SHARJAH PRIVATE EDUCATION AUTHORITY
هيئة الشارقة للتعليم الخاص

School Performance Review

REPORT | **(SPR)**

إتـقان ITQAN

INTERNATIONAL SCHOOL OF CREATIVE SCIENCE PRIVATE

3 to 6 February 2025

Overall
Effectiveness
Rating:
VERY GOOD

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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 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

<table>
<tr><td rowspan="9">School</td><td>School ID</td><td>124</td></tr>
<tr><td>School location</td><td>Sharjah – Muwaileh Commercial</td></tr>
<tr><td>Establishment date</td><td>25 August 2002</td></tr>
<tr><td>Language of instruction</td><td>English</td></tr>
<tr><td>School Curriculum</td><td>National Curriculum for England (NCfE)</td></tr>
<tr><td>Accreditation body</td><td>BSO</td></tr>
<tr><td>Examination Board</td><td>Edexcel, Cambridge</td></tr>
<tr><td>External Assessments International and Curriculum Benchmark Assessments</td><td>Programme for International Student Assessment (PISA)
Trends in International Mathematics and Science Study (TIMSS)
Progress in International Reading Literacy Study (PIRLS)
Cognitive Ability Test (CAT4)
Emirates Standardized Test (EmSAT)
Granada Learning (GL) Progress Test in English (PTE), Science (PTS), Mathematics (PTM)
Pupil Attitudes to Self and School (PASS)
Test of Arabic Language Arts (TALA)
International General Certificate of Secondary Education (IGCSE)
General Certificate of Secondary Education Advanced Subsidiary Level (AS level)
General Certificate of Secondary Education Advanced level (A level)</td></tr>
<tr><td>Fee Range</td><td>AED 22,240 to AED 43,390</td></tr>
<tr><td rowspan="5">Staff</td><td>Principal</td><td>Samar Murad</td></tr>
<tr><td>Chair of board of governors</td><td>Hesham Abdeen</td></tr>
<tr><td>Total number of teachers</td><td>296</td></tr>
<tr><td>Total number of teaching assistants</td><td>120</td></tr>
<tr><td>Turnover rate</td><td>9%</td></tr>
<tr><td rowspan="3">Students</td><td>Teacher: student ratio</td><td>1: 16</td></tr>
<tr><td>Total number of students</td><td>4,752</td></tr>
<tr><td>Total number of students per phase</td><td>Phase 1 (FS1 & FS2): 623
Phase 2 (Yr 1 to Yr 6): 2,465
Phase 3 (Yr 7 to Yr 11): 1,472</td></tr>
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	Phase 4 (Yr 12 & Yr 13): 192		
Phase 1: number and gender	Boys: 325	Girls: 298	
Phase 2 number and gender	Boys: 1,258	Girls: 1,207	
Phase 3: number and gender	Boys: 714	Girls: 758	
Phase 4: number and gender	Boys: 85	Girls: 107	
Total number of Emirati students	1,137		
Phase 1: Emirati number and gender	Boys: 90	Girls: 91	
Phase 2: Emirati number and gender	Boys: 373	Girls: 309	
Phase 3: Emirati number and gender	Boys: 129	Girls: 140	
Phase 4: Emirati number and gender	Boys: 2	Girls: 3	
Nationality groups (largest first)	Emirati		
	Pakistani		
Total number of students with special educational needs	100		

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	**VERY GOOD**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 8 reviewers' 192 lesson observations, 99 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is very good, an improvement over the previous review judgement in February 2023. The school has improved students' achievement across most areas, particularly the Ministry of Education (MoE) subjects. Learning skills have improved in Phases 2 and 3. Achievement overall is very good. Teaching and assessment have improved in the middle two phases and overall is now very good. Teaching is not so strong in English and mathematics in Phase 2, or in English in Phase 3. The implementation of the curriculum in Phase 4 and the adaptations across the school have both improved, so that overall, the curriculum is very good. Excellent provision for health and safety, child protection and safeguarding means protection, care, guidance, and support are outstanding overall. Strategies to support students with special educational needs (SEN) in Phase 2 remain an area for improvement. Leadership and management are very good overall with real strengths seen in the capacity of leaders at all levels, from the principal to student leaders. Parents take an active role in the education of their children. Governors both support the school through regular class visits and meetings with leaders and effectively hold senior leaders to account. All stakeholders are involved in a rigorous self-evaluation process. The school invests heavily in facilities, resources and infrastructure supporting students' academic achievements and their safety, security and wellbeing.

KEY AREAS OF STRENGTH:
- Students' rapid improvement in achievement in the MoE subjects.
- Students' very good achievement in almost all subjects.
- Students' personal and social development.
- Students' understanding of Islamic values.
- Opportunities for enquiry-based learning, including research and critical thinking in Phase 1.

- The schools' arrangements for health and safety, child protection and safeguarding.
- The very positive relationships among teachers and between staff and students.
- The leadership of the principal and the senior, middle and student leaders.
- The school's governance and its commitment to continuous improvement.
- The quality of the facilities and resources that significantly enhances students' learning and wellbeing.

