



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Star Private School

19-22 January 2026

Overall Effectiveness

Good



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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, Phase 3 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	172
	School location	Al Azra, Sharjah
	Establishment date	2003
	Language of instruction	English
	School curriculum	National Curriculum for England
	Accreditation body	Cambridge International Education
	Examination Board	Cambridge Assessment International Education
	External assessments International and Curriculum Benchmark Assessments	CAT 4, GL, PIRLS, TIMSS, ABA, NGRT
Staff 	Fee range	AED 7,060 – AED 11,250
	Principal	Samira Nabil
	Chair of Board of Governors	Jesus Lall
	Total number of teachers	69
	Total number of teaching assistants	10
Students 	Turnover rate	21%
	Teacher: student ratio	1:18
	Total number of students	1232
	Total number of students per cycle/phase	Phase 1 (EYFS): 122 Phase 2: 809 Phase 3: 301 Phase 4: N/A
	Pre-PHASE 1: number and gender	N/A
	Phase 1: number and gender	Boys: 49 Girls: 73
	Phase 2: number and gender	Boys: 400 Girls: 409
	Phase 3: number and gender	Boys: 153 Girls: 148
	Phase 4: number and gender	Boys: N/A Girls: N/A
	Total number of Emirati students	2
	Pre-PHASE 1: Emirati number and gender	N/A
	Phase 1 EYFS: Emirati number and gender	Boys: 0 Girls: 1
	Phase 2: Emirati number and gender	Boys: 0 Girls: 0
	Phase 3: Emirati number and gender	Boys: 1 Girls: 0
	Phase 4: Emirati number and gender	Boys: N/A Girls: N/A
	Nationality groups	1. Pakistani 2. Egyptian
	Total number of students with special educational needs (SEN)	49



PROGRESS JOURNEY

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



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 173 lesson observations, of which 66 were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. As at the previous review in March 2024, students' achievement and their learning skills remain good overall. Since the last review, there have been clear improvements in a number of subjects and performance indicators. Art is now very good across the school, and achievement in science, ICT, French and Life Literacy is very good in Phase 3. Students' personal and social development has improved from good to very good, with students demonstrating positive attitudes, strong relationships and a secure understanding of values that support their wellbeing. The quality of teaching is securely good overall, with increasing evidence of very good practice, particularly in Phase 3. Effective systems are in place to assess students' achievement and track progress over time. The school follows the English National Curriculum, and through the planned curriculum, students are well prepared for the next phase of their education. In the main, the curriculum is suitably adapted to meet students' needs and interests. The protection, care, guidance and support of students have improved from good to very good, with a strong emphasis on inclusion and support for students of determination. Leaders continue to drive improvement and demonstrate good capacity to strengthen the school further.

KEY AREAS OF STRENGTH:

- Sustained good achievement and improving progress in science, art, IT, French and Life Literacy.
- The behaviour, attitudes and relationships of students across the school.
- Students' strong appreciation of Islamic values and of UAE heritage and culture, and their involvement in sustainability and conservation.
- Teachers' confident subject knowledge and understanding of learning.
- The curriculum in Phase 1 enriches children's learning and development.
- The provision for care, welfare and safeguarding across the school.
- The leadership of the principal and other leaders in building a culture for learning, where students enjoy learning and are motivated to succeed.
- The very strong partnerships with parents and governors.

KEY AREAS FOR IMPROVEMENT:

- Overall achievement so that it is consistently very good across all phases.
- Students' collaboration and communication skills across the school.
- Teaching to meet the needs of all groups of students.



- Adaptations to the curriculum, with particular focus on higher-attaining and gifted and talented (G&T) students.
- Leadership in Phase 3, including the systems for monitoring and evaluating the quality of teaching.
- Governance, including engagement with external stakeholders to address accommodation constraints that limit the school's future development.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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



