



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Sharjah British International Private School

26-29 January 2026

Overall Effectiveness

Good



إتقان ITQAN



TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS.....	4
SCHOOL INFORMATION.....	6
SUMMARY OF REVIEW FINDINGS.....	8
MAIN REVIEW REPORT	10
PERFORMANCE STANDARD 1:	10
STUDENTS' ACHIEVEMENT.....	10
PERFORMANCE STANDARD 2:	19
STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS	19
PERFORMANCE STANDARD 3:	21
TEACHING AND ASSESSMENT	21
PERFORMANCE STANDARD 4:	23
CURRICULUM.....	23
PERFORMANCE STANDARD 5:	25
THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS	25
PERFORMANCE STANDARD 6:	27
LEADERSHIP AND MANAGEMENT	27
SPEA ADDITIONAL FOCUS AREAS	29
VIEWS OF STAKEHOLDERS.....	31
STRATEGIC RECOMMENDATIONS & NEXT STEPS	32



PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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

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

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



SCHOOL INFORMATION

School 	School ID	106
	School location	Muwaileh, Sharjah
	Establishment date	2002
	Language of instruction	English
	School curriculum	English National Curriculum and American Curriculum
	Accreditation body	CIE, AIAAc
	Examination Board	CAIE
	External assessments International and Curriculum Benchmark Assessments	Tala, IGCSE, MAP, CAT 4, GLPT, TIMSS, PISA
	Fee range	AED 14,000 – AED 33,382
Staff 	Principal	Mrs. Sheikha Alsubousi
	Chair of Board of Governors	Mr. Abdalla Alsuwaisi
	Total number of teachers	50
	Total number of teaching assistants	5
	Turnover rate	34%
Students 	Teacher: student ratio	1:11
	Total number of students	545
	Total number of students per cycle/phase	FS/Year 1: 57 Phase 2: 206 Phase 3: 81 Phase 4: 201
	FS1: number and gender	Boys: 9 Girls: 7
	FS2 and Year 1: number and gender	Boys: 19 Girls: 22
	Primary: number and gender	Boys: 110 Girls: 96
	Lower Secondary: number and gender	Boys: 47 Girls: 34
	Upper Secondary: number and gender	Boys: 121 Girls: 80
	Total number of Emirati students	189
	FS1: Emirati number and gender	Boys: 4 Girls: 3
	FS 2 and Year 1: Emirati number and gender	Boys: 4 Girls: 8
	Primary: Emirati number and gender	Boys: 26 Girls: 30
	Lower Secondary: Emirati number and gender	Boys: 17 Girls: 13
	Upper Secondary: Emirati number and gender	Boys: 48 Girls: 36
	Nationality groups	1. Emirati 2. Pakistani
	Total number of students with special educational needs (SEN)	11



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

PROGRESS JOURNEY

Previous Review: (2023-24)	Current Review:
GOOD	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers' 123 lesson observations, 64 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school remains good overall. Despite the relatively small roll of 545 students with favourable teacher-student ratio, the high staff turnover has implications on the sustained improvements, particularly in the Foundation stage (FS) and Year 1. Achievement in FS and Year 1 has regressed and is now acceptable in the prime and specific areas of learning and in the Key Stage 1 National Curriculum for England (NCfE) subjects for Year 1. In the other phases, students' good achievement has been maintained in Arabic-medium subjects across the school and in English, science, ICT and other subjects in Primary, Lower and Upper Secondary Phases. Achievement in mathematics remains acceptable in the FS and Year 1 and in the Primary and Lower Secondary Phases. Achievement is now good in mathematics and all elective subjects in the Upper Secondary Phase. Learning skills remain good but students' engagement and taking responsibility for their own learning in lessons in Years 2 to 13 and Grades 9 to 12 is very good. Students' personal development is also very good. Teaching and curriculum remain good but the use of assessment to inform lesson planning remains acceptable. Protection, care guidance and support for children and students remain good overall, as have procedures to identify and meet the needs of students with special learning needs (SEN) and gifted and talented (G&T) students. However, effective challenge and support are not always included in lessons. Leaders' clear vision and the school climate and ethos promote a caring, welcoming and inclusive school. However, leaders' monitoring is not sharply focused on checking that actions are being implemented effectively and are having a positive impact on students' learning and achievement. Overall, there is good capacity to further improve the school.

KEY AREAS OF STRENGTH:

- Students' achievement in Islamic education, Arabic First and Second language, and social studies across the school.
- Achievement in English, science, ICT and other subjects in Primary, Lower and Upper Secondary Phases.
- The quality of US and NCfE curricula and students' outcomes in Upper Secondary Phase.
- Strong relationships and students' very good behaviour and their attitudes to learning in the Primary, Lower and Upper Secondary Phases.
- Children and students' very good understanding of Islamic values and UAE culture and heritage.



- Leaders shared vision that focuses on a caring and inclusive school climate and ethos.

