



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR)|Report

Ibn Seena English High School  
26 - 29 February 2024

**Overall  
Effectiveness:  
GOOD**





## TABLE OF CONTENTS

<b>PURPOSE AND SCOPE</b> .....	<b>3</b>
<b>THE SCHOOL PERFORMANCE REVIEW PROCESS</b> .....	<b>4</b>
<b>SCHOOL INFORMATION</b> .....	<b>6</b>
<b>THE SCHOOL PERFORMANCE REVIEW FINDINGS</b> .....	<b>7</b>
<b>Performance Standard 1: Students' Achievement</b> .....	<b>8</b>
<b>Performance Standard 2: Students' personal and social development and their innovation skills</b> .....	<b>17</b>
<b>Performance Standard 3: Teaching and assessment</b> .....	<b>19</b>
<b>Performance Standard 4: curriculum</b> .....	<b>21</b>
<b>Performance Standard 5: the protection, care, guidance and support of students</b> .....	<b>23</b>
<b>Performance Standard 6: Leadership and management</b> .....	<b>25</b>
<b>ADDITIONAL FOCUS AREAS</b> .....	<b>27</b>



## 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.




<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	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	Information	Value
	School ID	110
	School location	Al Shahba, Sharjah
	Establishment date	1978
	Language of instruction	English
	School curriculum	National Curriculum for England (NCFE)
	Accreditation body	-
	Examination Board	Edexcel Pearson
	National Agenda Benchmark Tests/ International assessment	IGCSE; A-Level; PISA; TIMSS; GL Progress Tests; CAT4
	Fee range	5,635 – 11,809 AED
		Principal
Chair of Board of Governors		Fatima Mamoon
Total number of teachers		95
Total number of teaching assistants		9
Turnover rate		20%
Main nationality of teachers		Indian
	Teacher: student ratio	1:19
	Total number of students	1,776
	Total number of students per phase.	Phase 1: 169 Phase 2: 660 Phase 3: 593 Phase 4: 354
	Number of Emirati students	0
	Number of Emirati students per cycle	0
	Phase 1: number and gender	Boys: 84 Girls: 85
	Phase 2: number and gender	Boys: 333 Girls: 327
	Phase 3: number and gender	Boys: 323 Girls: 270
	Phase 4: number and gender	Boys: 184 Girls: 170
	Nationality groups	1. Pakistani 2. Indian
Total number of students with special educational needs	3	



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 182 lesson observations, 54 of which were carried out jointly with school leaders.

#### SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement on the previous review visit. Improvements are evident across all subjects and all phases with strong improvements in Phase 1. Progress and attainment remain acceptable in Arabic as a Second Language (ASL) in Phase 4 and attainment in mathematics and science in Phase 4. Students' personal and social development are very good. Teaching and assessment have improved with changes to lesson planning. Students' health and safety, and safeguarding remain good. The premises and learning environments are well maintained if tired. Leadership and management are now good overall. Senior and middle leaders have yet to fully embrace the challenges of their role. The principal retains a clear vision for the school and sets a strategic direction for the school.

#### KEY AREAS OF STRENGTH:

- Students' progress in almost all subjects across all phases.
- Students' achievements in IGCSE examinations in English language or literature, mathematics, physics, chemistry, biology, history and information and communication technology, and AS examinations in economics and accounting.
- Students' positive attitudes to learning and behavioural management in all phases.
- Students' understanding of Islamic values and awareness of Emirati culture in all phases.
- The effective leadership from the principal across all phases.