Islamic Education	- Students' achievement in Islamic Education is good overall. The school's internal assessment data shows that students' progress is outstanding in Phases 1, 2 and 3. This does not match with progress seen in lessons and in students' work where the majority of students make better than expected progress in all three phases. - The school's internal assessment data shows outstanding attainment in Phase 1, and very good attainment in Phases 2 and 3. This does not match with the attainment seen in lessons and in students' work where the majority of students attain above curriculum standards in all three phases. There is no externally benchmarked assessment in Islamic Education. - In Phase 1, the majority of children can recite short Surahs of the Holy Qur'an such as Surah Al-Ikhlās. They recognize and appreciate behaviour etiquettes and the value of cleanliness in Islam. However, a few children struggle to give examples of how these ideas apply in their own life. The majority of students in Phase 2 can recognise the Pillars of Faith, appreciate their parents' values and interpret some of Prophet Muhammad's (PBUH) Noble Hadeeths, for example in references to modesty and wasting money unnecessarily. A few students struggle with interpreting some words in the Noble Hadeeth correctly. In Phase 3, the majority of students demonstrate thorough understanding of Islam's main events such as the Battle of Badr and the Treaty of al-Hudaybiya reconciliation and its main conditions. They can explain how these events were beneficial to Muslims. Students learn to appreciate the importance of the role of women in Islam, and how Umm Salamah provided Prophet Muhammad (PBUH) with a consultation that helped solve problems he was encountering. A few students have difficulty with some of the meanings in the texts they work with in lessons. - Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	- Children's knowledge of the correct etiquettes and the value of cleanliness in Islam in Phase 1. - Students' understanding of the role of women in Islam in Phase 3. - Students' ability to differentiate between concepts such as modesty and excessive spending in Phase 2.	- Children's ability to give examples of how Islamic values apply in their lives in Phase 1. - Students' ability to interpret the Noble Hadeeth words in Phase 2. - Students' ability to interpret some verses of the Holy Qur'an correctly in Phase 3.



Arabic Language	- Students' achievement in Arabic is good overall for Arabic as first language (AFL) and acceptable overall for Arabic as a second language (ASL). The school's internal assessment data for AFL and ASL indicates outstanding student progress in Phases 1, 2 and 3 in both subjects. However, in lessons and in their work, the majority of students make better than expected progress in AFL in Phases 1, 2 and 3, and in Phase 1 in ASL. In phases 2 and 3 in ASL, most students make expected progress. - The school's internal data shows that attainment is very good for AFL in Phases 1, 2 and 3 and is good for ASL across the same three phases. This is not seen in lessons and in students work where a majority of students in all three phases attain above curriculum standards in AFL and most students in ASL attain in line with curriculum standards except in Phase 1 where the majority of children attain above curriculum standards. In the TALA exam, most students achieve at expected levels of attainment. - In Phase 1, children in AFL and ASL can recognise, speak, read and write several letters. They can recognise them in words, although a few children struggle with spotting the letters they are learning. In AFL, most students in Phase 2 speak about different topics, read short paragraphs and elicit the title of the story. They point out verbs, prepositions and nouns contained in the text. A few students struggle with speaking standard Arabic. In Phase 3, students speak confidently and are able to write sentences and paragraphs although their grammar is not always accurate. Their extended writing is less well developed. In ASL, in Phase 2, most students read and speak simple sentences adequately, but their reading comprehension skills are less well developed. They recognise some words and their opposites and differentiate between singular and plural nouns. In Phase 3, most students make expected progress in writing short paragraphs, but a few make dictation and grammar mistakes. Students speak and read adequately about different topics such as about new and old means of transportation. - The majority of groups of students in AFL make better than expected progress, and in ASL, all groups make at least expected progress. Students of determination typically progress well due to the support they receive.	
	Areas of Strength	Areas for Improvement
	- Children's recognition of letters in AFL and ASL in Phase 1. - Students' ability to speak and express themselves confidently in Phase 3. - Students' ability to recognise some words and differentiate between singular and plural nouns in ASL.	- Students' extended writing in Phase 3 in AFL. - Students' comprehension and reading in ASL in Phases 2 and 3. - Students' speaking in standard Arabic in Phase 2 in AFL.



Social Studies	- Students' achievement in social studies is good overall. The school's internal data shows good progress in Phase 2 and acceptable progress in Phase 3. This does not match the progress seen in lessons and in students' work, where the majority of students make better than expected progress in Phases 2 and 3. - The school's internal data shows that attainment is good in Phase 2 and acceptable in Phase 3. This does not match what is seen in lessons and students work, which shows that in Phase 2, the majority of students attain levels that are above curriculum standards, and most attain in line with curriculum standards in Phase 3. There is no external data for social studies. - Overall, students in Phase 2 make good progress in lessons and in their work, and acceptable progress in Phase 3. The majority of students in Phase 2 gain knowledge and explore pearl diving and how it was a vital source of income in the past. They sometimes lack the ability to discuss in depth how oil has driven the UAE's economic growth over the years. In Phase 3, the majority of students understand about the geography and topography of the UAE and can tell the east and west coastal valleys apart, explaining what makes each one unique. However, their explanations lack depth in exploring how these geographical features contributed to the success of the UAE's sea trade with neighbouring countries. - Overall, the majority of groups of students make above expected progress. At times, higher-attaining students do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	- Students' knowledge and understanding of the UAEs traditional trade practices and how they contributed to economic growth and societal development. in Phases 2 and 3 - Students' ability to discuss the UAE's physical geography and its role in shaping the country's development in all phases.	- Students' in-depth knowledge about the impact of oil and other natural resources in shaping and developing the UAE in Phase 2. - Students' ability to analyse geographical features on maps and interpret their significance in Phase 3.



