



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Victoria English Private School

26 - 29 February 2024

**Overall
Effectiveness:
GOOD**





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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, 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	191	
	School location	Al Azra, Sharjah	
	Establishment date	1996	
	Language of instruction	English	
	School curriculum	National Curriculum for England (NCfE)	
	Accreditation body	Cambridge	
	Examination Board	Edexcel International	
	National Agenda Benchmark Tests/ International assessment	TIMSS, PIRLS, CAT4, GL PTs, ABT, NGRT, TALA, Mukkabir, IGCSE, IAL	
	Fee range	22,900 - 41,654 AED	
	Staff	Principal	Matthew Keyes
		Chair of Board of Governors	Amin El Nezami
Total number of teachers		61	
Total number of teaching assistants		8	
Turnover rate		10%	
Main nationality of teachers		South African	
	Teacher: student ratio	1:11	
	Total number of students	687	
	Total number of students per phase	Phase 1: 62 Phase 2: 308 Phase 3: 273 Phase 4: 44	
	Number of Emirati students	79	
	Number of Emirati students per phase	Phase 1: 9 Phase 2: 44 Phase 3: 24 Phase 4: 2	
	Phase 1: number and gender	Boys: 30 Girls: 32	
	Phase 2: number and gender	Boys: 155 Girls: 153	
	Phase 3: number and gender	Boys: 151 Girls: 122	
	Phase 4: number and gender	Boys: 25 Girls: 19	
	Nationality group	1. Egyptian 2. Pakistani	
Total number of students with special educational needs	8		



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers, 128 lesson observations, 70 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 in 2022-2023 when it was acceptable. Students' attainment and progress have improved since the last review to good overall. Students' achievement in English and mathematics is good across all phases and in science it is good in Phases 1 and 3, and achievement in other subjects are now good across all phases. Arabic has improved in Phases 3 and 4 and is good. Students' personal and social development remains good overall. Teaching has improved to good across the school as teachers now use effective lesson planning and a range of learning approaches. Assessment remains unchanged as acceptable. The curriculum is now good, moving from acceptable as it is broader in lessons and is modified successfully to meet the needs of most groups of students. The protection, care and guidance for all students are now very good. Attendance has improved and is very good. The identification of and support for students with special educational needs (SEN) is also very good, an improvement from acceptable and students are supported very effectively in most lessons. Leadership has improved from acceptable to good with the expansion of the senior leadership team, led strategically and capably by the headteacher. School improvement plans are based on accurate self-evaluation and include clear, specific priorities. A targeted programme of supervised teacher development and mentorship for new teachers has helped to raise overall school achievement.

KEY AREAS OF STRENGTH:

- The school's secure safeguarding and well-being practices for students and staff.
- Leaders' strategic planning for effective school improvement.
- Leaders' actions to improve best practice in teaching and learning.

KEY AREAS FOR IMPROVEMENT:

- Data management and assessment practices and their use across the school.
- Middle leaders' capacity to develop and manage their subject departments and raise student's achievement.



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



Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic education is acceptable overall. Internal assessments indicate acceptable progress in Phase 1, outstanding progress in Phase 2, very good in Phase 3 and weak progress in Phase 4. This does not match observed lessons and in recent work where most students make expected progress across all phases. Students' attainment in Islamic education is acceptable overall. Internal assessment data shows students' attainment is outstanding in Phase 2, very good in Phase 3 and weak in Phase 4. This does not match that seen in lessons and in students' books where most attainment is in line with expectations across phases. There is no external data for Islamic education. Overall, students make acceptable progress in Islamic education. Children in Phase 1 show understanding for Islamic values and answer questions about the Holy Qur'an verses and the Noble Hadeeth. Most students across the phases recite verses from the Holy Qur'an, while only a few apply age-appropriate Tajweed rules. Students in Phase 2 understand and appreciate the Prophet Muhammad guidance (PBUH) about Muslims' values in the Noble Hadeeth, follow the Holy Qur'an reciting etiquette, and only a few can relate the values to real-life situations. In Phase 3, students infer guidelines from the Noble Hadeeth against extravagant practices and they understand the Islamic approach to family building. Few know how to support tolerance and oppose violence and extremism in real-life situations. In Phase 4, students understand the rationale behind the agreed Islamic laws concerning the priorities of acts of worship, however, they are less secure in applying these Fiqh laws in real life situations. Overall, most groups of students make at least expected progress. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Children's understanding of Islamic values in KG. Students' following Islamic etiquette in reciting the Holy Qur'an and in respecting Prophet Muhammad (PBUH) in Phase 2. 	<ul style="list-style-type: none"> Students' recitation of the Holy Qur'an applying age-appropriate Tajweed rules in Phases 2 and 4. Students' ability to relate the values in the Noble Hadeeth and the Holy Qur'an to their lives, in Phases 2 and 3.



