



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme
**School Performance Review (SPR)
Report**

SHARJAH ENGLISH SCHOOL

31 October – 3 November 2022

Overall Effectiveness

VERY GOOD



إتقان ITQAN





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-level 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 EYFS.



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-level 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, students' attainment data, 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	183	
	School location	Industrial Area 17, Maliha Street Sharjah	
	Establishment date	01/07/1974	
	Language of instruction	English	
	School curriculum	British	
	Accreditation body	BSO, CIS	
	Examination Board	Edexcel/ AQA	
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, GL, CAT4, EmSAT,	
	Fee range	26,400 to 67,600 AED	
	Principal	Mr Darren Coulson	
	Chair of Board of Governors	Khalid Al Amiri	
Staff	Total number of teachers	77	
	Total number of teaching assistants	20	
	Turnover rate	10%	
	Main nationality of teachers	UK	
	Teacher: student ratio	1-20	
	Students	Total number of students	898
		Number of Emirati students	4
		EYFS: number and gender	54 male: 41 female
		Primary: number and gender	183 male: 169 female
		Middle: number and gender	186 male: 180 female
		High: number and gender	43 male: 38 female
Nationality groups		1. Indian 2. British	
Total number of students with special educational needs		36	

PROGRESS JOURNEY

Previous Inspection in 2019:	Current Review:
GOOD	VERY GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 143 lesson observations, of which 20 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 inspection in 2019. The school has focused on strategic planning involving all stakeholders, which has been adopted very successfully. Leadership is very strong at all levels, as they work consistently on school improvement. The external examination results for GCSE, IGCSE and A-level subjects are outstanding and most students move on to top universities. Standards across the school are very good and outstanding in foundation stage (FS), where a new curiosity learning curriculum is flourishing. Students' attitudes to learning are very good and relationships with staff are outstanding. The identification, and support, for all students with special educational needs is very well developed. The school's facilities are of very good quality and support students' learning very effectively.

KEY AREAS OF STRENGTH:

- Students' attainment in external and international examinations.
- Inspirational and very effective school leadership team.
- Systematic processes for monitoring student progress through internal and external assessment and examination data, and in-class monitoring systems.
- Identification and support for students with special educational needs.
- Provision and facilities for subjects across the school, especially in the FS which is exceptional and an example of best practice.
- The variety of expertise on the board of governors, allowing for a very successful professional partnership with senior leaders and the school community.

KEY AREAS FOR IMPROVEMENT:

- Attainment in lessons, especially in key subjects and Arabic as a second language.
- Learning skills across the school.
- Provision for gifted and talented students.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Very Good