KEY AREAS FOR IMPROVEMENT:
- The quality of teaching in English and mathematics in Phase 2, and English in Phase 3.
- The consistent use of identified strategies to support students with SEN in class, in Phase 2.
- The further inclusion of relevant cross-curricular links and links to UAE society.

PERFORMANCE STANDARD 1:
STUDENTS' ACHIEVEMENT

Students' achievement is very good overall.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	**Attainment**	N/A	Very Good	Very Good	Very Good
	Progress	N/A	Very Good	Very Good	Very Good
Arabic (as a First Language)	**Attainment**	N/A	Very Good	Very Good	Very Good
	Progress	N/A	Very Good	Very Good	Very Good
Arabic (as an additional Language)	**Attainment**	N/A	Very Good	Very Good	Very Good
	Progress	N/A	Very Good	Very Good	Very Good
Social Studies	**Attainment**	N/A	Very Good	Very Good	N/A
	Progress	N/A	Very Good	Very Good	N/A
English	**Attainment**	Very Good	Good	Good	Very Good
	Progress	Very Good	Good	Good	Very Good
Mathematics	**Attainment**	Very Good	Good	Very Good	Outstanding
	Progress	Very Good	Very Good	Very Good	Very Good
Science	**Attainment**	Very Good	Very Good	Very Good	Outstanding
	Progress	Very Good	Very Good	Very Good	Outstanding
Other subjects (Art, PE, ICT)	**Attainment**	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Learning Skills		Very Good	Very Good	Very Good	Very Good

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Islamic Education	- Students' achievement in Islamic education is very good across the school. In lessons and work, the large majority make better than expected progress, which aligns with the school's assessment data indicating very good progress over time. - Internal assessment data indicates that the large majority of students attain above curriculum expectations. This is also evident in lessons, where the large majority of students' attainment is above curriculum expectations. - Students can read long Surahs from The Holy Qur'an and demonstrate an advanced level of knowledge of The Holy Qur'an recitation rules which are well applied across all phases. Students in Phase 2 know the five pillars of Islam, prayer rituals and times. Students understand the obligation I of obeying parents linked to The Holy Qur'an verses and The Prophet's Muhammad (PBUH) Nobel Hadeeth. Across Phases 3 and 4, students have a deep understand of etiquettes of Islam, such as tolerance and freedom, and can relate this to The Noble Hadeeth to support their ideas and point of view. Across Phases 2, 3 and 4 students' skills in researching the Holy Qur'an are less strong. - The majority of groups of students make better than expected progress.

Areas of Strength	Areas for Improvement
- Students' understanding of The Holy Qur'an and their reading with recitation rules and clarity across all phases. - Students' deep understanding of Islamic morals and etiquettes. - Students' ability to provide evidence of their understanding of The Nobel Hadeeth especially across Phases 3 and 4.	Students' skills in researching The Holy Qur'an across Phases 2, 3 and 4.

Arabic	
	- Students' achievement in Arabic as a First language (AFL) and Arabic as a Second language (ASL) is very good overall. In lessons and students' work, the large majority of students make better than expected progress, which aligns with the school's assessment data and shows very good progress over time. - Internal assessment data indicates that the large majority of students attain above curriculum expectations which matches what is evident in lessons across phases. There is no external assessment data available as the TALA data was not aligned fully to the MoE curriculum. - The large majority of younger Phase 2 students know the alphabet, can distinguish letters in words using appropriate pronunciation and write sentences. Older Phase 2 students can write and memorise poems and read them accurately with expression. In Phase 3, the large majority of students can effectively use their comprehension and semantic skills to understand and define the meaning of advanced texts. In Phase 3 ASL, the large majority of students can analyse texts and understand the elements and structures of stories and letters independently - The large majority of Phase 4 AFL students can read and explain different types of texts; they demonstrate a deep understanding of metaphors and similes. Students' extended writing and standard Arabic speaking skills are well-developed across all phases. Handwriting skills and use of punctuation are less well developed across the phases. - The large majority of groups of students make better than expected progress, although the linguistic skills of girls in Phase 3 are slightly better than boys.

Areas of Strength	Areas for Improvement
- Students' phonics and reading skills in Phase 2. - Students' use of standard Arabic across the school. - Students' extended writing skills across the phases.	- Students' punctuation and handwriting skills across all phases.

Social Studies	• Students' achievement in social studies is very good across Phases 2 and 3. In lessons and students' work, the majority make better than expected progress, which align with the school's assessment data, indicating very good progress over time. • Internal assessment data indicates that the large majority of students attain above curriculum expectations, aligning with what is observed during lessons and in students' work. There is no external assessment data. • The large majority of students in Phase 2 make better than expected progress. Students can describe the effect of the most important human acts on the environment in different parts of the world such as pollution. Students can discuss, analyse and are able to provide solutions for pollution such as wastewater treatment, plastic waste reduction, and green agriculture. In phase 3, students demonstrate a strong understanding and use of relevant sources to resolve geographical problems of the Arab world such as population distribution issues. They read distribution graphs and explain how populations develop their lifestyle; they understand that more people mean an increased demand for food, water, housing, energy, transportation and more. Their graphical representation of data relating to the UAE is less well developed across Phase 3. • The majority of groups of students make better than the expected progress.