Arabic - AFL and ASL

- Students' achievement in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is acceptable in Phases 1, 2 and good in Phases 3 and 4. This does not fully match with the school's internal data for AFL where students make outstanding progress in Phase 2 and very good progress in Phases 3 and 4. In ASL students make outstanding progress in Phase 2 and very good progress in Phase 3 and it is acceptable in Phase 4. Children in Phase 1 make better than expected progress.
- Internal assessment data shows that in AFL students' attainment is outstanding in Phase 2 and in Phases 3 and 4 it is very good. ASL students in Phase 2 attain at an outstanding level; it is very good in Phase 3, and in Phase 4 good. In the International Benchmark Test for Arabic language (ABT), most students in Phases 2 and 4 scored at the outstanding level. In the IGCSE examination, students in Phases 3 and 4 reached high grades. In the TALA assessment most students at least partially met expectations. Results for Mubakkir are pending. This does not fully match that seen in lessons or students' work where attainment for AFL students in Phases 1 and 2 and ASL students is in line with curriculum expectations, and for AFL students in Phases 3 and 4, it is above curriculum expectations.
- Children in Phase 1 make acceptable progress, most express themselves, identify and write letters in words and a few read correctly. In Phase 2, most AFL students read texts, answer questions, and conclude the main idea. They can write short narratives although their grammar is inaccurate. Most ASL students listen and understand the overall meaning of simple texts with familiar descriptive topics. In Phase 3, the majority of students analyse the biography of Taha Hussein and Ahmed Zewail, make comparisons, and briefly summarise a story about The Samover. Most ASL students, can listen and understand the overall meaning of descriptive texts. A minority write texts on familiar descriptive topics and speak confidently. In Phase 4, the majority of students analyse poems and only a minority can write responses to literary texts, reflecting their understanding. Most ASL students, read and understand texts such as the Cycle of Life and a few can write extended texts on familiar and unfamiliar descriptive topics.
- Most groups of students make similar rates of progress in both AFL and ASL.

Areas of Strength

- Students' participation in reading activities in Phases 2, 3 and 4.
- Students' skills in reading comprehension, in Phase 3.

Areas for Improvement

- Students' skills in writing in Phases 1 and 2.
- ASL students' skills in speaking standard Arabic confidently across the school.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. It is acceptable in Phase 2, and good in Phase 3. In lessons and in their work, most students in Phase 2 make expected progress and in Phase 3, the majority of students make better than expected progress. This does not fully match with the school's internal data which shows that students make very good progress in Phases 2 and 3.• The school's internal assessment data shows that students' attainment is very good in Phases 2 and 3. This does not fully match that seen in lessons and in students' work where most students in Phase 2 attain in line with curriculum expectations and the majority of students in Phase 3 attain above curriculum expectations. There is no external data for social studies.• Students in Phase 2 make acceptable progress and in Phase 3 it is good. Students in Phase 2 recognise the importance of fish resources, suggest ways to keep the seas free of pollution, discuss the importance of different careers in society, name the Gulf Cooperation Council Countries, and recognise the difference between reduce, reuse, and recycle. A few can assess the impact of recycling on sustainability. In Phase 3, students specify the characteristics of UAE society, analyse the biography and the achievements of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP), and can analyse and discuss the effect of pollution on the environment. A minority can explain the main features of the Federal Supreme Council.• Overall, the majority of groups of students make better than expected progress. Gifted and talented students do not always make the progress they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' engagement with the characteristics of UAE society in Phase 3.• Students' knowledge about the life and achievements of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in Phase 3.	<ul style="list-style-type: none">• Students' ability to assess the impact of recycling on sustainability in Phase 2.• Students' ability to explain the main features of the Federal Supreme Council in Phase 3.



