Next Steps:

1. Involve parents even more in their children's academic learning journey.
2. Expand the successful mother-daughter and father-son activities held throughout the school year.
3. Extend the range of international partnerships and the school's involvement in international activities to enrich students' potential as future global citizens.

Governance

Performance Indicator	Quality judgement
Governance	Good

Findings:

- Governance includes wide representation from most stakeholders and includes the school owner and a wide range of knowledgeable and experienced individuals. The governing body is very well-informed and regularly seeks feedback from all stakeholders. While parents and school staff are fully represented on the governing body, there is not full representation by the students. All school policies are ratified by the governing body, and all policies are regularly reviewed for relevance and compliance with ADEK and UAE priorities. The governing body receives written reports from the principal at each meeting and regularly discusses student achievement, including the results of external tests and is aware of the challenges presented by international benchmarks.
- The governing body regularly monitors the school's actions and holds the principal and senior leaders accountable. Governors realize that there remains scope for involving individual governors to a greater extent in visiting and monitoring activities in the classroom. Also, they realize that it would be very beneficial to involve themselves in the school's regular quality assurance meetings. Accountability is mostly actioned through regular contact with the principal. The owner is passionate about school improvement and ensures that an effective performance management structure is in place alongside strong support for the staff. All governing body meetings are recorded, minutes are kept, and proposed actions are monitored from meeting to meeting. The governors provide support to senior leaders through regular communication and clear key performance indicators, which are agreed upon annually and are a central part of the principal appraisal process. For the most part, the governing body fully empowers and trusts the principal and senior leaders to make decisions about appropriate educational provisions, and governors ensure that the agreed financial support is in place to support all necessary actions. The governing body acts as a highly effective constructive critic for the school and provides full support for the principal.
- The governors exerts a very positive influence on the school's leadership and direction, based on ethical principles. The governance has very well-qualified and expert members. The owner, in particular, has a very in-depth understanding of education in the UAE, along with a full understanding, especially from the business and finance world. The owner has a very strong commitment to the school and exerts a very positive and direct impact on the overall performance of the school. Governors fully support the work of the school in enabling all students, including Emirati students, to reach their full potential. The governing body ensures that the school meets all regulatory and statutory requirements in the performance of its duties, including all UAE priorities. The governing body ensures a very good level of staffing and resources are in place and overall makes a significant and effective contribution to the school's performance.

Next Steps:

1. Involve members of the governing body in monitoring class lessons and activities.
2. Include representation from students on the governing body.
3. Involve governors in attending the school's regular quality assurance meetings.

Management, staffing, facilities and resources

Performance Indicator	Quality judgement
Management, staffing, facilities and resources	Very Good 

Findings:

- Almost all aspects of the day-to-day management of the life of the school are well organized and impact very positively on students' achievements. The school's innovative procedures and routines are very effective and the operation of the school runs very smoothly. Timetabling is efficient and ensures the best use of space. Staff organize lessons and activities very effectively so that little time is lost during the school day. All staff and students are well aware of and respectful of the school's routines and requirements. Information boards and displays are informative and regularly monitored so that the school community is kept fully up to date with developments at the school. Excellent liaison with parents streamlines the planning of all school activities and the handling of any incidents.
- The school is appropriately staffed with sufficient, well-qualified teachers to deliver a high-quality curriculum for all students. Teachers are complemented in their work by the provision of sufficient support staff as appropriate. Teachers' skills and experience are used effectively. There is a very good balance of experience among staff. Individual members of staff are well qualified and, taken as a whole, they have qualifications, skills and training relevant to their responsibilities and the needs of the school and its students. Teachers are knowledgeable about the processes of child development and learning. Staff benefit from a regular and comprehensive program of professional development.
- The premises and facilities are of a high quality and provide a safe, pleasant and stimulating environment well suited to supporting the curricular and extra-curricular activities of students, the work of staff, and social and leisure activities. Appropriate space is available for the size of the classes, and there are suitable work areas for teachers and adequate social provision for students. Storage provision and facilities for display are plentiful and convenient. Fixtures, fittings and furniture match educational needs, are of high quality and are in very good condition. Access is suitable to the needs of all users. However, outdoor learning and play centres for younger students are somewhat limited.
- The school is extremely well equipped with all necessary and relevant, up-to-date resources including practical materials, equipment and technology. Resources are very well matched to the needs of the students, are in very good condition and easily accessible. However, the quantity and availability of practical hands-on resources in classrooms is not always sufficient.

Next Steps:

- Increase practical classroom resources to support hands-on activities that reinforce student learning.
- Enhance outdoor learning and play areas for younger students to provide more opportunities for exploration, physical activity, and experiential learning.
- Further expand professional development and align staff roles with their expertise to maximize impact.

If you have a question or wish to comment on any aspect of this report, please contact
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