# School Performance Review

REPORT | **(SPR)**

**BRILLIANT INTERNATIONAL PRIVATE SCHOOL**
3 to 6 February 2025

Overall
Effectiveness
Rating:
**GOOD**

# TABLE OF CONTENTS

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

### Purpose

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

### Scope

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

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

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

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

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

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

**Performance Standard 2: Students' personal and social development, and their innovation skills,** comprising:
- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum,** comprising:
- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

**Performance Standard 5: The protection, care, guidance and support of students,** comprising:
- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

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

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

**Judgements**

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

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

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

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

# SCHOOL INFORMATION

| School | | |
|---|---|---|
| | School ID | 104 |
| | School location | Muwaileh Sharjah |
| | Establishment date | 2011 |
| | Language of instruction | English |
| | School Curriculum | National Curriculum for England (NCfE) |
| | Accreditation body | Cambridge Assessment International Education (CAIE) |
| | Examination Board | Cambridge Assessment International Education (CAIE) |
| | External Assessments International and Curriculum Benchmark Assessments | Checkpoint<br>Trends in International Mathematics and Science Study (TIMSS)<br>Progress in International Reading Literacy Study (PIRLS)<br>Cognitive Ability Test (CAT 4)<br>Granada Learning (GL) Progress Test in English (PTE), Science (PTS), Mathematics (PTM)<br>International Benchmark Tests (IBT)<br>Test of Arabic Language Arts (TALA)<br>International General Certificate of Secondary Education (IGCSE)<br>General Certificate of Secondary Education Advanced Subsidiary Level (AS level)<br>General Certificate of Secondary Education Advanced level (A level) |
| | Fee Range | AED 13,150 to AED 26,800 |
| Staff | Principal | Asifa Sultana |
| | Chair of board of governors | Abdul Aziz |
| | Total number of teachers | 100 |
| | Total number of teaching assistants | 14 |
| | Turnover rate | 16% |
| Students | Teacher: student ratio | 1:14 |
| | Total number of students | 1,436 |
| | Total number of students per phase | Phase 1: 213<br>Phase 2: 738 |

**School Performance Review of Brilliant International Private School**
**3 to 6 February 2025**

| | | Phase 3: 409<br>Phase 4: 76 | |
|---|---|---|---|
| | Phase I: number and gender | Boys: 109 | Girls: 104 |
| | Phase 2: number and gender | Boys: 409 | Girls: 329 |
| | Phase 3: number and gender | Boys: 215 | Girls: 194 |
| | Phase 4: number and gender | Boys: 42 | Girls: 34 |
| | Total number of Emirati students | 35 | |
| | Phase I: Emirati number and gender | Boys: 4 | Girls: 5 |
| | Phase 2: Emirati number and gender | Boys: 5 | Girls: 6 |
| | Phase 3: Emirati number and gender | Boys: 3 | Girls: 6 |
| | Phase4: Emirati number and gender | Boys: 3 | Girls:3 |
| | Nationality groups (largest first) | 1. | Pakistani |
| | | 2. | Egyptian |
| | Total number of students with special educational needs | 32 | |

# PROGRESS JOURNEY

| Previous Review: 2023-24 | Current Review: |
|:---:|:---:|
| ACCEPTABLE | GOOD |

## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 144 lesson observations, 103 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 an improvement since the previous review visit in February 2024, where the overall effectiveness was judged to be acceptable. The recommendations from the last review were a key focus for the school's self-evaluation and as a result, its whole school strategic planning ensured that the school achieved most of its goals. There are improvements from acceptable to good, across almost all core subjects and phases. In Arabic as a first and second language, students' attainment is judged acceptable across Phases 2, 3 and 4. Progress is also acceptable across Phases 2 and 3. Progress in Phase 4 in Arabic as a first and second language is good. Students' personal and social development is very good and students have a good understanding of Islamic values. Teachers plan and teach good quality lessons across all phases. The curriculum design and implementation are good across all phases. The adaptation of the curriculum for all groups of students is good across all phases. The school has very good procedures in place for the safeguarding and protection of all students. The school's learning environments and facilities are well maintained. They support students' learning well. The quality of leadership and management is good and the engagement of parents in their children's learning is very good.

**KEY AREAS OF STRENGTH:**
- Students' good achievement across almost all core subjects.
- Students' very good personal and social development.
- Students' outstanding attendance and punctuality.
- The good quality of teaching, learning and assessment in most subjects.
- The very good protection care, guidance and support for students.
- The commitment of leaders to improving all aspects of the school.

**School Performance Review of Brilliant International Private School**
**3 to 6 February 2025**

**KEY AREAS FOR IMPROVEMENT:**
- Students' attainment in Arabic across all phases.
- Support for students who have special educational needs (SEN) and those who are gifted and talented (G&T).
- Opportunities for students to initiate activities promoting enterprise and innovation.