KEY AREAS FOR IMPROVEMENT:

- Children's achievement in the prime and specific areas of learning in Foundation Stage and in all curriculum subjects in Year 1,
- Curriculum review, delivery and adaptation in the Foundation Stage, and especially in Year 1.
- Students' achievement in mathematics in the Primary and Lower Secondary Phases.
- The analysis of assessment data to ensure challenge, especially for G&T students,
- The impact of targeted support in lessons for students who have special educational needs.
- Leaders' monitoring of the quality of teaching and curriculum with a focus on the impact on students' achievement and not on teacher behaviours.
- Leadership of curriculum, staff induction and staff training in FS.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.

Indicators:		FS/Year 1	Primary	Lower Secondary	Upper Secondary
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	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Good	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Learning Skills		Acceptable	Good	Good	Good



Islamic Education	- Students' achievement in Islamic Education is good. The school's internal assessment data shows very good progress in all phases. This does not match with that seen in lessons and in students' work, where the progress of the majority of students is above curriculum expectations. - The school's internal data shows that attainment is outstanding in all phases. This does not match with that seen in lessons and in students' work, where levels of attainment of the majority of students is above curriculum standards. There is no external assessment for Islamic education. - The majority of students demonstrate secure and developing understanding of Islamic concepts across all phases. In FS and Year 1, children recite short verses from the Holy Qur'an and demonstrate a clear understanding of key Islamic values, such as obedience and respect for parents. In the Primary Phase, students demonstrate a good understanding of the characteristics of the believer and explain these with simple examples from daily life. By the Lower Secondary Phase, students develop an understanding of Islamic ruling of justice and can apply these to social context. In the Upper Secondary Phase, students identify the legislative basis for Islamic rulings and principles and demonstrate a sound appreciation of Islam's approach to building the family. However, across the school, memorisation of the Holy Qur'an and the Noble Hadeeth is less developed. In the Secondary Phases, accurate recitation of the Holy Qur'an applying Tajweed rules is variable. - Overall, the majority of groups of students make above expected progress. Low-attainers and those who need learning support make slower progress.	
	Areas of Strength	Areas for Improvement
	- Students' understanding of the meaning of Islamic rulings, values, and principles. - Students' deep understanding of the legislative basis of Islamic rulings in the Lower Secondary Phase.	- Students' accurate recitation of the Holy Qur'an verses following Tajweed rules in older phases. - Students' memorisation of the Holy Qur'an and the Noble Hadeeth across the school.



Arabic Language	- Overall, students' achievement in Arabic First Language (AFL) and Second Language (ASL) is good. The school's internal assessment data shows outstanding progress in all phases in ASL and in AFL. In lessons and in their work, the majority of students make better than expected progress in ASL and AFL. - The school's internal data shows that attainment is outstanding in ASL and in AFL. Attainment in IGCSE ASL is outstanding in Years 11 and 12. There is no external data for the Foundation Stage. In lessons and in their work, the majority of students reach levels of attainment which are above curriculum standards in both AFL and ASL. In External TALA, attainment is weak in the Primary and Lower Secondary Phases, and acceptable in the Upper Secondary Phase. Attainment in IGCSE ASL is outstanding in Years 11 and 12. - Students' Arabic language skills' development is uneven across the phases, with stronger listening and reading skills than writing. In the FS and Year 1, the majority of children develop a secure understanding of early language and letter-sound relationships, and listening skills are well developed, enabling children to demonstrate age-appropriate understanding of spoken Arabic. As students move through the Primary, Lower Secondary and Upper Secondary phases, most demonstrate secure comprehension and analytical understanding of texts, particularly in Arabic as a first language, and reading fluency is evident. However, expressive reading in Arabic as a second language is less consistent. Across the school, students demonstrate a secure understanding of grammatical rules and can identify grammatical structures within texts. However, the application of grammar rules and punctuation in extended writing is less secure, limiting accuracy and coherence. Creative and extended writing is underdeveloped across phases, largely due to limited use of standard Arabic language structures, restricted vocabulary, and insufficient opportunities for sustained free and creative writing in both Arabic as a first and second Language. - The majority of groups of students make expected progress in both AFL and ASL.	
	Areas of Strength	Areas for Improvement
	- Reading comprehension skills in AFL in the Primary, Lower and Upper Secondary Phases. - Listening and understanding early language and letter sounds in the FS and Year 1.	- Students' application of grammar and use of extended vocabulary in writing in AFL and ASL. - Students' speaking in standard Arabic across the school.



Social Studies	- Students' achievement in social studies is good overall. The school's internal assessment data shows outstanding progress in Primary and in the Secondary Phases. This does not match with that seen in lessons and in students' work, where the majority of students make better than expected progress in all phases. - The school's internal data shows that attainment is outstanding in Primary and in the Secondary Phases. In lessons and in their work, the majority of students' reach levels of attainment which are above curriculum standards. There are no external assessments in social studies. - The majority of Year 1 students develop good knowledge of UAE culture through stories and by learning about artefacts in the culture and heritage room. Primary students are able to deduce the impact of culture and the environment on the personality of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace). In Lower Secondary, students develop a good understanding of historical events and are able to link historical events to national values. In the upper secondary, students are able to reflect accurately on the main environmental factors that influenced the formation of the Emirati citizens' character. Students' understanding of the impact of these factors on the country's economy is less secure. Across the school, and in age-appropriate ways, students sometimes struggle to make explicit links between geography, environment, and economic development. - Overall, the majority of groups of students make above expected progress.	
	Areas of Strength	Areas for Improvement
	- Students' ability to deduce landform differences and explain their impact on the country. - Primary students' understanding of the environmental factors that shaped the personality of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace) and influenced Emirati identity.	- Students' understanding of how environmental factors affect the national economy. - Students' analytical skills and ability to explain links between geography, environment, and economic development.