English	- Students' achievement in English is good overall. The school's internal data indicates that students make good progress in Phases 1, 2 and 3. However, in lessons and in their work, the large majority of children in Phase 1 make above expected progress, while in Phases 2 and 3, the majority of students make above expected progress. - The school's internal assessment data shows that students' attainment is good in phases 1, 2 and 3. This match what is seen in lessons and students work, which also shows that the majority of students attain above curriculum standards. External test results show that attainment is good in Phase 3. - In Phase 1, the large majority of children learn to recognise letter sounds, blend and segment words accurately and read simple words. They can write short phrases and simple sentences with emerging control of phonics and spelling. In Phase 2, the majority of students develop their speaking and listening skills and show increasing confidence in reading aloud, discussing texts and writing short sentences. Students can apply persuasive and descriptive techniques, although sentence accuracy, paragraphing and punctuation are not always secure. In Phase 3, the majority of students articulate personal responses to texts confidently, engage in debate and discussion with good reasoning skills, and demonstrate secure spoken language. Their written analytical responses show understanding of themes and ideas, although depth of analysis and use of evidence remain variable. Across the school, students do not undertake extended writing sufficiently. - The majority of groups of students make better than expected progress overall. However, girls make slightly better progress than boys, as their speaking skills are more secure. Overall, across the school, higher-attaining students do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	- Children's reading and phonics skills in Phase 1. - Students' oral responses and the use of persuasive and descriptive language in Phase 2. - Phase 3 girls' spoken communication, reasoning and discussion.	- Students' extended writing in Phases 2 and 3. - Students' accuracy of sentence structure, paragraphing and punctuation in Phase 2.



Mathematics	- Students' achievement in mathematics is good overall. The school's internal data indicates that students make good progress in Phases 1, 2 and 3. This aligns with what is seen in lessons and in students' work, where the majority of students make better than expected progress in all three phases. - Internal assessment data indicates that attainment is good in Phases 1, 2 and 3. This aligns with evidence from lessons and students' work, which also shows that the attainment of the majority of students is above curriculum standards across all three phases. CAT4 and TIMSS data indicate good attainment in Phases 2 and 3. There is no external attainment data for Phase 1. - The majority of students demonstrate good mathematical knowledge and skills across the school. In Phase 1, the majority of children can write simple mathematical sentences using plus and equals symbols. In Phase 2, the majority of students can use measurement successfully, although a minority are unsure about the correct units for measuring length. They also show a good knowledge of regular and irregular shapes and their properties. In Phase 3, the majority of students can calculate the surface area of prisms and the volume of a cylinder, although a minority are unsure how to substitute values accurately into the formula. - Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	- Students' knowledge of regular and irregular shapes in Phase 2. - Children's ability to write simple mathematical sentences in Phase 1. - Students' ability to calculate the surface area of a prism in Phase 3.	- Students' ability to consistently recognise the correct units of length in Phase 2. - Students' ability to substitute values accurately into formulae in Phase 3.



Science	- Students' achievement in science is good overall. The school's internal data shows that students make very good progress in Phase 1 and good progress in Phases 2 and 3. In lessons and in their work, the majority of students in Phases 1 and 2 make above expected progress, while the large majority make above than expected progress in Phase 3. - The school's internal data shows that attainment is very good in Phase 1 and good in Phases 2 and 3. This does not fully match with that seen in lessons and in students' work, which shows that the majority of students reach levels of attainment which are above curriculum standards in all three phases. External data shows that attainment is acceptable in Phases 2 and 3 although only one year group in Phase 3 was entered for the assessment. - Overall, the majority of students make better than expected progress. The majority of children in Phase 1 develop good skills in identifying people in the community who keep them safe and healthy. Students in Phase 2 progressively develop scientific investigation skills. For example, Year 4 students construct simple electrical circuits and investigate the materials which are conductors of electricity. Year 6 students perform simple investigations to explore the reflection and refraction of light, recording their observations appropriately and accurately. The report writing skills of the Phase 2 students are generally underdeveloped as is their confidence in talking about science using appropriate terminology. The large majority of Phase 3 students understand scientific principles and carry out more complex investigations, for example, comparing the vitamin C content of various foods and applying their findings to the implications for a healthy diet. They are, however, less secure in their understanding about how to conduct a fair test and about the concept of dependent and independent variables. - The majority of groups of students make better than expected progress overall although girls make slightly stronger progress than the boys in all phases. Some higher-attaining students do not make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	- Students' observation and recording skills in Phase 2. - Students' confidence in handling scientific apparatus in practical investigations in all phases. - Students' application of science to real-life situations.	- Students' understanding of dependent and independent variables in experimental design in Phase 3. - Students' report writing skills and confident use of scientific terminology when discussing their work in Phase 2.