# 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** | N/A | Good | Good | Good |
| | **Progress** | N/A | Good | Good | Good |
| **Arabic** (as a First Language) | **Attainment** | N/A | Acceptable | Acceptable | Acceptable |
| | **Progress** | N/A | Acceptable | Acceptable | Good |
| **Arabic** (as an additional Language) | **Attainment** | N/A | Acceptable | Acceptable | Acceptable |
| | **Progress** | N/A | Acceptable | Acceptable | Good |
| **Social Studies** | **Attainment** | N/A | Good | Good | N/A |
| | **Progress** | N/A | Good | Good | N/A |
| **English** | **Attainment** | Good | Good | Good | Good |
| | **Progress** | Good | Good | Good | Good |
| **Mathematics** | **Attainment** | Good | Good | Good | Good |
| | **Progress** | Good | Good | Good | Good |
| **Science** | **Attainment** | Good | Good | Good | Good |
| | **Progress** | Good | Good | Good | Good |
| **Other subjects (Art, Music, PE)** | **Attainment** | Good | Good | Good | Good |
| | **Progress** | Good | Good | Good | Good |
| **Learning Skills** | | Good | Good | Good | Good |

**School Performance Review of Brilliant International Private School
3 to 6 February 2025**

| | |
|---|---|
| **Islamic Education** | <ul><li>Students' achievement in Islamic education is good overall. The school's internal data shows that students make very good progress across all phases. This does not match with what is seen in lessons and students' work, where the majority of students across all phases make better than expected progress overtime.</li><li>The school's internal data shows that attainment is very good across all phases. This does not match with what is seen in lessons and in students' work, which shows that the majority of students across all phases attain above curriculum expectations There is no external data for Islamic education.</li><li>The majority of students make better than expected progress across the school. Students in Phase 2 recognise and appreciate Islamic concepts and values such as the honour of parents, etiquettes of recitation, cleanliness and thanking Allah (SWT) for His gifts. They are aware how fasting teaches them patience and to empathise with people in need. A few cannot give examples of how they benefit from Ramadan fasting in their own lives. Students in Phase 3 recognise and appreciate the values of tolerance, forgiveness, justice and charity in Islam. They recognise permitted and forbidden foods and drinks. Students undertake research to interpret some verses of the Holy Qur'an and the Noble Hadeeth to guide them for Halal food. A few cannot apply Tajweed rules to the Holy Qur'an correctly. The majority of Students in Phase 4 make better than expected progress in recognising the importance of classifying the Noble Hadeeth which facilitates scholars' work; they recognise and analyse forbidden sales such as the An-Najash sale (forbidden types of business transactions). A few cannot interpret the Noble Hadeeth words correctly.</li><li>The majority of groups of students make better than expected progress.</li></ul> |

| Areas of Strength | Areas for Improvement |
|---|---|
| <ul><li>Students' recognition and appreciation of Islamic concepts and values across all phases.</li><li>Students' knowledge and understanding of the importance of classifying the Noble Hadeeth which facilitates scholars' work in Phase 4</li></ul> | <ul><li>Students' ability to apply Islamic concepts in real-life contexts in Phase 2.</li><li>Students' ability to apply Tajweed rules to the Holy Qur'an recitation correctly in Phase 3.</li></ul> |

| Arabic | |
|---|---|
| | - Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is acceptable overall. The school's internal data shows that students in both ASL and AFL make good progress across all phases. This does not match with what is seen in lessons and in students' work, where most students make expected progress overtime across Phases 2 and 3 and the majority make better than expected progress overtime in Phase 4.<br>- The school's internal data shows that attainment is good in AFL and ASL across all phases. AFL TALA examination results indicate acceptable attainment in Phase 2 and very good attainment across Phases 3 and 4. ASL IBT examination results show acceptable attainment in Phase 2 and good attainment in Phase 3. There is no external examination for Phase 4. In lessons and students' work, most students across all phases attain in line with curriculum expectations.<br>- Most students make acceptable progress overall in AFL and ASL. In AFL, most students in Phase 2 read age-appropriate texts adequately; they speak satisfactorily and describe pictures using time adverbs. Their writing skills are less developed. Most students in Phase 3 can speak about shopping addiction and how they can overcome it. Students can read and point out the main idea within a text; a few cannot speak using standard Arabic. The majority of students in Phase 4 read poems and extract the main theme from each line. Most ASL students in Phase 2 can speak adequately about the main tourism attractions in the UAE, although, they do not use standard Arabic. Their writing skills are less-well developed. Most Phase 3 students speak adequately and answer questions when listening to dialogue. They can read and point out the main ideas, although their writing is less developed. The majority of Phase 4 students read and write numbers successfully. They speak and answer questions about numbers. A few students make mistakes when using male and female pronouns.<br>- Overall, the majority of groups of students make expected progress. |