English	- Students' achievement in English is good overall. The school's internal data shows that students make very good progress in all phases. In lessons and in their work, most children make progress in line with expectations in FS/Year 1, and the majority of students make above expected progress in the other phases. - The school's internal data shows that attainment is outstanding in FS/ Year 1 and in the Primary Phase and is very good in Lower and good in Upper Secondary Phases in the NCfE, and outstanding in the American curriculum. External PT-E Progress Test data shows that attainment in the Primary and Lower Secondary Phases is very good overall. IGCSE outcomes in Year 11 are good. External MAP data for Grade 9 in the American curriculum shows weak attainment. There are no external assessment for the FS and for Grades 10 to 12 in the American curriculum section. Attainment seen in lessons and in students' work shows that most students in FS/Year 1 and in Primary Phase reach expected standards, while the majority of students in the other phases exceed curriculum standards. - Children in FS and Year 1 demonstrate adequate speaking, listening and reading skills. Most can identify and say initial sounds and read and write simple words. Students in other phases listen and respond respectfully in discussions and oral presentations. Students build their skills in reading as they move through the school and read with increasing fluency and expression. From Year 2, students can find evidence in text to answer comprehension questions, and by Year 7 can confidently use inference and context clues to determine underlying themes. Students in Upper Secondary Phase develop strong analytical skills, such as considering how or if, innovation impacts negatively on society and UAE culture. Using correct grammar and punctuation is not routine and writing in different genres is not well understood. Students rarely write extended pieces. - The majority of groups of students make above expected progress, except in FS/Year 1 where all groups of children progress in line with expectations and make slower progress in writing. Students with special educational needs fall behind when there is limited support in lessons.	
	Areas of Strength	Areas for Improvement
	- Students' speaking and listening skills across all phases. - Older students' analytical skills, and fluent and expressive reading.	- Students' grammar and punctuation and independent extended writing in all phases. - Students' clarity about the different genres of writing.



Mathematics	- Students' achievement in mathematics is acceptable overall. The school's internal assessment data indicates very good progress in the FS and Year 1, and good progress in the other phases. This was not seen in lessons and in their work, where most children in FS/Year 1, and most students in Primary and Lower Secondary Phases make progress in line with expectations. In the Upper Secondary Phase, the majority of students make above expected progress. - The schools' internal data shows that attainment is outstanding in FS/Year 1 and Primary Phases, very good in Lower Secondary Phase, and acceptable attainment in NCfE and outstanding attainment in the American curriculum in the Upper Secondary Phase. External Progress Test PT-M data indicates very good attainment in the Primary and Lower Secondary Phase, weak attainment in IGCSE, and outstanding attainment in MAP (American curriculum). TIMSS data shows that the school is broadly in line with international standards. In lessons and in their work, most students attain in line with expectations in FS/Year 1, Primary and Lower Secondary Phases, and the majority of students attain above curriculum standards in Upper Secondary Phase. - In FS and Year 1, children can recite numerals sequentially to 20; however, their conceptual understanding of numbers is limited, restricting their ability to apply this knowledge meaningfully. In the Primary Phase, students develop a more secure understanding of number, and by Year 5, most can explain the difference between improper fractions and mixed numbers. By Year 6, the majority understand direct proportion and can apply this knowledge in practical contexts, such as preparing Emirati dishes and demonstrating appropriate real-life links. However, across the Primary and Lower Secondary Phases, multiplication and division remain challenging for some students, which limits fluency and impacts problem-solving. By the end of Upper Secondary, students' algebraic understanding, mathematical reasoning, and graphical skills are secure across both the NCfE and American curricula. - All groups make expected progress up to Year 8 and the majority of groups make above expected progress thereafter.	
	Areas of Strength	Areas for Improvement
	- Students' understanding of fractions in Primary Phase. - Students' application of mathematical logic and its representation in Upper Secondary.	- Children's conceptual understanding of number in FS and Year 1. - Students' multiplication and division skills in Primary and Lower Secondary Phases.



