



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)

German International School Sharjah  
11th to 14th November 2024



إتقان ITQAN

Overall  
Effectiveness  
**GOOD**

## TABLE OF CONTENTS

<b><u>PURPOSE AND SCOPE</u></b> .....	<b>2</b>
<b><u>THE SCHOOL PERFORMANCE REVIEW PROCESS</u></b> .....	<b>3</b>
<b><u>SCHOOL INFORMATION</u></b> .....	<b>5</b>
<b><u>SUMMARY OF REVIEW FINDINGS</u></b> .....	<b>7</b>
<b><u>MAIN REVIEW REPORT</u></b> .....	<b>8</b>
<b><u>Performance Standard 1:</u></b> .....	<b>8</b>
<b><u>Students' Achievement</u></b> .....	<b>8</b>
<b><u>Performance Standard 2:</u></b> .....	<b>18</b>
<b><u>Students' personal and social development and their innovation skills</u></b> .....	<b>18</b>
<b><u>Performance Standard 3:</u></b> .....	<b>19</b>
<b><u>Teaching and assessment</u></b> .....	<b>19</b>
<b><u>Performance Standard 4:</u></b> .....	<b>21</b>
<b><u>curriculum</u></b> .....	<b>21</b>
<b><u>Performance Standard 5:</u></b> .....	<b>22</b>
<b><u>the protection, care, guidance and support of students</u></b> .....	<b>22</b>
<b><u>Performance Standard 6:</u></b> .....	<b>23</b>
<b><u>Leadership and management</u></b> .....	<b>23</b>
<b><u>SPEA ADDITIONAL focus areas</u></b> .....	<b>25</b>
<b><u>VIEWS OF Stakeholders</u></b> .....	<b>27</b>
<b><u>STRATEGIC RECOMMENDATIONS &amp; NEXT STEPS</u></b> .....	<b>27</b>

## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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

## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

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

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

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

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

### Judgements

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

<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE

**School Performance Review of German International School Sharjah  
11 to 14 November 2024**

<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	The quality of performance is significantly below the expectation of the UAE

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

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

## SCHOOL INFORMATION

School	School ID	215
	School location	Al Abar, Sharjah
	Establishment date	01/09/1976
	Language of instruction	German
	School Curriculum	German IB / GIB mixed language IB
	Accreditation body	N/A
	Examination Board	Standing Conference of the Ministers of Education and Cultural Affairs of the Federal States (KMK)
	External Assessments International and Curriculum Benchmark Assessments	a) Thüringer Kompetenztest b) Mittlere Bildungsabschlüsse c) Mixed-Language International Baccalaureate
	Fee Range	AED 20,962 to AED 50,051
Staff	Principal	Sven Hertner
	Chair of board of governors	Haisam Mansour
	Total number of teachers	26
	Total number of teaching assistants	3
	Turnover rate	10%
Students	Teacher: student ratio	1:10
	Total number of students	251
	Total number of students per cycle/phase	Phase 1: 47 Phase 2: 81 Phase 3: 97 Phase 4: 26
	Pre-KG: number and gender	Boys: 3      Girls: 7 Boys: 16      Girls: 21
	KG: number and gender	
	Primary: number and gender	Boys: 38      Girls: 43
	Middle: number and gender	Boys: 53      Girls: 44
	High: number and gender	Boys: 14      Girls: 12
	Total number of Emirati students	0
	Pre-KG: Emirati number and gender	Boys: N/A      Girls: N/A Boys: N/A      Girls: N/A
	KG: Emirati number and	

### School Performance Review of German International School Sharjah 11 to 14 November 2024

	gender	
	Primary: Emirati number and gender	Boys: N/A      Girls: N/A
	Middle: Emirati number and gender	Boys: N/A      Girls: N/A
	High: Emirati number and gender	Boys: N/A      Girls: N/A
	Nationality groups (largest first)	1. German
		2. Egyptian
	Total number of students with special educational needs	5

# PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
<b>GOOD</b>	<b>GOOD</b>

## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers 80 lesson observations, 16 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is good. This is the same as the previous review report in January 2023. There are improvements in students' achievement from acceptable to good in mathematics and science in Primary and from good to very good in English and German in High. Students' achievement in other subjects is good overall. There is also improvement in progress in Arabic, Islamic Education, English, German, social studies and science in some phases of the school. Students' learning skills in Primary and Middle are good. Students' personal and social development is now very good overall with good understanding of Islamic values and students' personal development is now very good in Primary, Middle and High. Teachers plan and deliver good quality learning objectives using the German State of Thüringen curriculum in KG, Primary and Middle and the International baccalaureate (IB) curriculum in High. This provides good curriculum design over all phases of the school. Adaptation of the curriculum is acceptable, but it lacks sufficient cross-curricular aspects and links to UAE culture. The protection, care, guidance and support of students are good overall for all students and health and safety, including for child protection and safeguarding are very good. The principal and other leaders provide good leadership and management, which promote a positive learning environment for all students. Links with parents and the international community are very good and the effectiveness of governance is also very good.