	Areas of Strength	Areas for Improvement
	• Students' understanding of interrelations between human societies and the physical environment in Phase 2. • Students' understanding and use of relevant sources to resolve geographical problems in the Arab region in Phase 3.	• Students' graphical representation of data relating to the UAE across Phase 3.

English	• Students' achievement in English is good overall. The school's internal data shows that students make very good progress across all phases. This does not match with what is seen in Phase 2 and 3 lessons, where progress seen in students' workbooks is good over time. Internal results do match with what is seen in lessons and in students' work in Phases 1 and 4 where the large majority of students across phases make better than expected progress over time.
	• Students' attainment is very good in Phases 1 and 4, and good in Phase 2 and 3, as seen in lessons and in students' work. This does not fully match with the school's internal data, which shows attainment as very good in Phases 1,2, and 3, and outstanding in Phase 4. The external GL tests data for Phases 2 and 3 indicate very good attainment and the IGCSE and A-level results show outstanding attainment.
	• A large majority of children in Phase 1 rapidly develop their skills in matching letters with the sounds that they make and their effective communication skills. These skills are then used to successfully read and understand a range of words. In Year 3, a majority of students can read short sentences and understand the meaning of key words. By Year 6, a majority of students can read different types of texts and can succinctly explain the features. Overall, in Phase 2 and 3, students' handwriting, spelling and punctuation skills are less well developed than their other language skills. In Year 8, a majority of students can identify and summarise the central themes of texts and articulate points of view that are linked to their own experiences and the real world. Phase 4, students' progress well in extracting and analysing ideas from literary works to write comparative essays. Ideas of personal freedom and social justice are expressed eloquently.
	• Overall, the majority of groups of students make similar levels of progress to their peers.

Areas of Strength	Areas for Improvement
• Children's progress in reading in Phase 1. • Students' ability to analyse and extract information from literary texts in Phases 3 and 4.	• Students' handwriting, spelling and punctuation in Phases 2 and 3.

Mathematics	- Students' achievement in mathematics is very good overall. Students' progress, as measured over time, across all phases is very good, and aligns with what is seen in lessons and their recent work. - Students' attainment, across all phases, as measured by internal tests, is aligned with what is seen in lessons. The majority of students, in Phase 2 attain above curriculum standards, whilst a large majority do so in Phases 1 and 3. Students attain at consistently high levels in their benchmarked assessments. Students in Phase 4 continue to perform in their A levels at outstanding levels. Their attainment at AS level is very good. - Children across Phase 1 progress strongly with their use of number. Their learning is related to real life and is practical. They use a range of manipulatives to secure their learning. At the Market Day role play event children are able to relate number skills to real life tasks by counting accurately and paying for items. Students in Phase 2 continue to link mathematical reasoning to real-life situations, for example, they buy artifacts from different countries within their allocated budget and are presented with related problem-solving tasks Their progress accelerates as they approach Phase 3. Students in Phases 3 and 4 learn extensively through increasingly complex multi-step problems, often in a form, which requires reading comprehension. Phase 4 students can independently apply the principle of conservation of momentum and the concept of impulse in mechanics. In the pure mathematics module, they can apply prior understanding of trigonometric identities to convert parametric equations into their Cartesian equivalents. Across the school students' ability to manipulate numbers mentally is less strong. - School data suggests there are no significant differences between the progress of different groups of students. According to the data, students with SEN progress more rapidly than other groups. A minority of observations in Phase 2 indicate that the progress of students with SEN is more variable.

Areas of Strength	**Areas for Improvement**
- The school-wide focus on applying mathematical reasoning to real-life situations. - Students' ability to solve complex multi-step problems across Phases 3 and 4.	Students' abilities to manipulate numbers mentally across all phases.

Science	• Students' achievement is very good in Phases 1, 2 and 3. It is outstanding in Phase 4. Internal data shows a large majority of students in Phases 1, 2 and 3 and most students in Phase 4 make progress that is above curriculum standards over time. This aligns with lesson observations and recent work samples.
	• Attainment during lessons and in work is very good in the first three phases and outstanding in Phase 4. This also validates internal data. Benchmark data indicates at least good and for a large majority, very good attainment in Phases 2 and 3. Internal data for Year 11 students reflect outstanding IGCSE results and Year 13 outstanding A-Level results across all sciences.
	• Phase 1 children begin independent exploration and accurately use age-appropriate investigation terminology. Each phase applies more scientifically accurate language to describe the scientific method, beginning with predictions in lower phases. By Phase 3 and 4, students confidently design their own fair test experiments based upon hypotheses. Phase 2 students begin to design their own investigations and Year 4 students carefully construct relevant questions to create a classification key for animal species. Year 6 students use modelling to illustrate the cause of real-world problems of cardiovascular disease and varicose veins. Year 7 students research how chromatography is used in different cultures, from pharmaceuticals to forensics. Year 8 physicists were surprised to establish that they can learn through mistakes in experiments when they discover findings significantly different from their predictions. Year 13 students confidently teach one another how to illustrate combination and separation of elements and compounds as formulae.
	• The large majority of groups of students make better than expected levels of progress.
	Areas of Strength	Areas for Improvement

	• Students' outcomes across all phases. • Use of age-appropriate scientific terminology in Phase 1. • Students' continued development of their expertise in the use of the scientific method across Phases 2, 3 and 4. • The application of scientific research into other cultures in Year 7.	• Students' ability to understand that they can learn effectively from their mistakes across all phases.