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



Islamic Education	<ul style="list-style-type: none">• Achievement in Islamic education is good in phases 2, 3, and 4. From their starting points and over time, the majority of students across all phases make good progress.• Internal assessment and MOE examination data for phases 2, 3 and 4 show overall attainment as good, including in Grade 12. In lessons and in their work, the majority of students attain above curriculum standards in all phases.• In Phase 2, students develop a deeper understanding of divine revelation. Students in Year 4 are able to explain the significance of the holy verses from Sura Al-Buruj, and they tell the events of the story, causes, and consequences. A few students have a less deep understanding of the values and the Prophetic guidance embedded in the Noble Hadeeth. In Phase 3, students make good progress in their understanding of the acts of worship. Students in Year 7 are able to explain the meaning, time and reasons behind the legislation of the eclipse prayer. Students in Year 9 are able to explain the meaning of Hajj (Pilgrimage) and other related terms and concepts, like Tawaf. They explain who must perform hajj, and who is exempted from that. A few students are less able to explain the precise meaning of Qur'anic words in the assigned verses and chapters. Students in Phase 4 progress in their understanding of Islamic legislation. Students in Year 10 discuss the methodology of Islam in protecting individuals and society against certain issues, such as lack of morality.• The majority of groups of students make better than expected progress, although higher-attaining students are insufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Knowledge and understanding of the acts of worship in Islam in all phases.• Understanding the general meaning of the assigned holy verses and Noble Hadeeth.	<ul style="list-style-type: none">• Understanding of the values and the Prophetic guidance embedded in Noble Hadeeth in phase 3.• Explaining the precise meaning of Qur'anic words in the assigned holy verses and chapters.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic second language is good overall. Internal data shows all students make broadly very good progress across the school. In lessons and in their work, the majority of children in FS, and students in phases 2, 3 and 4 make good progress.• Internal assessment and MOE examination data show attainment as good in phases 2 and 3, but outstanding in Phase 4. In lessons and in students' books, the majority of students in all phases attain above curriculum standards.• Children in FS learn a range of vocabulary that they use correctly to respond to oral instructions and questions. They make sound progress in phonics. They sound out and blend letters, and read sight words correctly and match words to pictures. Students in Year 5 read a newspaper advertisement to identify detailed information about the horse racing competition in Dubai writing short paragraphs using appropriate vocabulary, but with some spelling and punctuation mistakes. Most students in Phase 3 make good progress. They develop secure listening, speaking and reading skills. They talk about familiar topics and discuss texts of different types. Writing skills are less well-developed. The majority of students in Phase 4 make good progress in discussing lengthy texts using more developed language of connected sentences, conjunctions and careful choice of vocabulary. Students in Year 11 analyse a story, identify the main elements and make comparisons between characters. They suggest different titles and endings for the story. A few students need more personalised support to improve their paragraph writing skills.• The majority of groups of students make better than expected progress, although higher-attaining students are insufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phonics skills in FS.• Listening and reading for comprehension skills in phases 2, 3 and 4.	<ul style="list-style-type: none">• Fluency in speaking and reading in Phase 3, in particular.• Pronunciation across all phases.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is very good in phases 2 and 3. In lessons and in their work, the large majority of students make very good progress.• The school's internal data shows overall attainment is outstanding up to Year 7 and very good in years 8 and 9. There is no external attainment data. In lessons and in students' books, the large majority of students attain above the curriculum standards.• In Phase 2, students develop a broad knowledge of the components of the UAE national identity. Students are able to identify and explain the meanings of a range of national emblems, like the falcon. A few students are less knowledgeable about the history of the UAE. Students in Year 5 make strong progress in their understanding of a range of subject-related concepts and values; such as positive relationships, resilience and personal responsibility. Students in Phase 3 make very good progress in their understanding of the history of the world. Students in Year 7 explain how the civilization of ancient Greece developed over the ages, and they describe how city-states are run. A few students are less confident to suggest and discuss reasonable and practical solutions for addressing future global challenges.• Most groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Understanding of the components of national identity in Phase 2.• Knowledge of ancient civilizations in Phase 3.	<ul style="list-style-type: none">• Understanding of the future global challenges and how to overcome such challenges, in Phase 3.