### KEY AREAS OF STRENGTH:

- Students' very good progress across all phases in German, in English and social studies in High and in mathematics in Primary.
- Students' very good achievement in lessons in English and German in High and in mathematics and science in Primary.
- Students' good progress in Arabic and Islamic Education.
- The positive ethos of the school enables students' very good personal development.
- The very good partnerships with parents and the international community and the very good support of the governing body.
- The overall leadership, under the guidance of the committed principal, that meets the needs of all stakeholders and ensures that enrolment numbers continue to increase.

### KEY AREAS FOR IMPROVEMENT:

- Students' attainment in Arabic and Islamic Education across all phases so that it is consistently good or better.
- Students' achievement in all subjects in Primary, Middle and High so that it is consistently very good or better.
- The quality and effectiveness of teaching so that it is consistently very good or better.
- The adaptation of the curriculum so that it includes more cross-curricular aspects and links to the heritage and culture of the UAE.

**School Performance Review of German International School Sharjah  
11 to 14 November 2024**



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Arabic (as an additional Language)	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	Attainment	N/A	Very Good	Very Good	Very Good
	Progress	N/A	Very Good	Very Good	Very Good
English	Attainment	N/A	Good	Good	Very Good
	Progress	N/A	Good	Good	Very Good
Mathematics	Attainment	N/A	Very Good	Good	Good
	Progress	N/A	Good	Good	Good
Science	Attainment	N/A	Very Good	Good	Good
	Progress	N/A	Good	Good	Good
German	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Other subjects (Art, Music, PE)	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Learning Skills		Good	Good	Good	N/A

**School Performance Review of German International School Sharjah  
11 to 14 November 2024**

Islamic Education	<ul style="list-style-type: none"> <li>Students' achievement in Islamic Education is good overall. Internal data indicates good progress in Primary, Middle and High. This aligns with what was seen in lessons and in students' work over time where the majority of students make better than expected progress over time.</li> <li>There are no external examinations for Islamic Education. Internal assessment data indicates acceptable attainment in Primary, Middle and High. This aligns with the review findings. In lessons and in their work, most students attain in line with curriculum expectations.</li> <li>Primary students understand the concept of cooperation and helping others, and in lower Middle, most students demonstrate adequate understanding of the concepts of gaining acceptance and mercy from Allah (SWT) by loving their parents. In Primary, students can list the pillars of Islam and the pillars of faith. In High, students can explain the features of Islamic thought and provide supporting data; many have difficulty linking all elements of Islam. Across the school the memorisation of the Noble Hadeeth and several verses of the Holy Qur'an are good features of students' achievement as well as students' use of recitation rules in the higher grades in Primary and Middle.</li> <li>All groups of students make better than expected progress. Higher attaining, and gifted and talented (G&amp;T) students do not always receive sufficient levels of challenge to enable them to reach their full potential.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' memorisation skills for the Noble Hadeeth and a good number of the Holy Qur'anic verses across the school.</li> <li>Students' use of recitation rules in the higher grades in Primary and Middle.</li> </ul>	<ul style="list-style-type: none"> <li>Students' understanding about Islamic concepts across the school.</li> <li>Students' ability to link the elements of Islam in all phases.</li> </ul>

Arabic	<ul style="list-style-type: none"> <li>The achievement of students in Arabic as a first language (AFL) and Arabic as an additional Language (ASL) is good overall. Internal assessment data indicates good progress in Primary and Middle in AFL and ASL. This was observed during the review in lessons and in students' work over time where the majority make better than expected progress.</li> <li>The school does not carry out any external examinations for AFL and ASL. The internal results for last year, using the German 1 to 6 assessment scale are better than the year before. Students in Primary in AFL and ASL achieve better results than students in Middle. Internal assessment data indicates acceptable attainment in Primary and Middle in AFL and ASL. This was observed during the review.</li> <li>In lessons and in their work, most students attain in line with curriculum expectations. In AFL, Primary students' listening and reading comprehension skills improve at a faster rate than those of students in Middle. In Primary, students can read and analyse a variety of texts. Their writing skills in both phases are not well developed. In ASL, students in Primary can understand high frequency words and phrases and can create short sentences. Their creative writing skills are more developed in the higher grades than lower grades. Middle students' reading and writing skills are more confident than their speaking skills. Students listen well and demonstrate understanding of the required tasks. They are less skilled in speaking standard Arabic. The reading and comprehension skills of students in Middle vary. Their speaking skills for fluency remain underdeveloped.</li> <li>There is no significant difference in the rates of progress made by girls and boys.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' reading comprehension in AFL in Primary and in ASL in Middle.</li> <li>Students' listening skills in AFL in Primary and in ASL in Middle.</li> </ul>	<ul style="list-style-type: none"> <li>Students' creative writing skills in ASL in Middle, particularly the lower grades and in both phases in AFL.</li> <li>Students' speaking skills with fluency using standard Arabic in both phases in ASL.</li> </ul>