#### KEY AREAS FOR IMPROVEMENT:

- To raise students' achievement in national and international benchmarking examinations.
- Senior and middle leaders' capacity and accountability for improving overall performance in all phases.
- Teachers' setting of individual targets and personalised challenge goals to meet the needs of all students in all phases.
- Teachers' inclusion in lessons of further opportunities for students' innovation, creativity, and independent research in all phases.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic education is good overall. The school's internal data shows that students make very good progress in Phases 2, 3 and 4. This does not match with what is seen in lessons and in students' work, where the majority of students make better than expected progress.</li><li>• The school's internal data shows that attainment is outstanding in Phases 2, 3 and 4. This does not match with what seen in lessons and in students' work, which shows the majority of students attain above curriculum standards There is no external data for Islamic education.</li><li>• The majority of students make better than expected progress. In Phase 2, the majority of students can accurately recite and memorise short Suras of the Holy Qur'an. Students are not yet competent in explaining accurately the meaning of the Qur'anic and Noble Hadeeth vocabularies. In Phase 3, students acquire a good understanding of the Prophet Muhammad's (PBUH) guidance related to prohibition and the consequences of frightening others. Students' ability to make better connections of what they learn with relevant verses of the Holy Qur'an and Noble Hadeeth is less well developed. In Phase 4 the majority of students have a deep knowledge of Islamic values and manners; for example, they can confidently explain the importance of tolerance towards people of different faiths.</li><li>• Overall, girls make better progress than boys.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' recitation skills in all phases.</li><li>• Students' understanding of tolerance towards people of different faiths in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' in-depth explanations and meaning of the Qur'anic and Noble Hadeeth vocabularies in Phase 2.</li><li>• Students' ability to make connections in learning with verses of the Holy Qur'an and Noble Hadeeth in all phases.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a Second Language (ASL) is good overall. The school's internal data shows that students in Phase 2 make very good progress; in Phase 3, they make good progress and in Phase 4, they make acceptable progress. This does not match with what was seen in lessons and in students' work, where the majority of students make better than expected progress in Phases 2 and 3 and expected progress in Phase 4.</li><li>• The school's internal data shows that attainment is outstanding in Phase 2, very good in Phase 3 and good in Phase 4. This does not match with what was seen in lessons and in students' work, where the majority of students attain above curriculum standards in Phases 2 and 3, and in line with curriculum standards in Phase 4. There is no external data for ASL.</li><li>• The majority of students make better than expected progress in Phases 2 and 3. Students in Phase 4 make the expected progress. In Phase 2 students develop good listening, speaking, reading and comprehension skills. They read short texts, understand the meaning of new words and can write short sentences accurately. Students are less confident in writing complex sentences in all phases. In Phase 3 students can read age-appropriate texts and can extract the main idea. They can answer questions related to a text accurately. In Phase 4, students have knowledge of grammatical rules. They can identify parts of speech in a text. Students' ability to speak confidently is less well developed due to their limited vocabulary in Phase 4.</li><li>• Overall, there is no significant difference in the rates of progress between boys and girls.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' ability to answer questions related to texts in all phases.</li><li>• Students' speaking, reading and comprehension skills in Phases 2 and 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' writing skills in all phases.</li><li>• Students' vocabulary and confidence in speaking in Phase 4.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good overall. The school's internal data shows that students make very good progress in Phase 2 and outstanding progress in Phase 3. This does not match with what was seen in lessons and in students' work, where the majority of students make the expected progress.</li><li>• The school's internal data shows that attainment is outstanding in Phase 2 and very good in Phase 3. This does not match with what was seen in lessons and in students' work, where the majority of students attain above curriculum standards in Phases 2 and 3. There is no external data for social studies.</li><li>• The majority of students make better than expected progress overall. In Phase 2, students understand and appreciate UAE culture, its heritage and leaders. They recognise the landmarks of the UAE. The majority of students acquire accurate knowledge of the historical significance of the camel in trade. Their understanding of the impact of the Silk Road on the global economy is less well developed. In Phase 3, students confidently analyse the arrival of the Islamic civilisation in India. Their understanding of the impact of the cultural exchange during the Islamic civilisation and modern Indian society is less well developed.</li><li>• Overall, the majority of groups of students make better than expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of the UAE culture in Phases 2 and 3.</li><li>• Students' ability to analyse Islamic civilisation in India in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' knowledge of the impact of the Silk Road on the global economy in Phase 2.</li><li>• Students' understanding of the cultural exchange between the Islamic civilisation and modern Indian society in Phase 3.</li></ul>



