



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

# School Performance Review (SPR) Report

## Al Choueifat International School

26-29 January 2026

Overall Effectiveness

Very Good



إتقان ITQAN



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## PURPOSE AND SCOPE

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

### **Purpose**

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

### **Scope**

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

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

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

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

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



## Judgements

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



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

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

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



## SCHOOL INFORMATION

| School  | School ID   | 162   |                   |
|---|---|---|-------------------|
|  | School location   | Industrial Area 6, Sharjah  |                   |
|   | Establishment date  | 26 January 1976   |                   |
|   | Language of instruction   | English   |                   |
|   | School curriculum   | SABIS   |                   |
|   | Accreditation body  | Middle State Association of Colleges and Schools; National Council for Private School Accreditation (NCPSA) Accreditation International.                                      |                   |
|   | Examination Board   | College Board and Cambridge   |                   |
|   | External assessments<br>International and Curriculum Benchmark Assessments          | Cambridge (IGCSE, AS, A-level)<br>College board (AP, SAT), IELTS, TOEFL, GL Progress Tests in English, Math and Science, CAT4, Arabic ABT (Arabs & Non-Arabs), TIMSS and PISA |                   |
|   | Fee range   | AED 21,000 – AED 37,200   |                   |
|   | Staff   | Principal (school director)   | Mr. Wissam Malaeb |
|   |  | Chair of Board of Governors   | Mr. Rami Malak    |
| Total number of teachers  |   | 159   |                   |
| Total number of teaching assistants   |   | 31  |                   |
| Turnover rate   |   | 5.2%  |                   |
| Teacher: student ratio  |   | 1:22  |                   |
| Total number of students  |   | 3,542   |                   |
| Total number of students per cycle/phase  |   | KG: 560<br>Cycle/Phase 1: 1398<br>Cycle/Phase 2: 887<br>Cycle/Phase 3: 697  |                   |
| Pre-KG: number and gender   |   | Boys: N/A Girls: N/A  |                   |
| KG: number and gender   |   | Boys: 303 Girls: 257  |                   |
| Primary: number and gender  |   | Boys: 737 Girls: 661  |                   |
| Middle: number and gender   |   | Boys: 485 Girls: 402  |                   |
| High: number and gender   |   | Boys: 377 Girls: 320  |                   |
| Total number of Emirati students  |   | 323   |                   |
| Pre-KG: Emirati number and gender   |   | N/A   |                   |
| KG: Emirati number and gender   |   | Boys: 23 Girls: 20  |                   |
| Primary: Emirati number and gender  |   | Boys: 61 Girls: 76  |                   |
| Middle: Emirati number and gender   |   | Boys: 53 Girls: 35  |                   |
| High: Emirati number and gender   |   | Boys: 35 Girls: 20  |                   |
| Nationality groups  |   | 1. Egyptian<br>2. Jordanian   |                   |
| Students  | Total number of students with special educational needs (SEN)                       | 6   |                   |



## PROGRESS JOURNEY

| Previous Review: (2023-24) | Current Review:  |
|----------------------------|------------------|
| <b>GOOD</b>                | <b>VERY GOOD</b> |



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of eight reviewers' 222 lesson observations, 85 of which were carried out jointly with school leaders.

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

This large school of over 3500 students from KG to Grade 12, part of the international SABIS group, is set in a large, well-resourced campus. Since the previous review, leaders have strengthened teaching practices and use of data driven systems to raise students' achievements. The school is now very good. The school's journey reflects secure leadership and a sustained commitment to high academic standards. The school achieves mainly very good to outstanding results in American and British external examinations and performs well in comparison to other Sharjah schools in TIMSS and PISA tests. Islamic education, Arabic first language, previously good in all phases, are now very good in Middle and High phases. A focus on English comprehension has raised achievement to very good in Primary, Middle and High Phases. Mathematics is a strength of the school. Achievement in the science subjects in Primary, Middle and High Phases is very good, although remains good in KG. Students' personal and social development is outstanding overall, reflecting high levels of personal responsibility, environmental awareness and service to their communities. Teaching practices have improved to very good overall and reflect the SABIS methodology. They have remained at good in KG. The school manages an outstanding, robust, unique central assessment system which underpins data driven learning. Learning is supported by an outstanding, carefully tailored curriculum. Health and safety arrangements are also outstanding. Care and support for students is very good, although arrangements for identifying students who have SEN requires further improvement. There are many opportunities for gifted and talented students. The school thrives under the very effective leadership of the school director, his senior team and the guidance of an outstanding governance body. Leaders and governors demonstrate very good capacity to improve the school further, with priorities to be focussed on refining early years pedagogy.

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

- Students' achievements in lessons and in external assessments and examinations.
- Students' personal and social responsibility and innovation skills.
- Highly efficient processes for monitoring students' outcomes, including a robust assessment system which underpins data driven learning.
- The quality of the design and implementation of the curriculum.
- The adaptation of the curriculum in real time to suit the needs of learners.
- Health and safety, child protection and safeguarding for all stakeholders.
- The impact of governance on school performance.



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

- Strengthening the integration of the SABIS approach in KG with early years pedagogy to ensure developmentally appropriate learning experiences.
- Embedding learning skills more explicitly within the SABIS philosophy to promote independence, critical thinking and transferable skills across the school.



## PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is very good.

| Indicators:                        |            | KG        | Primary   | Middle    | High      |
|------------------------------------|------------|-----------|-----------|-----------|-----------|
| Islamic Education                  | Attainment | N/A       | Good      | Very Good | Very Good |
|                                    | Progress   | N/A       | Good      | Very Good | Very Good |
| Arabic (as a First Language)       | Attainment | Good      | Good      | Good      | Good      |
|                                    | Progress   | Good      | Very Good | Very Good | Very Good |
| Arabic (as a Second Language)      | Attainment | N/A       | Good      | Good      | Good      |
|                                    | Progress   | N/A       | Good      | Good      | Very Good |
| Social Studies                     | Attainment | N/A       | Good      | Good      | N/A       |
|                                    | Progress   | N/A       | Good      | Good      | N/A       |
| English                            | Attainment | Good      | Very Good | Very Good | Very Good |
|                                    | Progress   | Good      | Very Good | Very Good | Very Good |
| Mathematics                        | Attainment | Very Good | Very Good | Very Good | Very Good |
|                                    | Progress   | Very Good | Very Good | Very Good | Very Good |
| Science                            | Attainment | Good      | Very Good | Very Good | Very Good |
|                                    | Progress   | Good      | Very Good | Very Good | Very Good |
| Other subjects<br>(Art, Music, PE) | Attainment | Good      | Very Good | Very Good | Very Good |
|                                    | Progress   | Good      | Very Good | Very Good | Very Good |
| Learning Skills                    |            | Good      | Very Good | Very Good | Very Good |



|                          |   |  |
|--------------------------|---|--|
| <b>Islamic Education</b> | <ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is very good overall and good in Primary. The school's internal data indicates students make outstanding progress in Primary, Middle and High phases. This does not match that seen in lessons or in students' work, where the majority of students in Primary and the large majority of students in Middle and High make better than expected progress.</li><li>• The school's internal assessment data shows students' attainment is outstanding in Primary, Middle and High phases. This is not seen in lessons and in students' work where the majority of students in Primary and the large majority of students in Middle and High attain above curriculum standards. There are no external assessments for Islamic Education.</li><li>• In the Primary Phase, the majority of students demonstrate a secure understanding of Islamic etiquette, including appropriate conduct when visiting others and seeking permission before leaving. They show sound knowledge of Umrah, including its rituals and spiritual significance, and can explain core values such as mercy and respect for parents. However, a minority are unable to contextualise these values through relevant personal examples, limiting real-life application. In the Middle Phase, the large majority read The Noble Hadeeth confidently and extract key lessons accurately. Limited understanding of specific terms such as "Kurab" (distress or hardship), restrict deeper interpretation for some students. In the High Phase, most students demonstrate a clear understanding of the principles and characteristics of successful dialogue and can articulate its importance in Islamic and social contexts. However, a minority do not consistently apply Tajweed rules accurately in recitation.</li><li>• Overall, most groups of students make better than expected progress, although some high-attaining students could make better progress if they were given more challenging tasks.</li></ul> |  |
|                          | <b>Areas of Strength</b>  | <b>Areas for Improvement</b>   |
|                          | <ul style="list-style-type: none"><li>• Students' recognition of etiquettes of visiting and how to take permission when leaving in Primary Phase.</li><li>• Students' ability to read The Noble Hadeeth and extract the main lessons in Middle Phase.</li><li>• Students' awareness of the concept of successful dialogue in High Phase.</li></ul>  | <ul style="list-style-type: none"><li>• Students' recognition of some of The Noble Hadeeth words in Middle Phase.</li><li>• Students' ability to apply Tajweed rules consistently in their recitation in High Phase.</li></ul> |



Arabic Language

- Students' achievement in Arabic First Language (AFL) is very good overall and good in KG, while Arabic Second Language (ASL) achievement is good overall and very good in the High phase. Although internal data indicates outstanding progress in Phases 2, 3 and 4 in both subjects, this is not seen in lessons or students' work. In AFL, the majority of students in KG and the large majority in the Primary, Middle, and High Phases make better than expected progress. In ASL, the majority of students in the Primary and Middle Phases, and the large majority in High Phase make better than expected progress.
- Internal data indicates outstanding attainment across all phases, in both subjects. This does not align with external assessment outcomes, where ABT results show good attainment in the Primary and Middle phases for AFL, while ASL attainment is acceptable in the Primary Phase and good in the Middle Phase. In lessons and students' work, the majority of students attain above curriculum standards in all phases in both subjects.
- Across all phases, students demonstrate strong listening and speaking skills as they communicate confidently and respond appropriately in a range of contexts. In KG, children show secure speaking skills with developing early reading and writing. In the Primary Phase, reading skills continue to improve; however, AFL writing is affected by inconsistent grammar, and ASL reading comprehension is less secure, particularly when interpreting meaning. In the Middle Phase, students read fluently with secure comprehension. AFL learners demonstrate strong understanding of literary and poetic texts and express ideas confidently in discussions, although variation in writing accuracy limits the overall quality of written work. In the High Phase, students interpret and analyse texts with confidence. However, consistent application of grammar in extended AFL writing remains underdeveloped.
- Overall, most groups of students make better than expected progress in AFL, and the majority of groups of students do so in ASL.

**Areas of Strength**

- Students' listening skills in AFL and ASL across all phases.
- Students' speaking skills in AFL and ASL across all phases.
- Students' understanding of literary and poetic texts in AFL in Phases 3 and 4.

**Areas for Improvement**

- Students' consistent application of grammar rules in both reading and writing in AFL.
- Students' reading comprehension skills in ASL in Primary and Middle Phases.



Social Studies

- Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make above expected progress in Primary and Middle phases. This does not match with the school's internal data which indicates outstanding progress in both phases.
- Internal assessment data shows students' attainment is outstanding in Primary and Middle phases. This is not seen in lessons and in students' work, where the majority of students in both phases reach levels of attainment which are above curriculum standards. There are no external assessments for social studies.
- In the Primary Phase, the majority of students demonstrate secure knowledge of the geographical features of the Gulf region and understand their significance in shaping economic activity and daily life. They appreciate the achievements of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace), particularly his commitment to environmental preservation, reflecting sound awareness of UAE national values. However, a minority cannot clearly explain the concept of sustainability or relate it to the UAE's long-term development goals. In the Middle Phase, most students show sound comparative understanding by analysing India's geography and the environmental impact of overpopulation, making relevant links to sustainable initiatives such as Masdar City. However, some students have limited map-reading skills as they find it challenging to interpret map keys.
- Overall, the majority of groups of students make better than expected progress.