Other subjects	• Students' achievement in other subjects is very good overall. The other subjects sampled in the review were art, humanities, information and communication technology (ICT), physical education (PE), business studies, economics, geography, graphic design and psychology. Across the school the progress of students seen in lessons, and in their work is, overall, very good across all subjects. There is insufficient assessment data to judge progress over time. • The school's internal assessment data indicates attainment of students to be very good overall across all phases, including IGCSE and good attainment in AS courses, with outstanding attainment in art, PE and the A-level courses. There is no external assessment data for other subjects. In lessons and students' work attainment was seen to be very good across all phases. • In Phase 1 art, children explore 2D shapes to create pictures relating to mathematics. In PE they develop gross motor skills through exercises and using balls and hoops. In Phase 2 art, students produce textured landscapes using wavy, zigzag lines and dots inspired by UAE desert sand dunes. In PE, students effectively participate in handball, mastering dribbling, passing, and receiving techniques. In Year 3 ICT lessons, students use control technology to move a 'fish sprite' using x- and y-coordinates to build an animated fish tank. In Year 5, students use computer software to create a 3D living room and apply design tools to add detail. In Year 6 ICT, students design and create a jet game using game lab software. Students in Year 7 learn about directional movement (north, south, east and west) to create a logo of their own design. In Year 9, students are learning to apply Boolean logic to design circuits for different scenarios and testing them on given conditions. Year 10 students in graphic design learn to use Mind Maps to guide them in their project work. Year 11 business studies students learn about production and productivity and in art they identify key features of artists' work from colour and composition to medium. PE students in Phase 4 enjoy swimming sessions, showcasing freestyle strokes, coordinated breathing, and improved endurance. Year 12 geography students learn about key environmental and social challenges in urban areas, such as air pollution and cars. In economics, students analyse the consumption function and its determinants focusing on disposable income. Year 13 business studies students learn about and discuss the key factors of globalisation. Students of psychology study child attachment theories and autism spectrum disorder (ASD). Across the school, students' ability to independently innovate during other subject lessons is not well developed.

	• Most groups of students make better than expected progress. In a few lessons, lower attaining students do not make the progress that they are capable of.
	Areas of Strength / **Areas for Improvement**
	• Students' acquisition of physical and artistic skills. / • Students' ability to use their acquired skills to independently innovate.
	• Students' creative design, critical thinking, problem solving skills and application of ICT across all phases.

Learning Skills	• Students' learning skills are very good overall. Almost all students show great enthusiasm during lessons and engage well in their own learning. They have very positive attitudes toward their work and activities. They are generally actively engaged in lessons. These skills are less evident in Phase 2. Students in Phase 4 science take responsibility for designing their own experiments.
	• Students across all phases, collaborate and communicate well in pairs and in groups. They present their opinions fluently. Children in Phase 1 move between activities smoothly and cooperate in learning areas. Students in Phase 2 collaborate very well during a debate on the benefits of vengeance and forgiveness. Phase 3 students take responsibility for their learning through selecting starting points and next tasks in mathematics. Phase 4 students discuss coherently the pressures on people in society in the past, the present and specifically in the UAE. They relate their discussion to Arthur Miller's book 'Death of a Salesman'.
	• Across all phases students can make connections between what they are learning and real-life contexts and transfer their learning between subjects in the curriculum. For example, students in Phase 2 look at shapes in different countries and using Google Maps, count the faces of pyramids in Egypt and investigate their edges and vertices. This is not consistent across all subjects or year groups.
	• Students demonstrate positive critical thinking skills across all phases when presented with open tasks. Children in Phase 1 collaborate and make plans to rescue the first Emirati astronaut stranded in space. Students across all phases use enquiry and research skills together with learning technologies effectively in their work.
	Areas of Strength / **Areas for Improvement**

	• Students' ability to engage, collaborate and take responsibility for their learning. • Students' enquiry and research skills using learning technologies.	• Students' responsibility and engagement in learning in Phase 2.

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:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students display positive and responsible attitudes to learning. They are self-reliant and respond to critical feedback during lessons, online and in books. Year 1 and 2 students, some with limited English, understand written feedback as teachers go through it with them. Students are self-disciplined and respond well to others creating what older students describe as a large family. They acknowledge and appreciate the range of nationalities and cultures that underpin the inclusive community. Proactive involvement of senior students as mentors and safety rangers ensures bullying is extremely rare. Students model tolerance and so differences are resolved maturely.
- Relationships among students and between students and staff are mutually respectful. They support one another, whatever their needs. All students respect the school's values during lessons and throughout the school. Many older students lead learning and volunteer to work with younger classes, with administrators and the nurse.
- Students demonstrate excellent understanding of safe and healthy living. They participate in activities promoting healthy relationships, including keeping themselves and one another safe

online. They consistently make wise choices about their own health and safety. They share these during lessons, through assemblies and other special events.

