



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

AL MARIFA INTERNATIONAL PRIVATE SCHOOL
11th to 14th November 2024

**Overall
Effectiveness
VERY 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	135
	School location	Al Yarmook, Sharjah
	Establishment date	12/05/1988
	Language of instruction	English
	School Curriculum	American and British
	Accreditation body	AIAA Cognia
	Examination Board	Cambridge Edexcel AIAA WASC
	External Assessments International and Curriculum Benchmark Assessments	Cognitive Abilities Test (CAT4) Programme for International Student Assessment (PISA) Trends in International Progress in International Reading Literacy Study (PIRLS) Mathematics and Science Study (TIMSS) Measures of Academic Progress (MAP) GL progress Tests (PT) International General Certificate of Education IGCSE Advanced Subsidiary Level (AS) Advanced Level (A Level) Advanced Placement AP Emirates Standardized Test (EmSAT) Arabic TALA assessments
Staff	Fee Range	AED 13,838 to AED 26,476
	Principal	Samer Serhane
	Chair of board of governors	H.H. Sheikh Dr. Faisal Bin Khaled Al Qasimi
	Total number of teachers	238
	Total number of teaching assistants	5
	Turnover rate	4.6%

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Students	Teacher: student ratio	1:15	
	Total number of students	3608	
	Total number of students per cycle/phase	Kindergarten (KG): 335 Elementary: 713 Middle: 1061 High: 1499	
	Pre-KG: number and gender	Boys: 9	Girls: 7
	KG: number and gender	Boys: 175	Girls: 144
	Elementary: number and gender	Boys: 394	Girls: 319
	Middle: number and gender	Boys: 568	Girls: 493
	High: number and gender	Boys: 791	Girls: 708
	Total number of Emirati students	88	
	Pre-KG: Emirati number and gender	Boys: 0	Girls: 1
	KG: Emirati number and gender	Boys: 9	Girls: 4
	Elementary: Emirati number and gender	Boys: 10	Girls: 4
	Middle: Emirati number and gender	Boys: 20	Girls: 10
	High: Emirati number and gender	Boys: 15	Girls: 15
	Nationality groups (largest first)	1. Egyptian 2. Jordanian	
	Total number of students with special educational needs	29	



PROGRESS JOURNEY

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

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 183 lesson observations, 53 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is very good. This is an improvement since the previous review visit in 2023 where the overall effectiveness grade was good. Senior leaders working closely with parents and governors have set high expectations throughout the school and promote a bold vision. This has resulted in improved achievement in almost all subjects. The school has adopted a dual American and British curriculum in High. Students results usually exceed expectations in international benchmark assessments. Many students then progress on to university following a science, engineering or business pathway. The targeted continuous professional development and the support for teachers to achieve the technical professional licence have made an impact on teaching and learning. The school effectively meets the needs of almost all students. Students lead their own learning and extracurricular clubs have supported their growth and development. This has impacted positively on their learning in lessons. Students' attendance remains outstanding although the school's geographical location impacts punctuality in the morning.

KEY AREAS OF STRENGTH:

- Students' attainment in external examinations and international assessments.
- Students' strong sense of personal responsibility and self-discipline, their harmonious relationships and keen attitudes to learning.
- Students respect and appreciation of Islamic values, and the heritage and culture of the UAE.
- Students' social responsibility and innovation skills.
- The school's high-quality arrangements for the safety, care, welfare and guidance of all students.
- The governing body's positive influence on the school's leadership.



KEY AREAS FOR IMPROVEMENT:

- Students' achievements in KG and Elementary, particularly in Arabic.
- The quality of teaching and learning through the effective use of assessment in KG and Elementary.
- The adaptation of the curriculum to meet the needs of all students in KG and Elementary.
- Middle leaders' capacity so that their actions are more impactful in improving provision and outcomes for their area of responsibility and accountability for students' achievements.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is very good overall.

Indicators:		KG	Elementary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Arabic (as an additional Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Good	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very Good



Mathematics	Attainment	Good	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very Good
Science	Attainment	Good	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Very Good	Very Good
	Progress	Good	Very Good	Very Good	Very Good
Learning Skills		Good	Good	Very Good	Very Good

Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic Education is good overall. The school's internal data shows that students make outstanding progress in Elementary, Middle and High. This does not match with what is seen in lessons and in students' work over time where the majority of students make better than expected progress in Elementary, Middle and High. The school's internal data shows that attainment is outstanding in Elementary, Middle and High. This does not match with what is seen in lessons and in students' work where the majority of students demonstrate knowledge and skills at levels above curriculum expectations in Elementary, Middle and High. There is no external data for Islamic Education. The majority of students make better than expected progress overall. In Elementary, students demonstrate an understanding of the etiquette and the importance of prayers at the mosque. They also understand and appreciate Islamic values and apply them in their daily lives. In Middle, students understand the general meaning of the Holy Qur'an verses and infer the meaning of the vocabulary they include. They are also able to memorize and recite the prescribed Holy Qur'an Surahs and the Noble Hadeeth. In High, students can analyse the Holy Qur'an verses and infer the values they convey. They also understand Tajweed rules and apply them when reciting the Holy Qur'an verses. Students' ability to find evidence from the Holy Qur'an and the Prophet's (PBUH) Hadeeth to support their view is less developed, in Middle and High. Overall, different groups of students make similar rates of progress. 				
	Areas of Strength		Areas for Improvement		



	<ul style="list-style-type: none">• Students' skills to recite the Holy Qur'an verses using correct Tajweed rules in all phases.• Students' ability to apply Islamic values in their daily lives.	<ul style="list-style-type: none">• Students' ability to find evidence in the Holy Qur'an to support their views in Middle and High.• Students' ability to support their views on the Prophet's (PBUH) Hadeeth in Middle and High.
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Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a first language and Arabic as an additional language is good overall. In lessons and students' work over time, the majority of students make better than expected progress, this does not match with the school's assessment data that shows outstanding progress overall. In KG in Arabic as a first language, children's achievements are very good.Internal assessment data indicates that almost all students attain above expectations which is not evident in lessons, where the majority of students demonstrate knowledge and skills at levels above expectations. External EmSAT and IGCSE examination data in High, indicates outstanding attainment. TALA assessments are conducted in Elementary and Middle and the majority of students exceed expectations. The high levels of attainment are not seen in lessons or students' work as only the majority demonstrate knowledge and skills at levels above expectations. In KG in Arabic as a first language (AFL), children attain very good levels, and this is reflected in their knowledge and skills.Overall progress is good. In KG, in AFL, the large majority of students know the alphabet and can distinguish the letters in words and pronounce letters appropriately. In Elementary, the majority of students can use their semantic skills to understand and define meanings above curriculum standards. Students' reading fluency is less well developed. In Middle, in Arabic as a second language (ASL), the majority of students can read, understand expressions and sentences related to healthy food. In Middle in Arabic as a first language, the majority of students can analyse texts and know the elements of biography and its writing style. In High in ASL, the majority of students can read and explain the meaning of the new expressions in the text about mothers and can create their own sentences. In High in AFL, students can debate and integrate Islamic values into Islamic morals and ethics. Students' use of standard Arabic is less well developed across the school. Students' skills in extended writing in Middle and High are less developed.The majority of groups of students make similar progress which is better than expected. In Middle, boys' progress in developing linguistic skills are slightly better than girls and in High, students' progress in handwriting is slightly better than in other phases.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">Students' linguistic and grammatical skills in AFL in KG.Students' semantic skills in understanding meaning in AFL in Elementary.	<ul style="list-style-type: none">Students' reading fluency and use of standard Arabic in speaking in AFL across phases.Students' skills in extended writing in Middle and High.
Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is good overall. The school's internal data shows that students make outstanding progress in Elementary, Middle and High. This does not match with what is seen in lessons and in students' work over time where the majority of students make better than expected progress in Elementary and Middle. A large majority of students make better than expected progress in High.The school's internal data shows that attainment is outstanding in Elementary, Middle and High. This does not match with what is seen in lessons and in students' work which shows that the majority of students demonstrate knowledge and skills at levels above curriculum expectations in Elementary and Middle. A large majority of students demonstrate knowledge and skills at levels above curriculum expectations in High. There is no external data for social studies.The majority of students make better than expected progress overall. In Elementary, students demonstrate an understanding of how to protect the environment and they know the basic historical facts of the UAE's history and the achievements of the H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP). They are able to use geographical maps to identify geographical features of countries. In Middle, students understand the features of the Arab world they know the main factors of population increase. They also demonstrate an understanding of the geographical features of the UAE. In High, students 'understand and appreciate the role of the UAE's government in promoting the wellbeing of the citizens in UAE. They also understand the concept of citizenship and appreciate its values. Their understanding of the importance of the strategic locations of the Arab world is less developed. In Elementary, students' understanding of basic geographical concepts is underdeveloped.Overall, the majority of groups of students make similar progress which is better than expected.	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' knowledge of the role of the UAE's government in promoting the wellbeing of citizens in High.Students' knowledge of how to protect the environment in Elementary.	<ul style="list-style-type: none">Students' understanding of the strategic locations in the Arab world in High.Students' understanding of basic geographical concepts in Elementary.