**Areas of Strength**

- Students' recognition and appreciation of the achievements of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace) and interest in preserving environment in Primary Phase.
- Students' understanding of the importance of the geographical features of the Gulf countries in Primary Phase.
- Students' skills in making meaningful comparisons between UAE and other international countries in Middle Phase.

**Areas for Improvement**

- Students' ability to identify some social study terms such as sustainability in Primary Phase.
- Students' map interpretation skills in Middle Phase.



|                |  |  |
|----------------|--|--|
| <b>English</b> | <ul style="list-style-type: none"><li>• Students' achievement in English is very good overall. The SABIS internal assessments and regular progress monitoring show that children in KG make good progress, while students in Primary, Middle and High Phases make very good progress over time. This matches with what is seen in lessons and in students' work, where the majority of children in KG, and the large majority of students in Primary, Middle and High Phases make better than expected progress.</li><li>• Internal assessments show that attainment is good in KG, very good in the Primary and Middle School phases, and outstanding in the High Phase. Outcomes in IGCSE, AS and A-level, SAT and AP in the High Phase also show outstanding attainment. In lessons and in their work, the majority of children in KG and a large majority of students in the Primary, Middle and High Phases reach levels of attainment which are above curriculum standards.</li><li>• Across the school, students develop secure and progressively improving English language skills through the structured SABIS curriculum. Overall literacy standards are strong, and students present clear, organised work in their books and verbal responses. In KG, children establish appropriate foundations in phonics, listening and speaking; however, progress is slower than next phases, limiting early development of reading and writing. In the Primary and Middle Phases, most students read fluently with secure comprehension, express ideas confidently, and structure their responses logically. However, extended independent writing is limited in depth and creativity. In the High Phase, students demonstrate confident textual analysis and produce coherent, well-structured extended responses.</li><li>• Overall, most groups of students make better than expected progress.</li></ul> |  |
|                | <b>Areas of Strength</b>   | <b>Areas for Improvement</b>   |
|                | <ul style="list-style-type: none"><li>• Students' application of their literacy skills in a range of context in all phases.</li><li>• Students' ability to analyse texts and produce well-structured written responses in High Phase.</li><li>• The fluent reading, confident communication and logical thinking of students in Middle Phase.</li></ul>  | <ul style="list-style-type: none"><li>• Students' phonological awareness, and early decoding, in KG.</li><li>• Students' performance in independent writing tasks in all phases.</li></ul> |



Mathematics

- Students' achievement in mathematics is very good overall. The school's internal data shows that students make very good progress in all phases. This matches that seen in lessons and in students work, where the large majority of students make progress which is above curriculum expectations in all phases.
- The school's internal data shows that attainment is outstanding in the Primary and Middle Phases and very good in the High Phase. In lessons and in students' work, the large majority of students reach levels of attainment that are above curriculum standards across all phases. In GL Progress Tests in mathematics, students' attainment was good in the Primary Phase and very good in the Middle Phase. In the High Phase, outcomes in IGCSE, AS and A-level, SAT and AP are very good. In TIMMS in 2022-23, results were significantly above national and international averages.
- In lessons, the large majority of children and students demonstrate strong conceptual understanding in mathematics. The large majority of students across KG and Primary Phases demonstrate accurate number and computation skills. In KG and Grade 1, students show secure numeracy and mental mathematics skills, confidently counting, and performing simple addition and subtraction. Learning opportunities using manipulatives, are less frequent, so students do not always develop deeper conceptual foundations. Primary Phase students use multiplication and division skills to simplify fractions and complex algebraic expressions. Students in the Middle phase accurately perform operations with rational expressions and plot reflections of polygons on graphs. High Phase students show secure understanding of advanced concepts, including geometric progressions, indefinite integrals, and trigonometric equations. Overall, the integration of mathematical reasoning and real-life applications into learning in lessons is less common, so students are not always as confident in these aspects.
- Most groups of students, including Emirati students, make above expected progress overall. In external benchmarking exams, boys typically show better performance when compared to girls.

**Areas of Strength**

- KG students' number sense and mental mathematics skills.
- Effective application of core mathematical concepts by Primary and Middle phase students, including in algebraic problem-solving.
- High Phase students' secure conceptual understanding and solution of geometric and trigonometric problems.

**Areas for Improvement**

- Students' deeper conceptual understanding, particular through younger grades use of manipulatives in Phase 1
- Students' critical thinking in mathematics, including their understanding of how to apply their learning to authentic, context-based problem-solving activities in Phases 1, 2