Science	- Overall, students' achievement in science is good. The school's internal data indicates very good progress in FS/Year 1 and the Upper Secondary Phase and good progress in the Primary and the Lower Secondary Phases. In lessons and in their work, most children in FS/Year 1 make progress in line with expectations. In Primary and in Lower and Upper Secondary Phases, the majority of students make better than expected progress. - Internal assessments indicate outstanding attainment in FS/Year 1 and Upper Secondary Phases, and very good attainment in Primary and Lower Secondary Phases. In external PT-S Progress Test assessments, students' attainment is weak in the Primary and Lower Secondary Phases and good in the Upper Secondary Phase. In IGCSE, Year 11 students' attainment is weak in biology, very good in chemistry and good in physics. MAP (American curriculum) in the Upper Secondary Phase indicates outstanding attainment in all three sciences. In lessons and in their work, most students reach levels of attainment in line with expectations in FS/Year 1, Primary and Lower Secondary Phases. The majority exceed curriculum standards in Upper Secondary Phase. TIMSS data shows attainment to be broadly in line with international standards. - In FS and Year 1, children can identify basic human body parts and explain their functions, demonstrating secure early scientific knowledge. As students' progress through the phases, they develop good practical skills and are generally able to weigh evidence and draw accurate conclusions. However, except in the Upper Secondary Phase, a minority experience difficulty in communicating their learning clearly to the class. In the Primary Phase, students identify concepts such as floating and sinking and recognise the properties of different materials. In the Lower Secondary Phase, most students demonstrate secure understanding of photosynthesis and can explain the process confidently. In the Upper Secondary Phase, students in the NCfE pathway show strong understanding of genetic engineering, including the production of insulin, while students following the American curriculum apply secure subject knowledge across biology, chemistry, and physics, including oxidation and reduction, magnetic fields, and human body systems. Across all phases, however, the use of technology to support learning and the development of independent investigative skills are underdeveloped, limiting opportunities for deeper scientific inquiry. - The majority of groups of students make above expected progress, except in FS/Year 1 where all groups of children progress in line with expectations.	
	Areas of Strength	Areas for Improvement
	- Students' laboratory skills from Year 2 onwards. - Students understanding of photosynthesis in Lower Secondary. - Students understanding of density and flotation in Primary.	- Students' enquiry and investigative skills in all phases. - Students' ability to communicate scientific ideas in FS/Year 1, Primary and Lower Secondary Phases.



Other subjects	- Students' achievement in other subjects is good overall. There is no internal progress data for other subjects. In lessons and in their work, the majority of students make above expected progress in the Primary, Lower and Upper Secondary Phases and most children make progress in line with expectations in FS and Year 1. - There is no internal data to show overall students' attainment against curriculum standards. External data for IGCSE in Business indicates outstanding attainment in Year 11. In lessons and in their work, the majority of students reach levels of attainment which are above expected standards in the Primary, Lower and Upper Secondary Phases, while most children attain at expected levels in FS/Year 1. - Children make expected progress in all specific areas of learning in FS and Year 1. They do not explore, lead and initiate their own independent activities to deepen their learning and understanding. Students in the Primary and Lower Secondary Phase analyse historical sources to build good knowledge and understanding of what life must have been like in early Victorian and Ancient Egyptian times. Students in Years 2 to 13 in NCfE and Grades 9 to 12 in the American curriculum develop good levels of computer skills to design and create PowerPoint presentations, adding their independent research and pictures. In Lower and Upper Secondary Phases, students can enhance their slide design with animation. In PE, boys in Lower and Upper Secondary Phases skilfully control a football around and between cones and show good tactical knowledge in their small-group games. Some students in Primary are not as active as they could be throughout lessons. In art, students in Years 2 to 8 develop a good understanding of how to use artistic elements and techniques to create abstract art. Students in Primary and Lower Secondary enjoy music and develop good knowledge and understanding of instruments and rhythmic phases. Their singing is less developed in a few classes in the Primary Phase. - The majority of groups of students make above expected progress in other subjects, except in FS/Year 1 where all groups of children progress in line with expectations. Gifted and talented students are fully included and make the same rates of progress.	
	Areas of Strengths	Areas for Improvement
	- Students' skills and application of ICT in Primary, Lower and Upper Secondary Phases. - Boys' PE skills in Lower and Upper Secondary Phases.	- Children's learning in FS and Year 1 in all areas of learning. - Students' performance in music in the Primary and Lower Secondary Phases.



Learning Skills	- The majority of students engage well with learning and try their best to complete tasks to a good standard in the Primary, Lower and Upper Secondary Phases. FS and Year 1 children are not developing secure independent learning skills because learning through play is limited, and they are not engaged enough in child-initiated learning activities. - Students work well collaboratively in small groups in the Primary, Lower and Upper Secondary Phases. For example, in ICT, sociology and business they share and extend ideas in small-group concept-mapping tasks. They communicate their learning clearly in nearly all subjects. The majority of children in FS work and play together well when they are given the opportunity, although these can be limited. - Students generally make connections with the real world and other subjects when this is planned by the teacher. This is especially noticeable in students' own presentations in the Upper Secondary Phase in both the NCfE and American curricula. For example, students enjoyed sharing several factors that impact on the relationship between socialisation and isolation in sociology. - Older students use calculators in mathematics lessons to solve algebraic problems. However, students mostly use computers only in ICT lessons which limits their access to learning technologies in other lessons to research and present their learning. Students sometimes create innovative ideas in projects and lessons, especially in art, STEM, Islamic Education and social studies. Critical thinking and problem-solving feature in very few lessons when but are less developed in mathematics in the FS/Year 1 and Primary and Lower Secondary Phases.	
	Areas of Strengths	Areas for Improvement
	- Students' real-world connections in the Upper Secondary Phase in both curricula. - Students' group collaboration in Primary, Lower and Upper Secondary Phases.	- Students' critical thinking and problem solving in FS, Year 1, Primary and Lower Secondary Phases. - Children's independence in learning in FS/Year 1.