English

- The achievement of students in English is good overall. Progress across all phases is good. Internal assessment data indicates progress overtime is acceptable in Phase 3 and good in Phases 2 and 4. There was no data provided for Phase 1. This broadly matches the review judgement of good across all phases.
- International benchmarking test results are acceptable in PTE from Years 4 to 10. In IGCSE, Year 11 students' results were very high and weak in IAS levels. NGRT scores for Years 5, 6 and 8 are below age expectations. In PIRLS testing, the school scored higher than the UAE average. Attainment is good in Phases 1 and 2 and acceptable in Phases 3 and 4. This matches the school's internal assessments for Phases 2, 3 and 4.
- In Phase 1, children are able to easily identify, read and write letters Z and W and quickly recognise them in short words such as zoo, zebra and water. Their ability to blend letters and make short words is developing. In Phase 2, students build their vocabulary, construct good sentences and share their learning of pronouns, figurative language and can match rhyming words. Year 4 students work on their devices to find similes and metaphors and make relevant real-life links with the UAE. In grammar lessons, Year 5 students know how to accurately use pronouns instead of proper nouns. In Phase 3 students use emotive language effectively to make a case for captive animals and discuss the need to support them. Students in Year 10 can successfully appreciate the backdrop of war poems and discuss in detail dilemmas of recruiting young teenagers. In Year 11, students can relate empathetically to the plight of an immigrant and his nostalgic journey to England. In Phase 4, students delve into the syntax and morphology of languages and their appearance in the world in the context of Creole of Central America. In all phases students' writing skills are less developed with insufficient focus on grammar and punctuation.
- All groups of students make at least the expected progress. This includes Emirati students, students with SEN and gifted and talented (G&T) students.

Areas of Strength

- Children's ability to listen and read letters in Phase 1.
- Students' developing vocabulary and use of figurative language in Phases 2 and 3.

Areas for Improvement

- Students' reading skills in the NGRT reading test in Phases 2 and 3.
- Students' writing skills including grammar and punctuation across all the phases.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall. Internal assessment indicates that across all phases, the majority of students demonstrate good progress. In lessons and in students' work, the majority of students across all phases make good progress.• The school's internal assessment data indicates good attainment in Phases 2 and 4 and acceptable in Phase 3. There was no internal data presented for Phase 1. This does not match with that seen in lessons and in students' work where the majority of students' attainment is above curriculum expectations. across all phases. GL Progress Test results in mathematics for Years 6 and 9 are below expectations. IGCSE results show very high grades in Year 11.• In Phase 1, children can identify and name a wide range of 2-Dimensional (2-D) shapes. In Phase 2, students effectively multiply and divide numbers by 10, 100, and 1,000, accurately giving answers to three decimal places. In Phase 3, they can accurately calculate the area of various triangles. Students' mental arithmetic skills in Phases 2 and 3 require improvement. In Phase 4, students can determine the area under a curve through integral calculus. Phase 4 students use technology to support their learning well. Higher-ability students do not have sufficient challenge in all lessons.• Overall, the majority of student groups make better than expected progress. The progress of students with SEN, G&T students and Emirati students is good.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's ability to recognise 2-D shapes in Phase 1.• Students' problem-solving skills using integral calculus in Phase 4.	<ul style="list-style-type: none">• Students' enhancement of their mental arithmetic skills in Phases 2 and 3.• Challenge for students with higher abilities across all phases to support their better progress.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. Students make good progress in Phases 1 and 3, acceptable progress in Phases 2 and 4, and very good progress in Year 11 classes.• Internal assessment data shows good attainment in Phases 2 and 3 and acceptable attainment in Phase 4. Standardised external examination data indicates that most students' attainment levels are below national and international standards. IA level results in biology, physics and chemistry are weak. IGCSE results for biology, physics and chemistry are very high.• In lessons, in Phases 1 and 2, children and students make good progress when working in groups, creating habitats and assembling electrical circuits, although their use of inquiry skills is limited. Phase 3 students enjoy handling chemicals and investigating the variables affecting diffusion rates of dyes and precipitation reactions. Their understanding of safety in the laboratory is underdeveloped. Some give lively presentations about rain seeding, bonding, grounding, and the myriad of ways that static electricity affects our lives. Year 11 students make very good links to physics in their own lives. In a Phase 4 lesson, knowledgeable students passionately debate the ethical questions underpinning stem cell scientific and medical research. In all phases students' progress well when they understand the relevance of science to their everyday lives. Students in Phases 1 and 3 make better progress overall than students in Phases 2 and 4.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitude in practical work in all phases.• Students' knowledge and understanding of how the physics they learn in lessons is relevant to their lives in Year 11.	<ul style="list-style-type: none">• Student's scientific thinking, enquiry and investigative skills in Phases 1 and 2.• Students' awareness of safety when handling chemicals in Phase 3.



Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is good overall. Internal assessment data indicates that progress in information and communication technology (ICT) is mainly good across the phases. French and geography are very good, and psychology and business are acceptable in Years 10 and 11. Overall, in lessons and students' work the majority of students make good progress. There is no external attainment data in other subjects in Years 1 to 10. External assessment data in Year 11 indicates that students' attainment in IGCSE in 2023 was high in art, business, and psychology and very high in ICT, geography, history and French. Attainment in 2023 for IAS was weak for business, ICT, and geography. Overall, in lessons and in students' work attainment is good. The majority of students make good progress in their lessons in all phases. Children in Phase 1 develop their gross motor skills and social skills as they take part in running and jumping activities and team exercises with enthusiasm. Students in Year 1 in music show that they can name and use percussion instruments in rhythmic time and sing sol-fa scales accurately. In Phase 2 art, students in Year 6 make very good progress as they brainstorm and create a cross-curricular design for a drawing, which is illuminated by a circuit board. Students in Phase 3 studying French show good progress in Year 7 as they create a timetable for a French school, although their spelling of French words lacks accuracy. Phase 4 students of psychology show good understanding of the concepts of classic conditioning and the differences between stimulus and neutral stimulus. Students in Year 10 history make good progress as they study source material through the dramatization of the facts. Year 11, business studies students can effectively discuss economies of scale and how they affect large and small companies. In Year 12 business studies students can explore the concept of failing firms and identify innovative ways to pull them back, although their ability to research and discuss scenarios in depth is not as well developed. The majority of students make good progress from their starting points. There is no difference in the rates of progress between boys and girls. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> The brainstorming of designs in Phase 2 in art for drawings illuminated by circuit boards. Students' understanding of economies of scale in business studies in Phase 4. 	<ul style="list-style-type: none"> Students' accuracy when spelling French words in Phase 3. Students' deeper exploration and discussion of topics in business studies in Phase 4.



Learning Skills	<ul style="list-style-type: none">• The learning skills of students are good overall. They effectively engage in practical activities, independently applying and expanding their understanding of new concepts. Students are attentive and actively participate in interactions with the teacher. They take ownership of their learning during lessons, assuming roles such as mini teachers or group leaders, enhancing their leadership and communication skills.• Students enjoy working in pairs or in smaller groups and most can work productively on their own for short periods of time without their teachers' intervention. Their spoken language skills, while appropriate for their age, need some improvement to enhance their ability to collaborate effectively with peers and express their ideas more clearly.• Students make good connections to the real world and apply their learning in all phases. Phase 1 children enjoy creating desert habitats as they learn how humans adapt to their surroundings. In Phase 3, students re-enacted the 1919 trial of Sacco and Vanzetti, highlighting the era's bias through roles such as judge, jury, and lawyers to understand historical perspectives. Phase 4 students in mathematics use technology to support their learning whilst resolving forces in situations where particles are connected across a pulley on a rough surface.• In science and mathematics, students develop their enquiry, critical thinking, and problem-solving skills. Most students can present their ideas with confidence. Students' innovation, enterprise and use of technological skills are insufficiently developed across all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes and willingness to learn across the school.• Students' ability to apply learning to real life in all phases.	<ul style="list-style-type: none">• Students' innovation, entrepreneurship, and creativity skills across all phases.• Students' skills in the effective use of technology in lessons across all phases.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Good