|                |   |  |
|----------------|---|--|
| <b>Science</b> | <ul style="list-style-type: none"><li>• Students' achievement in science is very good overall. It is good in KG but very good in the other phases. This aligns with the progress seen in internal data moderated by SABIS. In lessons and in their work, the majority of children in KG, and the large majority of students in the other phases, make progress which is above curriculum expectations.</li><li>• Internal assessment data shows students' attainment is good in KG, and very good in the other phases. Attainment in AP, IGCSE, AS and A-Level is very good or outstanding. Biology, chemistry and physics are strongest, with almost all students achieving outstanding outcomes. In lessons and in their work, the majority of children in KG, and the large majority of students in Primary, Middle and High Phases attain above curriculum standards. High Phase students' attainment in AP, IGCSE, AS and A-Level is outstanding overall. In TIMMS in 2022-23, attainment was above local, national and international averages.</li><li>• Across the school, students demonstrate secure scientific knowledge, enquiry skills and conceptual understanding. In KG, children show curiosity as they explore their senses and describe materials using simple scientific vocabulary. In the Primary Phase, students make predictions, record observations systematically and, by Grade 5, show secure understanding of elements and the periodic table. In the Middle and High Phases, students develop deeper conceptual understanding, making informed inferences about atomic structure and electromagnetic fields. They use scientific terminology accurately and identify variables correctly. However, their ability to design investigations independently and apply scientific methodology consistently remains underdeveloped.</li><li>• Most groups of students make above expected progress in science.</li></ul> |  |
|                | <b>Areas of Strength</b>  | <b>Areas for Improvement</b>   |
|                | <ul style="list-style-type: none"><li>• Students' observation and prediction skills in the Primary Phase.</li><li>• Students' ability to make inferences about atomic structure in the Middle and High Phases.</li><li>• High Phase students' understanding of magnetism and electromagnetism.</li></ul>  | <ul style="list-style-type: none"><li>• Students' use of scientific inquiry methods, using age-appropriate language, in the Middle Phase.</li><li>• Students' scientific investigation, including design and testing hypotheses, particularly in the Middle and High phases.</li></ul> |



Other subjects

- Student achievement in other subjects is very good overall. It is good in KG and very good in the other phases. The school's internal data shows that students make outstanding progress in all phases in other subjects. This does not match with what is seen in lessons and in students' work, where the majority of children in KG, and the large majority of students in Primary, Middle and High Phases make better than expected progress.
- The school's internal data shows outstanding attainment in all phases. External assessments for IGCSE (economics, business studies, computer science) show outstanding attainment. In lessons and in their work, the majority of children in KG, and the large majority of students in Primary, Middle and High Phases reach levels of attainment which are above curriculum expectations.
- In Art, the majority of KG children can follow teacher's directions to paint or mark-make successfully. In Physical Education (PE), children can hop on one foot, but a few are not able to balance and control. In Primary Phase, a large majority of students can apply basic movement and sport skills (running, jumping, passing and shooting), although some find it difficult to maintain coordination and control during more challenging activities. Grade 9 students can apply sport specific skills in PE, such as passing, ball control, shooting and movement drills. In music, a large majority of students identify basic musical elements, although not all can apply musical knowledge. In Grade 5 French, students demonstrate very good speaking skills as they discuss a family trip in the car. In Middle Phase computing, a large majority of students are able to explain the difference between AI and Generative AI in simple terms. Grade 9 computing students can explain compilers and interpreters, including their advantages and disadvantages. Grade 10 economic students make very good progress as they compare internal and external measures to reduce poverty. In Grade 11, students of business understand the role of elasticity in shaping business models. Grade 11 and 12 students were able to search, design and build an electric race car with a given budget from scratch and enter a race competition.
- Overall, most groups of students make above expected progress.

**Areas of Strengths**

- Students' application of basic movement and sport skills in Primary Phase.
- Students' clear explanation of key computing concepts in Middle Phase.
- High phase students' understanding of price elasticity in business and economics.

**Areas for Improvement**

- Children's balance and control in Physical Education in KG.
- Students' application of musical knowledge accurately when performing independently in Primary and Middle Phases.



Learning Skills

- Students demonstrate good learning skills in KG and primary and very good learning skills overall. Almost all students show independence and take increasing responsibility for their own learning. They engage positively in lessons, respond promptly to tasks, and use available tools confidently to clarify understanding. When unsure, they pose questions and request simplified explanations. In the upper phases particularly, students take ownership of improving their work and demonstrate growing confidence in managing their learning.
- Students' interactions, collaboration and communication skills are developing well, although not yet consistently strong across all lessons. During much of lesson time, many students focus primarily on completing individual responses. However, collaboration and purposeful dialogue are stronger in mathematics and during project-based activities, where students exchange ideas confidently, justify their thinking, and build constructively on the contributions of others.
- Most students make connections across subjects, particularly in the higher phases. For example, Grade 11 students apply Islamic teachings to local cultural expectations, and Grade 12 students use literature such as 1984 to construct and challenge arguments. However, links to real-world contexts and the UAE are not consistently embedded across subjects. In science, students often conduct experiments accurately but rarely begin with real-world hypotheses, limiting deeper problem-solving and contextual understanding
- Students demonstrate stronger innovation, enquiry and enterprise skills beyond the classroom than during lessons. In the higher phases, they undertake research projects and participate in innovative initiatives such as e-car development, showing developing critical thinking and creativity. Students use learning technologies confidently; however, this use is largely focused on knowledge acquisition and examination preparation rather than extended independent enquiry or collaborative innovation.

**Areas of Strengths**

- The confidence of students to use the SABIS AI chat bot to further their research and independent learning.
- Islamic Education students' making links to local culture.
- Students' collaboration and discussion in mathematics.

**Areas for Improvement**

- The development of innovation and enterprise skills more consistently throughout the curriculum.
- Increased application of critical thinking and problem solving, in all phases.