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

Students' personal and social development and their innovation skills are very good overall.

Indicators:	FS/Year 1	Primary	Lower Secondary	Upper Secondary
Personal development	Good	Very Good	Very Good	Very Good
- Students' personal development is very good overall. Students behave extremely well in lessons, assemblies and around the school. Children in FS and Year 1 are well-behaved but lose focus in some lessons due to inactivity or inconsistent classroom routines. Students across the school are polite and courteous and respond positively to school routines. Bullying is rare. - Relationships among students and with staff are respectful and friendly across the school. Students listen carefully to the views of others and respond in a mature and considerate manner. Students are supportive of each other in lessons and in group situations. - Children in FS and Year 1 talk about how to be healthy and students across the school engage in a healthy eating programme. Students demonstrate a good understanding of safe and healthy lifestyles. Students take part in a wide range of sports, both in and out of school, including football, volleyball, basketball and gymnastics. - Students' attendance at 97% is very good. However, punctuality is an issue for some students.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very Good	Very Good	Very Good
- Students' appreciation and understanding of Islamic values are very good overall. Students participate respectfully in daily prayers and purposeful use of the school mosque. Older students actively seek opportunities to deepen their understanding of Islam, including participation in a recent visit to Mecca. While students in other year groups extend their learning through visits to the Islamic Museum in Sharjah. - Students show a strong understanding of the UAE's heritage and national identity, supported by meaningful participation in cultural events such as National day, Flag Day and Martyrs' Day. Students demonstrate pride in national values as they participate in activities such as wearing traditional clothes and sharing Emirati foods during Culture Day. Upper Secondary Phase girls made a replica traditional Arab home, explaining the purpose of each item and the style of the home. Children of FS and Year 1 visit the culture and heritage room to listen to stories.				



- Students speak confidently and enthusiastically about their own culture, particularly during International Day. This strengthens students' communication skills and cultural confidence. However, students' depth of understanding of cultures beyond their own and the UAE is less well developed.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students make positive contributions to school and wider community. They help to keep the school clean and provide food and Ramadan packages to Red Crescent to distribute to those in need. Students across the school participated in a walkathon to raise funds for the school for the deaf and for breast cancer research.
- Most students have a strong work ethic. When given an opportunity, students are innovative and develop enterprise and entrepreneurship, although this is mainly in electives in the Upper Secondary Phase. For example, students used their initiative to research and create websites about safety in the community. In business studies, they investigated how to set up their own business, analyse cash flows and considered different management roles.
- Students are aware of their social responsibilities. demonstrated through visits to the elderly, bringing gifts and playing games with them. Students have a strong awareness of the importance of sustainability, recycling materials to create new items, such as a clock made from old pencils, and planting trees and plants in the school grounds. Upper Secondary Phase students participated in beach cleaning. To support healthy eating habits, they grew vegetables such as aubergines, tomatoes and cucumbers.

Areas of Strength:

- Students' very good attitudes and behaviour around the school and the friendly, yet professional relationships between students and staff.
- Students respect for the laws and values of Islam and their understanding and appreciation of the culture and heritage of the UAE.
- Students' understanding of their social and community responsibilities.

Areas for Improvement:

- Children's responses and engagement in learning in FS and Year 1, and the extent to which adults provide a consistent and supportive framework for behaviour.
- Students' innovation, enterprise and entrepreneurial skills in FS/Year 1, Primary and Middle Phases.
- Some students' punctuality to school.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	FS/Year 1	Primary	Lower Secondary	Upper Secondary
Teaching for effective learning	Acceptable	Good	Good	Good
- The quality of teaching for effective learning is good overall. The majority of teachers have secure subject knowledge but their understanding of how children learn is less secure in the Foundation Stage and Year 1. Lesson time is used inconsistently. Children in FS and Year 1 are not given enough time for practical, independent activities and sit for too long, listening to the teacher. Resources to support mathematics, and independent learning more generally, are only adequate in all phases of the school. - Group work is often used to support students' engagement and discussion although this is less effective in the FS. Planning follows a consistent format but lacks detail in terms of adaptations, particularly for G&T or SEN students. Teachers across the school do not model writing tasks well enough to clarify expectations. - Questioning is better in English and in the Upper Secondary Phase where teachers extend their questions to encourage more detailed responses and develop students' critical thinking and reasoning. In FS and Year 1, questioning does not promote children's speaking and listening skills. - The use of technology to support learning is underdeveloped, as is the use of non-fiction materials to support students' research. This limits opportunities for independent learning. In addition, the promotion of innovation and creativity in lessons is limited across the school.				
Assessment	Acceptable	Acceptable	Acceptable	Good
- The quality of assessment practices is acceptable across all phases except in the Upper Secondary Phase, where they are good. Internal assessment procedures are broadly consistent across the school. They align with curriculum standards, although this lacks precision in FS and Year 1. The school benchmarks outcomes against a range of international and national external assessments such as MAP, GL, TIMSS, and PISA. Analysis of results give leaders clear indications of students' attainment. The progress of individuals, groups and cohorts of students is also tracked. - Teachers receive information from the assessments of students' progress. Teachers' use of assessment information to plan lessons that close gaps in students' learning is not consistent and is still developing. Teachers do not routinely modify lessons to meet the needs of all students. Challenge for high-attainers, including G&T, and support for SEN students, is				



inconsistent across the school. The additional adults in FS and Year 1 are not always used effectively to support children's learning.