- Students' personal and social development and their innovation skills are good overall. Students have positive, responsible attitudes, their behaviour is good throughout the school, and they understand the needs of others. Bullying is very rare. Students are kind and respectful of each other and adults, and relationships are friendly and considerate.
- Students of all ages feel well cared for by the staff and speak warmly of the strong sense of community.
- Students understand the importance of healthy eating and lifestyles, and heed the school's nutritional advice in newsletters, lessons, and assemblies. Most are eager participants in extra-curricular sports and tournaments, physical education (PE), dance performances and wake-up aerobics in lessons and assemblies.
- Almost all students arrive punctually at school and at lessons. Attendance is very good at over 96%.

Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
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- Students have some understanding of the profound importance of Islamic values and their relevance in the UAE and more widely. They are not always aware of the extent to which they put Islamic values into practice in their own lives.
- Students are proud to live in the UAE and they enjoy learning about and experiencing UAE traditions and heritage. During assemblies, students of all ages sing the national anthem powerfully and with dignity, accompanied by the school band. In lessons, they frequently discuss the relevance of their content to the life they know in the UAE.
- In this culturally diverse community, students interact happily and productively with each other. They learn naturally to tolerate, understand, and embrace cultural similarities and differences and they look forward to events such as International Day.



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Through the student council and as prefects, students are actively and constructively engaged in school life. Their suggestions are welcomed by staff. They take responsibilities seriously and are resilient in completing tasks.• Many students excel in their participation in civic responsibility activities outside school, such as the Model United Nations (MUN). Students enjoy creative project work although opportunities for enterprise and entrepreneurship are insufficient.• Almost all students show a positive work ethic and are keen to put good ideas into practice. A Year 12 student is leading the development of an ambitious multi-layered sustainability plan to raise awareness of environmental concerns. An assembly by Year 12 students very effectively reflected their understanding and promotion of sustainability in the world.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' positive attitudes throughout the school and their sense of belonging to a nurturing school community.• Students' very good attendance and punctuality.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' understanding of how Islamic values influence contemporary UAE society. <p>Students' involvement in enterprise and entrepreneurship.</p>				



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

- Teaching is good overall. Most teachers consistently apply their knowledge of subjects and know how students learn. Teachers plan detailed and purposeful lessons, with group plenaries in the middle, success criteria and use a range of resources, including projectors, manipulatives, and objects to provide interesting lessons. In most lessons the pace of the lesson and range of activities lead to students' sustained engagement in learning.
- Teachers' interactions with students, including questioning, leads to meaningful dialogues. For example, in Arabic in Phase 3 through integrated activities and the effective use of ICT, students' learning is enhanced. In most lessons in English, mathematics and science teachers involve students in meaningful discussions with thoughtful reflection.
- Teachers use effective approaches to ensure that the individual needs of students are met. For example, in a Phase 2 English lesson on idioms, through visual prompts the teacher extracted responses from students and provided low attaining students with a list of probable responses. Extension activities are routinely provided to challenge the higher ability and G&T students, though not consistently in mathematics. Teachers systematically develop students' critical thinking and problem-solving skills, except in a minority of science lessons where opportunities for practical skills are limited. Students' independent learning and innovation skills are a developing feature of the school.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school's regular internal assessments of students' attainment in core subjects provide some information about students' academic development. Assessment of students' personal and social development is done by staff observation, with intervention when students require support.
- Internal test results in Phases 2 and 3 are gradually being compared to a range of international benchmarks and analysed to identify patterns in attainment. There is some analysis of trends, attainment patterns and individual progress shared with teaching staff. Teachers' use of analysis data to better meet the needs of students varies greatly in impact and effectiveness. The special needs coordinator analyses CAT4 data, pinpointing individual strengths and weaknesses to better understand students' abilities and learning needs.

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- Students receive oral feedback from their teachers in lessons and teachers mark most of their work regularly with too few comments about how to improve their work. In the best lessons teachers use formative assessment well, promoting learning and involving students in the evaluation of their own work.