English	<ul style="list-style-type: none"><li>• Students' achievement in English is good overall. The school's internal data shows that students make very good progress in all phases. This does not match with what was seen in lessons and in students' work, where the large majority of students make better than expected progress in Phases 1 and 3 and good progress in Phase 2. There is no provision in Phase 4.</li><li>• The school's internal data shows that attainment is outstanding in all phases. This does not match with what was seen in lessons and in students' work, where the large majority of students attain above curriculum standards in Phases 1 and 3 and it is good in Phase 2.</li><li>• The large majority of students make better than expected progress. In Phase 1 children speak confidently and can present information to large audiences using an extensive range of vocabulary. They can gather the main ideas from textbooks and can work as a group producing written responses. Students can form simple sentences with the correct grammar conventions, although they struggle with more complex phrases. Students can apply phonic sounds and can decode words. In Phases 2 and 3, students can produce extended writing using simple and compound sentences. Students understand a range of complex texts and poems and can decipher new words. They cannot integrate information. Students' comprehension, inference and prediction skills are developed when reading complex texts. At all levels students can put forward their opinions during discussions and debates.</li><li>• Overall, there is no significant difference in the rates of progress of boys and girls.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students speaking skills in all phases.</li><li>• Students' ability to extract ideas from texts in all phases.</li></ul>	<ul style="list-style-type: none"><li>• Students' understanding of writing conventions for complex sentences in all phases.</li><li>• Students' ability to integrate information in Phases 2 and 3.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is good overall. The majority of students attain above curriculum standards. In Phase 1, a large majority of students attain above curriculum standards, in Phases 2 and 3 a majority of students attain above curriculum standards and in Phase 4, most students attain in line with curriculum standards. This does not match with the schools' internal data where attainment is outstanding in Phase 1 and good in Phase 3.</li><li>• The attainment of students in progress tests in mathematics is good in Phase 2 and acceptable in Phase 3. In CAT 4 students' attainment is acceptable overall. The attainment of students in IGCSE and IAL is acceptable overall. Students' attainment in Phase 4 is weak.</li><li>• The majority of students make better than expected progress. Children in Phase 1 can compare volume and represent full, half and empty measures. In Phase 2 students can identify fractions as whole, half and quarter and represent these with the correct numerator and denominator. Students can read data and can record outcomes using tally marks. They can recognise and use the currencies of different countries and can apply mathematical operations to demonstrate shopping best buys. In Phase 3 students can calculate the area of a triangle using the correct formula. They know the area of a parallelogram by transforming the rectangle. Students know the relationship between the area of circle, semicircle, chord and sector and can make connections to continents using co-ordinates. In all phases mental mathematical skills are less well developed. In Phase 4, students' mathematical skills in trigonometric identities are less developed.</li><li>• Overall, there is no significant difference in the rates of progress of boys and girls.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge of shape, space and measurement across all phases.</li><li>• Students' interpretation and representation of data in Phase 2.</li></ul>	<ul style="list-style-type: none"><li>• Students' mental mathematical skills across all phases.</li><li>• Students' knowledge of trigonometry and functions in Phase 4</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is very good overall. Students make very good progress in Phases 1, 2 and 3 and good progress in Phase 4.</li><li>• Students' attainment is very good in Phases 1, 2 and 3. It is good in Phase 4. This picture of attainment is seen in lessons and students' work. This matches with internal data for Phases 2 and 3. External benchmarking data indicates very good attainment in Phases 2 and 3. In IGCSE and AS level examinations attainment is weak.</li><li>• The large majority of students make better than expected progress. In Phase 1, children use their practical and investigative skills to gain a deep understanding of concepts in physical and life sciences. They can classify dinosaurs into herbivores and carnivores and know how palaeontologists can trace the history of dinosaurs using fossils. In Phase 2 students can investigate different objects on a bus to determine if the material is soft or hard by using observation skills. Students can understand that growth is one of the life processes and that all living organisms grow and change. They know the life cycle of different organisms through the use of a series of photographs. In Phase 3, students demonstrate their practical skills by investigating how different factors like temperature, stirring, and particle size affect the rate of solubility of different solutes. In Phase 4 students can discuss the role of recombinant DNA technology in agricultural genetic engineering and the pharmaceutical industry. Students do not know how to initiate investigations in Phase 4.</li><li>• Overall, there is no significant difference in the performance of girls and boys.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' practical and investigative skills in Phases 1, 2 and 3.</li><li>• Students' ability to think and communicate ideas scientifically across all the phases.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to initiate investigations in Phase 4.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is good overall. It is very good in Phases 1 and 4. The large majority of students make better than expected progress as seen in lessons and students' work.</li><li>• Students' attainment in IGCSE is outstanding in history, very good in information and communication technology (ICT) and good in economics. In AS examinations students' attainment in accounting and economics is very good.</li><li>• The large majority of children in Phase 1 can sing in different harmonies alongside their peers. They can sing accompanying different musical instruments keeping time with the rhymlal beats. In Phase 2, in art, the majority can make decisions about colour and medium choices to decorate butterflies for ornaments. In physical education (PE), the majority of students can master basic movements, including running, jumping, throwing and catching a ball. They develop balance, agility, and coordination although not all manage to achieve this. In Phase 3 students in history understand the Gulf War and can answer complex questions about military strategy. In moral education, students understand the concepts of tangible and intangible cultures, heritage, preserving culture and heritage tourism. In Phase 4 students can discuss and debate the advantages of free trade and the reasons for protectionism. They know the methods of protectionism and its effects on the consumer, producer, and government. Students cannot write about concepts sufficiently in depth without further research using technologies.</li><li>• Overall, there is no significant difference in the rates of progress between girls and boys.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children and students' musical abilities Phases 1 and 2.</li><li>• Students' ability to understand historical concepts in Phases 2 and 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' balance and co-ordination skills in Phases 2 and 3.</li><li>• Students' skills to conduct further research using technology to extend their writing across all phases.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• In Phase 1 children come to school ready and eager to learn. They embrace practical activities in all their learning when they work independently or as a group. They are ready to apply and extend their knowledge of new concepts and ideas. They participate fully and enjoy sharing their learning. Phases 2 and 3 students are attentive in their lessons, participating and engaging fully with the teacher. In Phase 4 students are self-reliant, they take the lead in their learning and can debate current issues. They support their learning by taking on the role of mini teachers.</li><li>• Students enjoy collaborating with their peers in group work; they organise group activities and try and involve all. They can work through timed exercises without their teacher. All phases demonstrate age-appropriate and above age-appropriate language skills and can communicate ideas and share learning.</li><li>• In almost all lessons, students can make real-life connections and links to other curriculum areas. In Phase 4, students debate issues in motion and can link this to real life although their research skills are less developed. Students can relate how local issues affect the UAE and other cultures.</li><li>• In science, mathematics, economics, and accounting students develop their enquiry-based skills using critical thinking and problem solving. They can explain the role of a share market in accounting and know about connections to global issues and debt recovery. Students across the school make little use of technology to support their learning.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' willingness to learn across all phases.</li><li>• Students' skills in making real-life connections in all phases.</li></ul>	<ul style="list-style-type: none"><li>• Students' research skills and project-based learning in Phase 4.</li><li>• Students' use of technology in their learning across the phases.</li></ul>