Other subjects	- Students' achievement in other subjects is good overall. The school's internal data shows that students make outstanding progress in phases 1, 2 and 3. This does not match what is seen in lessons and in students' work, where the majority of students make better than expected progress in phases 1 and 2 and the large majority make better than expected progress in Phase 3. - The school's internal data shows that attainment is outstanding in phases 2 and 3. This does not align with what is seen in lessons and in students' work, which show that the majority of students attain above curriculum standards in phases 1 and 2 and the large majority attain above curriculum standards in Phase 3. Students reach very good standards in art and IT across the school, and in French and Life Literacy in Phase 3. There are no external tests taken in other subjects. - In art, in Phases 1, 2 and 3, students produce attractive drawings, collage and paintings and, by Phase 3, demonstrate strongly imaginative approaches. For example, Year 9 students depicted visual illusions. IT work with robotics is good in Phase 2 and very good in Phase 3, where students develop secure programming skills, including building robotic vehicles and programming sensors. Overall, students demonstrate good skills in a range of physical activities in PE. However, progress is limited at times by periods of inactivity and waiting, which reduce opportunities for sustained practice. Students begin French in Phase 2 and gain good knowledge and understanding of vocabulary, although opportunities to speak in sentences and short phrases are limited. In Phase 3, students speak confidently in sentences with clear pronunciation and can explain, for example, which shops to visit to buy breakfast foods. In Life Literacy, Phase 2 students gain a good understanding of everyday social responsibilities, while Phase 3 students articulate their ideas very well during discussions about cyberbullying and online behaviour. - Overall, the majority of groups of students make better than expected progress in Phases 1, 2 and 3. Across the school, higher-attaining and G&T students do not always progress as rapidly as they could.	
	Areas of Strengths	Areas for Improvement
	- Students' artwork across the school. - Students understanding of robotics in Phases 2 and 3. - Students' skills in Life Literacy and French in Phase 3.	- Students' core physical skills in Phases 1 and 3, including coordination, control and technique. - Students' speaking in sentences in French in Phase 2.



Learning Skills	• Overall, students learning skills are good. Students are highly engaged in their learning across the school and show strong enthusiasm and motivation in lessons. Students usually take responsibility for their learning and respond well to teacher guidance, showing pride in their work and a willingness to improve. • Students interact positively with one another and are generally supportive of their peers in lessons. In the best lessons, students collaborate very effectively and communicate their ideas clearly to each other and to the teacher. However, opportunities for collaborative learning are not consistently strong across the school. In some lessons, collaboration is limited by classroom space and layout, and in others, students do not have sufficient opportunities to articulate their learning at length. • Students are generally able to relate their learning to real-world contexts and make appropriate links to their understanding of the world. In many lessons, students make connections between different areas of learning and can explain how new knowledge relates to everyday experiences. These connections support students' understanding, although the depth of application varies across subjects and phases. • Students demonstrate creativity when given opportunities to do so. However, there are limited examples of students working innovatively or engaging in sustained enquiry and critical thinking across the school. Apart from in IT lessons, students make limited use of digital technology to support their learning, including opportunities to develop independent research and innovation.	
	Areas of Strengths	Areas for Improvement
	• Students' engagement in learning across the school, and their high levels of enthusiasm, motivation and positive attitudes. • Students' positive interactions with their peers and teachers. • Students' abilities to relate their learning to real-world contexts and to make meaningful connections between different areas of learning.	• Students' collaboration in lessons and discussing or sharing their learning at length. • Students limited use of digital technology, and their development of independent research, innovation, critical thinking and enterprise skills.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	N/A
- Students' personal development is very good overall, and across Phases 1, 2 and 3. Students demonstrate positive attitudes and responsibility for their learning. They show good levels of confidence, particularly in Phase 3. - Students' behaviour is very good. Behaviour expectations are clearly understood through assemblies, well-being and awareness sessions, and through classroom routines. They are respectful, cooperative and self-disciplined, and they resolve difficulties maturely. Bullying is very rare. Recognition systems such as 'well-done' cards and 'star of the week' help to promote positive behaviour and strengthen home-school communication. - Relationships between students and staff are very good. Students show empathy, kindness and sensitivity to others' needs. They work well in groups, listen to different viewpoints and support one another during learning and social activities. Whole-school events, international celebrations and shared activities contribute positively to students' sense of belonging and mutual respect. - Students demonstrate good understanding of safe and healthy lifestyles. They make informed choices about healthy eating and emotional well-being. However, students say that canteen food choices do not always reflect healthy lifestyle messages. - Students' attendance at 96% is very good, and they regularly arrive at school on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	N/A
- Students' appreciation of the role and values of Islam in UAE society is very good. They demonstrate a secure understanding of Islamic values and how they influence contemporary society in the UAE. Students participate in opportunities such as Voice of Islam Club, Haq Al Laila, Haj Demonstration, Ramadan Quiz, Charity Day, Philanthropy club, Eco club reports, and Eid Al-Fitr. They participated in the local Qur'anic competitions and won the second prize competing with other British International Schools. - Respect for the heritage and culture of the UAE is very good. Emirati heritage and culture are greatly valued by students. Their respect is very clear in the morning assembly and during social studies and Islamic Education lessons. Students celebrate Flag Day and other national occasions. Students are fully engaged in cultural activities, and have visited Sharjah's				