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

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

| Indicators:  | KG                 | Primary            | Middle             | High               |
|--|--------------------|--------------------|--------------------|--------------------|
| <b>Personal development</b>  | <b>Outstanding</b> | <b>Outstanding</b> | <b>Outstanding</b> | <b>Outstanding</b> |
| <ul style="list-style-type: none"><li>Students demonstrate extremely positive and responsible attitudes across all phases. Instances of bullying are extremely rare. They respond exceptionally well to real-time feedback and skilfully redirect their own learning as needed. They reflect thoughtfully on their strengths and areas for development.</li><li>Students are self-disciplined, supportive of each other and readily accept differences between people. Relationships among students and with staff are very respectful.</li><li>Students value safe and healthy living, deliver presentations on related topics to their peers, and engage in meaningful projects that reinforce these concepts. They can articulate the importance of balanced nutrition and regular exercise.</li><li>Students' attendance is very good at 96.5% Effective monitoring, follow-up procedures, and reward initiatives contribute to maintaining regular attendance. On some occasions, punctuality is an issue for a few students.</li></ul>   |                    |                    |                    |                    |
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b>   | <b>Very Good</b>   | <b>Very Good</b>   | <b>Very Good</b>   | <b>Very Good</b>   |
| <ul style="list-style-type: none"><li>Students demonstrate a secure and increasingly mature understanding of Islamic values and how they influence contemporary society in the UAE. They listen attentively to recitations of the Holy Qur'an and reflect thoughtfully on its meaning, showing respect and engagement. They participate in Islamic and UAE occasions such as Prophet Muhammad (PBUH) Birthday and Al Esraa and Mi'raj.</li><li>Students demonstrate knowledgeable appreciation of Emirati heritage and culture. They work on projects in their civics lessons, applying their understanding to contemporary contexts. Students run events and meeting with parents and teachers to raise awareness of both Emirati and other cultures. They celebrated different national and religious days and participate in many competitions and national occasions.</li><li>Students have a deep understanding and appreciation of their own culture but can only describe a few aspects of other cultures. Students use research and reports on national and international topics to widen their knowledge about the wider world.</li></ul> |                    |                    |                    |                    |



| Social responsibility and innovation skills  | Outstanding | Outstanding | Outstanding | Outstanding |
|--|-------------|-------------|-------------|-------------|
| <ul style="list-style-type: none"><li>• Students demonstrate a very strong sense of social responsibility through their active involvement in community initiatives. These include donating to senior citizen homes, Red Crescent, and participating in public health awareness campaigns, as well as projects supporting individuals with SEN and organizing Ramadan iftars. They participate in sports and robotics competitions, as well as literary competitions, and have won the Electric Vehicle Grand Prix (EVGP) Award seven times, a competition focusing on STEM education, sustainable technology, and racing.</li><li>• Students' creativity and innovation are clearly evident, as for example, in the self-designed e-car. Students also took part in various electronics projects in High Phase. They participate in recycling projects across all phases, showcasing all of this at the Open Science Day.</li><li>• Students care deeply about their school and the environment of the UAE, and they contribute meaningfully to improving it. They initiate and participate in sustainability and environmental conservation efforts at school, local, and global levels. Internationally, they engage in global competitions addressing environmental and social issues. Together, these actions reflect their deep environmental awareness and commitment to responsible citizenship.</li></ul> |             |             |             |             |
| <b>Areas of Strength:</b>  |             |             |             |             |
| <ul style="list-style-type: none"><li>• Students' response to individualised feedback and personalised learning through ILS.</li><li>• Students' deep respect for Islamic values the heritage and culture of the UAE.</li><li>• Students' environmental awareness and commitment to responsible citizenship.</li></ul>   |             |             |             |             |
| <b>Areas for Improvement:</b>  |             |             |             |             |
| <ul style="list-style-type: none"><li>• Students' punctuality at the start of the day.</li><li>• Students' extended understanding of world cultures.</li></ul>   |             |             |             |             |



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is very good overall.**

| Indicators:  | KG          | Primary          | Middle             | High               |
|--|-------------|------------------|--------------------|--------------------|
| <b>Teaching for effective learning</b>   | <b>Good</b> | <b>Very Good</b> | <b>Very Good</b>   | <b>Very Good</b>   |
| <ul style="list-style-type: none"> <li>The quality of teaching for effective learning is very good overall and good in KG. Teachers demonstrate strong subject knowledge and communicate content clearly, using digital tools such as Smart TVs, e-books, ILS, and SABIS Digital Platform (SDP) to promote active engagement and personalised responses. Teaching is supported by structured lesson planning. Time and resources are used purposefully, with appropriate extension activities,</li> <li>Classroom interactions ensure students are engaged across all phases, supported by structured routines that promote active participation. Questioning is generally effective, with teachers checking understanding and addressing misconceptions, particularly in High Phase where dialogue supports thoughtful discussion. In KG and Primary Phases, questioning is not always challenging enough and opportunities for good quality dialogue vary across lessons.</li> <li>Teachers use targeted approaches informed by assessment and ILS data to meet individual needs, supporting focused practice. High expectations are maintained through structured interventions, small-group support, and personalised follow-up. High-attainers access extension and enrichment, with timely support provided for students who may need it. In KG, teaching does not always blend SABIS-informed approaches well enough with evidence about how young children learn best.</li> <li>Teachers develop critical thinking through questioning and discussion, with problem-solving and innovation promoted through Eco-School, Astronomy, and STEAM pathways. Independent learning is supported through projects and research. In KG, Primary, and Middle Phases, these skills remain mainly teacher-directed, while High Phase students increasingly take responsibility for enquiry and independent study.</li> </ul> |             |                  |                    |                    |
| <b>Assessment</b>  | <b>Good</b> | <b>Very Good</b> | <b>Outstanding</b> | <b>Outstanding</b> |
| <ul style="list-style-type: none"> <li>Internal assessment in the SABIS curriculum is robust, systematic and highly effective, with well-established weekly and periodic assessments across all grades. Assessment data is compared internally and internationally to cross-reference results and benchmark performance. In KG, children's development is assessed holistically. The school benchmarks outcomes against a wide range of external assessment, including Cambridge (IGCSE, AS, A-level), College board (AP, SAT), GL Progress Tests in English, Math and Science, TIMSS, PISA, and Arabic ABT for Arabic as a first and second language.</li> </ul>  |             |                  |                    |                    |



- The school uses a SABIS-developed assessment application that provides detailed analysis of students' understanding of subject content, enabling teachers and leaders to identify strengths and gaps at both individual and cohort levels. Although the analysis focuses on depth of understanding rather than discrete skills, it is closely aligned with external examination expectations.
- Prompt analysis and feedback are an integral part of the SABIS assessment approach. The ILS digital system provides students with personalised feedback, which also informs teachers' support during lessons. A tracking system informs teachers about students' progress and helps plan appropriate next steps. In KG and Primary Phases, assessment is not always tailored to all the areas of development for younger learners.