| Areas of Strength | Areas for Improvement |
|---|---|
| - Students' speaking skills in AFL and ASL across Phases 2, 3 and 4.<br>- Students' ability to extract the main ideas from reading a poem in Phase 3 AFL and ASL. | - Students' writing skills in AFL and ASL in Phase 2.<br>- Students' skills in speaking, using standard Arabic in ASL in Phases 2 and AFL in Phase 3. |

| Social Studies | • Students' achievement in social studies is good overall. The school's internal data shows that students make very good progress across Phases 2 and 3. This does not match with what is seen in lessons and in students' work, where the majority of students make better than expected progress across Phases 2 and 3 over time.<br>• The school's internal data shows that attainment is very good across Phases 2 and 3. This does not match with what is seen in lessons and in students' work, which shows the majority of students attain above curriculum expectations across Phases 2 and 3. There is no external data for social studies.<br>• The majority of students make better than expected progress overall. Students in Phase 2 appreciate the UAE rulers and recognise UAE traditional foods; they identify energy and its forms and prefer solar energy because it is clean. A few cannot give examples of energy from their surroundings. Students recognise environmental pollution and discuss its reasons. Phase 3 students analyse the natural and geographical features of the UAE. They can explain how the location of the UAE increases its importance in relation to trade and tourism. Their mapping skills are less developed. They recognise the geography and history of North America.<br>• Overall, the majority of groups of students make better than expected progress. |
|---|---|

| Areas of Strength | Areas for Improvement |
|---|---|
| • Students' recognition and appreciation of the UAE rulers in Phase 2.<br>• Students' skill in analysing the natural and geographical features of the UAE in Phase 3. | • Students' ability to apply social studies knowledge and give examples from their surroundings in Phase 2.<br>• Students' mapping skills in Phase 3. |

| | |
|---|---|
| **English** | - Students' achievement in English is good overall. In lessons and in their work, a majority of children in Phase 1 and students in Phases 2, 3 and 4 make better than expected progress overtime. This does not align with the school's internal data, which indicates that progress across Phases 3 and 4 is only acceptable.<br>- The school's internal assessment data indicates that attainment is good overall. Checkpoint results demonstrate that students' attainment in Phase 2 is broadly in line with expectations. The schools latest PIRLS data for reading literacy demonstrates students' attainment is above expectations. External assessment data for upper Phase 3 in IGCSE is outstanding and acceptable in Phase 4. This does not fully reflect the knowledge and skills demonstrated by students in lessons and their work, where the attainment of a majority of students exceeds curriculum standards.<br>- Children in Phase 1 make better than expected progress and can blend two letters to make a single sound; they can relate the letters to their sounds and learn new words. Some children find writing a sentence more difficult and require teacher support. Students in Phase 2 can comprehend a story and write expressive words to describe characters from a story. A small minority of students check their work for accuracy. Older students in Phase 3 independently enhance their comprehension, reading and writing skills. For example, during research on sustainability issues, the majority confidently collaborate in discussions and articulate their views effectively. Extended writing skills are underdeveloped across Phases 2 and 3. Most students in Phase 4 develop better than expected communication skills and practise their speaking regularly. Although they write well-structured paragraphs, the accuracy of students spelling and grammar is insufficiently developed across the school.<br>- Overall, all groups of students make better than expected progress. |

| Areas of Strength | Areas for Improvement |
|---|---|
| - Children's ability to identify letters and pronounce them successfully in Phase 1.<br>- Students' ability to read and comprehend text across Phases 2, 3 and 4. | - Students' extended writing skills across Phases 2 and 3.<br>- Students' accuracy in using spelling and grammar in their writing across the school. |

| | |
|---|---|
| **Mathematics** | • Students' achievement in mathematics is good overall. In lessons and in their work, the majority of students across all phases achieve levels that are above curriculum standards overtime.<br>• The school's internal assessment data shows attainment is very good in Phase 1, good in Phase 2 and acceptable across Phases 3 and 4. This does not match with that seen in lessons and students' work where the majority of students attain above curriculum standards across all phases. External Cambridge Checkpoint and PTM results in Phases 2 and 3 are good. IGCSE results are outstanding and AS and A-level results are weak.<br>• The majority of students demonstrate good progress. Most children in Phase 1 can add single digit numbers mentally and write equations. By Phase 2, most students can convert between the different units of length. A small minority of students are not sure how to convert metres into centimetres. Most students in Phase 3 develop proficiency in converting fractions into equivalent decimals. Students in Phase 4 can calculate the probability of an event using tree diagrams and Venn diagrams, although a small minority are unable to calculate probability from the data.<br>• Overall, all groups of students make better than expected progress. |