English	<ul style="list-style-type: none">• Students' achievement in English is very good. Overall, students make very good progress from their starting points.• Internal data indicates that attainment is very good overall across the phases. External data for GCE English is outstanding. Data for English A-level literature examinations is outstanding. GL progress tests for English technical skills and comprehension for years 1-9 are very good. The school's internal data shows that progress is very good over time and outstanding in FS. Progress in lessons is very good.• FS children benefit from an effective phonics programme which allows them to make very good progress as they build up word patterns and develop use of English so they are reading sentences and connecting to writing with confidence, often through play activities. Phase 2 students make very good progress as they explore the message in a text, explain why authors use particular styles and make predictions about what would happen next in a story, though only a few can skim and scan effectively. By Phase 3, students effectively identify literary techniques, annotate some text from a theme of life and death, construct an analytical paragraph and compare and critique the work of their peers. Reading out loud lacks any tone or expression. Students in Phase 4 make very good progress as they review the features of Gothic literature and apply them to the opening chapter in 'Wuthering Heights' and define why there is an atmosphere of alienation.• Most groups of students make better than expected progress but challenge for the higher-attainers is not always present.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Application of terminology used to explain literary techniques in phases 3 and 4• Phase 2 students' skills to make predictions and determine inference in stories.	<ul style="list-style-type: none">• Skills in reading out loud to add expression and meaning in text or presentation.• Skimming and scanning text for a general overview of the content.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is very good. The school's internal data shows progress over time is very good.• External attainment is very good overall. Students' attainment in GCSE and A Level is significantly above the average for the subject. Mathematics scores for the most recent TIMSS assessment are significantly above the UAE average, meeting the National Agenda target in Grade 4 and exceeding it in Grade 8.• FS children make very good progress in working with numbers and calculations in a learning environment that encourages exploration with mathematics resources. In Phase 2, students can define, identify and measure angles in geometric shapes and can accurately add, subtract and multiply fractions. By the end of Grade 6, students have developed a wide range of ICT skills which they use to present their work, research and compare different sources of external information. In Phase 3, students are skilled in working with mathematical equations. In preparation for the GCSE, students can graph, describe and solve complex equations but do not always apply these principles to solving real life problems. A-Level students are confident users of complex mathematical and principles, for example using tangents and chords within circles to solve geometric problems. Students' mental mathematics skills across the phases are under developed.• Most groups make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• FS children's knowledge of basic number and skills to perform simple calculations.• Students' skills in working with equations and graphs to solve mathematical problems.	<ul style="list-style-type: none">• Students' skills to apply mathematical principles to real-world scenarios.• Students' mental mathematics skills to improve estimation and reasoning, particularly Phase 4.



Science	<ul style="list-style-type: none">• Students' overall achievement in science is very good. School data show that students make very good progress in lessons and over time.• Overall attainment is very good, but outstanding in Year 13 (Phase 4). Internal data indicates that attainment in FS, and phases 3 and 4 is outstanding and very good in Phase 2. Year 11 GCSE results in 2022, and in the preceding two years, indicated that students' attainment was outstanding. Year 13 'A' level results in 2022 were outstanding.• In FS, children learn about their place in the world, other communities and cultures, mixing common materials, growing plants and how to live healthily. Students' progress in Phase 2 science is enhanced by their involvement in many practical activities. These engage their interest, although they are almost always initiated by the teacher, while excessive preparation often limits the learning time available. Year 3 students conduct practical tests on varied surfaces to demonstrate the impact of friction. Year 5 students learn to differentiate between soluble and insoluble materials. In Phase 3, increased opportunities for practical laboratory activities enhance students' learning, such as undertaking a dissection in Year 8. In Year 10, students make good progress in understanding the structure of ionic compounds in chemistry. Year 13 students work on the calibration of a Ph meter in a chemistry lesson. Students' scientific recording varies significantly in quality across the school.• Overall, most groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Practical and laboratory skills when undertaking scientific experiments.• FS children's understanding of the world around them.	<ul style="list-style-type: none">• Younger students' opportunities and capacity to devise, initiate and formally record simple experimental procedures.• The quality and thoroughness of students' scientific written work.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is very good overall. The majority of students make better than expected progress over time in all phases.• Attainment overall is very good in all phases. Internal assessment data indicates that students perform at an outstanding level. The GCSE/IGCSE and A2 examination outcomes are outstanding. In lessons and in their work students' attainment is very good in all phases.• In physical education, students develop their motor skills from FS onwards through controlled drill exercises. They control the throwing and catching of a ball. They participate in sprint activities and manoeuvre obstacles. In Phase 3, students coach younger students in competitive games.• In art, students are creative. In FS 2 children know colours and complete simple drawing tasks. In phases 2 and 3, students take real-life images to create art designs using watercolour techniques. They create collages using different images to produce their own UAE flags.• In music, FS children sing in harmony and prepare to perform songs for Christmas performances using handheld bells. In Phase 2, students sing a variety of songs with the correct melodies. They can move to the sounds and beats in songs. They can create their own rhythms and use 'GarageBand', to create their own notations to produce musical themes.• In drama, students in Phase 3 communicate the implications of texts accurately. They can apply McCarthyism to the Crucible, contextualising the themes and relating them to present times. They use creative collaboration skills to produce mini-plays and act-out sketches.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Performance in sports activities.• Performance in art, music and drama.	<ul style="list-style-type: none">• Students' skills to work more independently in other subjects in phase 3.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall. They are very good in FS. Students are very responsible, motivated students who enjoy their learning. They produce work of high quality and older students are meticulous in their preparation for external examinations. FS children are keen to learn and respond with curiosity and positivity to their play-centred curriculum.• Students can communicate their learning clearly and confidently.• Students use their critical thinking skills effectively when given open-ended tasks and problem-solving activities, but this is not a consistent feature of all lessons.• Students only make basic connections between their learning and the real world in some lessons.• Students have good research skills when given the opportunity and can demonstrate creativity but are more limited in their innovation skills.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' increasing ability to be independent learners.• Older students' responsibility for external examination preparation.	<ul style="list-style-type: none">• Students' development of critical thinking skills.• Application of students' learning skills across all subjects.