- Attendance is at 98% which is outstanding and punctuality is high. Senior students are often in school at the weekend to help and a group recently spent a weekend cleaning what they view as a second home.

Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate excellent understanding of Islamic values and how to implement them in their daily life. This is evident across all phases, in all aspects of school life and in their interactions with the wider community and activities such as "Sunnah Week" and "Ramadan around the World".
- Students highly appreciate UAE traditions, culture and heritage. Student leaders organise national and cultural celebrations for all students. These include Flag Day, National Day, Martyrs Day and Tolerance Day. Students presented the culture and traditions of UAE during the heritage poetry club (Majlis Al-Sine). Students' art works are widely displayed around the school and successfully illustrate the heritage of the UAE. The school day starts with morning prayers and recitation of The Holy Qur'an.
- Students display what they perceive to be both Islamic values and British values of tolerance, democracy, rule of law, and mutual respect. They have a strong awareness of the range of world cultures represented in the school community and to those cultures which they are exposed to in most areas of the curriculum and through special events such as Global Day.

Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students are responsible and proactive. They regularly volunteer for roles within school. They apply entrepreneurial skills to fundraising for international projects. Students go out into the local streets providing food for disadvantaged people to break their fast, during Ramadan.
- The student council organises events and activities for their own students and for others. Students display a positive work ethic applied toward all activities as well as to their academic studies. Older students have seen many innovative developments evolving from their own original ideas. They are highly resourceful when constructing a case for developmental

funding or for activities. Students are equally tenacious supporting charitable or community projects locally and internationally, such as the digging of wells in India.

- Students care for the school and focus on improving its environment. Their sustainability garden includes furniture from recycled materials. Planting benefits both the garden and the wider community. Students are very familiar with the UAE's sustainability goals. They understand their role in achieving them, whether through their own activities or participation at a higher level in Model United Nations (MUN) and COP 28.

Areas of Strength:

- Students' self-discipline that ensures that the school is a calm and constructive environment and that all lessons are optimised as learning opportunities.
- The atmosphere that permeates the school, from early morning prayers to accurate recitation of The Holy Qur'an, reflects the Islamic culture and values.
- Students' increased understanding of different world cultures through regular connections made during lessons and through special student-led events.
- Students' participation in volunteering, community involvement and environmental awareness activities.

Areas for Improvement:

   None as this PS2 overall judgement is Outstanding

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

The quality of teaching and assessment is very good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good

- The overall quality of teaching is very good. Most teachers demonstrate very strong subject knowledge and a clear understanding of how students learn. They use a variety of

- approaches, including research-based activities, student-led lessons, and the use of artificial intelligence (AI) generated videos and simulations to ensure students' engagement. Teaching in mathematics and English across Phases 2 and 3 is not as consistently strong as in other subjects.
- Lesson planning is detailed, engaging, and supported by practical resources. During mathematics lessons, this aspect is more variable across lower Phase 2. Teachers model lessons effectively, optimising time and resources. Teachers in Phase 1 use well-structured visual aids that support children's writing.
- Teachers use diverse questioning techniques, fostering productive interactions and sustained dialogue. During the very effective lessons, students are encouraged to correct misunderstandings and extend their learning through teachers encouraging deeper student responses. Teachers in Phase 1 use engaging and challenging questions, which encourage children to think critically. For example, children solve the problem of making a nest for the red hen after it was destroyed. In English, across Phases 2 and 3, effective questioning is less consistent.
- In most core subjects, teachers plan activities effectively to meet the needs of diverse student groups, particularly in the Ministry of Education (MoE) subjects, where teachers provide highly effective levels of support and challenge. Teaching assistants and shadow teachers are well-trained and play an effective role in supporting learning. Critical thinking, problem-solving, innovation and independent learning skills are actively promoted across the school. For example, during a Phase 2 English lesson, students thoughtfully initiated a debate on the theme of vengeance and forgiveness based on their reading of Hamlet.

Assessment	Very Good	Very Good	Very Good	Very Good

- The school's internal assessment processes and procedures are rigorous and provide coherent and consistent information about students' attainment and progress. Systems are effectively linked to the school's curriculum standards and provide valid, reliable, and thorough measures of students' academic, personal, and social development. The school compares students' academic attainment with international standards and performance, using the CAT4, PASS, TALA, GL Progress Tests for English, mathematics and science, PIRLS, PISA, TIMSS and an extensive range of subjects at IGCSE, AS and A level examinations.
- Assessment data is analysed well and used to monitor and track students' progress, although the rigour of this process is not yet sufficiently personalised for students to be consistently involved in setting their own targets for new learning or development of skills in lessons. This remains an important area for further development. Student assessment information is used

very effectively to plan and guide teaching and the adaptation of the curriculum to offer a broad range of examination choices that enable all groups of students to achieve success at Phase 4.

- Teachers have very good knowledge of students' individual strengths and areas for development. They provide personalised challenge and support. Feedback to students is constructive. Strategies to include students in self- and peer-assessment is less well established.