| **Areas of Strength** | **Areas for Improvement** |
|---|---|
| • Students' ability to write mathematical equations in Phase 1.<br>• Students' ability to convert fractions into equivalent decimals in Phase 3. | • Students' ability to convert between the different units of length in Phase 2.<br>• Students' ability to calculate the probability of an event using tree diagrams in Phase 4. |

| Science | • Students' achievement in science is good overall. The majority of students progress at levels that are above curriculum standards overtime, which is confirmed by work seen in students' books and during lessons. The school's internal data indicates that progress is good across Phase 1, 3 and 4 and very good in Phase 2. |
| :--- | :--- |
| | • Results of external IGCSE examinations in Phase 4 are good.   Results for external Checkpoint benchmarking examinations for Phases 2 and 3 are above average and CAT 4 is in line with curriculum standards. PTS results across Phases 2 and 3 are above the expected curriculum standard. TIMSS and PISA results are above the expected level of the curriculum. This matches what is seen in lessons and students' work. |
| | • Overall, students make better than expected progress across all phases. Children in Phase 1 learn about the life cycle of a duck.  Year 1 students can identify animals and the characteristics of their movements. Year 3 students can identify natural sources of light. Year 6 students can construct an electric circuit. Year 9 students can extract DNA from a strawberry. Year 13 students can calculate magnetic flux in different scenarios. Students can follow the scientific methods of prediction, observation and deriving conclusions, although some cannot identify errors in their predictions. Phase 1 children cannot conduct investigations and make predictions without guidance from their teacher. |
| | • Overall, most students including Emirati students, make better than expected progress from their starting points. |

| Areas of Strength | Areas for Improvement |
| :--- | :--- |
| • Students' knowledge and skills in physical and life sciences across all phases.<br>• Students' ability to follow the scientific methods of prediction, observation and deriving conclusions across Phases 2, 3 and 4. | • Children's independent research, prediction and investigation skills in Phase 1. |

| | |
|---|---|
| **Other subjects** | • The school's overall performance in other subjects is good.  The school offers information communication technology (ICT), physical education (PE), art, music, French, Urdu, business studies and economics as additional subjects. The majority of students make better than expected progress overtime.<br>• All these subjects have a good overall achievement rate. Internal assessment indicates good attainment and this is confirmed by what was observed in lessons and in students' written work. There is no external evaluation of these subjects.<br>• Children in Phase 1 exhibit age-appropriate physical development and throughout all phases progress in PE is good. In IC, students' progress from understanding basic computer parts to networking and algorithms. Students use their computer skills in other subjects across the curriculum. In music, the practical learning of basic terminology, rhythm, and musical sounds is merged with the related theory. In Phase 1, there is a narrower emphasis on art, as it is integrated with other subjects.  In Phase 2, visual art skills are more advanced. Students' skills in speaking and writing in French across all phases are insufficiently well developed.<br>• In the art and music lessons, the progress of boys and girls is similar. In PE, all Phase 4 students participate, and boys make better progress than the girls.  In ICT lessons in Phase 3 and in Phase 4 business and accountancy, boys demonstrate better skills of presentation and inquiry than girls. Students with SEN make acceptable progress while G&T students do not always reach their full potential. |

| Areas of Strength | Areas for Improvement |
|---|---|
| • Students' progress in PE across the school.<br>• Students' use of learning technologies across all subjects. | • Students' speaking and writing in French across all phases. |

| Learning Skills | <ul><li>Overall, learning skills are good. Students participate actively in almost every lesson and work independently when they are given the opportunity. Students frequently know how to improve their work even after receiving only general feedback. Students across Phases 1 and 2 are often engaged in collaborative activities and guided discovery that help them draw from their experiences and immerse themselves in the learning.</li><li>Students across all phases communicate fluently in English and Phase 4 students exhibit great confidence when expressing their opinions. In mathematics in Phase 3, students collaborate, communicate and problem-solve while they draw net diagrams to calculate the surface area of cuboids and cubes. In science in Phase 2, students can identify natural sources of light and in Phase 1 children sequence the different stages in the lifecycle of a duck.</li><li>Students readily relate to and apply what they have learned to real-world situations. For instance, in mathematics, the shapes and surface areas of unique constructions in the UAE and in social studies, different types of markets in the UAE. Lessons in business studies and accountancy connect with global culture and facilitate a deeper comprehension of the subject. In science, students in Phase 4 demonstrate scientific thinking and investigative skills as they calculate magnetic flux in different scenarios.</li><li>Students in Phases 3 and 4 generally exhibit critical thinking and problem-solving skills. They make effective use of technology, frequently using it to supplement their learning rather than to further their knowledge or broaden their scope of study. Autonomous work and critical thinking are developing in Phase 2. Innovation and enterprise skills are underdeveloped across the school.</li></ul> |
|---|---|

| Areas of Strength | Areas for Improvement |
|---|---|
| <ul><li>Students' communication and use of technology across Phases 3 and 4.</li><li>Students' productive collaboration and making real-life connections across all phases.</li></ul> | <ul><li>Students' independence and critical thinking skills in Phase 2.</li><li>Students' innovation and enterprise skills across the school.</li></ul> |