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

Indicators:	EYFS	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students' personal and social development and innovation skills are very good across all phases. Their innovation skills are good.Students demonstrate responsible attitudes to learning across all phases. Students' attitudes and behaviour are very good. Students are confident and self-disciplined, have outstandingly good relationships with teachers, and are highly supportive of each other.Students demonstrate a very good understanding of safe and healthy living and promote sports and healthy lifestyle events. Attendance across all phases is above 94%, which is good.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students' secure understanding and appreciation of Islamic values is evident in their active participation in national and Islamic celebrations and events. In Ramadan, students who do not fast know that they should behave respectfully towards those who do.Students are very respectful of their heritage and culture. Their involvement in various cultural and social activities indicate that they are very knowledgeable and respectful of the heritage and culture that underpin and influence contemporary life in the UAE. Students participate in cross-cultural activities, such as teaching their peers their national language.Students demonstrate a deep understanding, awareness and appreciation of their own and other world cultures, through a range of cultural activities like the UAE National Day and on outside visits and after-school activities.				
Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">Community involvement and social contribution, although more limited in FS, has typically been more strongly established in Phases 3 and 4. Students across the school serve on the Student Council, and are proactive and responsible members of the community, sharing their views with senior leaders. Students run the Model United Nations group and support many fund-raising activities. They lead on many of the sustainability initiatives.				



- Students have a positive work ethic. Innovation skills are promoted through a wide range of entrepreneurship projects in Phases 2 and 3, but not in most lessons. Extra-curricular clubs contribute significantly to supporting students' interests and the development of their critical-thinking skills.
- Students show respect for the attractive school environment. They actively support a wide range of initiatives to enhance the school environment through sustainability and recycling projects

Areas of Strength:

- Outstanding and highly purposeful relationships across the school.
- Respect shown by students for Islamic values and a wide range of cultures.

Areas for Improvement:

- Volunteering opportunities for students across the school.
- Further enhancement of entrepreneurship and innovation skills.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	EYFS	Primary	Middle	High
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The overall quality of teaching and assessment is very good. Teaching is most effective in FS and Phase 2. FS children learn through play and teachers actively promote curiosity in all learning activities. In Phase 2, lessons actively promote students as increasingly confident, independent learners. This is less evidence in phases 3 and 4.Teachers have secure knowledge of their subjects and most know how students learn. Most teachers plan imaginative and motivating lessons and use time and resources effectively. Groupwork is used most effectively in FS and Phase 2. A majority of teachers use probing, open-ended questions well to extend students' learning although few use targeted, individualised questions consistently in lessons.Teachers effectively meet the needs of most students. The school has accurately identified SEN students and those with learning difficulties. Teachers accommodate these students effectively in class through appropriate seating, support and curriculum modifications. Higher-attainers are currently identified through baseline testing, but not consistently supported in lessons, particularly in the Arabic-medium subjects.Only a minority of lessons are delivered to promote critical thinking, innovation and problem solving, particularly in phases 3 and 4.				
Assessment	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The school's very good internal assessment procedures are comprehensive and rigorous.Very effective use is made of national and international benchmarks and standards to inform teaching and curriculum modifications. The school is aware of the National Agenda targets and is meeting or exceeding them, for example in its most recent TIMSS performance for mathematics and science.Student and cohort progress is monitored rigorously and challenging targets set for individuals and subjects.Teachers make effective use of the outcomes of the assessments to influence their lesson planning and adapt the curriculum to meet the learning needs of all students. Not all teachers, particularly in phases 3 and 4, adapt their delivery to ensure all learners make their planned progress.Most teachers provide students with constructive feedback that supports their further learning. Students are very skilled in self-assessment.				
Areas of Strength:				



- Highly effective and imaginative teaching in FS which engages all children as curious and reflective learners.
- Comprehensive and rigorous collection and analysis of student attainment and progress data and progress in meeting National Agenda targets.