Areas of Strength:

- Teachers detailed and purposeful lesson planning.
- Teaching approaches that meet the needs of individuals and groups.
- The range and use of external standardised tests.

Areas for Improvement:

- The robust alignment of internal assessment with external assessments.
Teachers' marking of students' work that contains developmental comment so that students know what they need to do to improve their work.



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 curriculum design, implementation and adaptation are good. It has a clear rationale, is broad, balanced and age appropriate. The curriculum develops students' knowledge, skills and understanding. It follows the MoE compliance and the early years foundation stage (EYFS) curriculum in Phase 1, the NCfE in Phase 2, IGCSE curriculum for Phase 3, and the IAL for Phase 4.
- The curriculum is planned so that learning builds on previous achievement and students are well prepared for the next stage of development. Older students have a choice of subjects other than the core subjects, in science, business and humanities and can opt for psychology, history, geography, ICT, French and PE. Regular reviews have led to the international curriculum's introduction in Year 7 with innovative ways to promote cultural awareness.
- Cross-curricular links are mostly meaningfully planned across all subjects enabling students to transfer learning between subjects. Effective links between Arabic medium subjects and between science, mathematics, and English transfer students' learning across subjects. Good provision in almost all subjects meets the academic and personal development needs of most students.

Curriculum adaptation	Good	Good	Good	Good
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- The school is successful in modifying the curriculum to meet the needs of almost all groups of students. CAT 4 is used to identify students with different abilities, including students with SEN and G&T students.
- The curriculum offers a range of opportunities and a variety of extra-curricular activities and effective community links for students' social contribution. Phase 4 students are involved in a campaign concerning forestation in Sharjah and participate in the jeopardy environmental quiz competition. They are making a movie on 'Paws for the cause', a project by EPAA, the environmental and protected areas authority in Sharjah. Older students are offered greater opportunities than younger students for building community links.
- Appropriate learning experiences are integrated through most aspects of the curriculum to develop students' clear understanding of the UAE values, culture, and society. In lessons, morning assemblies and during celebrations students demonstrate their pride in the UAE.



Areas of Strength:

- The broad curriculum with subject choices for older students.
- The modification of the curriculum to meet and support the needs of all students.
- Teachers' good promotion of effective UAE curriculum links.

Areas for Improvement:

- Curriculum continuity and progression, particularly in Phase 1.
- Community links so that students develop their innovation skills across all phases.



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	Good	Good	Good	Good

- The protection, care, guidance, and support of students are very good overall, the school provides a safe environment. Including security staff and CCTV cameras, Safeguarding procedures are effective, and the child protection policy has been shared with all stakeholders.
- The school is well maintained. Fire drills are held every term and risk assessments are thorough. The school has an accurate and secure record keeping system. All incidents are logged, and successive appropriate action is taken by the school team.
- Students' well-being is regularly monitored by the school nurse who maintains a close watch on any students at risk of obesity. There are suitable facilities and opportunities for sport to promote fitness. The school discusses healthy diets with students either through physical education programmes or in class topics.

Care and support	Very good	Very good	Very good	Very good
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- Positive and purposeful relationships allow teachers to have a good understanding of students' social, emotional, and academic needs. The good behaviour of students reflects the school's good and consistent procedures across all phases. The school's behaviour monitoring system to record incidents and provide accurate data for leaders is not fully efficient.
- The school has effective systems and protocols to record staff and students' attendance and punctuality. The efficient follow-up of unauthorised absences means students' attendance is now very good.
- The school's commitment to inclusivity is shown through an accessible framework. The identification of students with SEN is very effective. Students are recognised through a structured process, involving assessment and observation aligned with SPEA guidance.
- Students with SEN benefit from effective bespoke interventions, including individual education plans (IEPs) and one-to-one sessions facilitated by the special education needs



coordinator (SENCO). Students who are G&T receive appropriate challenges that enable them to make consistently high levels of progress.

- The school emphasises holistic development, offering personalised academic and personal support, highlighted by Year 13 students' successful entry into international higher education institutions. The school effectively monitors students' well-being and personal growth, using this information to deliver targeted personal, academic, and career guidance. Senior students receive comprehensive support tailored to their future aspirations.