#### **Areas of Strength:**

- Teachers' subject knowledge and well-structured, student-centred lessons across phases.
- Teachers' use of assessment information to meet individual learning needs and provide appropriate challenge.
- Efficient and purposeful use of assessment data to enhance teaching and improve students' outcomes.

#### **Areas for Improvement:**

- The impact of teaching and assessment in Primary and KG, especially the blend of SABIS approaches with evidence about how Early Years children learn best.
- Students' critical thinking, problem-solving and independent enquiry skills across KG, Primary and Middle Phases.



## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is outstanding overall.**

| Indicators:                                 | KG               | Primary            | Middle             | High               |
|---|------------------|--------------------|--------------------|--------------------|
| <b>Curriculum design and implementation</b> | <b>Very Good</b> | <b>Outstanding</b> | <b>Outstanding</b> | <b>Outstanding</b> |

- Curriculum design and implementation is outstanding overall, and very good in KG. The curriculum is ambitious, coherent and compliant, underpinned by a clear whole-school rationale aligned with statutory requirements, international benchmarks and the SABIS vision. Leaders articulate a strong curriculum intent that is consistently implemented from Primary through High School, where balance and academic rigour are protected and clearly sequenced. In KG, the curriculum is broad and compliant, with a clear focus on foundational knowledge and skills. However, progression in all aspects of children's development is less explicit.
- Curriculum sequencing and progression are securely mapped from KG to High Phase, and knowledge and skills are systematically revisited and deepened. Transitions are well planned and supported through aligned schemes and subject guidance. In High Phase, students enjoy a well-structured range of curricular options and pathways that are aligned to external examination requirements and future aspirations. Cross-curricular links are increasingly planned to strengthen coherence. For example, students in higher phases apply mathematical reasoning in science and connect Islamic values to civic and cultural contexts. These links are not yet consistently embedded in everyday lessons to maximize transfer of skills.
- The curriculum is supported by well-established review and refinement processes. Lesson observations and work scrutiny are used to determine the alignment between planning and classroom practice, particularly in High Phase. Curriculum review is also informed by performance data, benchmarking and SABIS guidance, leading to improvement over time. In KG, review processes are emerging and increasingly systematic, though impact is not yet as consistent as in later phases.

|                              |                  |                    |                    |                    |
|------------------------------|------------------|--------------------|--------------------|--------------------|
| <b>Curriculum adaptation</b> | <b>Very Good</b> | <b>Outstanding</b> | <b>Outstanding</b> | <b>Outstanding</b> |
|------------------------------|------------------|--------------------|--------------------|--------------------|

- The curriculum is adapted effectively to meet the needs of most students, with planned and increasingly personalised provision evident from Primary through to High Phase. In Middle and High Phase, subject-specific adaptation is strong, particularly in core subjects, where monitoring processes are aligned well to students' progress and aspirations. Structured intervention programmes for students requiring academic support are monitored closely for their impact. In KG, adaptation is appropriate and inclusive but remains more uniform, with



differentiation delivered through whole-class strategies rather than consistently individualised planning.

- Intervention, enrichment and curriculum pathways enhance learning. Enrichment, enterprise and applied learning are strongest in Middle and High Phases through STEM, Business, Economics, leadership opportunities and project-based learning. In KG, enrichment opportunities are less well linked to individual learning needs.
- UAE values, Emirati culture, and national identity are very well embedded across the curriculum, with increasing depth across phases. Cultural learning is integrated across subjects rather than isolated events. Students in Primary Phase and above can articulate their understanding of UAE heritage and values and apply this learning in different contexts. In KG, cultural exposure is age-appropriate and helps children to develop their emerging understanding.

### **Areas of Strength:**

- Highly coherent and ambitious curriculum design, with strong alignment between the intended and taught curriculum.
- Effective curriculum adaptation and pathways for students, particularly in Middle and High Phases.
- The impact of recent updates to the curriculum to ensure strong alignment to external assessment requirements.

### **Areas for Improvement:**

- Curriculum progression and review in KG, and the extent to which curriculum meets children's needs consistently.
- The embedding of cross-curricular links to deepen critical thinking and promote meaningful real-world applications across all phases.



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

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

| Indicators:   | KG                 | Primary            | Middle             | High               |
|---|--------------------|--------------------|--------------------|--------------------|
| <b>Health and safety, including arrangements for child protection /safeguarding</b>   | <b>Outstanding</b> | <b>Outstanding</b> | <b>Outstanding</b> | <b>Outstanding</b> |
| <ul style="list-style-type: none"><li>Protection, care, guidance and support of students are outstanding overall. All policies are clear, comprehensive and reviewed by the Safeguarding Committee under the leadership of the school director, who champions everyone's wellbeing. Annual face-to-face training complements the online SABIS-certificated safeguarding training. An extensive programme for students ensures appropriate use of internet and social media.</li><li>The campus is very well maintained with ongoing refurbishment. Comprehensive risk assessments and expansion of CCTV coverage ensure potential incidents are reported and documented immediately. Regular safety checks and fire evacuation drills are held. Parents' drop off and pick up points are well monitored. Supervision of buses is outstanding, including at embarkation, disembarkation and throughout the journeys.</li><li>Student and staff wellbeing is central to the school's ethos. Although there are no lifts, all specialist facilities are on the ground floor, so the needs of anyone mobility challenges are met.</li><li>The outstanding sports facilities encourage an extensive range of physical activities. The issue of healthy food for those not using the cafeteria menu has been addressed.</li></ul> |                    |                    |                    |                    |
| <b>Care and support</b>   | <b>Very Good</b>   | <b>Very Good</b>   | <b>Very Good</b>   | <b>Outstanding</b> |
| <ul style="list-style-type: none"><li>Staff-student relationships across the school are exemplary and are built on mutual respect, trust, and clear expectations. As a result, students feel safe, supported, and confident. Positive behaviour across all phases is a direct outcome of the school's highly effective guidelines, clear procedures, and consistent implementation by all staff.</li><li>The school is successful in promoting very good attendance and punctuality. Clear procedures are consistently applied, with daily monitoring, early contact with parents, and firm follow-up for absence, lateness, and early leave, ensuring strong compliance and good attendance habits across all phases.</li><li>The school has limited systems for identifying and supporting students with SEN, including students of determination. By contrast, gifted and talented (G&amp;T) students are widely recognised, although the school would benefit from instituting a formal register of these students.</li></ul>   |                    |                    |                    |                    |