Areas of Strength:

- Teachers' planning is effective in providing interesting and motivating learning activities.
- Teachers' and students' interactions are positive and supports learning effectively during lessons.
- Assessment systems that record students' attainment and track their progress very effectively across all subjects.

Areas for Improvement:

- Students' involvement in setting their own individual targets for improvement and identifying their next steps for learning.

PERFORMANCE STANDARD 4:
CURRICULUM

The quality of the curriculum is very good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	**Very Good**	**Very Good**	**Very Good**	**Outstanding**

- Students are very well prepared for each stage of their school life and life beyond school. The curriculum has a very clear rationale, is broad, balanced and complies with statutory requirements. It is effectively planned to ensure students develop a balance of skills, knowledge and understanding to help them build progressively on previous learning.

- An excellent range of curricular options is provided for upper Phase 3 and Phase 4 students to meet their interests and aspirations. Close consultations with students and parents are held to help in decisions regarding subject choices, ensuring students are fully prepared for their chosen careers and future education pathways. Life skills programmes, work experience placements and future graduate scholarships are offered to all eligible students. Cross-curricular links are planned within the curriculum, although this remains inconsistent. In the best lessons, teachers use a variety of real-life examples and UAE contexts to extend learning further.
- Regular and rigorous curriculum reviews are conducted following assessments and on a regular basis, and changes to the curriculum are incorporated. Parents are also informed of these changes.

Curriculum adaptation	Very Good	Very Good	Very Good	Very Good

- Curriculum modifications are well organised by subject areas to meet the needs of most students. The mostly effective interventions programmes in school, coupled with regular contacts with parents, focuses on the needs of all groups of students and their achievement.
- The school provides a very wide range of extra-curricular and sporting activities and competitions to match the needs and interests of the students and their academic and social development. In Phase 1, events such as the Market Day provide children with opportunities to develop their critical thinking, enterprise and inquiry-based learning. Opportunities for social contribution, enterprise and innovation, such as in the Robotics Club and debating events in upper school, are motivating factors for students.
- Very good learning experiences are provided to enable all students to develop a deep understanding of the UAE's values, culture, and society in relation to their areas of learning.

Areas of Strength:

- The range of curricular options and opportunities offered to older students.
- The variety of extra-curricular activities including competitions to meet the needs and aspirations of students.
- The deep appreciation of the Emirati traditions, culture and Islamic values.

Areas for Improvement:

- The implementation of cross-curricular links consistently across all subjects.
- The provision of enterprise and innovation opportunities in lower school.

The protection, care, guidance and support of students is outstanding overall.

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

- The school's safeguarding and child protection policy is comprehensive and effectively outlines all relevant procedures to ensure the safety and protection of students. The presence of a large number of Designated Safeguarding Leads (DSLs) ensures robust support. All staff members complete Level 1 and 2 safeguarding training. Information about the DSL personnel is prominently displayed throughout the school. A dedicated software system supports the recording and management of safeguarding incidents, enabling quick and efficient investigation of concerns. Students report feeling safe within the school environment.

- A wide range of health and safety policies and procedures are in place, ensuring a safe and secure environment. Oversight of practices is provided at the corporate level. Staff and student Safety Rangers are actively involved in monitoring and ensuring compliance. Recent improvements, such as the re-design of vehicle access to the school, successfully separates students from traffic. All staff participate in supervision duties during the start and end of the school day. Phase 1 children, who travel by one of the 86 school buses, are safely dropped off at their designated campus building. The buses leave the school site within 10 minutes of the end of the school day and this arrangement serves as a model for other schools. Additionally, significant investment has been made in closed-circuit television cameras that utilise AI software to monitor the premises.

- The school demonstrates exemplary practices in maintaining its facilities. QR codes are displayed to facilitate instant reporting of maintenance issues, which ensures swift resolution. Lifts and ramps are available for students with mobility challenges, providing

access to all areas of learning across Phases 1 to 4. The curriculum includes a Healthy Lifestyles programme, which is supported by the medical team and local community partners, such as the Sharjah Police. Students engage in various health-related activities, including Phase 1 visits to the Farmers' Market and the "Healthy Lunchbox" workshop which assists parents in making nutritious food choices for their children.

Care and support	Very Good	Very Good	Very Good	Very Good

- The school fosters an environment of support and respect, with strong relationships among staff that serve as a positive model for students. These strong relationships are reciprocated by students, who maintain excellent rapport with their teachers and supervisors. The school implements a positive behaviour management approach, and most parents report that their children have formed good friendships.
- School actions ensure that students' attendance is consistently high and nearly all students arrive punctually to lessons.
- A team comprising of two teachers and six learning support assistants, work to support students identified with SEN. There is a secure system for identifying these needs, involving collaboration between outside agencies, teachers and parents.
- Guidance on supporting students with SEN in the classroom is shared with teaching staff, although the effectiveness of these interventions can be variable, particularly in Phase 2. Students identified as gifted and talented (G&T) are provided with a wide range of experiences both within and beyond the school.
- Extensive guidance is provided to students, particularly in Phases 3 and 4, as they prepare for the next stages of their education or career pathways. Phase 4 students organise workshops focused on effective revision techniques for those preparing for IGCSEs. Both the students and their parents receive personalised advice regarding their options for AS- and A-level courses. When students reach Phase 4, a University Fair is organised to support their transition to higher education. Throughout all phases, the close relationships between teachers and students ensure that each student's wellbeing and personal development are closely monitored.