museums, and learned about the legacy of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace). However, students seldom initiate or take actions for themselves. Students clearly understand and value their own culture, identifying both similarities and differences with other cultures. The many displays promote students' understanding of awareness Emirati culture, including through their involvement in the school's International Fair.				
Social responsibility and innovation skills	Very Good	Very Good	Very Good	N/A
- Students participate in a wide range of community initiatives across phases 1, 2 and 3, including hygiene kits for support staff, Ramadan charity work, book donations, visits to orphanages and elderly homes, recycling projects and 'Trash to Treasure' activities. These initiatives demonstrate strong social responsibility and the positive impact on the wider community. However, some initiatives are limited to selected groups of students, which restricts wider participation. - Students enjoy creative and practical projects such as art activities, tree planting campaigns and recycling. In Phase 3, students show innovation through drama skits, debate performances and creative story writing. However, opportunities for entrepreneurship, enterprise and innovation are underdeveloped in lessons and across phases. - Students care for their school and are active in sustainability through activities such as ozone preservation events, eco-drives, waste art exhibitions, gardening days and bottle-cap campaigns. Sustainability is reinforced through practical projects, enabling students to take part in environmental action.				
Areas of Strength:				
- Students' social responsibility through charity, recycling and volunteering initiatives. - Students' awareness of environmental sustainability and their commitment to conservation. - Students' appreciation of the role and values of Islam in UAE society.				
Areas for Improvement:				
- Students' wider involvement in community initiatives across all phases. - Enterprise, entrepreneurship and innovation opportunities, including through structured, student-led projects. - Students' leading their own heritage and culture initiatives.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	N/A
- The quality of teaching for effective learning and assessment is good overall. Most teachers demonstrate secure subject knowledge and a clear understanding of how students learn. Lessons are planned purposefully and typically include a range of practical learning activities. - Teachers' interactions with students generally promote engagement well. Additional adults are deployed effectively to support learning. In Phases 1 and 2, the use of subject-specific vocabulary, particularly in science, supports students' understanding and contributes to discussion. Questioning is used to stimulate curiosity and deepen thinking. However, it is sometimes limited in scope, provides low levels of challenge and offers too few opportunities for extended dialogue. - Teachers' planning frequently identifies adaptations to meet the needs of different groups of students. A range of strategies and resources is used to engage learners. However, the implementation and impact of these approaches vary. Higher-attaining students are not consistently challenged in lessons. - Teachers sometimes promote students' critical thinking, problem-solving, innovation and independent learning skills, but this is inconsistent across the school. The use of technology to support research and deepen learning is also underdeveloped.				
Assessment	Good	Good	Good	N/A
- Internal assessment approaches are coherent and broadly aligned to curriculum standards. A range of diagnostic, formative and summative assessment tools is used to check learning and track students' attainment and progress. Many assessments, particularly in core subjects, are moderated with other local and international schools. Recent refinements to internal assessments in core subjects reflect the demands of external assessments. However, assessments in non-core subjects are less rigorous. - The school benchmarks student outcomes against national and international standards through external assessments, including GL progress tests and participation in international assessments such as TIMSS. The range of external data available is more limited, particularly in Phase 3, where only one year group participates in GL assessments. - Assessment information is not used consistently to adapt teaching, address learning gaps or provide challenge for higher-attaining students. The school's marking policy lacks sufficient clarity and structure to ensure consistent monitoring of students' work. Peer and self-				



assessment are evident in some classes, but these approaches are at an early stage of development.

Areas of Strength:

- Teachers secure subject knowledge and purposeful and structured lesson planning.
- Effective internal assessment systems, which enable leaders to track students' attainment and progress through a range of diagnostic, formative and summative approaches.
- Effective moderation and benchmarking with local and international schools, which strengthen the reliability and accuracy of assessment, particularly in the core subjects.