- Teachers provide verbal feedback and guidance during lessons, which helps support students' understanding. This is strong in the Upper Secondary Phase in both curricula. However, constructive written feedback, appropriate to the age of the students, is not consistent across the school. Peer and self-evaluation are not strong features of assessment.

Areas of Strength:

- The quality of assessment practice, and teachers' use of questioning, in the Upper Secondary Phase.
- The analysis of data, including benchmarking data, to clarify performance against curriculum standards.

Areas for Improvement:

- Teachers using assessment to plan lessons that consistently meet the academic needs of all groups of students, including high-attainers and students with additional needs.
- Marking and feedback that provides students with clear next steps for improving learning.
- Teaching and assessment practice in FS and Year 1.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	FS/Year 1	Primary	Lower Secondary	Upper Secondary
Curriculum design and implementation	Acceptable	Good	Good	Good
- Curriculum design and implementation is good overall but is acceptable in FS and Year 1. The implementation of the American curriculum and NCfE in Upper Secondary ensure continuity and progression in all subjects. The delivery of the MoE curriculum ensures good progress in Arabic subjects across the school. - By contrast, curriculum planning in FS and Year 1 includes limited play-based learning in all of the prime and specific areas of learning. Year 1 students do not follow the NCfE programmes of study. - The American and NCfE pathways provide Upper Secondary Phase students with a well-organised range of subject options to prepare them for further education and career choices. Cross-curricular links are planned effectively to engage students' interests and make links between subjects, the UAE agenda and the wider world. The Lower Secondary curriculum is also suitably planned and organised. - Analysis of internal and external assessments informs modifications to subject content in each of the three curricula. However, these reviews are less effective in securing improvements in the early years Foundation Stage (EYFS) curriculum, and to the curriculum in Year 1.				
Curriculum adaptation	Acceptable	Good	Good	Good
- Curriculum leaders make appropriate adaptations to the curriculum to meet the needs of most groups of students. Adaptations do not always provide enough challenge for high-attainers and G&T or provide enough support for SEN students. There are limited adaptations to the curriculum in FS and Year 1 to meet children's early development needs. - The curriculum draws on Bloom's Taxonomy to promote critical thinking and problem-solving in most subjects. History, sociology and English promote students' independent research and analytical skills. Innovation is promoted well in projects, STEM classes and competitions for students in older classes only.				



- A broad range of well-planned curricular activities and events, including in social studies lessons, promote students' very good understanding of Emirati culture and UAE society.

Areas of Strength:

- The good range of curricular choices in Upper Secondary Phase.
- The planned links to Emirati culture and UAE society across the school.

Areas for Improvement:

- The appropriateness of the curriculum for children in FS and Year 1.
- The extent to which curriculum design and review meets the requirements of the Early Years Foundation Stage.
- Adapting the curriculum so that it consistently meets the needs of all students, especially high-attainers, G&T and SEN students.



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

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

Indicators:	FS/Year 1	Primary	Lower Secondary	Upper Secondary
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
- All staff, students and parents are aware of protection, safety and security procedures, including recently appointed staff. The school provides a safe, hygienic and secure environment for all students. Entrances are secured and students are well supervised throughout the day and to, from and on school transport. - The school keeps secure and well-maintained records. Effective procedures for safeguarding students, including child protection and are clearly communicated to students, staff and parents. Students are protected from all forms of bullying, including cyber-bullying. Appropriate student records, including for those with additional needs, are maintained in the licensed school clinic. The school premises, equipment and facilities largely provide a conducive learning environment, although some modest classroom spaces do not fully support lesson activities. Facilities are accessible and classroom use changed if a group needs to move to the ground floor. The school is committed to inclusivity through accessible facilities and ramps across the school. - The school's promotion of safe and healthy living is built into most aspects of school life and seen in the corridor displays. The two school nurses, social worker and the visiting doctor take care of students' physical and emotional needs.				
Care and support	Good	Good	Good	Very Good
- Care and support for students is good overall and very good in Upper Secondary. Staff have very positive relationships with students and can often be found deep in conversations with them during break times contributing to students' wellbeing, confidence and sense of belonging. - The school is effective in promoting very good attendance. Despite the school's efforts, the punctuality of some students remains an issue, limiting their learning time. - Systems to identify students who are G&T and SEN are established, but the absence of a designated SEN teacher limits the consistency and effectiveness of identification and support. - The school provides appropriate challenge for G&T students, although this is inconsistent across the school. G&T students benefit from opportunities to represent the school in				



competitions. Students with additional learning needs all have Individual Education Plans (IEPs), and these are shared through the progress trackers in each class. However, IEPs do not target students' academic needs well enough.