# 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** | **Very Good** |

- Students' personal and social development are very good overall. Across the school, students show positive and responsible attitudes. They respond very well to critical feedback and they are generally self-reliant. Students display very good behaviour and self-discipline. Incidents of bullying are rare.
- Students are respectful and respond well to others' needs. Strong relationships between learners and teachers help students develop confidence and take an active role in fulfilling the school's vision of always showing integrity, honesty, respect and kindness.
- Students demonstrate a secure understanding of safe and healthy living. They sometimes initiate and participate in activities that promote safe and healthy lifestyles such as Healthy Week celebrations.
- Students' attendance is outstanding at 99% overall. Only a few students across the school occasionally arrive late.

| Understanding of Islamic values and awareness of Emirati and world cultures | Very Good | Very Good | Very Good | Very Good |
|---|---|---|---|---|

- Students understand and appreciate Islamic values and how they influence life in the UAE. These values are promoted during lessons and when students participate in religious events. Students' awareness is stimulated inside and outside the classrooms, for example, through the Islamic value wall.
- Students develop a strong understanding of UAE culture and heritage. For example, students' work presented across several displays in the school demonstrates their

understanding of how cultural life progressed in UAE across time. They participate in National Day, Martyrs' Day and Flag Day.

- Students have a deep understanding of their own and a variety of other world cultures through the large number of nationalities represented at the school. Students participate in activities organised by the school to celebrate other world cultures, such as traditional dance to showcase cultural diversity.

| Social responsibility and innovation skills | Good | Good | Good | Good |
|---|---|---|---|---|

- Students often initiate and lead activities. They volunteer to participate in many school activities such as the donation drive in association with Red Crescent Society Sharjah and visits to a home for the elderly. Students also collect clothes and other items to donate.
- Students show a positive work ethic and are sometimes innovative, such as developing a rocket in the innovation club. Students' innovation skills are not consistent in lessons across the school.
- Students care about their surroundings and their environmental awareness is secure. The school was recognised for excellence in green education practices on World Environment Day 2024. Sustainability teams organise activities throughout the school year to promote awareness, for example, planting a mini sustainable garden in the school compound.

**Areas of Strength:**

- Students' positive attitudes and strong relationships.
- Students' outstanding attendance.
- Students' understanding of UAE and other world cultures.

**Areas for Improvement:**

- Students' innovation skills in lessons across the school.

## 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** | **Good** |

- The quality of teaching and assessment is good overall. Teachers have secure subject knowledge and most teachers know how students learn. Teachers use a variety of approaches, including group work and research tasks in most subjects and practical activities in science subjects. Lesson planning is detailed and standardised across the school. The learning environment is good overall with resources used particularly effectively in Phase 1. The use of time to optimise learning remains inconsistent across all phases.
- Teacher and student interactions are good overall and are generally warm and supportive. Questioning is used successfully to find out what students know and can do. Students are usually expected to answer in full and accurate sentences. Across Phases 2 and 3, questions are not always probing enough to encourage deeper level thinking skills.
- Setting tasks at the correct level to challenge students of different abilities is a developing aspect of the school's teaching practice. While teachers provide a variety of activities, they need to be more accurately planned and scaffolded to ensure an appropriate level of challenge for all students, particularly across Phases 2, 3, and 4.
- Most teachers facilitate independent learning, although the promotion of innovation, critical thinking and problem-solving skills is inconsistent across the school.

| Assessment | **Good** | **Good** | **Good** | **Good** |
|---|---|---|---|---|

- The school has a detailed assessment policy, which is currently under review. Internal assessment processes provide comprehensive information on students' attainment and development. The school benchmarks student outcomes against national and international averages in all core subjects.
- The school uses the data information well to track progress, analyse the performance of different groups and to plan curriculum modifications when appropriate, for example, in

Phase 4 the introduction of additional mock examinations to prepare students for external assessments. The school has invested in an online management system, which is used to enable leaders to cross-reference assessment data to meet the needs of most students through lessons and curriculum planning.

- Teachers have good knowledge of students' strengths and weaknesses. Students' workbooks are routinely marked by teachers and in mathematics, ICT and across Phase 1 teachers provide feedback that is developmental and supports learners' progress. While some self- or peer-assessment activities take place, they lack consistency and rigour.

**Areas of Strength:**

- The internal and external assessment processes.
- Teacher and student interactions and class discussions across all phases.