Areas of Strength:

- The positive and purposeful relationships between staff and students.
- The school's comprehensive system to identify and support students with SEN.

Areas for Improvement:

- The use of an electronic student behaviour monitoring system to increase efficiency, effectiveness, and data accuracy.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- School leaders have shown that they have the capacity to move the school forward based on the school's vision and national priorities. The senior leaders know what is required to ensure high quality teaching and learning. Based on the previous report's findings, leaders have introduced measures to build a middle leadership team to support best practice for teachers, who are regularly subject to performance management. A few middle leaders are still developing their leadership skills.
- A programme of lesson observations and appraisals has been introduced. Teachers receive feedback and are monitored for improvements in practice. There is a mentorship programme for new teachers. An annual improvement in outcomes for students indicates that measures are having a positive impact. Staff are aware of their accountability and the school promotes a system of delegated leadership where all hold responsibility for improvement. Safeguarding and well-being practices are now secure for students and staff. A family atmosphere encourages harmonious relationships. The school has reviewed and rewritten its policies and is compliant.

Self-evaluation and improvement planning

Good

- Based on the recommendations from the last report, the school has established a thorough process for developing the self-evaluation of the school. It has become a collaborative process which involves all staff. Parents' survey views are considered. All aspects of the school are covered. The senior leadership team (SLT) and teaching departments review the findings regularly and update priorities frequently. From this process, key priorities are selected and together with recommendations from previous reports contribute to the school's improvement plan. The school focuses on a few specific areas and sets clear action plans. These plans are reviewed and monitored by the SLT, the parents' council, governors, and departments until they are completed. The school has demonstrated that the process is now leading to improvements. For example, the MoE subjects and the department are better managed, and their teachers are being trained to improve students' achievement. The school has placed an intense focus on pedagogy to improve outcomes for students. The leadership teams have been expanded and assessment data is managed better, although this still needs further developing.

Partnerships with parents and the community

Acceptable



<ul style="list-style-type: none">The school keeps parents informed through a weekly newsletter about school events. Parents are welcome in the school and any concerns are usually dealt with quickly. Parents are invited to share their views through surveys, and these are considered in planning processes. The parents' council comments on the school's self-evaluation and the school's improvement plans. Parents support National Day, sports day, and similar celebrations. They also help with charity collections.The school does not have any local or international partnerships.	
Governance	Good
<ul style="list-style-type: none">The governing body consists of owners, an educational leader, a technology leader and an SLT link. Members work to ensure continuous improvement in standards and practices across the school to raise quality. They hold leaders accountable for actions to raise students' achievement, especially in Arabic. They ensure that appropriate teaching practice, assessment processes, self-evaluation and improvement planning are in place. The board takes effective steps to support and resource these actions.	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The day-to-day management of the school is good. Timetabling is generally efficient although some lessons are too long, particularly in Phase 2. Teachers are qualified and have appropriate expertise. A range of training is offered which leads to improved outcomes for students. Premises and facilities are well maintained. Resources are sufficient for learning. Technology is a regular feature in lessons in higher phases.	
Areas of Strength:	
<ul style="list-style-type: none">The processes for and impact of the actions of school improvement planning.The programme of performance management to improve best practice in teaching and learning.	
Areas for Improvement:	
<ul style="list-style-type: none">The effectiveness of some middle leaders in developing best practice within their departments.Leaders' development of the management and use of data. The development of local and international partnerships for the sharing of best practice in teaching and learning to raise students' outcomes.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic language team has 8 teachers for Arabic from FS2 - Y13 giving a teacher to student ratio of 1:86. The school recognises the importance of Arabic within the MoE requirements by providing extra activities to promote reading in Arabic language.
- The school has one library for all the students. There are resources for the Arabic language, including fiction and non-fiction books.
- In the classrooms, teachers have MoE Arabic textbooks, encourage students' independent literature reading in addition to guided reading. Students have access to Arabic electronic reading resources like Kutubee, Nahla wa Nahil and 3asafeer. Students, including G&T, participate in different extra-curricular reading activities.
- The school tracks students' progress in reading by encouraging them to write a short summary assessment and uses the examinations to track reading progress.
- The school participates in the Arabic Reading Challenge and assemblies where students display their public speaking skills and talents in the Arabic language. Parents support their children through extra learning in after school activities.