- Students' social and emotional wellbeing is monitored informally through pastoral system and staff oversight during supervision, ensuring that personal development and wellbeing needs are identified and supported alongside academic guidance. The school provides good support to students for choosing options in the Upper Secondary Phase.

Areas of Strength:

- Health and safeguarding procedures, across the school.
- The effectiveness of care and support.

Areas for Improvement:

- The limitations of space in some classrooms to encourage active learning.
- Academic targets and the impact of support for students with SEN, including the recruitment of a designated SEN teacher.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

Self-evaluation and improvement planning

Acceptable

Partnerships with parents and the community

Good

Governance

Good

Management, staffing, facilities and resources

Good

- The principal's clear vision and purpose is shared by all leaders, teachers and staff including the significant number of new staff this year. Senior leaders have created an inclusive environment where staff and students openly welcome each other. Relationships are very positive and staff morale is good.
- Subject leaders mostly understand the curricula and what best practice in teaching looks like. An understanding of effective learning across all subjects and phases is less clear. For example, the leadership of curriculum and children's learning in FS and Year 1 has not led to improvements in this phase.
- The school's self-evaluation was overly positive in some respects and reflects weaknesses in the quality of monitoring and self-review, especially in FS and Year 1. Leaders nevertheless understand the school's strengths and areas for improvement. They have implemented changes to how assessment is used to identify gaps in students' learning which are recorded in individual progress trackers. Sharper monitoring of teaching has started but there is still more focus on what teachers do in lessons rather than on their impact on student learning and progress, limiting sustained improvements in students' achievements.
- Parents are fully involved in the life and work of the school. They are particularly proud of the inclusive and caring ethos where everyone is welcomed regardless of differences in religion, background, culture or ability. They can give feedback at any time, confident that any suggestion will be considered. They are informed about school events and their children's learning and progress. A number of community partnerships enrich the curriculum and support learning in electives. These partnerships promote life after school, including university and career progression.
- Governance plays a strategic role in the school's improvement and ensures that all statutory requirements are met. Governors have started to monitor more closely the work of the school to hold leaders to account. They have an accurate knowledge and understanding of the school's strengths and areas requiring improvement.
- The day-to-day management of the school is efficient and effective. The staff and students follow well-organised timetables and routines. Resources to support the FS and the mathematics curriculum are limited. There is a good number of specialist indoor and outdoor



spaces that support effective learning. The school has sufficient qualified staff, although staff training in FS and Year 1, especially induction support, is less effective.

Areas of Strength:

- A shared vision for a caring school that is welcoming and inclusive.
- The role of governors in supporting the school, and its day-to-day management.

Areas for Improvement:

- Monitoring the success of teaching and curriculum through their impact on students' achievement, with less emphasis on what teachers do in lessons.
- The leadership of curriculum, teaching, staff training and induction in FS and Year 1.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 9 Arabic teachers giving an overall teacher to student ratio of 1:60.
- There are 2650 fiction and 2801 non-fiction books in the two libraries in the Activity Centre and in the boys' section in Upper Secondary Phase. The range of books covers all curriculum subjects and meets the needs of all ages and phases. The library in the activity centre is used throughout the week for Arabic first and second language reading lessons.
- There are no reading or non-fiction books in classrooms in the Primary, Lower and Upper Secondary Phases other than students' individual resource books and workbooks. There is no designated technology provision in these classrooms, but students visit the ICT lab to research information. The FS classrooms each have small reading areas with a suitable number and range of books where children can relax and enjoy reading. There is a computer in each classroom and an ICT room which the children visit once each week.
- Extra-curricular activities take place throughout the year. Parents are knowledgeable about reading and value the opportunity for children to participate in competitions, quizzes and events such as the National Reading Challenge, World Book Day and school-based reading projects.

The school's use of external benchmarking data

- The proportion of students taking the most recent international tests and examinations in CAT 4 98%; PT(GL) 95%; IGCSE 100%; AS 100%; A 100%; PISA 2025 100%; TIMSS 100%. This complies with SPEA requirements.
- Attainment in PISA in Y10 (British) and G9 (American) was below the targets set. No information was provided for PIRLS. Map data for Grade 9 in English shows weak attainment. The school had not analysed MAP data in other year groups.
- Students' attainment is very good in Primary and Lower Secondary Phase in PT (Progress Tests) and weak in external benchmarking test of IGCSE and MAP in CCSS of American curriculum. The TIMSS data of 2019 was not analysed by the school.
- Student preparation includes guidance from teachers, test-style questions in lessons and completing practice papers at home. Parents are aware of the examination process so they can support children at home, emotionally and academically.
- All results are published on an online platform, which students and parents can access. Those with no or limited internet access can come into school to collect the results. Students meet with teachers to discuss their results.
- Results are shared with students and parents privately and so unless students share the information, the school cannot complete a full analysis of the results.