**Areas for Improvement:**

- Teachers' provision of tasks that accurately match students' learning needs and abilities, to ensure appropriate levels of support and challenge for students across all phases.
- Teachers' planning to include opportunities for students to extend their learning, develop critical thinking, problem-solving and inquiry and innovation skills during lessons across all phases.

## 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 | Good |

- The overall quality of the curriculum is good. The curriculum is broad and balanced, has a clear rationale and follows all statutory requirements of CAIE and MoE curricula.

- The curriculum is effectively planned and ensures good continuity and progression. It builds on prior learning and meets most students' learning and development needs. There is a limited range of curricular choices for older students. In the best lessons, teachers use real-life examples from the UAE to extend learning further, which help students link areas of learning and relate their studies to the wider world. Cross-curricular links are not consistently meaningful, planned or integrated across all lessons.
- Regular curriculum reviews identify development priorities and include robust provision across all subjects to meet the academic and personal development needs of almost all students.

| Curriculum adaptation | Good | Good | Good | Good |
|---|---|---|---|---|

- Curriculum modifications are included to meet the needs of all groups of students, including students with SEN, although these are not consistently well used during lessons. Across Phases 2 and 3, preparation for external benchmarking examinations such as Checkpoint, TIMSS and PISA is effectively organised. The curriculum is not sufficiently well adapted to challenge higher-attainers.
- The curriculum is imaginative and helps to motivate almost all students. There is a limited range of extra-curricular activities such as art, music, sport and cultural activities. Students are enterprising and work well on projects, although they have limited opportunities to be innovative during lessons.
- Coherent learning experiences are embedded in the curriculum and support students' very good knowledge and understanding of Emirati culture and UAE society. Planned cultural activities in the local community and volunteer work, including virtual and physical field trips, support students' contributions to society. Sustainability projects and UAE National Day Flag Day and International Day activities enhance students' understanding of local, national, and international culture.

**Areas of Strength:**

- The regular and rigorous curriculum reviews leading to appropriate actions.

**Areas for Improvement:**

- The planning of cross-curricular links in the curriculum to support students in transferring their knowledge, skills and understanding across areas of learning, across all phases.

- The provision of opportunities in the curriculum for students to initiate enterprise and innovation activities.

## 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 | Phase 4 |
|---|---|---|---|---|
| **Health and safety, including arrangements for child protection /safeguarding** | **Very Good** | **Very Good** | **Very Good** | **Very Good** |

- The school provides a caring and safe environment for all students. Supervision of students includes a strong effective prefect system. The school regularly updates health and safety policies and shares them with stakeholders using the monthly school magazine and digital platforms and displays in school and assemblies.
- The buildings are over 13 years old and are well maintained. All areas are clean and hygienic. Indoor activity rooms and specialist rooms, such as the library, recently refurbished ICT laboratory and the science laboratories are well suited to the learning needs of all students. The outdoor sports field used by older students does not have shading. There is no lift to aid students with mobility issues, although, the school has invested in a special wheelchair approved by SPEA which can climb stairs. Comprehensive records of school maintenance are securely stored. A team of two nurses and one doctor provides strong medical support for the care of students through routine checks, such as body mass index (BMI) check-ups and mandatory vaccines. They keep accurate medical records safely and all medicines and hazardous materials are safely and securely stored.
- The school systematically promotes safe and healthy lifestyles through health education awareness campaigns such as healthy lunchbox checking and healthy food guidance through assemblies and home room time. PE is part of the curriculum and includes a good choice of activities including swimming and badminton. This is complemented by the extra-curricular programme of activities which run during and after the school day.

| Care and support | Very Good | Very Good | Very Good | Very Good |
|---|---|---|---|---|

- Teacher and student relationships are very positive. Systems and procedures for managing students' behaviour are effective and the whole school community is fully informed.
- Arrangements to promote and manage attendance and punctuality are outstanding.
- The school is fully inclusive and has appropriate procedures for identifying students with SEN. The school regularly trains teachers in its inclusion policy and processes.
- Comprehensive and highly focused support for students with SEN and those who are G&T has not yet been developed sufficiently to enable them to achieve their full potential.
- The pastoral care staff monitor students' wellbeing and personal development appropriately through wellbeing representatives in each class, wellbeing boxes in the corridors and a wellbeing meter on the website. This is supported through student-led assemblies on mental health. The school provides comprehensive academic counselling starting in Year 9 and career guidance for Year 12 and 13 through university fairs and external agencies.

**Areas of Strength:**

- The systems to ensure students' care, welfare, safeguarding and child protection throughout the school.
- The school's system for managing attendance and punctuality.

**Areas for Improvement:**

- The processes to effectively support and challenge students with SEN and those students who are G&T.