English	<ul style="list-style-type: none">Students' achievement in English is very good overall. The school's internal data shows that progress over time is outstanding in all phases in both the American and British curricula. This does not correlate with what was seen in lessons and in students' work, which indicates that a majority in KG and Elementary and a large majority of students make better than expected progress in Middle and High.External assessment data in MAP indicates that students' progress and overall academic growth are acceptable in the Elementary and Middle phases. In the British section in the High phase, students attain very good levels in English as a second language in IGCSE examinations. Students' performance in PISA is above the international average. In Grade 4 students participate in PIRLS. In PT students' progress is above expected levels based on their potential in CAT4.In lessons, the large majority of students make better than expected progress overall. In all phases, students collaborate purposefully in age-appropriate oral activities. In KG, children can name lower- and upper-case letters and most can say the letter sounds accurately. Students in Grade 1 know parts of speech and can use them in simple sentences. In Middle students can identify figurative language accurately; a large minority are beginning to use it in writing. In High students speak confidently and use persuasive language to shape an argument. In Grades 12 and 13, students are developing the ability to take an opposing stance and were observed debating the pros and cons of e-scooters and their impact on life in their local community. Regular extended, individual writing to follow and consolidate oral activities is less well developed in the Elementary and Middle phases. Students in all grades can decode known and unfamiliar vocabulary. Reading for meaning and understanding is less effective in the Elementary.Higher attaining students do not always make the expected progress due to a lack of extended challenges and the low expectations of them in lessons. Overall, most groups of students make similar progress which is better than expected. Lower attaining and students with special educational needs and disabilities (SEND) are not sufficiently differentiated	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">• Students' speaking and listening skills across all phases, particularly in the High school• Students' reading skills and fluency, accurate intonation and expression in High.	<ul style="list-style-type: none">• Students' skills in extended and independent writing and writing for different audiences and purposes in the Elementary and Middle.• Students' reading skills and comprehension in reading in the Elementary and Middle.
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Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is very good overall. The school's internal assessment data indicates outstanding progress across all phases. This does not match what is seen in lessons and in students' work over time. Students' progress is good across KG and Elementary and very good in the Middle and High phases. MAP external attainment data for the American curriculum indicate that students' academic growth and progress are acceptable. For the British curriculum, external examination data indicates attainment is very good for the large majority of students in IGCSE. In AS, and A Level mathematics, results indicate outstanding attainment in High. In PT students' progress is above expected levels based on their potential in CAT4 and students' performance in PISA is above national averages. The large majority of students make better than expected progress. In KG, children are secure in their use of number and quantity and can write and represent whole numbers from 0 to 30. Students are competent in working with representations of numerals, pictures, real objects and graphs using manipulatives such as connecting cubes. In Elementary, students expand these skills and can confidently demonstrate an understanding of addition of numbers with their corresponding subtractions by using correct strategies for adding and subtracting. Students in Middle demonstrate an understanding of measurable attributes of objects and the units, such as length, area, weight, volume, and size. In High, students studying the American and British curriculum make similar progress. Students demonstrate an understanding of comparing linear, quadratic, and exponential models. Students can construct linear and exponential functions, including arithmetic and geometric sequences. In all phases, students' ability to apply their mathematical knowledge and skills to real-life contexts and to solve complex problems is less well developed, especially in Middle and High. Students' application of mental mathematics across all phases. Girls make better progress than boys across all phases. Students with SEN and gifted and talented (G&T) students do not sufficiently make the expected progress over time. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' application of mental mathematics across all phases. Students' skills in solving geometric problems in Middle. 	<ul style="list-style-type: none"> Students' skills in applying their mathematical skills to real life in Middle and High. Student's skills in problem solving in all phases, especially Middle and High.
Science	<ul style="list-style-type: none"> In science students' achievement is very good overall. The school's internal assessment data indicates outstanding progress across all phases. This does not match what is seen in lessons and in students' work over time. Students' progress is good across KG and Elementary and very good in the Middle and High phases. Students' attainment is outstanding across all phases according to the school's internal assessments. In the MAP assessments, students' progress and academic growth are acceptable. Students' attainment in High in external examinations is very good in the American section in AP electives and in the British section in IGCSE, AS and A Level. In PT students' progress is above expected levels based on their potential in CAT4 and students' performance in PISA is above national averages. Overall, the large majority of students make better than expected progress across all phases. In KG, children can discuss plants and their role in soil protection. Elementary students explore animal survival and adaptations, while students in Middle can understand the mass extinction of dinosaurs and explore ways they might have been preserved and protected. In Grade 5, students create solar system models and relate them to the Emirates Mars mission. In biology students in High can learn about enzymes and the factors influencing enzyme reactions. In Year 12 students discuss the gas equation as it relates to the human body. In physics Year 11 students examine how wire diameter affects electrical resistance. In chemistry, students in Middle practice balancing chemical equations, while students in High investigate acid-base neutralization reactions in the laboratory. Students in High can analyse different sources of water and usage of water for various household tasks. Students extend their discussions to UAE's initiatives for desalinating saltwater to provide fresh water. While students frequently connect their learning to real-life applications, the development of scientific methods and independent research skills remains limited, especially in Elementary as is students' ability to derive conclusions in Middle and High. Students participate in science, technology, engineering and mathematics (STEM) activities in all phases. Girls make more progress than boys. Emirati students make consistent progress across all grades. 	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' knowledge about Earth, physical and life science in Elementary and Middle.Students' participation in STEM activities.	<ul style="list-style-type: none">Students' understanding of scientific methods, investigative and enquiry skills in Elementary.Students' ability to derive conclusions and communicate ideas in Middle and High.