Areas of Strength:

- The extensive and rigorous attention to the safeguarding of students and highly effective systems which keep the site secure.
- The exemplary relationships between students and teachers and teachers and their colleagues.
- The promotion of very good attendance and punctuality.

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Areas for Improvement:
• The consistent and effective in-class support for students with SEN, particularly in Phase 2.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good overall.

Indicators:	
The effectiveness of leadership	**Very Good**

- The leadership is exceptionally successful in developing an ethos which creates a school that truly lives its vision and values. All senior leaders show a strong commitment to the UAE and Sharjah priorities, such as through the extensive use of benchmarking that extends well beyond requirements.
- Starting with the principal, and continuing down through senior and middle leaders, all leaders demonstrate a detailed understanding of the school, the curriculum and assessment. They understand what best practice in teaching, learning and assessment looks like and have the capacity and innovative skills necessary to move the school forward. Student leaders contribute significantly to both communication and decision making. All leaders work cohesively to ensure students' academic and personal development is of the highest quality.

Self-evaluation and improvement planning	**Very Good**

- The inclusive process for school self-evaluation results in the school having a clear, realistic and data-focused view of itself. Its evaluations, across almost all performance indicators, are closely reflected within this report. Priorities are drawn from the self-evaluation, the previous review report, and external audits. Improvement planning is effective and strategies and actions are clearly identified. These are not robustly tracked and monitored, although they do allow the school to find innovative and creative solutions to addressing its identified priorities.

Partnerships with parents and the community	**Very Good**

- Parents are actively engaged in school life. Literacy Week allows parents to read stories to students, and other events see parents talking about their occupations and presenting talks about their own culture. Parents have efficient means of communication with the school which are heavily used by teachers, leaders and parents. Parents feel well-informed.
- Students' reports are accessed through the school's student information system, and are swiftly followed up by parent and teacher meetings. Specialist external agencies hold workshops for parents and provide mental health services. Sharjah University supports the school, including through scholarships. The school has close links with The Noble Qur'an and Sunnah organisation and Sharjah Police, which have a positive impact on students' academic and social development.

Governance	Outstanding

- The governing board has expanded to include teacher, parent and student representation, together with representation from the owner. Governors have extensive knowledge of the school enabling them to effectively hold leaders to account. They set the principal time-specific targets, provide training for teachers and regular classroom visits, following which they provide feedback. They also meet with leaders, teachers and students. Their commitment is evident through observable improvements in students' academic success and personal development and wellbeing.

Management, staffing, facilities and resources	Outstanding

- For such a large school, the day-to-day management is extremely efficient. Strong infrastructure developments allow for rapid and effective communication and close monitoring of safety and safeguarding of students when online. Staffing is provided where there is a demand, such as running IGCSE and A-level classes for just one student, if required. The premises, facilities and resources are constantly being improved. The investment in play equipment and shading has transformed the outdoor learning and play environment into highly effective, safe and secure learning and social areas.

Areas of Strength:

- The effectiveness of the open and active communication between all leaders and stakeholders.
- The school's governance which holds leadership to account and ensures strong continuing professional development for all teacher and leaders.

- The school's routine investment in facilities, resources, and infrastructure that directly impacts on students' safety, security, and wellbeing.

Areas for Improvement:

- Leaders' regular monitoring of action plans, including the school improvement plan, so that remedial actions can be put into place even more quickly.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- In Phase 1, Arabic is taught by the Arabic homeroom teachers to Arab and non-Arab children. Across Phases 1, 2, and 3, The Arabic department consists of 56 teachers who provide instruction to approximately 4129 students (198 number of Arabic Classes), with a teacher-to-student ratio of approximately 1:21.
- The school has 8 libraries housing 5,193 Arabic books, 2,063 fiction Arabic books, and 3,130 non-fiction books. There is also a selection of e-books. Students have weekly scheduled library sessions, and they can borrow books at any time. Extra remedial Arabic classes are scheduled for students who require them.
- Reading is supported across Phases 1 and 2 by a specific reading programme, and through internal and external competitions. The school offers an extensive range of extra-curricular activities in Arabic, including internal competitions such as Kunnoz Al-Qawafi (Poetry Recitation) to enhance students' poetry memorisation and standard Arabic language fluency, a puppet theatre show, Arabic Week Competitions and a Public Speech Competition.
- Parents have a partnership with the school to enhance their children's reading through home activities and the school effectively engages parents in the process.

The school's use of external benchmarking data

- The school is fully compliant with the SPEA requirements for external international testing and examinations. The school exceeds the number of students required to be entered for these assessments. For example, GL Progress tests in English, mathematics and science are conducted for all students across Years 4 to 10. TALA (for AFL students) across Years 4 to 12. Years 4, 6, 8 and 10 students are entered for CAT4 tests. 15-year-old students are entered for PISA and Year 5 and 9 students for TIMSS. All Year 5 students are entered for PIRLS tests. Year 11 students are entered for the IGCSE. Years 12 and 13 students are entered for the AS or A-level examinations.