Areas for Improvement:

- Phases 3 and 4 teachers' use of open-ended, student-centred problem-solving activities to enhance and extend learning, particularly for higher-attainers.
- Teachers' use of student data to adapt their lesson delivery to ensure all make better than expected progress, particularly the higher-attainers



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	EYFS	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The overall quality of curriculum design, implementation and adaptation is very good. The curriculum is broad and balanced and has a sound rationale based on the National English Curriculum for core subjects and the Ministry of Education curriculum for Arabic-medium subjects. The school follows the EYFS curriculum for FS children and is accredited for the Curiosity Approach.Additional subjects are offered in art, music, physical education and drama. GCSE subjects include French, drama, geography, history, computer science, and design and technology. At advanced levels, the core subjects in mathematics English, and science are complemented with psychology, economics, business studies and information technology. The school also offers BTEC in sports science and business.Curriculum planning ensures very good continuity and progression between the different phases. The curiosity approach in FS develops children's skills and allows them to make very good progress. Phase 3 students follow ten GCSEs. In Phase 4, three advanced levels are studied. Many students are able to progress onto university with a significant number entering into the Russell group universities in the UK.Cross-curricular links are imaginatively planned and integrated into lessons. In design and technology. Phase 3 students produce orthographic designs accurately using mathematical skills. In economics, phase 4 students evaluate the main costs, revenues and profits in the world-wide market using graphical representations.Regular curriculum reviews identify development priorities and are linked to continuous professional development.				
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The school makes modifications to the curriculum to systematically meet the needs of almost all groups of students. SEN students have regular rigorous reviews. Gifted and talented (G&T) students are not formally identified or supported.Adaptations and modifications to the taught curriculum support independent learning skills. There is a range of extracurricular activities led by the student council. Opportunities for enterprise such as, enterprise week and Phase 2 students selling plants for charity and bottle projects are starting again. A focus on well-being led to the 'oasis of kindness' based on the environment.				



- Coherent learning experiences are provided to develop students' understanding of the UAE's culture and society.

Areas of Strength:

- The very effective curiosity approach adopted in the foundation stage, which puts children at the very centre of their own development and education.
- The very broad and balanced curriculum allows students to undertake a range of learning experiences and develop leadership skills.

Areas for Improvement:

- Curriculum enhancement for G&T students.



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

Indicators:	EYFS	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The overall quality of protection, care, guidance and support for students is very good.The school has very good procedures for the safeguarding of students. Clear and effective procedures are in place and are made known to all staff and shared with students and parents.Arrangements to ensure health and safety are robust. Supervision of students is very effective. Buses are maintained and checked regularly, all driver and vehicle documentation is in place and processed through the appropriate systems.Buildings, facilities and grounds are very well-maintained and full records are held. Some issues around toilet hygiene are being addressed by the school operations lead.The premises are of high quality and provide a safe, secure and inclusive environment, with extensive specialist facilities to support academic subjects, creative and performing arts and sporting activities. The school promotes healthy living effectively. Class teachers routinely monitor students' dietary habits. The canteen has recently re-opened to provide students with healthy food.				
Care and support	Very Good	Good	Good	Good
<ul style="list-style-type: none">Relationships between staff and students are very good. Systems for managing student behaviour are also very good.The school promotes attendance well. There are effective systems to monitor punctuality and deal with late arrivals to school. Attendance and punctuality could be improved further.The identification of SEN students is very efficient and accurate, highlighting those who require additional support with aspects of learning. There is very good availability of specifically trained learning support assistants. Class teachers demonstrate a very good level of awareness of the full range of students in their classes. The previous arrangements for the identification of G&T students have lapsed and while there is incidental provision to support students with particular academic, creative and sporting skills and potential, these are not currently being systematically identified or provided for. Consequently, this impacts upon their personal and academic progress.Students receive very good support in choosing subjects which facilitate their transition to university both online and from school specialist staff, university and industry representatives who are invited to speak with students to guide their choice of course. Students attend a range of universities and colleges across the world. The counsellors are available to meet the needs of all students.				