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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>

- Students' personal and social development and innovation skills are very good overall. Across the school, students have very positive attitudes to learning; they are self-reliant and respond well to critical feedback. They are eager and keen to know how to improve their work.
- Students' behaviour is very positive in learning environments around the school and during break times. Students engage in play safely and with consideration to others. Relationships between staff and students are very respectful and considerate. Across the school students are very cooperative and respectful of each other; they respect difference in others. This creates a safe and calm environment.
- Students make positive choices and generally adopt healthy lifestyles. Most students bring healthy snacks from home while the canteen provides healthy food options. The school provides healthy breakfasts on Mondays.
- Attendance is good at 94%. Good punctuality is promoted across the school to ensure that students do not arrive late to lessons.

<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>
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- Students demonstrate a strong appreciation and understanding of how Islamic values influence life in the UAE. In Phase 1 conversational Arabic is introduced and children are aware of letters, words, and numbers. In Phase 2, the large majority of students learn the Holy Qur'an and Noble Hadeeth with the rules of Tajweed. Across the school, assemblies reinforce the role and values of Islam, and all assemblies begin with a prayer from the Holy Qur'an.
- Students are very knowledgeable and respectful of the heritage and culture of the UAE. They are involved in a wide range of cultural activities such as National Day, Martyrs' Day, and Flag Day celebrations. There is signage in Arabic around the school. Museum visits support students' understanding about the history of the UAE.