Other subjects

- Students' achievement in other subjects is very good overall. Internal data indicates outstanding progress. In lessons and students' work over time, the majority of students make better than expected progress in music and art, and a large majority make better than expected progress in physical education (PE), Information technology and humanities-based subjects.
- There is no external data for some other subjects including music, art and PE. External data for IGCSE business studies, information computer technology and environmental management indicate very good attainment. In lessons and their work, students' attainment is good overall, and very good in PE in Middle and business studies, information computer technology, environmental management High phases.
- In KG students participate in exercise routines and can run and jump and move from side to side although they do not routinely practice ball skills and drill exercises using PE equipment. In Elementary and Middle, students understand the importance of warming up the body before active physical exercise. They use strength, coordination, and agility to time their jumps to avoid a low swinging ball. In Middle and High, students excel in a range of sports at local, national and international levels. They demonstrate great teamwork and communication in planning a winning strategy. They work together to coordinate passes, anticipate movements, and set up scoring opportunities, in games such as handball, 5-a-side football and basketball. In information technology, students can work out the area of rectangles using a computer in Elementary. Girls in High demonstrate critical learning skills, problem-solving and attention to detail to structure code effectively to design and build a website. In Middle they apply theory to real-life practical applications, presenting seminars on the UAE's heritage and culture. In art children in KG use paint to print a letter template. They do not know about blending and how to present their work in a creative and innovative way. In music, students can perform harmonies in assembly, although they do not always know the importance of singing as a chorus.
- Overall, all groups of students make similar progress which is better than expected progress.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"> Students' drive and motivation in competitive sports in Elementary, Middle and High. Students' ability to simulate theory to real-life computer applications for Middle and High. 	<ul style="list-style-type: none"> Students' development of motor and ball skills in KG. Students' creativity and innovation in art across all phases.
Learning Skills	<ul style="list-style-type: none"> Overall, students' learning skills are very good. Students enjoy learning and have positive attitudes towards their work and activities. Learning skills are stronger in High where students are more independent and responsible for their own learning. They can make connections to their learning. All students interact with each other in lessons and with their teachers in a positive way. They collaborate effectively with others and support one another in lessons. Students are adept at communicating their learning, especially in Middle and High phases. In English students interact and collaborate productively to discuss real-life situations in High. Across all phases, students can transfer and apply knowledge between different areas of learning when given the opportunity. Students can make connections between their learning and the world around them. In science students in Middle think critically to discuss what might happen if the number of atoms change in an equation. In Arabic students critically debate the Islamic moral perspective and in KG children are confident to express their learning. In social studies, students use digital technology to explore and research geographical concepts, although technology is not used consistently across all phases and subjects to support students' independent enquiry and research skills 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' ability to make cross-curricular links in all phases. Students' skills in critical thinking and problem-solving in High. 	<ul style="list-style-type: none"> Students' use and application of technology in all subjects across the curriculum and in all phases. Students' independent enquiry skills in all phases.



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

Students' personal and social development and their innovation skills is outstanding overall.

Indicators:	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">Students' personal and social development and their innovation skills are outstanding overall. Students have positive and responsible attitudes and respond well to critical comments. They consistently demonstrate self-discipline throughout school. Students show inclusive behaviour and are aware of the diverse cultures in the school and the circumstances that they have experienced.Relationships are positive and have a positive impact where students support each other emotionally and socially. Students demonstrate resilience and are open to feedback during discussions and debates. Students are respectful to teachers and others.Students demonstrate an excellent understanding of being safe and adopting healthy lifestyles. The promotion of healthy eating and lifestyle choices is a strength in all phases. This is evident in the canteen choices, students' engagement in sports and games during break times and the guidance and monitoring provided by the school clinic. Obesity levels are very low. Students demonstrate awareness in seminars about breast cancer and diabetes and contribute confidently to the discussion. In the Elementary morning assembly, students know the importance of cyberbullying and how to be protected.Students' attendance remains outstanding at 98%.				
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding



- Students demonstrate an excellent understanding of Islamic values and the impact of the implementation into their daily lives in the UAE. This is evident in lessons where students show an understanding of Islamic values of the Holy Qur'an and the Noble Hadeeth in Islamic Education and Arabic classes.
- Students highly appreciate UAE traditions, cultures and heritage. They celebrate and involve themselves in a range of cultural activities, for example, Flag Day, UAE National Day, and Martyrs Day and these are all documented. Art and crafts displayed around the school show the dedication and appreciation of the heritage of the UAE.
- Students have an excellent knowledge and appreciation of their own and other cultures. This is evident through school activities during Cultural Day, to celebrate the cultures and traditions. In High, students are fully aware of global cultures and their aspirations to continue their education in Canada, America and the United Kingdom.

Social responsibility and innovation skills

Outstanding

Outstanding

Outstanding

Outstanding

- Students in High model and steer leadership across the school. Students have a positive impact on the school. They occasionally support the local community and volunteer in activities in the mangroves.
- Students are highly organised and innovative developing a range of extra-curricular activities such as music, art, photography, singing, drama and fashion designing. Entrepreneurial skills are developed through events such as the Business Fair which supports local charities such as the UAE Red Crescent.
- Students care for the school's environmental priorities and have planted trees which are sustained through water recycling projects which include students from all phases. Across all phases, students also engage in STEM activities. Students in High participate in Model United Nations at local universities A designated garden is in its planning stage and to be developed by the students.

Areas of Strength:

- The promotion of good healthy eating and lifestyle choices.
- The positive role modelling and leadership of students in High.

Areas for Improvement:

- Students' regular contributions to their community through socially responsible initiatives and projects.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is very good overall.

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Teaching and assessment is very good overall. A large majority of teachers possess relevant subject knowledge and know how students learn. They adapt teaching strategies relevant to the subject and cohort. Most teachers use digital resources and time effectively. Most teachers are successful in creating a positive and welcoming classroom environment.The recently modified 5E lesson planning structure allows teachers to ensure lessons engage learners productively. There are variations in effective implementation across subjects in KG and Elementary. The lesson plan includes differentiated tasks that cater to three different abilities derived from assessment outcomes. Meeting the individual needs of learners, especially for students with SEN and higher attainers and G&T students, is not evident in most lessons.The majority of teachers plan engaging lessons by incorporating collaborative learning tasks such as group work, class discussions, solving worksheets and exit tickets for learning and assessment. Students' interactions and support of one another's learning through collaboration are positive and respectful. Although the interactions do not always result in sustained dialogue and engagement to help students clarify their misconceptions, especially in Elementary. The impact is more evident in the High phase.The majority of lesson plans include critical thinking questions, opportunities for problem-solving and independent learning. It is not consistently implemented across phases and subjects. Opportunities for innovation and enterprise are limited in lessons.				
Assessment	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The school's internal assessment processes are coherent and consistent; they are linked to the school's curriculum standards and expectations to provide information about students'				

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academic achievements. The school management systems enable leaders to track the progress of individuals and groups. The school uses a range of external examinations in AP, AS and A Level and external assessments to benchmark students' academic outcomes against international standards in English, mathematics and science in TIMSS, PISA and PIRLS. Students' academic growth is measured in MAP and students participate in Progress Tests PT in English, mathematics and science in Elementary and Middle. TALA is used to benchmark students' attainment in Arabic as a first language in several grades in Elementary and Middle. The school captures information about students' potential and preferred modes of learning in CAT4. This is compared with results in PT.

- The assessment outcomes are rigorously analysed to identify the gaps in students' knowledge and skills. The school further develops detailed action plans for PISA and MAP. Internal assessments in KG and Elementary require review to ensure validity and reliability. Assessment information is mostly used effectively to influence teaching. The majority of teachers usually use assessment information to plan differentiated learning tasks to meet the needs of all different groups of students. Teachers maintain students' individual assessment data to track and monitor their progress closely although, meeting the needs of all students, particularly SEN, higher attainers and G&T students is inconsistent across phases and subjects, especially in KG and Elementary.
- Teachers use rubrics to evaluate students' work during projects, class activities, discussions and presentations. Students are encouraged to use self and peer assessments, particularly in the High phase. The provision of verbal and written feedback to students to support their next steps and development is not consistent across all phases and subjects.

Areas of Strength:

- The engaging learning environments and teacher and student relations.
- The rigorous benchmarking of students' academic achievements against international standards in Middle and High.

Areas for Improvement:

- Teachers' effective implementation of all planned lesson activities in KG and Elementary.
- Teachers' skills in providing constructive written feedback to inform students' next steps across subjects and phases.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is very good overall.