Areas of Strength:

- Provision to ensure students' health and safety and their safeguarding.
- Support for SEN students.

Areas for Improvement:

- Formal identification of G&T students and the provision of appropriate support to ensure that their needs are met.
- Promotion of higher levels of attendance and punctuality.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Outstanding

- The overall quality of the leadership is very good.
- The dedicated and inspirational senior leaders, led by the principal, are working to move the very inclusive school forward. They are very clear on the future vision and values created and shared by the community, and of blending commitment to UAE priorities, heritage and ambition. Staff, sure of their roles, work as a highly effective team seeking exceptional expectations for student outcomes in all areas. The school is compliant with all statutory requirements and with national agenda targets and works on them through very purposeful planning and implementation
- The educational leadership is provided by a very strong team of senior leaders, heads of departments and middle leaders. They are able them deliver high standards of learning and personal development and constantly review and update strategic change with very good outcomes. A new head of secondary has ambitious plans, especially for the growth of the Phase 4. Leadership of the FS has created an outstanding and unique learning provision, which the school plans to emulate in other phases.
- Relationships between staff are very professional and supportive. Ideas on teaching and student well-being are shared consistently. School leaders are very highly committed and know they are accountable for the best outcomes for students.
- A detailed, purposeful SEF, linked to the UAE framework, identifies key priorities and strategic areas for development. Together with systematic and effective monitoring, the school improvement plans have aspirational goals, resulting in a very positive impact on student achievement, especially in external examinations and in FS. Recommendations from previous reports have been addressed, resulting in sustained improvement.
- Parents are part of the school community; their views are sought to contribute to development. Communications are frequent and informative on their child's learning.



- Governors undertake review and monitoring and hold the leadership team accountable. The board members have a broad range of professional skills, work on strategy, oversee finances, employment matters and student outcomes.
- The school is very well resourced, premises are of high quality. Meticulous professional development for the well-qualified staff and teaching assistants matches curriculum and student needs very effectively. Premises and resources for FS are unique and exceptional. Facilities for Phase 4 could be better matched to those across the rest of the school.

Areas of Strength:

- Dedicated and highly effective school leadership team at all levels.
- Leadership of the FS.
- Aspirational school improvement planning.

Areas for Improvement:

- Facilities for years 12 and 13 to complement those elsewhere in the school.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are nine teachers of Arabic as a second language across the school with a student: teacher ratio of 1.22.
- The library has very few books in Arabic. Books about the Arab heritage and culture are displayed in FS. The class libraries contain around 100 books in Arabic, which are mainly narratives to suit varying ability levels. These were started about three years ago but have not been updated recently.
- Students are encouraged to read in Arabic and have access to online resources, on a dedicated website in order to read in a variety of genres. The teachers advise students to read books which are aligned with their learning topics and ability level.
- There are no extra-curricular activities to promote the learning and enjoyment of Arabic. Most parents are non-Arabic speakers and so cannot offer support to their children in the acquisition of Arabic language.