- When identified, students with SEN have individual education plans (IEPs) which are regularly reviewed and evaluated. Lower attaining students receive targeted support through intervention, Saturday classes and online tutoring. G&T students benefit from enrichment activities and clubs and represent the school in external events.
- The school closely monitors students' wellbeing and development and provides extensive support through regular well-being sessions, workshops, and mental health awareness events. Transitions are exceptionally well managed, from structured induction for KG students, smooth movement between school phases, and strong preparation to university. Career guidance is highly personalised, with one-to-one sessions for students and parents, extensive university visits, and access to SABIS advisory systems.

#### **Areas of Strength:**

- The outstanding health and safety and child protection procedures.
- Exemplary staff–student relationships which promote highly positive behaviour.
- Wellbeing and career guidance which support students' personal and academic development.

#### **Areas for Improvement:**

- More robust systems and procedures to identify students with SEN and establishing a formal register of G&T students.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### The quality of leadership and management is very good overall

#### Indicators:

The effectiveness of leadership

Very Good

Self-evaluation and improvement planning

Very Good

Partnerships with parents and the community

Good

Governance

Outstanding

Management, staffing, facilities and resources

Very Good

- The quality of leadership is very good overall. The vision and direction for the school are embedded in the SABIS philosophy, which believes that a university education is achievable by all. A commitment to the UAE national priorities is blended into this vision. Although leaders are committed to an inclusive ethos, the identification systems for students with SEN are not yet sufficiently robust. G&T students are very well supported with a range of activities to suit their abilities. Staff turnover rates are low and morale is strong.
- Leaders are very secure in their curriculum knowledge and together with academic quality controllers, coordinators and heads of department set a culture of high academic standards. There is a very strong focus on using assessment and data to drive outcomes. Importantly, leaders hold themselves and staff very effectively to account to meet their commitment to parents.
- Leaders at all levels work very effectively under a shared vision for school improvement. School self-evaluation is developed through a rigorous process involving evidence from observations, work scrutiny and data from all aspects of the school. Leaders identify key strengths and areas for improvements astutely. Research-based strategies and initiatives are used to raise achievement, supported by detailed monitoring of teaching and learning. In depth data-driven tracking shows that attainment and progress continue to improve since the last review.
- The views of parents are sought through surveys and questionnaires. Parents are closely involved in their child's academic progress, including daily, weekly and end-of-year updates via the SABIS application. The school responds quickly to concerns through the appropriate academic quality controllers, who are very knowledgeable about individual students.
- The school benefits from partnerships in the community, including planting trees for the school anniversary. The school has links with educational and business enterprises for work experience and guidance for university entrance in the UAE and internationally. Partnership working across the community continues to develop, but the depth and impact of these partnerships could be strengthened further.



- The school is governed from the SABIS regional office. Termly board meetings are attended by parent and school representatives. The governing body holds leaders and staff fully to account for the quality of provision and outcomes and play a significant role in helping leaders to drive students' achievement. They regularly monitor performance and have a deep understanding of the school's effectiveness. Governors' contribution to the effectiveness of the school is outstanding. As budget holders, they are extremely responsive and influential in meeting their commitments to continuous school improvement.
- The large campus is managed very effectively, with safe routines. The school is staffed by sufficient qualified teachers, who benefit from professional development. Opportunities, funded by the school, are offered for teachers to study in the UAE and abroad. The role of helpers in the KG could be developed further to improve the impact of their support. Generally, laboratories are underused. Resources typically support learning well, especially the use of digital technology. The KG area would benefit from more age-appropriate materials.

#### **Areas of Strength:**

- The governance which provides strategic guidance and holds all accountable for all the work of the school.
- The school's leadership team and its commitment to achieving high standards of student achievement.

#### **Areas for Improvement:**

- A review of the use of adult helpers and teaching resources in KG to enable more age- and development-appropriate activities.
- Further deepen the impact of partnerships to support students' achievement and enrichment.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 35 teachers of Arabic giving a ratio of 1:101 students.
- The school library contains 1542 books in Arabic first language and 35 for Arabic as a second language. The KG library contains 65 Arabic books.
- The school adopts a structured reading program through the SABIS series of storybooks. A variety of stories are assigned to students from Grade 2 through Grade 12. These stories are available on the school website as e-books. Students are assessed through tests based on these stories. Stories are also assigned to students to read during the school holidays. There are remedial classes in Arabic to support students with weaker reading, spelling, and writing skills.
- The school organises a religious competition that includes recitation from the Holy Qur'an, the Prophet's biography and the reading and memorization of The Noble Hadeeth. Students participate in the Arab Reading Challenge.