Areas for Improvement:

- The impact of adaptations to teaching, and the challenge provided for high-attaining students.
- The use of assessment and marking to address learning gaps and adapt teaching.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	N/A
- Curriculum design and implementation are good overall. The curriculum, based on the NCfE, has a clear rationale and promotes engaging and enjoyable learning. Statutory requirements are met. The Early Years Foundation Stage (EYFS) curriculum has been strengthened through well-planned, play-based approaches. The scope and sequence of knowledge, understanding and learning skills ensure that learning builds effectively on students' existing knowledge and skills. - The range of subjects and extra-curricular activities are sufficiently broad and balanced. The recent introduction of French, Urdu and Life Literacy has further enriched students' experiences. Cross-curricular links are planned, and in science lessons these links are used effectively to help students make connections. - Leaders undertake regular and systematic reviews of the curriculum, with teachers and heads of department actively involved. This process evaluates curriculum coverage and its impact on learning, drawing on teachers' feedback and assessment data to inform curriculum adjustments.				
Curriculum adaptation	Good	Good	Good	N/A
- School leaders adapt the curriculum to meet the needs of most groups of students. SEN are supported through a range of practical experiences. However, the curriculum is not always adapted to provide challenge for higher-attaining and G&T students, and opportunities for extension vary across subjects and phases. - Curriculum modifications provide some opportunities to develop higher-order thinking skills. However, enterprise, innovation, research and creativity are not consistently promoted across the school. A suitable range of extracurricular activities are available, including robotics, life literacy sessions and football. - Teachers frequently use real-world examples to enhance students' curiosity and help them make connections with their own experiences and learning in other subjects. Cross-curricular links are particularly strong in science. A range of activities and programmes is in place to develop students' knowledge and appreciation of UAE heritage, culture and values.				
Areas of Strength:				



- A clear curriculum rationale which ensures continuity and progression across all phases.
- The strengthened EYFS curriculum, which includes well-planned play-based approaches.
- The effective use of cross-curricular links and real-world contexts, particularly in science.

Areas for Improvement:

- Adaptation of the planned curriculum to provide consistent challenge for higher-attaining and G&T students across subjects and phases.
- Curriculum opportunities to develop higher-order thinking, innovation, research and creativity across the school.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	N/A
- The school provides a caring and safe environment. Supervision arrangements are effective and policies are shared regularly with stakeholders through digital platforms, displays around the school and assemblies. - The school building is 25 years old but is well maintained. Indoor activity spaces and specialist rooms, including the library, ICT labs and science laboratories, are suitable for the learning needs of most students. Outdoor artificial grass areas are currently damaged but are scheduled for replacement. Adequate shaded areas are provided for physical education lessons and break times. There is no lift to support students with mobility difficulties. However, the school makes appropriate arrangements by relocating classes to the ground floor when required. Comprehensive maintenance records are securely stored. - Medical provision is strong, consisting of two nurses and one part-time doctor. Medical records are maintained accurately and stored securely, and all medicines and hazardous materials are kept safely. - The school promotes safe and healthy lifestyles systematically through health education and awareness campaigns. This was reflected in the healthy lunchboxes brought by most students. Physical Education forms part of the curriculum and is complemented by extracurricular activities such as badminton and football.				
Care and support	Very Good	Very Good	Very Good	N/A
- Teacher–student relationships are very positive, and procedures for managing students’ behaviour are effective. Arrangements to promote and monitor attendance and punctuality are very effective. - The school is fully inclusive and has appropriate procedures for identifying students with SEN. Teachers receive regular training on the school’s inclusion policies and procedures. - Targeted support is provided for students with SEN, enabling them to make progress and work towards achieving their potential. However, there remains scope for improving the support for students who are G&T. - Pastoral staff monitor students’ well-being and personal development through homeroom time and the use of well-being boxes located around the school. This is supported through student-				



led assemblies that focus on mental health and healthy lifestyles. The school also provides counselling support and career guidance for Year 9 students, although there are aspects of this provision which could be strengthened further.

Areas of Strength:

- Teacher–student relationships and effective behaviour management systems.
- Well-maintained premises, effective supervision, comprehensive medical provision and systematic promotion of healthy lifestyles.
- Inclusive practices and pastoral support, with clear procedures for identifying and supporting students who have SEN.