Social Studies	<ul style="list-style-type: none"> <li>Students' achievement in social studies is very good overall. Their written work over time indicates that the majority make good progress in Primary, Middle and High, but in the lessons sampled, some very good progress was seen.</li> <li>There are no external examinations for social studies. The internal assessment data for Primary, Middle and High indicates very good outcomes, which matches what is seen in lessons.</li> <li>Social studies is taught in German. Students make very good progress in their knowledge of the UAE. They can, for example, identify where places in the UAE are on a map of the world. However, they do not deepen their knowledge to understand about the natural features of the UAE, such as its landscape and culture. In Primary, students make very good gains in developing their understanding of what it means to be a responsible citizen and in Middle they make very good gains in learning about the importance of tourism and heritage. In High, they have a good understanding of globalisation in the world economies. However, students do not always undertake independent research to find out additional information in order to deepen their knowledge. Students' ability to discuss important world events is a strength across the school.</li> <li>Overall, most groups of students make similar rates of progress. Higher attaining students do not always make the progress of which they are capable.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' understanding aspects of life in the UAE across the school.</li> <li>Students' ability to discuss important world events in all phases.</li> </ul>	<ul style="list-style-type: none"> <li>Students' deeper understanding of the natural features and culture of the UAE across the school.</li> <li>Students' independent research to find out additional information in High.</li> </ul>

English	<ul style="list-style-type: none"> <li>Students' achievement in English is good overall. It is good in Primary and Middle, and very good in High where a large majority of students make better than expected progress. Internal data shows that all students In Grades 3 to 11 make outstanding progress. This does not match with what is seen in lessons and students' work over time in Primary and Middle, where the majority make better than expected progress and a large majority of students in High make better than expected progress.</li> <li>The school's internal data for attainment is outstanding for Primary, Middle and High. This does not match with what is seen in lessons and students' work, where the majority of students attain above curriculum standards in Primary and Middle, and a large majority of students attain above curriculum standards in High. External Middle school examination data for Grade 10 indicates outstanding attainment. IB Diploma data for Grade 12 is outstanding. Kompetenz tests last year for Primary and High are good.</li> <li>The majority of students in Primary and Middle make better than expected progress and in High, a large majority of students make better than expected progress. In Primary, students continue to develop their listening and speaking skills through 'talk and walk' activities where they use specific vocabulary to question their peers. However, reading and writing skills are less developed. In Middle, students use listening and oracy skills to make contrasts between their lifestyle and those of the native American Indians and the British settlers. By High, students use these skills to structure their thoughts and provide strong persuasive contributions in discussing gender equality in different cultures and leadership traits in role plays. Extended writing and the ability to summarise text in line with the German curriculum requirements is less developed across Primary, Middle and High.</li> <li>The majority of student groups make better than expected progress in Primary and Middle, and a large majority of groups of students in High make better than expected progress. Lower and Higher-attaining students in Primary, Middle and High do not always reach their full potential.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' listening and oracy skills, especially in Middle and High.</li> <li>Students' ability to structure their thoughts and provide persuasive contributions in discussions and role plays in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' reading and writing skills in Primary.</li> <li>Students' extended writing and summarising skills in Primary, Middle and High.</li> </ul>

Mathematics	<ul style="list-style-type: none"> <li>Students' achievement in mathematics is good overall. It is very good in Primary. In lessons and their work over time, the majority of students across all phases make better than expected progress. This does not match with the weaker data indicated in internal and external curriculum-related assessments.</li> <li>Overall, students' attainment is very good in Primary and good in all other phases. In Middle attainment of students in the Thüringer Kompetenz tests is slightly below average. External data shows weak attainment in High. Internally, attainment of at least the majority of students is at the expected levels in all phases. The attainment seen in books is at the expected level for most students.</li> <li>The majority of students in Primary, Middle and High demonstrate good progress. In Primary, students learn to relate 3-Dimensional shapes to objects that they see in everyday life. They have particularly strong skills of mental calculations. Probability is the strength of students in Middle. Strong skills in algebraic calculations enable students in High to grasp concepts of differentiation and integration. Students' skills in the application of formulae develop well in Middle and High. Students' can communicate their ideas and provide solutions in Primary, Middle and High. Investigative and problem-solving skills are less developed across all phases.</li> <li>Overall, all groups of students make similar rates of progress.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' skills in the application of formulae in Middle and High.</li> <li>Students' skills in mathematical communication of ideas and solutions in Primary, Middle and High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' attainment in external assessments in Primary, Middle and High.</li> <li>Students' problem solving and investigative skills in Primary, Middle and High.</li> </ul>