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

Indicators:

| The effectiveness of leadership | Good |
|---|---|

- Leadership and management are effective. The committed principal ensures a shared strategic direction which is focused on UAE and Emirate priorities. These are set out in the school's mission statement. The leadership ensures that students with SEN are fully included in school activities. Senior leaders have a comprehensive knowledge of the curriculum and fully understand what constitutes good practice. They are focused on establishing a purposeful learning culture and increasing students' achievements and promoting their personal development.
- Good relationships with all stakeholders and effective professional communication result in positive morale throughout the school. Leadership responsibility is well distributed among members of the senior leadership team and middle leaders, which results in a shared accountability for ensuring high quality outcomes. Actions are taken to ensure that the school is compliant with all statutory requirements.

| Self-evaluation and improvement planning | Good |
|---|---|

- Self-evaluation, based on the use of both internal and external data, is systematic and embedded in the school's improvement planning and practices. This results in school leaders having a clear idea of the school's strengths and areas for improvement and their ability to establish appropriate priorities, which have led to improvements in many areas since the last review. The principal and other senior leaders effectively monitor student achievement, as well as teaching, learning and assessment. The school improvement plans are coherent and contain well-focused goals, which enable the school to creatively meet all its priorities. The school has shown sustained improvements overtime and there has been significant progress in many areas since the last review, which confirms that the capacity of leaders to inspire further improvement is secure.

| Partnerships with parents and the community | Very Good |
|---|---|

- Parental engagement is a key strength of the school, which results in parents being fully involved as partners in their children's' learning and in school life. Parents' views on improvement priorities are fully considered and their feedback and ideas are incorporated into the planning processes. Most parents are very positive and feel their involvement contributes towards raising standards. The school maintains effective, ongoing communication with parents through workshops, emails, newsletters and meetings. As a result of this effective communication, 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 academic progress and personal development and the next steps in their children's learning.
- The school makes regular social contributions to the local and national communities. There is much interaction with educational institutions locally and further afield. These links and partnerships have a positive impact on students' learning, development and achievement.

| Governance | Good |
|---|---|

- The governance includes representation from most stakeholders, including the owner and the head boy and girl. The school governors regularly visit the school to meet leaders, teachers and students and on occasions also take part in joint lesson observations. From these visits, 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 the school's performance. The governors are fully involved in all aspects of  planning  the future development of the school. They have recently endorsed an ambitious five-year plan, which will help the school to continue to make progress and address staff retention issues. They also ensure that the school has good staffing and fully support requests for additional resources.

| Management, staffing, facilities and resources | Good |
|---|---|

- All aspects of the day-to-day management are efficient and have a positive impact on students' achievements and wellbeing. The school has innovative and effective routines and appropriate staffing to align with its vision. All teachers are well qualified, and the senior leaders have developed an extensive programme of in-house and external professional

development to match teachers' developmental needs and school priorities. Teaching assistants in Phase 1 are well deployed and have a positive impact on learning. The premises are very well maintained and have recently undergone a thorough refurbishment, resulting in improved facilities for PE, art, music, ICT and the Phase 1 area. The range of resources is extensive and promotes effective teaching and learning.

**Areas of Strength:**

- Leaders' provision of a purposeful learning culture which raises students' achievements and promotes their personal development.
- Leaders' development of coherent school improvement plans including well-focused goals, which enable the school to creatively meet all its priorities.

**Areas for Improvement:**

- The retention of teaching staff as identified in the 5-year plan.

## Provision for Arabic Language

- There are 13 teachers in the school, teaching and supporting Arabic medium subjects. The ratio is 1:106 students.
- The school library has 1,291 fiction books and 840 non-fiction books.
- Reading skills are developed during lessons, using specific reading sessions.  Further enhancement of reading skills is through the school library, electronic library, and online applications including live worksheets. Reading in Arabic is supported in school through activities and initiatives. The most important are the online platforms and the electronic library that includes books at different levels. This helps develop students' reading skills and reading comprehension. Internal competitions include Arabic Spelling Bee and Arabic debate.
- Parents support and contribute to the development of reading skills by reading aloud to classes at school. The Arabic reading corner together with the English reading corner provide opportunities for improving  students'  reading skills.