Areas for Improvement:

- The range of support provided for G&T students.
- Counselling and guidance to support students' emotional well-being and transition at the end of Phase 3.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

Self-evaluation and improvement planning

Good

Partnerships with parents and the community

Very Good

Governance

Very Good

Management, staffing, facilities and resources

Good

- Senior leaders, led by the principal, provide clear direction and demonstrate a strong commitment to students' achievement and personal development. The school's vision is understood by staff, parents and students and is consistently seen in practice. Alignment with UAE national priorities is reflected across the school.
- Senior and Phase 3 leaders are experienced, largely long-serving and demonstrate secure knowledge of the curriculum and the UAE Inspection Framework. Leadership development is systematic and ongoing, with several leaders holding formal qualifications and cascading training to colleagues. Relationships are positive, communication is effective and staff morale is high. However, leadership is less secure in some non-core subjects, as there are no designated coordinators for Islamic Education, social studies and other subjects.
- Self-evaluation is effective and demonstrates a clear understanding of the school's strengths and areas for development. Internal and external evidence informs evaluation and improvement planning, with priority actions reviewed regularly to evaluate their impact on teaching and achievement.
- Monitoring of teaching is well established, although leaders recognise the need to evaluate students' attainment and progress, rather than focusing on teaching approaches. Improvement over time is evident, particularly in EYFS and in other areas such as art, IT and Life Literacy.
- Parents express very high levels of satisfaction with the school and view it as a supportive and inclusive community. Communication is a strength, with parents informed through regular reporting and other channels, including the online portal. They feel welcomed as partners in their children's learning and contribute actively to school life, particularly in EYFS.
- The school benefits from a range of local and international partnerships that support enrichment, professional collaboration and learning experiences for students. Parents would like the school to extend provision beyond Phase 3, so that students can continue their rather than transferring to other schools at the end of Year 9.
- Governance is effective with clear accountability and oversight of the school's performance. The governing body includes parents, teachers and students. Governors show strong commitment to students' wellbeing, inclusion and pastoral care, which they describe as a non-



negotiable priority. They have a secure understanding of the school's strengths and constraints.

- Governors have supported improvements, despite operating with the lowest British curriculum fee levels in the UAE and in an ageing building that limits practical and specialist subjects. They know that the lack of subject coordinators in Islamic Education and UAE Social Studies affects curriculum coherence and assessment. Governors view relocation to more suitable premises as a necessity to sustain improvement and meet parental demand.
- The day-to-day management of the school is effective and well organised, supported by strong routines and systems. Support staff play an important role and contribute very effectively to the efficiency of the school, working closely with teachers and leaders. Staffing levels are sufficient overall, and staff are suitably qualified and deployed, with teaching assistants used particularly effectively in EYFS and to support inclusion.
- While resources are generally adequate, the use of IT to support teaching and learning in classrooms is limited, reducing opportunities for students to apply digital skills more consistently across subjects.

Areas of Strength:

- The clear direction and vision of school leaders, and their capacity to improve the school.
- Partnerships with parents, effective communication and active parental involvement.
- The effectiveness of governance, with clear accountability and a strong commitment to student well-being, inclusion and curriculum development.

Areas for Improvement:

- Subject leadership for Islamic education, social studies and other subjects, which inhibits curriculum development and the use of assessment.
- The availability and use of ICT resources in classrooms, including the integration of digital technology in teaching and learning.
- Strategic planning for improvements to premises and a reduction of constraints on resourcing.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 12 Arabic teachers, giving a teacher-to-student ratio of 1:103. There are also two Arabic teaching assistants.
- The library contains 862 Arabic books, including 586 fiction books and 276 non-fiction books. The library is visited once a week by every class across the school. There are a wide range of ways to practise and enjoy reading, including a digital library.
- The school actively involves students in a wide range of extracurricular activities that enhance language skills, confidence and enjoyment of learning. These include the Arabic Club, which offers well-planned and engaging activities.
- Students are encouraged to participate in a variety of academic and creative competitions, such as the Arabic Reading Challenge, Spelling Bee, Debates, Story Writing, Story Narration, Arabic Skits and Arabic Calligraphy. In addition, students take part in Arabic assemblies that provide opportunities to showcase their talents and celebrate linguistic and cultural heritage.

The school's use of external benchmarking data

- The school fully meets UAE National Agenda and SPEA requirements for participation in international tests.
- The proportion of students in the school taking international tests includes TIMSS for Years 5 and 9 (86 students), PIRLS for Year 5 (60 students), CAT4 for Years 4, 6 and 8 (347 students), Progress Tests for Maths, English and Science for Years 4, 6 and 8 (347 students), NGRT for Years 5 and 7 (228 students) and ABA (Arabic Benchmark Assessment) for Years 4, 6 and 8 (347 students).
- Parents pay the costs of CAT4, Progress Tests, NGRT and ABA. NGRT was introduced last year, and ABA was implemented this year.
- The results of these tests are communicated to students and parents through the school portal and emails. Workshops are designed to help students manage examination stress.
- The school is currently focusing on preparing students for PIRLS and Progress Tests through awareness sessions, practice and mock tests. Parents have been informed about these tests and their importance in raising students' overall outcomes. Analysis of results is shared with teachers, students and parents.