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The quality of the curriculum is very good overall. The design and implementation of the curriculum are very good. In KG, Elementary, Middle and High the school follow the California State standards in English and mathematics and the Next Generation Science Standards (NGSS) in science. The school is accredited to award the American High School Diploma. The school also offers the British curriculum in High. The curriculum is further enhanced with Ministry of Education (MoE) curriculum subjects in Arabic, Islamic Education and social studies. It is broad and balanced and aligned with the Emirate and UAE national visions. It promotes innovation and is effective in developing students' knowledge, skills and understanding. It fulfils all the requirements of the school's authorised curriculum and national statutory requirements.There is a wide range of elective subjects offered in the American curriculum in High, and in the British section students are prepared for IGCSE, AS and A level in a range of core and optional subjects. Students benefit from learning experiences that encourage academic and personal development. Opportunities for creativity and social enterprise opportunities are provided. Continuity of learning is smooth, and students are well prepared for the next phase of education.The curriculum is systematically reviewed on a regular basis to identify gaps in students' knowledge and skills which involve leadership and teachers. This informs the further development of and adaptations to the curriculum to ensure very good provision in all subjects to meet the academic and personal development needs of almost all students.				
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good



- Curriculum modifications are broadly well planned to meet the needs of most groups of students. The modifications do not consistently ensure sufficient support for students with SEN, higher attainers and students who are G&T, especially in KG and Elementary.
- The wide range of extra-curricular activities enable personal development and are impacting students' capacity for enterprise and innovation in lessons, particularly in the High phase. Lessons regularly feature links to real life issues and the local community. Cross-curricular links are usually planned in the MoE subjects, though are not yet regular features in all subjects across the curriculum in Elementary, Middle and High.
- Teachers include interesting and relevant learning experiences throughout the curriculum to enable all students to develop an excellent understanding of the UAE's traditions, culture and values.

Areas of Strength:

- The rationale and breadth of the curriculum to enable students' readiness for the next phase of their learning.
- The regular review of the curriculum that identifies gaps in students' knowledge and skills that inform curriculum adaptations and modifications.

Areas for Improvement:

- Increased modification of the curriculum to meet the needs of students with SEN, higher attainers and students who are G&T in KG and Elementary.
- The development of cross-curricular links to enable the transference of learning across all subjects in Elementary, Middle and High.

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

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

Indicators:

KG

Elementary

Middle

High



Health and safety, including arrangements for child protection /safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">The protection, care, guidance and support for students is outstanding overall. The school has rigorous procedures for the safeguarding of students including child protection. All staff, students and parents are fully aware of these. The school is highly effective in protecting students from abuse, including bullying when using the internet and social media. Students report that they feel safe at school and consider the school as their second home. The school operates a comprehensive system of 260 cameras for security purposes. The school provides a very safe, hygienic and secure environment for all students and staff. The school conducts regular and thorough safety checks and regular fire drills. The supervision of students including supervision of students including on transport, is very effective at all times.The school maintains detailed medical records and records of incidents and subsequent actions. The school buildings and premises are very well maintained. The school maintains detailed and secure medical records and records of incidents and subsequent actions. The school do not have lifts or ramps to meet the needs of students and adults with physical disabilities. There are also a few overcrowded classrooms. The premises are clean and well maintained.The school's promotion of safe and healthy living is successful. It is given a high profile and influences all aspects of school life. The school has a highly effective plan for addressing the issue of obesity and students' fitness. The school has designated rooms for student wellbeing, such as counselling and activity rooms, where students can access mental health support and care, promoting a holistic approach to education. The school won the 'Health Promotion' award from the Sharjah Supreme Council for Family Affairs.				
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Relationships between staff and students are warm and respectful. The school has a very active behaviour management modification policy and procedures, and most students manage their own behaviour well. There is an efficient system which records all incidents in real time allowing immediate action to be taken where necessary.The school promotes outstanding attendance and punctuality. The school has a rigorous system for tracking students' attendance. The effective management of unauthorized				

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absences is very effective and successful as reflected in the outstanding level of student attendance. The school's procedures for managing students' punctuality are less effective.

- The school has rigorous systems to identify students with SEN and those who are G&T accurately and promptly. The SEN coordinator (SENCo) supports students using individual education plans (IEPs).
- The students who are identified with SEN receive very effective individual support from specialist staff in interventions. This is not always followed up in all lessons. G&T students are supported in extracurricular activities but inconsistently challenged during lessons.
- Students' wellbeing and personal development are very effectively monitored. The school has a very effective counselling and student behaviour awareness programme which provides regular activities to promote students' personal development. The social and emotional wellbeing programme supports newcomers to all phases. A career guidance fair is organized for students from grades 9 to 12 to help them decide on academic pathways based on abilities and interests. The school supports Emirati students to register in higher education institutions in the UAE and abroad.