The school's use of external benchmarking data

- 100% of 42 students in Year 4 and 39 students in Year 9 took the TIMSS assessment in 2023. Results are pending. 33 students in Year 6 took the PIRLS assessment in 2021 and scored 546 overall, higher than the UAE average of 483. 180 students in Years 5, 6, and 8 took the NGRT in 2023 and were below the national average. For Years 4 to 10, 388 students took PT tests of progress in English, mathematics and science, the results of which were weak overall. 345 students, which is 98% of students in Years 4 to 12, took the TALA, Arabic reading and writing assessment in November 2023 most of whom at least partially met expectations. (100%) of students from FS2 to Year 3 took the Mubakkir assessment in Arabic early reading, results are pending. ABT outcomes for students in Years 1 to 12 were outstanding overall. 216, or 100% of students in Years 4, 6, 8 and 10 took the CAT4 reasoning skills assessment, most of whom fell within the average scores. 40 students took the International A level; they achieved A* 35% of students, A*-A 21% of students, A* to B 34 % of students and A* to C 48 % of students. 54 students took IGCSE, the results of which were very high in English mathematics and science.
- The school has worked to raise awareness of the need for students to take international benchmarking assessment seriously. Teachers are trained on the type of questions which may appear. Typical questions are being planned into lessons for students to practise. Students who need extra help have work to practise at home.
- The results are given to students at school. Any analysis of skills or attainment is explained to them. Areas for development are identified and support provided to students where needed to raise future scores.
- Parents are informed of the results of international tests at parent and teacher meetings. Scores are explained and arrangements made for extra support if that is needed for the



students. Parents are encouraged to emphasise the importance of these assessments to their children.

Provision for KG

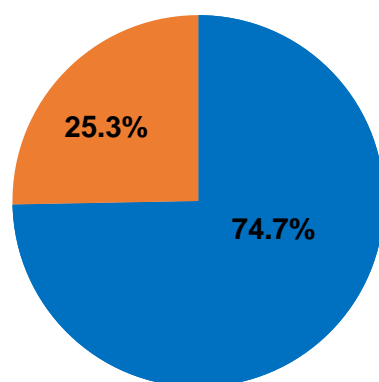
- KG comprises 1 class in FS1 and 2 classes in FS2 accommodating 62 children. There are 3 teachers and 8 teaching assistants, with a teacher to child ratio of approximately 1:20. The learning support teacher gives help to children as needed.
- The indoor facilities include classrooms with space to extend the possibility of classroom activities. There is a playroom and an indoor activity room.
- The large outdoor area has artificial grass, shading, benches and play equipment such as slides and bikes.
- Before children join school, prospective parents are invited to visit with or without their child. If possible, the child undergoes an assessment prior to joining. New parents are invited to an orientation where the curriculum and general organisational matters are discussed, including joining Google classroom. Parents are free to contact the school from then on, should they have any concerns. Before the children transfer into Year 1, they can spend time in their new classroom, learn about their group and get a feel for the next stage of their education. Children also start to share playtimes with the older children in the play area. Parents are guided about what the next stage entails. The FS2 teacher writes an academic and social record of each child to pass on to the next stage. Teachers liaise with each other to aid children's smooth transition.



VIEWS OF PARENTS

Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 221



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve data management and assessment practices and their use across the school by:
 - developing an accurate and robust process for analysing students' data.
 - developing stronger links between assessment and teaching and learning.
 - ensuring objectives link closely to the curriculum.
 - making comparisons with international benchmarking.
 - evolving data on students' personal and social development to provide a full picture of their achievement.
- Improve the capacity of middle leaders to manage and raise all students' achievement by:
 - training middle leaders in using data to improve departmental results.
 - training middle leaders about best practice in teaching and learning.
 - building and making effective use of local and international partnerships for the sharing of best practice in teaching and learning to improve student outcomes.
 - using regular meetings in a structured and timely way to focus on subject strengths and areas for improvement.
 - asking probing questions from the team and promoting open communication and collaboration.
 - monitoring and reviewing the impact of practice on all students' achievement.



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.