Science	<ul style="list-style-type: none"> <li>Students' achievement in science is good overall and it is very good in Primary. This reflects the large majority of students' making better than expected progress in lessons in Primary and their work over time and the majority of students' making better than expected progress in other phases. This does not align with the weaker results seen in external curriculum-related examinations.</li> <li>Overall, students' attainment is very good in Primary and good in Middle and High. External data shows weak attainment in High. Internal data indicates that the majority of students' attainment in Middle, and High exceeds the expected levels in biology and physics. Attainment levels are lower in chemistry. The majority of students' attainment seen in lessons and in their books is above curriculum standards.</li> <li>Students in Primary, Middle and High demonstrate good progress. In Primary, students learn about the world around them. They can explain the difference between types of apples and how a rain worm breathes. Comprehension of scientific texts needs further development. Students in Middle learn how to work with a microscope to study plant cell structures during biology lessons. In physics they learn about energy and in chemistry they can construct 3-Dimensional structures of isomers of simple alkane. In High, students learn about the influence of chemical elements on processes in common vegetables.</li> <li>Overall, all groups of students make similar rates of progress.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' skills of preparing and conducting experiments in Middle and High.</li> <li>Students' skills in scientific communication of ideas and solutions across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Students' attainment in external assessments in Primary, Middle and High.</li> <li>Students' skills of comprehension of scientific texts in Primary.</li> </ul>

## German

- Students' achievement in German is very good overall. Children's and students' achievement is very good overall in KG, Primary and Middle and very good in High. In lessons and in their work over time, the large majority of students make very good progress in KG, Primary and Middle and in High.
- Students' attainment is very good in KG, Primary and Middle and very good in High. Internal assessment shows very good attainment across the school. While this matches with what is seen in lessons and students' work in the higher grades in Middle and High, it does not match in KG, Primary and the lower grades in Middle. There is no external assessment for KG. German national Kompetenz test results show good attainment in Primary and Middle, which matches with what is seen in most lessons and students' work in these phases. IB tests show weak results in High, which does not match with the evidence from lessons and students' work which shows a large majority of students attaining above curriculum expectations.
- In KG, children make very good gains in understanding the German that they hear in lessons and show their comprehension by reacting physically or by saying words and short phrases to communicate their feelings or wishes. They acquire basic vocabulary, sing songs and start to form the letters. In Primary, students continue to make significant gains in listening and speaking skills, reading short texts confidently, having difficulty to speak at length. Higher attaining students read longer texts with fluency and good intonation. Students' extended writing is less well developed. In Middle students make very good gains in their listening skills and they become effective communicators orally. They make considerable gains in reading more complex and longer texts with fluency. They develop an awareness of grammatical structure and produce well-written shorter texts. Their progress towards producing accurate extended pieces of writing is less developed. In High, students discuss their ideas and express opinions, for example, when making presentations using appropriate vocabulary and register. They build high level reading skills, which enable them to gain access to and analyse complex literary texts. They can produce extended pieces of writing, which communicate their ideas in a wide variety of contexts and for a range of different purposes.
- There is little difference in the rates of progress of different groups.

### Areas of Strength

- Students' listening and reading skills across all phases.
- Students' ability to communicate orally across the school.

### Areas for Improvement

- Students' ability to speak at length in Primary.
- Students' extended writing in Middle, particularly the lower grades.



Other subjects	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is good overall. In lessons and in their work over time, the majority of students make good progress in Primary and Middle. Internal assessment data shows that students make good progress in Primary and Middle. There is no external assessment data available.</li> <li>The majority of students in Primary and Middle make better than expected progress. In music, in Primary, students can sing German Christmas carols with enthusiasm. In Middle, students beat out rhythms very successfully and link them to African cultures and to jazz.</li> <li>In Primary, non-native German speaking students can skilfully act out the scene from a play using lots of props. Higher attainers are challenged by the narrator roles they perform. In history, in Middle, students learn about hygiene and health problems in medieval towns and create imaginary dialogues on the market square where citizens discuss these issues. Students can analyse the significance of a painting of the Treaty of Versailles and deduce the roles of certain figures in the political decision-making process.</li> <li>In art in Middle, students discuss accurately and with confidence the missing elements in the sequence of a basketball in flight before creating a cartoon of moving images. In French in Middle, students use a digital dictionary and learn strategies for choosing the correct option from different translation applications. Students do not have enough opportunity to speak in French. In physical education (PE) in Middle, students successfully learn the technique of shot-putting after a lively warm-up phase.</li> <li>Overall higher attaining students are well challenged.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' engagement in history in Middle.</li> <li>Students' active participation in music, drama and role play including narration in Primary.</li> </ul>	<ul style="list-style-type: none"> <li>Students' oral communication skills in French in all phases.</li> </ul>