- The school raises the awareness of the importance of international examinations to parents and students very effectively. Parents and staff provide very effective support for students who enter the external international tests and examination. Information about the tests is clearly explained to students and parents through extensive communications, dedicated workshops, and educational displays across the school and student assemblies. The student scholarship scheme reinforces the importance of external assessments by recognising student achievement and rewarding those who excel in the GL Progress Tests, IGCSE and A-level examinations. All students from Year 4 to 11 are coached and prepared for the tests through practice tests with target grades established from the CAT4 and GL Progress Tests. Predicted grades for Year 11, 12 and 13 students are supported through classroom-based revision, preparation and examination familiarisation workshops.
- Students are made fully aware of all international test and examination results with individual reports through the online platform for all Year 4 to 11 students. There is further support provided through target grade stickers, celebrating students' individual CAT4 results and their predicted grades. The scheme is promoted further through displays in reception areas, online promotion and Phases 3 and 4 school meetings. These promotions provide students with a detailed breakdown of their performance in international assessments.
- Parents receive information about the results of their child's performance in the tests and examinations through the school's online platform. Letters to parents and dedicated workshops, including one-on-one meetings with teachers, are organised by the school.

Provision for Phase 1

- The school has 623 students in Phase 1. There are a total of 25 Foundation Stage (FS) classes, with 6 FS1 and 19 FS2 classes. Each class has an assigned teacher. Teachers are supported by teaching assistants across the phase. The teacher to child ratio is 1:9 across the whole of FS.
- Classes are spacious and equipped with an extensive range of learning resources providing a stimulating and enriching learning environment. Free flow provision is available in all classrooms. Learning hubs include a science, technology, engineering, art and mathematics room, food laboratory, library and gymnasium. These hubs provide a wide range of stimulating learning experiences for the children.
- There is an extremely spacious shaded outdoor area which is equipped with a wide variety of age appropriate and skill-based activity zones. These allow the children to develop key physical skills, collaborate and explore learning resources.
- There are highly effective induction and transition arrangements. A staggered start process during the induction allows children to become comfortable in the school setting. A baseline assessment is carried out on enrolment to assess children's developmental levels and establish their starting points for learning. These assessments are continually updated across Phase 1. When transitioning from FS2 to Year 1, children attend settling-in sessions with their new teacher. Parents are also invited to transition workshops run by the Phase 2 department.
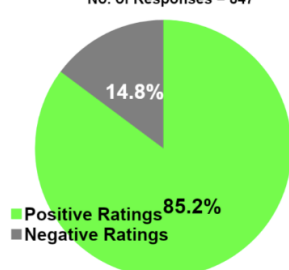
In the final term of FS2, the Early Years Foundation Stage Profile is completed and shared with both the Year 1 teacher and the child's parents.

VIEWS OF STAKEHOLDERS

PARENT SURVEY
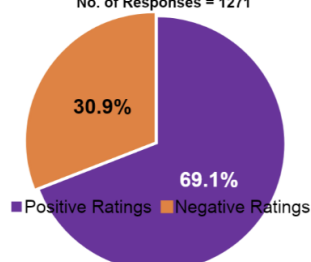
SCHOOL QUALITY & EFFECTIVENESS INDEX (24 Items)

No. of Responses = 847

14.8%
85.2%
■ Positive Ratings
■ Negative Ratings

STUDENT SURVEY

SCHOOL SATISFACTION INDEX (18 Items)

No. of Responses = 1271

30.9%
69.1%
■ Positive Ratings ■ Negative Ratings

TEACHER SURVEY

EDUCATIONAL QUALITY & EFFECTIVENESS INDEX (25 Items)

No. of Responses = 167

73.8%
■ Positive Ratings
■ Negative Ratings
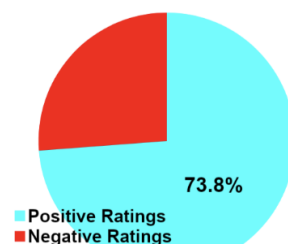
STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve further the effectiveness of teaching and learning across Phases 2 and 3 by:
    - analysing the areas of teaching across these phases that are not as strong and providing teachers with targeted training to ensure improvements can be made.
    - providing planned activities for students with SEN that are effectively matched to their level of ability particularly in Phase 2.

- Improve achievement in Phase 2 English and mathematics, and in Phase 3 English by:
    - using forensic data analysis of students' achievement to identify knowledge, skills and understanding that are currently not as strong as standards in other areas of the school.

- Improve the inclusion of cross-curricular links and links to UAE society by:
    - providing training on how to adjust curriculum planning to include examples and questions related to cross-curricular links and the UAE.

- building the learning experiences of students around explicit cross-curricular topics or using the UAE as a central pillar of the lesson or unit.

- Improve action planning, including the school improvement planning, by:
  - setting interim goals and interim success criteria for actions or strategies that have a long timeline and regularly monitoring the impact of the actions.

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.