Areas of Strength:

- The rigorous and robust procedures for safeguarding students, including child protection.
- The effective promotion of safe and healthy living.

Areas for Improvement:

- The inclusive access to all parts of the school building for those with physical disabilities.
- The support in lessons for students with SEN and those who are gifted and talented.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good overall.

Indicators:

The effectiveness of leadership

Very Good



- Leadership and management are very good overall. Leaders at all levels, led by a highly focused Director have set a new vision and direction to promote a new generation of leaders and to contribute effectively to their wellbeing. The school provides a thriving environment that empowers students to emerge as enduring leaders who can make valuable contributions to the global community. Leaders are highly committed to the UAE's national education priorities. The school is inclusive and promotes the learning of seventy different nationalities. Communication across the school is highly professional promoting positive morale and productive working across the whole school, involving staff in all roles and at all levels. A strategic decision to make salary adjustments has significantly decreased turnover rates.
- All leaders demonstrate a secure understanding of the dual American and British curriculum through a comprehensive well planned professional development programme that develops 21st-century skills. Leaders demonstrate an accurate and clear understanding of what needs to be done to innovate and improve the school through a digital approach to learning, although more accountability at middle leadership level is needed. They know the importance of using data to bring about high-quality outcomes. Leaders demonstrate a very good capacity to improve the school further.

Self-evaluation and improvement planning

Very Good

- The school adopted a whole school approach to self-evaluation. This is systematic and rigorous and uses both internal and external data. Through committees for each performance standard, stakeholders identify the strengths, areas for improvement and key priorities are developed. The school promotes wellbeing throughout the school.
- There are effective processes for school improvement planning. This is supported by a comprehensive continuous professional development programme involving both internal and external agencies to support teachers in the use of learning technologies. The technical professional licence has raised the professionalism of teachers with most teachers completing this programme

Partnerships with parents and the community

Very Good

- The school continues to engage parents effectively as partners in their child's learning, ensuring regular reports for parents that signal next steps for learning, with a focus on both academic achievement and student well-being and personal development. Parental involvement has made a significant and positive contribution. They know their child is safe and well supported through regular communication. Parents highly value the support from teachers and can see the changes in their children. They also welcome the emotional and physical



support through the counselling team and can see an impact. The school makes sustained contributions to the local, national and international communities. Productive partnerships exist with sister and local schools and work with health professionals and seeking advice of Injaz group supports students on enterprise opportunities and finance management. The school has secured memorandums with local universities including the American and Canadian Universities in Dubai, to support older students to plan their future pathways. The school works well in partnership with these international institutions to further develop the curriculum and develop assessment strategies that benefit students.

Governance

Very Good

- Governance is representative of all stakeholders. It operates as a private shareholding company with a board of directors and a board of trustees. The director is accountable to both these groups and regular meetings are held to discuss performance standards and hold school leaders to account. This has resulted in a planned significant development including an upgrade of the information technology structure as well as a salary adjustment programme. Each governor has a strategic role. The governors have a positive impact on students' development by leading weekend field trips for students to understand and explore the environment.

Management, staffing, facilities and resources

Very Good

- Almost all aspects of the day-to-day management of the school are very well organised impacting in a positive way. Procedures and routines are adhered to by all. The school is sufficiently staffed. The building is old, although very well maintained. Planned enhancements include new lifts, an information technology upgrade throughout and a reduction in class size as in some lessons, the classrooms are overcrowded. The school is developing mural art to enhance the learning environments throughout. High quality facilities including science laboratories, libraries, a sensory room, STEM centre, access to IT for class and individual use for research and an outdoor play area, are well deployed to support teaching and learning for all phases of the school.

Areas of Strength:

- The school's strategic governance that leads to sustained improvement.
- The strong partnerships with parents and the community.



Areas for Improvement:

- The processes to hold middle leaders more accountable for improving students' achievements.
- The arrangements of lessons and classrooms to reduce those that are overcrowded.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The teacher-to-student ratio is 36 Arabic teachers teaching 148 class sections with a ratio of 1:4 per section. The total number of students in the sections is 3607, with a ratio of 1:100 students per teacher. Teaching assistants support language learning in KG.
- The library's range of Arabic fiction, including, novels, stories, poetry and non-fiction including history, culture and language resources is as follows. Fiction: 6400 titles, non-fiction: 3300 titles. Reading provision in classrooms includes the use of digital resources, e-books, audiobooks, and language learning apps for practice. Digital reading resources are available.
- Extra-curricular activities include Arabic language competitions, spelling bees and writing contests. Cultural activities include workshops on Arabic calligraphy, music, and dance.
- Regular parent engagement includes communication, workshops, and home reading support. This structure ensures a well-rounded Arabic language programme, integrating classroom learning, cultural exploration, and family involvement.
- For children in KG learning Arabic as a first language, their achievement is very good. They demonstrate age-appropriate literacy skills in lessons.