Provision for KG

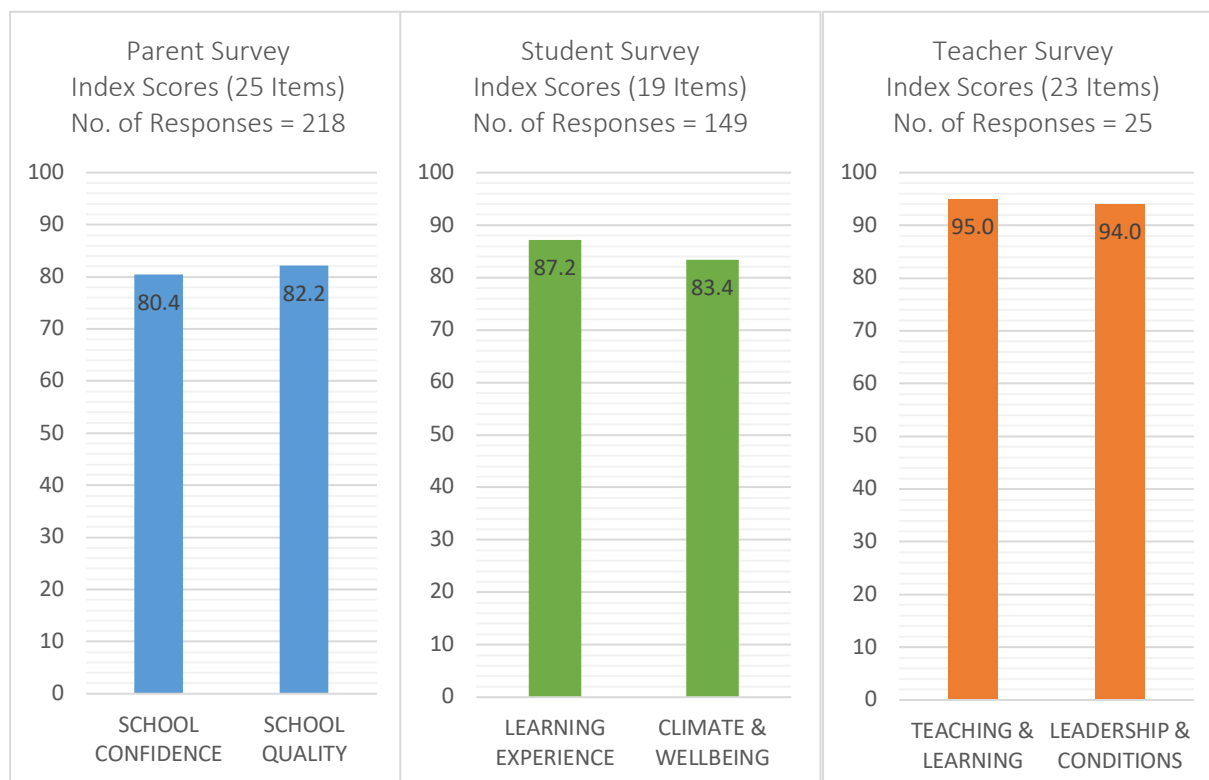
- The Phase 1 structure is based on the EYFS stages. There are 122 children on roll, accommodated in 5 FS2 classes and supported by 5 class teachers and 3 teaching assistants, with eight voluntary parent assistants. This provides a teacher-to-child ratio of 1:24.
- The FS curriculum follows a modified approach to the EYFS, incorporating continuous provision, child-initiated learning and structured skill-building opportunities. This ensures a balanced combination of child-led, child-initiated and teacher-supported experiences.
- All FS parents are invited to an orientation week at the beginning of the academic year. Parents are encouraged to share concerns about their child at any time, fostering open and ongoing communication. Academic progress is shared through detailed reports three times a year, alongside regular informal updates.



- The school values parents as key partners in their child's journey. This partnership is strengthened through regular coffee mornings, which provide opportunities for parents to engage with teachers and school leaders. Parents actively support the ethos and values of the school by attending social gatherings, participating in celebration events and contributing to the wider school community.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve overall student achievement so that it is very good across all phases by:
 - Strengthening the consistency of teaching so that learning activities are closely matched to students' needs.
 - Ensuring curriculum planning is fully adapted to provide sufficient challenge and depth, particularly for higher-attaining and G&T students.
 - Increasing the opportunities for students to collaborate, communicate and apply critical thinking, enquiry, innovation and independent learning skills.
 - Developing the use of digital technology beyond its lessons to support learning, research and higher order thinking across subjects.
- Further strengthen the effectiveness of leadership to sustain improvements by:
 - Refining monitoring and evaluation to place greater emphasis on evaluating the impact of teaching on students' learning.
 - Strengthening subject leadership, including by securing coordinators for Islamic education, social studies and other subjects.
 - Addressing the existing accommodation constraints which limit the school's capacity to develop provision and respond to parental demand.



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.