Learning Skills	<ul style="list-style-type: none"> <li>Students' learning skills in Primary, Middle and High are good. Students generally enjoy learning and take increased responsibility for their learning.</li> <li>Students interact with each other and their teachers in a positive way. When given the opportunity, they collaborate effectively. For example, in High in English, students work together to create persuasive discussions and presentations relating to gender inequality and leadership traits. Students in Middle and High can communicate their learning clearly although not as consistently in Primary.</li> <li>Across the school, students make clear connections between their learning and the world around them. For example, students in High make strong links to the USA through the curriculum and the recent voting for president, and students in Middle use their homes and places in the UAE to help them to learn prepositions.</li> <li>Critical thinking and problem-solving skills are developing features of learning. They are more common features in High. Most students can find things out for themselves and use technology effectively to support their learning.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' positive attitudes to learning in all phases.</li> <li>Students' collaborative skills, particularly in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' communication skills in Primary.</li> <li>Students' critical thinking and problem-solving skills particularly in Primary and Middle.</li> </ul>

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

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

Indicators:	KG	Primary	Middle	High
<b>Personal development</b>	<b>N/A</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"> <li>Students' personal and social development and their innovation skills are good overall. Their personal development is very good in Primary, Middle and High. Students have positive and responsible attitudes both towards learning and participation in extra-curricular activities, including the daily 'Morgenappell'. They seek and respond very well to critical feedback. Students' behaviour is very good, and bullying is very rare.</li> <li>Student and staff relationships are respectful and considerate. Students are sensitive to the needs of others, including those with special educational needs (SEN).</li> <li>Most students bring their own snacks from home and follow the school's policy of only healthy snacks during the first break. Students initiate or participate in activities that promote safe and healthy lifestyles.</li> <li>Students' attendance at 95% is good. Most students are punctual to lessons.</li> </ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>Across the school, students display an awareness of Islamic values and recognise their significance in daily life within the UAE. Students enjoy reciting the Holy Qur'an from Primary onwards. The school is active with charities for Ramadan every year. Students' knowledge and appreciation of UAE culture and heritage is still developing.</li> <li>Values of tolerance, respect, and care prevail within the school's environment. Students feel safe, treated fairly and nurtured. Older students organise interesting celebrations for national and Islamic occasions. In Primary, the teaching of Arabic has strengthened students' understanding of Islam.</li> <li>Students believe in coexistence, respect, and equality between nationalities. This is seen in many programs, such as, projects about world history and international day.</li> </ul>				
<b>Social responsibility and innovation skills</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>

**School Performance Review of German International School Sharjah  
11 to 14 November 2024**

- Students have a well-developed sense of civic responsibility and contribute to the wider community in a variety of ways; for example, by participating in an exchange programme with a German school in Izmir in Turkey and supporting social projects for children in an orphanage in Rwanda. Further opportunities would enable more students to participate in these activities.
- Students show a positive work ethic. Through projects such as 'Founding a Mock Company' and newly established partnerships with Hugo Boss, Dr. Oetker and BASF in Turkey, students acquire key skills to innovate and be creative.
- Students are well aware of environmental and sustainability concerns. They participate in the annual desert clean-up campaign and an ongoing battery collection challenge. The 'Go Green' initiative, where students independently plan and implement actions to protect the environment, has its main goal of achieving the status of a plastic-free school.

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

- Students' positive attitudes and relationships in Primary, Middle and High.
- Opportunities for students to develop their entrepreneurial skills in Middle and High.

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

- Students' wider involvement within the local community across the school.
- Students' deeper understanding of the heritage and culture of the UAE in all phases.

### **PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT**

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

<b>Indicators:</b>	<b>KG</b>	<b>Primary</b>	<b>Middle</b>	<b>High</b>
<b>Teaching for effective learning</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>	<b>Very Good</b>

- The overall quality of teaching for effective learning is good. It is good in Primary and Middle and very good in English, mathematics, science and German in High, where teachers' knowledge is effectively applied to help students learn. Teachers attend a range of internal and external professional development training and apply the knowledge gained in lessons. Lesson planning is purposeful and interesting, using a variety of approaches and resources including group and paired work, such as presenting, roleplays and hands on experiments and activities in science and mathematics, to create a positive environment enabling students to be successful learners.

- Teachers' interactions ensure students are keen to learn. They use questioning effectively to promote students' thoughtful and considered responses. Teachers encourage students' dialogue by sharing ideas through meaningful discussion.
- In most subjects in Primary, Middle and High, teachers plan appropriate challenge and support to adequately meet the needs of individuals and groups of students. However, this is not always consistently applied or sufficiently personalised due to insufficient differentiation, which is a developing feature across the school.
- Most teachers give attention to developing students' critical thinking, problem solving and independent learning skills, for example in French, Grade 9 students use applications to translate sentences and have to decide on the most appropriate translations. However, such practice is inconsistent across the school. Students' critical thinking and problem-solving skills are more systematically developed in High.