## The school's use of external benchmarking data

- The CAT 4  tests are taken by students in Years 4, 6, 8 and 10. The English, mathematics, and science PT are taken by students in Years 4 to 10. Almost all eligible students take the PISA, PIRLS, and TIMSS tests.
- Students perform above the UAE and UK school averages, according to the most recent PIRLS and TIMSS results. Arab students in Years 4 to 12 take the TALA for Arabic, and non-Arab students take the IBT Non-Arabic language from Years 4 to 10. All students  participate in core subject Cambridge Checkpoint examinations in Years 6 and 9.
- Teachers are trained in PIRLS and PISA by SPEA. Mock examinations with questions similar to those on the PISA and TIMSS assessments help students to prepare for examinations. Additionally, the curriculum has been revised to improve students' critical thinking skills to support their success in examinations. Practising questions from previous papers prepares students for the IGCSE, AS and A-levels.
- Individual reports featuring students' examination results are shared with students and parents through the school's online platform and the students' performance is discussed during progress meetings between teachers and parents.
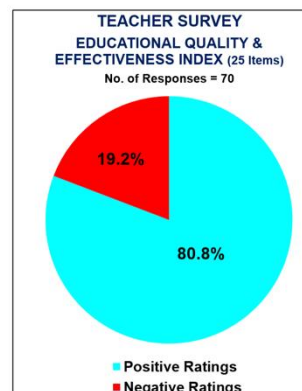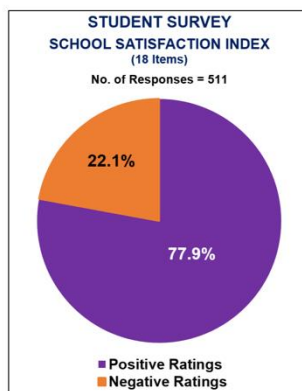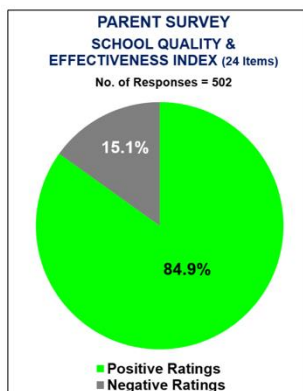
## Provision for Phase 1

- There are 212 students, 11 teachers, 9 teaching assistants and 3 nannies in Phase 1 with a teacher and child ratio of 1:19.

- The indoor play area has a television screen, a reading nook, a toy kitchen and a climbing wall. Usually, this room is open for children during the summer. Among the resources are flash cards, peg boards, pencils, understanding the world and numeracy manipulatives, wooden blocks, Lego, models of fruits, vegetables and food items, animals, gardening gloves, writing instruments, mini whiteboards for students to write on, and an interactive whiteboard. The setting encourages learning and recognises children's accomplishments.
- The outdoor space includes a kitchen, garden, water and sand pit. The covered multipurpose hall serves as both a morning assembly space and an outdoor space for play and instruction. White boards and recycled metal cutlery that have been repurposed into musical instruments adorn the walls.
- To help children feel comfortable when they transfer to Year 1, the  transition activities include children's visits to their next class and conversations and exchanging children's portfolios between the Year 1 and Phase 1 teachers.

## VIEWS OF STAKEHOLDERS

**PARENT SURVEY**
**SCHOOL QUALITY & EFFECTIVENESS INDEX (24 Items)**
No. of Responses = 502

15.1%
84.9%

- Positive Ratings
- Negative Ratings

**STUDENT SURVEY**
**SCHOOL SATISFACTION INDEX**
(18 Items)
No. of Responses = 511

22.1%
77.9%

- Positive Ratings
- Negative Ratings

**TEACHER SURVEY**
**EDUCATIONAL QUALITY & EFFECTIVENESS INDEX (25 Items)**
No. of Responses = 70

19.2%
80.8%

- Positive Ratings
- Negative Ratings

**School Performance Review of Brilliant International Private School**
**3 to 6 February 2025**

## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in Arabic by:
    - setting consistently high expectations for all students.
    - improving reading and speaking skills by involving students in dialogues and presentations.
    - ensuring planning meets the needs of all groups, including low attaining students and G&T students.
    - developing writing activities that promote student's interests and aspirations.
    - steering students towards an enquiry-based approach to learning to promote curiosity and creativity.
    - using questions that challenge students' higher level thinking skills.

- Improve opportunities for students to initiate activities promoting enterprise and innovation by:
    - ensuring that students have a clear understanding of the concepts of enterprise and innovation.
    - having all students research the importance of the concepts in the past and in current real-life situations.
    - having students mind map during lessons and beyond that promote their enterprise and innovation skills.
    - organising teacher training on how to effectively engage students in initiating the concepts of enterprise and innovation.
    - ensuring that examples of students' involvement in enterprise and innovation have a high profile around the school.

- Improve provision for students with SEN and those who are G&T by:
    - providing teachers with training on effective strategies for differentiating lessons.
    - ensuring that all teachers and teaching assistants are familiar with the specific needs of students with SEN.
    - differentiating between G&T students and high achievers.
    - providing tasks and support which fit individual students' needs.
    - ensuring that G&T students are challenged appropriately.
    - providing extra-curricular activities which extend experiences for G&T students.
    - observing and sharing best practices on differentiated approaches.

**School Performance Review of Brilliant International Private School**
**3 to 6 February 2025**

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.