The school's use of external benchmarking data

- All students in Year 10 took the PBTS in 2017, ranked 5th for reading, 1st in mathematics and 5th in science in the UAE. The PISA test for reading, mathematics and science were taken by all Year 10 students in May 2022. Results are pending. TIMSS was taken by Year 5 and Year 9 in 2019, results exceeded national targets for the UAE. The school sits GL assessments from Year 3 onwards for all students, highlighting strengths and gaps in reading and core subjects. Results are very good overall. CAT 4 tests are taken in Year 7 to predict results in Year 11. External examinations are taken in a wide range of subjects by all students in GCSE and IGSE in Year 11 and A-level subjects in Year 13. Results are outstanding. A few students register for the EMSAT.
- A well-developed action plan to prepare for PISA, TIMSS and PIRSL uses GL and CAT 4 results as the starting point. From these curriculum adaptations are made which match individual students and requirements for PISA, TIMSS and PIRLS.
- Teachers' professional development ensures that planning is used effectively to meet the demands of PISA, TIMSS and PIRLS questions.
- There are staff dedicated to supporting PISA, TIMSS and PIRLS preparation. The school ensures that students and parents have clarity on what students need to do progress from current target levels to higher, as set out in a criteria booklet.

Provision for EYFS

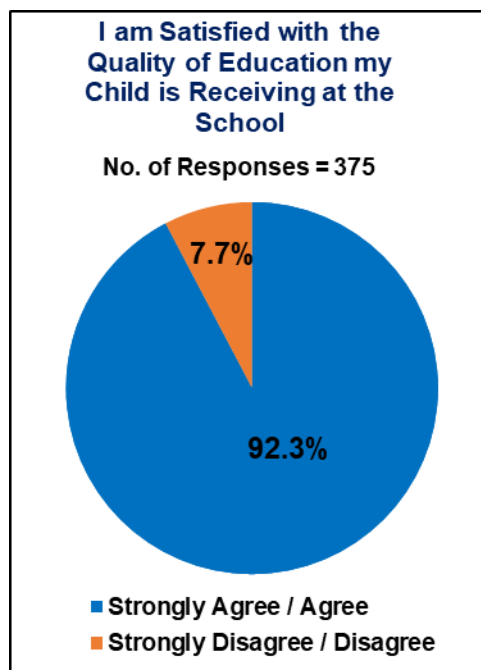
- There are five classes in FS 1 and 2 for 95 children, a teaching assistant for each class, an additional adult and SEN support, Child:staff ratio is 1:10.



- The indoor environment, based on the curiosity approach, is outstanding, allowing children to explore their world naturally, so directing their own learning. The classrooms and the central atrium contain a wealth of materials for children to explore through play. Every resource is authentic and includes recycled material. All is set out in an imaginative, but orderly way, so children can take control of their learning. A deliberately created, homely atmosphere means children feel secure in the early years' environment
- The outdoor spaces on both sides of the building allow children to safely flow outside to explore their world. There are mud kitchens, water play areas, construction materials, a music centre, playdough kitchen and bikes and very well-equipped sports hall.
- Stay-and-play sessions start six months before the children enter school, for child and parent, and welcome sessions for both. When children start, they attend briefly and build up the time in school. Parents are kept informed by a 'Tapestry' platform of their child's day by the class teachers. Concerns are handled quickly. When children are transitioning into Year 1 there are welcome sessions for parents to explain the process. Children meet their new classmates and teachers and have some trial time in the new environment. This is all supported by regular caring teacher discussions about the children.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise attainment in lessons further, especially in key subjects and Arabic as a second language in phases 2, 3 and 4 by:
 - ensuring that the learning objectives provide challenge
 - setting very high expectations for students
 - ensuring that good quality feedback is given throughout the lesson
 - concentrating on further improving teacher practice and understanding of attainment in lessons.
- Improve learning skills in innovation, real-world thinking and critical thinking from Phase 2 onwards by:
 - using information and applying it to different and new situations
 - improving real-world thinking by asking students to look at local and global issues and experiences and through undertaking field work, case studies and project-based inquiry to build curiosity and creativity
 - asking questions which demand higher-level thinking, providing evidence of responses and comparing responses with other students for review and further challenge.
- Increase provision for gifted and talented (G&T) students by:
 - appointing someone to the role of responsibility for G&T students.
 - creating a formal system for identifying G&T students across the school.

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- ensuring that all teachers are aware of the particular academic skills and talents of students and support accordingly.
- providing extra-curricular activities with focus on enriching the particular skills and talents of these students.

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 schools.review@spea.shj.ae within three weeks of receiving this report.