Assessment	N/A	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Assessment is acceptable across Primary, Middle and High. Internal assessment processes are consistent and linked to the school's curriculum standards to provide information that is used to evaluate students' progress. The school suitably benchmarks students' outcomes in IB and in the Thüringer Kompetenz tests.</li> <li>• Assessment data is analysed following subject tests and teachers keep records of students' progress. The use of assessment data to influence teachers planning and teaching across the school is inconsistent. Teachers do not sufficiently use the information to plan work that challenges groups of students of differing abilities, especially the higher attainers.</li> <li>• Teachers provide good oral feedback to students in lessons in High and have a reasonable understanding of students' strengths and weaknesses and what they need to do to improve in other phases. However, there are few written comments in students' books to indicate how individuals can improve their work. Students' evaluation of their own and other's work is an emerging feature across the school.</li> </ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"> <li>• Teachers' effective application of their knowledge in English, mathematics, science and German in High and of how students learn.</li> <li>• Teachers' interactions which ensure students are keen to learn.</li> </ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"> <li>• Teachers' use of differentiation and other approaches to meet the needs of all groups of students in Primary, Middle and High.</li> <li>• Teachers' use of assessment data to influence their planning and match learning activities more closely to students' different abilities, particularly higher attaining students in all phases.</li> </ul>				

## PERFORMANCE STANDARD 4: CURRICULUM

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

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>

- The quality of the curriculum is good. The curriculum is broad and balanced and follows all statutory requirements aligned to the German State Thüringen curriculum, the International Baccalaureate curriculum and the MoE syllabus for Arabic, Islamic Education and UAE social studies. The curriculum is planned well to ensure continuity and progression and aligns with the curriculum in Germany should students relocate.
- There are some curricular options provided for students in High to increase aspirations and university options. The options enhance students' opportunities to attend German universities, although students are sometimes limited to those subjects that are taught in German. In the German system, most subjects provided are mandatory for all students. Options are not available in Primary or Middle. Some cross-curricular links are planned, for example in Grade 10 biology, students use clay to model cells. Teachers often use real life examples to assist students' transfer of learning between different subjects for example, historical events in Germany linked to students' learning with English.
- A full curriculum review takes place annually which incorporates any new standards. Additional reviews take place half-termly across the departments taking into consideration student's examination results.

<b>Curriculum adaptation</b>	<b>N/A</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
------------------------------	------------	-------------------	-------------------	-------------------

- Curriculum adaptation is acceptable overall. Adequate curriculum modifications are made to meet the needs of most groups of students. The modifications do not consistently ensure sufficient support for lower attaining students or challenge for the higher attaining students, particularly in core subjects.
- The curriculum provides some opportunities for enterprise, innovation, critical thinking and social contribution, for example, the run for Rwanda, the battery challenge, the desert and beach cleanups, and 'Down to Earth', the COP 28 project that is being hosted by Grade 6 and 7 students. An appropriate range of extra-curricular activities are provided for Primary students, including cooking club, Arabic reading, football and French.
- Opportunities for students to develop their understanding of the UAE culture and society are few in lessons. Certain aspects are integrated through group trips to the Heritage Museum and Museum of the Future, and the celebration of national festivals and events.

<b>Areas of Strength:</b>
<ul style="list-style-type: none"> <li>The rationale of the curriculum to ensure continuity and progression across the school.</li> <li>Teachers' use of real-life examples to assist students' transfer of learning between different subjects across all phases.</li> </ul>
<b>Areas for Improvement:</b>
<ul style="list-style-type: none"> <li>The adaptation of the curriculum to meet the needs of all students across all phases.</li> <li>The integration of planned cross-curricular links and opportunities to further develop students' understanding of Emirati culture and UAE society across all phases.</li> </ul>

<b>PERFORMANCE STANDARD 5: THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS</b>				
<b>The protection, care, guidance and support of students are good overall.</b>				
<b>Indicators:</b>	<b>KG</b>	<b>Primary</b>	<b>Middle</b>	<b>High</b>
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>N/A</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"> <li>The protection, care, guidance and support of students are good overall. Health and safety including arrangements for child protection and safeguarding are very good. Students and staff are aware of the rigorous policies that regulate child protection and safeguarding. The school is effective in protecting students from all forms of abuse, including through the internet and social media.</li> <li>The school provides a secure environment and keeps a record of incidents affecting students' health and safety along with information about action taken. Some of these records are brief and do not contain sufficient information about specific details of the incident. The learning environment supports students' learning well. The school is clean and well maintained.</li> <li>The school systematically promotes safe and healthy living through specific curriculum content, related posters and information around the school and through weekly 'Healthy Thursdays' activities. Appropriate measures are taken to provide reasonable protection from the sun, including shading and ready access to fresh drinking water.</li> </ul>				
<b>Care and support</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>

**School Performance Review of German International School Sharjah  
11 to 14 November 2024**

- Led by the senior management team, the school operates in an atmosphere of mutual respect between students and teachers. Systems for managing behaviour are successful and include a code of behaviour, which is understood clearly by the whole school community, including parents.
- The school keeps accurate records of attendance. Parents are notified promptly of any concerns about individual students.
- The school is inclusive and provides a welcoming and nurturing environment for all students.
- The systems to identify and support students with SEN or G&T students are a work in progress across the school.
- The school has reliable systems for monitoring the wellbeing and personal development of all students. Older students receive career and academic support in making choices about careers and further study pathways.