The school's use of external benchmarking data

- Almost all students in High participate in external examination: IGCSE, AS & A Level, AP examinations, and other external tests and benchmark assessments including:
 - PT (Progress Test) in Year 10 :150 students
 - MAP in Grades 3, 5, 7 and 9 :760 students
 - TIMSS in Grades 4 and 8 :450 students
 - PIRLS in Grades 4 :225 students
 - PISA in Grades 9, 10, 11 & Year 10 and 11 :470 students
 - CAT4 for Grades 3, 5, 7, 9 and Year 10 :825 students
 - TALA for Grades 3, 5, 7, 9 and Year 10 :825 students
- The school provides comprehensive preparation for these international examinations through tailored review classes, mock examinations, and support from subject specialists. Students



are informed of the testing requirements well in advance and guided through study plans and examination strategies, plans and examination strategies.

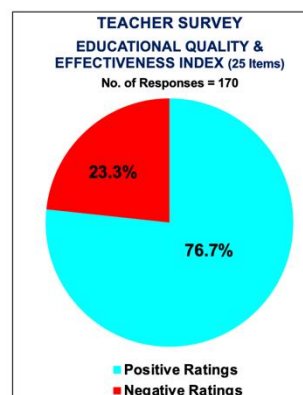
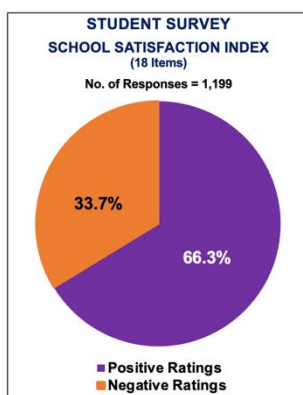
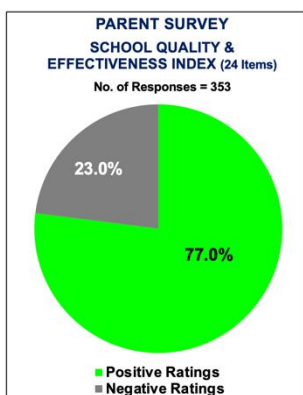
- International test results are shared with students promptly, often during individual meetings with teachers or academic advisors, providing clear feedback on performance and areas for improvement.
- Parents are informed of their child's performance through detailed reports and parent-teacher meetings, ensuring they are kept up to date with results and can support their child's academic growth. The school shares international assessment results with parents.

Provision for KG

- There are 17 KG teachers teaching 14 class sections with a ratio of 1:4 per section. The total number of students in the section is 335 with a ratio of 1:20 students per teacher. Support staff includes 5 teaching assistants and 14 support staff to provide additional support.
- Indoor environments and learning resources include classrooms which are bright, safe, and stimulating spaces with age-appropriate furniture. Resources include a range of educational toys, books, art supplies, and learning materials designed for hands-on, interactive learning.
- The outdoor environment and learning resources include a play area. There are safe and engaging outdoor spaces with equipment for physical activities, such as swings, slides, and climbing structures. There are also outdoor learning areas with opportunities for exploration and nature-based activities.
- Arrangements for induction Include an introductory programme for children new to KG to familiarize them with the school environment, routines, and staff. Transition to Grade 1 is a structured programme to help children transition smoothly, including familiarization with primary school routines. Communication with parents involves regular updates through meetings and orientation sessions, with written guidance to keep parents informed about the induction and transition process.



VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievements in KG and Elementary, particularly in the Arabic speaking subjects by:
 - ensuring that learning objectives provide appropriate challenges for all students.
 - providing high quality active feedback throughout lessons.
 - modifying the curriculum to meet the needs of students with SEN, higher attainers and students that are G&T.
- Improve the quality of teaching and learning in KG and Elementary by:
 - setting consistently high expectations of what students can achieve.
 - planning that meets the needs of all learners, especially higher attainers and students that are gifted and talented.
- Improve the planning and implementation of the curriculum to meet the needs of all students in KG and Elementary by:
 - aligning activities that promote a student's interest and aspirations.
 - promoting an enquiry-based approach to promote curiosity and creativity.
- Further develop the capacity of middle leaders to be more impactful and accountable by:
 - understanding the barriers to learning in all groups of students.
 - triangulating data to evaluate teachers' performance in lesson observations.
 - acknowledging own limitations in leadership and proactively addressing them.



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.