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

- In 2023, 60 students from Grade 4 and 62 students from Grade 8 took the TIMSS assessment in mathematics and science. PISA scores for 2022 for 81 students in mathematics, science and reading were above average for schools in Sharjah. In total, 178 students took SAT1 College Board in 2025, in English and mathematics. The school also uses GL assessments to provide predictive grades and identify strengths and areas for improvement across the school.
- Predictions are analysed for each student which in turn informs their targets for IGCSE examinations in mathematics, sciences and English.
- Benchmarking questions are blended into the curriculum so that students study the skills and the concepts in their regular lessons. ABT is taken by students following both Arabic first and second language.
- Students are very aware of benchmarking assessments and are motivated to succeed. The results are discussed with them, and they know where they need to improve. Parents are also supportive of the benchmarking assessments. They are kept informed of the outcomes through the SABIS app and by email.

### Provision for KG

- There are 23 class teachers across KG1 and 2, giving a ratio of 1:24 children. There are 31 Teacher Assistants (TAs) and 10 Arabic and 2 French teachers.
- The indoor environment is colourful and contains many displays. There is a computer room, a library, a large indoor gym and a multi-purpose activity room. Classrooms are resourced and are laid out mostly appropriately for early learning in KG1.



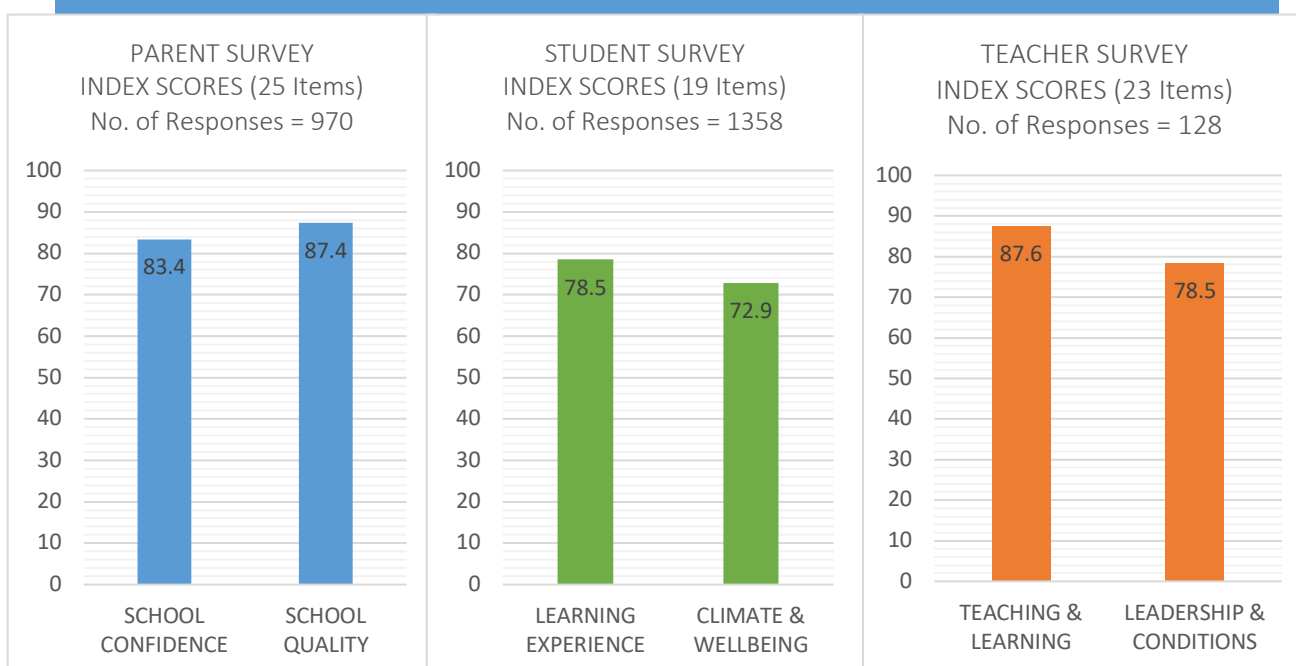
- Outside there is a large rainbow play area, two areas with a variety of climbing equipment and a fully equipped bike track. A large section of the playing field is for KG use. There are resources to develop outdoor play and learning skills.
- Parents attend an orientation session before their children start school. Parents then stay in school for the first ten days to help the settling-in process and address any concerns. When children move to Grade 1 they visit to become familiar with the environment and meet their teacher. Detailed records are passed from KG teachers to Grade 1 staff and parents are kept fully informed.

### Best Practices

- An online, Integrated Learning System (ILS) allows students to study background material, follow step-by-step examples and tackle progressively more difficult problems. At the same time, the teacher can monitor and receive real-time feedback, which helps them to identify students who are having difficulties and to offer immediate support.
- Weekly computer-based assessments, which are set and marked externally, allow students to identify mistakes and misconceptions readily. Students then restudy and retake the questions promptly. This process ensures a very tight feedback loop between teaching and learning.
- The Student Life Organisation (SLO) is a student run body that engages students beyond academic study, in aspects of school life and leadership roles. Students can plan academic and social events, clubs and raise awareness on relevant issues.



## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Blend the SABIS approach in KG with research-based practices about how young children learn best, by:
  - Creating a classroom environment that inspires young children to develop their creativity.
  - Blending the SABIS curriculum requirements in numeracy and literacy with meaningful play-based learning and meet all children's early learning development goals.
  - Giving greater agency to children by articulating learning objectives in child-friendly language.
  - Displaying children's work in classrooms and corridors to encourage ownership, pride and progress.
- Incorporate aspects of learning skills into the SABIS philosophy and methodology in teaching across the school, by:
  - Creating effective group and collaborative learning for student-based innovation, problem solving and critical thinking tasks.
  - Allowing time for activities which encourage interaction and collaboration.
  - Using probing open-ended questions allowing for deepening of learning, making connections and creativity, analysis and evaluation.



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

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

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

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