Provision for KG

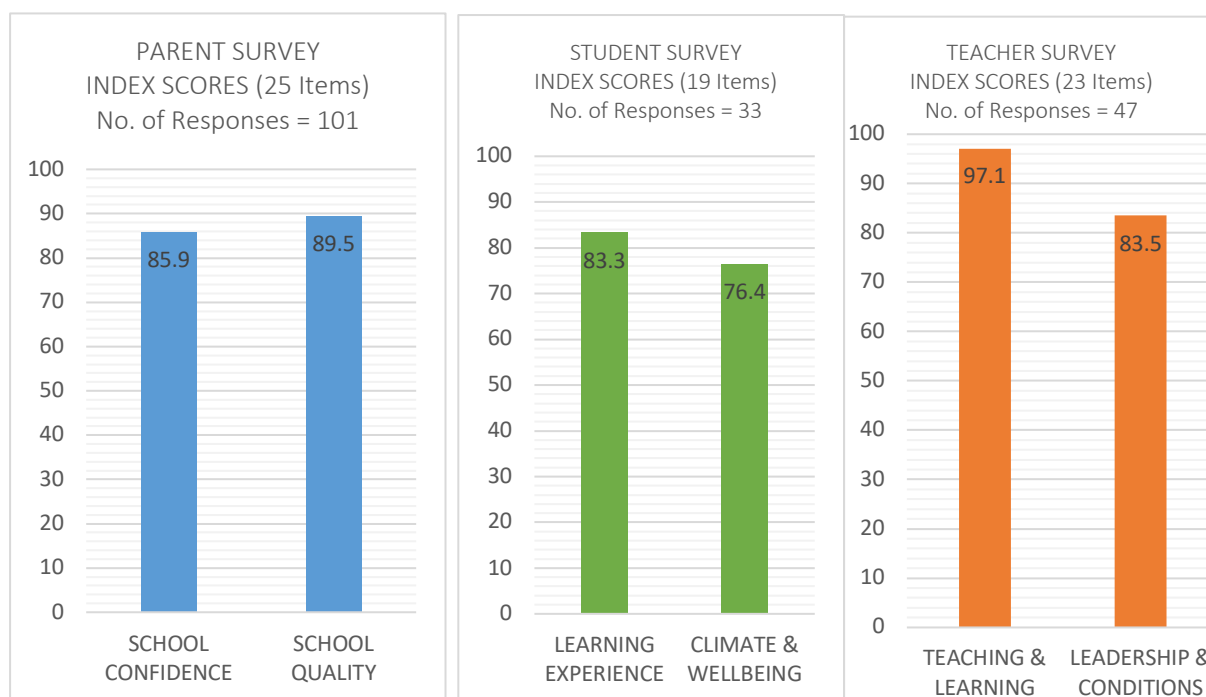
- There are 5 classes in 2 buildings within a designated FS area. There is 1 FS1, 2 FS2 and 2 Year 1 classes, with 5 teachers and 5 nannies. Three teachers are new this year. There are 57 children, giving an adult/child ratio of 1:11.



- Each block has an activity room and classrooms equipped with suitable furniture and small areas for reading, writing and mathematics. Each classroom has a computer and whiteboard, mostly used by teachers. The range of resources and their accessibility is limited and does not support active independent learning across FS1 and FS2. The classrooms are small, but the space could be better organised to promote children's engagement in free-flow active play-based learning.
- FS1 is housed with Year 1 because of how rooms are allocated. It would be more appropriate for FS1 to be with FS2 to enjoy the early years curriculum, leaving Year 1 to focus on transitioning to the English National Curriculum for Key Stage 1.
- The outdoor area has two areas for physical and active development, including activities like walking, running, climbing, and strength building exercises. There is sufficient space for movement and adequate resources to support children's active exploration and social interactions, including using equipment such as balls, skipping ropes and hoops.
- The Early Years team meet with parents in the first two weeks when they receive a 'How to help at home guide'. Teachers visit children before the transition to Year 1 and then on into Year 2. A weekly newsletter and the next week's lesson plan is sent home to keep parents fully informed.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve children's and students' achievement further by:
 - Ensuring FS children participate in active play-based learning in all Prime and specific areas and in NCfE Key Stage 1 subjects in Year 1.
 - Providing more opportunities for creative and extended writing.
 - Raising attainment in mathematics, including through the provision of manipulatives to deepen conceptual understanding of number in FS and Year 1 and in the Primary and Lower Secondary Phases.
- Improve teachers' use of assessment data by:
 - Providing focused support for students with additional learning needs and greater challenge in all lessons for all groups of students, especially higher attainers and those who are G&T.
 - Improving the quality of teacher feedback and students' engagement in self and peer assessment.
- Improve leadership by:
 - Strengthen leadership and staff training in FS and Year 1 so that there a greater understanding of how to deliver an effective Early Years and Year 1 curriculum.
 - Strengthen lesson monitoring so that it focuses on the impact being made on student achievement and less on what teachers do in lessons.
 - Focus monitoring on ensuring agreed improvements are consistently and promptly implemented.



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

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

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

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