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

- The staff and students' mutually respectful relationships and behaviour management across all phases.
- The school's systematic promotion of students' safe and healthy lifestyles across the school.

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

- The specific detail of incidents logged in health and safety records.
- The identification and support for students with SEN and G&T students across the school.

### **PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT**

**The quality of leadership and management is good overall.**

#### **Indicators:**

##### **The effectiveness of leadership**

**Good**

- Leadership and management are good overall. Leaders at all levels, led by a committed principal and guided by the Central Office for German Schools Abroad, ensure a shared strategic direction for the school, which encompasses all German and some UAE National and Emirate priorities. These are set out clearly in the school's mission statement and strategic plans.
- Senior leaders, including the principal, have a significant teaching commitment, which is a requirement of the German authorities. This contributes to their thorough knowledge of the curriculum and best practices in teaching, learning and assessment. They are effective in establishing a positive learning culture and clear focus on the school's performance which

**School Performance Review of German International School Sharjah  
11 to 14 November 2024**



compares well to German Gymnasien schools worldwide. Effective professional communication and relationships result in positive morale throughout the school. The leadership responsibilities are distributed effectively across the senior and middle leadership teams, and necessary actions are taken to ensure that the school is compliant with all statutory requirements.

#### **Self-evaluation and improvement planning**

**Good**

- The school's improvement planning is based on a systematic 3 stage self-evaluation cycle, using internal and external data, including benchmarking within the German school system. This results in the school knowing its strengths and weaknesses very well and being able to establish clear priorities. The principal and other senior leaders effectively monitor teaching and learning and their attention is now centred on students' achievement. The school improvement plans are coherent and contain well-focused goals, which enable the school to creatively meet the priorities of the German authorities. There has been improvement in several areas since the previous review, but not all recommendations have been fully achieved.

#### **Partnerships with parents and the community**

**Very Good**

- The school successfully engages with parents, resulting in their involvement as partners in their children's learning and school life. Parents' views on improvement priorities are fully considered and their feedback and ideas are incorporated into the school's planning processes. Most parents are very positive and feel their involvement contributes to raising standards. The school maintains effective, ongoing communication with parents through the 'Elterncafé', workshops, emails, newsletters and meetings. Parents are well informed about their children's learning and development. Parents of children with SEN feel particularly well supported. The school reports regularly and comprehensively on their academic progress and personal development and the next steps in their children's learning.
- The school makes regular social contributions to the local community and there are very extensive partnerships in the local and international community, which have a highly positive impact on students' learning, development and achievements. There is much interaction with educational institutions, locally and in Germany, France and Africa, through competitions, study visits and cultural exchanges.

#### **Governance**

**Very Good**

- The governing body comprises representatives from all school stakeholders, who collectively have a wide range of relevant experience. The governors regularly visit the school to meet leaders, teachers and students. They consistently seek and consider the views of stakeholders. From their discussions, they gain a detailed knowledge of the school, which enables them to effectively hold the school to account, meet all statutory requirements and have a positive impact on performance. The governors also ensure that the school has very good levels of staffing and resources.

Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> <li>Almost all aspects of the day-to-day management of the school are very well organised which has a positive impact on students' achievements and wellbeing. The school has a very good level of staffing to align with its vision. All teachers are very well qualified, and the senior leaders have developed an extensive programme of professional development matched closely to their needs and school priorities. The school's premises are clean and well maintained. There are many specialist areas for sport, music and science. There are also indoor and attractive outdoor play areas for children in KG, including a small area for children to grow potatoes. The sports facilities include a swimming pool and playing fields. There is no indoor gymnasium.</li> </ul>	
<b>Areas of Strength:</b>	
<ul style="list-style-type: none"> <li>Leaders' knowledge of the curriculum and best practices in teaching, learning and assessment.</li> <li>The strong partnerships with parents and the community that benefit all students.</li> </ul>	
<b>Areas for Improvement:</b>	
<ul style="list-style-type: none"> <li>Leaders' setting of clear goals in improvement plans, focused on moving the school forward more rapidly to meet all the priorities of the UAE.</li> <li>The construction of the planned gymnasium to offer improved opportunities in PE.</li> </ul>	

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The Arabic department consists of 5 teachers, who provide instruction to approximately 204 students from Grades 1 to 12, with a teacher to student ratio of approximately 1:41.
- The school features a library with 345 Arabic books and a selection of e-books. All grade levels have weekly scheduled library sessions and students are welcome to visit during break times. Additionally, students read extra materials to enhance their speaking. In the library the school provides a group of books called 'Abjadiat' and 'Kutubee', in addition to a variety of reading materials and stories that are easy to access. The books are not clearly classified as fiction and non-fiction. The Middle and High corridor has a bookcase with Arabic stories for students to borrow.
- The school offers extra-curricular activities in Arabic, including competitions with other schools such as the French International School. Students are also encouraged to participate in morning assembly reading competitions.
- Parents are encouraged to support their children with related tasks and participate in reading activities.

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

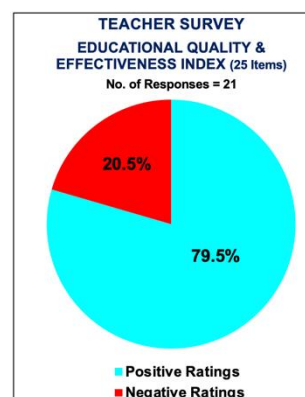
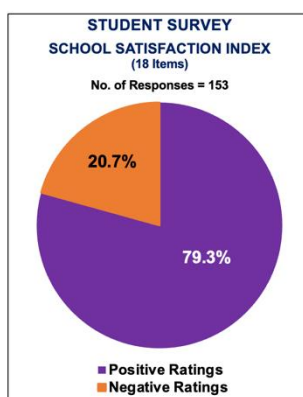
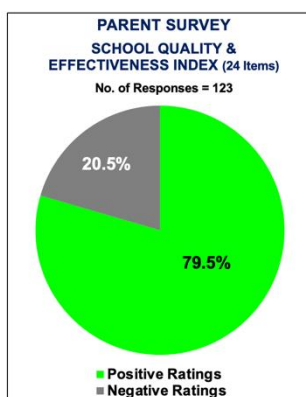
- Every year students in Grades 3, 6 and 8 are entered for the Thüringen Kompetenz tests in German, English and mathematics. The results enable the school to compare attainment with that of the students in Gymnasien in the State of Thüringen.

- Students annually take the Gymnasium or Realschule National examinations in German, English and mathematics. Grade 12 students take the annual IB tests.
- Teachers prepare students for written and oral examinations by organising regular mock examinations. Mock examinations often take the form of presentations about students' work in High and about topics covered in science and history in Grade 10. There are also mock written examinations in Grade 10 in several subjects and an oral mock examination in Grade 12 for IB.
- Individual students receive the results of the Kompetenz tests with suggestions for improvement. The school informs students and their parents of the results of all mock examinations and the Kompetenz tests. The feedback from the Kompetenz tests includes information about average marks for each subject and shows the average for other German schools in the State of Thüringen.

### **Provision for KG**

- In line with the German state system, KG provision does not officially provide teaching in subject areas. The provision is voluntary for parents and focuses on promoting children's social development through a range of play activities. The school has 3 KG classes. Each class has 2 teachers and 2 teaching assistants. The child to teacher ratio is 1:8. The school follows the Thüringen curriculum plan for KG and children are exposed to German as a foreign language daily and Arabic language once a week. This prepares them well for entry into Primary.
- There are 3 spacious classrooms inside KG. There is a multifunctional room used for German, Arabic and exercise sessions. There is an open hall area, and within the rooms, the KG has role play, construction, fine motor skills areas as well as a kitchen and family area resembling a home environment.
- There is a spacious enclosed outdoor environment with a good range of learning resources including a sandpit, train, castle and pavilion play areas, swings, slides climbing areas and space for running activities, football, scooters and bicycles. A small area has been put aside for the children to grow potatoes.
- Children and families are given a full briefing about starting in KG. They are invited to meet the teachers and see the classrooms prior to starting and a settling-in period is arranged with parents. When moving into Grade 1, the school organises a range of sessions taught by Primary teachers to ensure that the transition of children from the KG into Grade 1 is smooth and anxiety free.

## VIEWS OF STAKEHOLDERS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment in Arabic and Islamic Education across all phases by:
  - setting consistently high expectations for all students.
  - using a wider range of activities to motivate students.
  - developing more variety in teaching styles.
  - enabling students' independent learning skills.
- Improve students' achievement in all subjects in Primary, Middle and High by:
  - modifying the curriculum to meet the requirements of benchmarking examinations in all subjects.
  - aligning lesson objectives to national and international expectations.
  - ensuring students are consistently working at appropriate levels.
  - developing activities that promote students' interests and aspirations.
- Improve the quality and effectiveness of teaching so that it is consistently very good or better by:
  - setting consistently high expectations for all students.
  - making sure that assessment data is used to influence teachers' planning and match learning activities more closely to students' different abilities, particularly higher attaining students.
  - ensuring that all lessons have a logical sequence of activities, which achieve learning goals.
  - promoting students' critical thinking and problem-solving skills.
- Improve the curriculum so that it includes more cross-curricular aspects and links to the heritage and culture of the UAE by:
  - including links to other subjects in all lesson planning.
  - including links to the real world where possible.
  - asking students to regularly reflect on how a lesson can relate to UAE heritage and culture.

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

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

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

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