- Students demonstrate a high level of respect for both their own culture and that of others. They engage in a variety of events that enhance their comprehension of diverse world cultures such as ethnic day celebrations and international food festivals.

<b>Social responsibility and innovation skills</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>
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- Community involvement, volunteering and social contribution are at the heart of the school. Students are active, willing, and very proud participants in a wide variety of activities such as the duties of monitoring and ensuring the safety of students during the arrival of buses and working behind the scenes at school events. Students initiate and lead projects, such as planting the school gardens, leading on Ramadan celebrations, and collecting cans for recycling. The school is an active participant in volunteering for Red Crescent Society initiatives and has food donation centres within the school.
- Students show a very positive work ethic and arrive at lessons on time. Students are very innovative during science, technology, engineering, and mathematics (STEM) and economic think tanks. The range of activities that enable students to be innovative across the school is narrow.
- Students care for their school and readily participate in trying to improve the environment. The school is an active member of the Emirates environmental group and has a strong team of volunteer environmental warriors who actively engage in regular campaigns to educate their school and the wider community about the importance of recycling, composting, and sustainability.

**Areas of Strength:**

- Students' respect for the culture and heritage of the UAE across the school.
- Students' participation in volunteering and sustainability initiatives across the school.

**Areas for Improvement:**

- The range of projects to promote innovation across the school.



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is good overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Teaching for effective learning</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>

- The quality of teaching and assessment is good overall. Most teachers effectively use their subject knowledge and how students learn to ensure purposeful learning. Lessons are well planned with a reviewed 10-point lesson plan. The plans include a range of activities that allow students to work productively in collaboration with their peers.
- The learning environment is stimulating with positive teacher and student relationships and mutual respect. Time and resources are effectively used in most lessons. The resources such as low-cost teaching materials are skilfully used to support and build students' learning.
- Positive interactions encourage students to play an active role in their learning. In the better lessons, questioning and dialogue promotes students' critical thinking skills. This not a consistent feature across all subjects in Phase 2 because not all teachers adopt this approach. Overall, teachers use an effective range of strategies to meet the needs of most groups of students. Differentiated activities and assessment tasks accommodate group needs and abilities. Students personalised challenge and individual needs are not accommodated suitably.
- Opportunities for innovation and independent research are limited in lessons in all phases.

<b>Assessment</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
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- Robust and consistent internal assessment procedures support teachers to track the progress of students effectively. Assessments are well aligned and linked to the school's curriculum. The school benchmarks students' academic outcomes against external national and international examinations which include CAT 4, TIMSS, Progress Test and IGCSE examinations. The school includes practice questions in assessments to prepare students for external benchmarking assessments. The use of practice questions is not embedded in the teaching and learning process.
- The school takes reasonable steps to ensure that assessment information is accurate, analysis is carried out periodically to identify the trends and patterns of attainment. Individual progress trackers allow teachers to track students' individual progress from their starting points. Teachers and middle leaders conduct subject and class analysis to identify groups' needs against the learning objectives and skills. Rigorous systems for analysing assessment data and using the information to check students' progress are in place.



- Teachers generally use assessment data in their lesson planning to meet the needs of all learners. Teachers identify ability groups based on assessment outcomes. Students are set individual targets based on summative assessment results. Teachers do not always use this information to ensure the tasks they set are sufficiently challenging. for all learners. Teachers encourage peer learning and involve students in assessing their own learning. Teachers mark students' work so that they know their own strengths and weaknesses.

**Areas of Strength:**

- Teachers' lesson planning and effective use of time and resources in all phases.
- The rigorous assessment systems that track students' progress across the school.

**Areas for Improvement:**

- Activities that promote students' innovation and independent research skills across phases
- Teachers' use of assessment data to influence their lesson planning that impacts positively on students' attainment, particularly in external benchmarking examinations across the school.



## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is good overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>

- The school's curriculum has a clear rationale based on the English National Curriculum and is compliant with UAE statutory requirements. It is broad, balanced, and constructed so that it builds on prior learning.
- The school's planned curriculum promotes interest and enjoyment for most learners. It offers pathways in Phase 4 for pre-medical, engineering, and humanities. Cross-curricular links are planned in all subjects that enable students to transfer their learning and make real-life connections.
- Leaders conduct regular subject review meetings, and the annual curriculum review is systematic. Leaders receive a detailed gap analysis from all departments. The curriculum team reviews the recommendations from previous reviews and makes appropriate modifications.

<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
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- The school makes adequate modifications to the curriculum through assessment and external examinations. These modifications are integrated into planning to meet the needs of most groups of students. Activities are planned for more able students that include extended tasks and challenging work. Teachers do not routinely include in their lesson planning activities that respond to all groups' needs.
- The school offers a range of extracurricular activities. Charity events provide opportunities to develop students' skills in social and personal development. Environmental awareness is promoted through assemblies and recycling activities. Programmes such as the model United Nations (MUN) debates, enterprise economics, book exchanges and reading challenges encourage students to learn beyond the classroom and STEM activities promote students' innovation skills.
- The curriculum strongly supports students' knowledge and understanding of Emirati culture and UAE society. It is well integrated into all aspects of students' lives through school assemblies, and celebrations of national festivals.



**Areas of Strength:**

- The planned cross-curricular links across all phases.
- The strong links with Emirati culture and UAE society.

**Areas for Improvement:**

- The modification of the curriculum to better meet the needs of all groups.
- The development of students' innovation, creativity, and independent research skills through a range of activities.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The school has a range of effective policies and procedures in place that ensure a safe, secure and hygienic environment. These include arrangements for safeguarding, child protection, fire safety and school transportation. At times, the application of these procedures is not always effective, especially during fire evacuations or drills. All staff receive orientation on child protection and forms of abuse, including bullying.</li><li>• The school buildings are well maintained. Safety checks are thorough, and the school maintains comprehensive and secure records of follow-up actions. The premises are suitable to meet the needs of most students, including students with special educational needs (SEN). Students are well supervised throughout the school at arrival and departure times.</li><li>• The well-being and clinic staff promote safe and healthy lifestyles. They review diets, personal hygiene, public health, and exercise. Clinic staff keep accurate records of all students. Cases of students with chronic diabetes and asthma are followed up swiftly. There are separate clinics for boys and girls. These are clean and medicines are stored in locked cabinets. The doctor and the nurses conduct regular checks on the quality of food served in the canteen and food brought in from home.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Staff-student relationships are very positive and purposeful. There is a productive and calm atmosphere throughout the school. The well-being team has a detailed behaviour management policy developed from parent and teacher consultations which underpins their positive approach to managing students' behaviour.</li><li>• The school is effective in promoting good attendance and punctuality.</li><li>• The school has appropriate systems to identify students with SEN and those who are gifted and talented (G&amp;T), although these systems lack consistency in their use. A small percentage of students have recognised low level learning difficulties with mild dyslexia or dyscalculia.</li><li>• Students across the school have been identified as G&amp;T through CAT4 data. Talented students are supported through sports, music and art. Most of their individual educational plans (IEP)</li></ul>				



are in place. G&T students are trained and represent the school in competitions. Students with SEN do not consistently receive the appropriate level of support in lessons.

- The school provides advice, support and guidance to all students. Phase 3 and 4 students are guided appropriately on subject choices to support them with higher education pathways. The school is supported by an external international consultancy that guides students on their university degrees. Emirates Environmental Group guides students in public speaking and other competitions related to environmental awareness.

**Areas of Strength:**

- The school's record keeping and arrangements for health, safety, and security.
- Staff and student relationships and positive behaviour management.

**Areas for Improvement:**

- Effective communication systems during planned or unplanned fire evacuation.
- The systematic identification of and consistently effective support for SEN students





## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

**Indicators:**

**The effectiveness of leadership**

**Good**

- Leaders at all levels are led by a focused principal who sets the vision of affordable education in a creative learning environment. The school is committed to the UAE national and Emirati priorities and the agenda for inclusion. Leaders at most levels demonstrate a secure understanding of the UK English National curriculum and best practices in teaching and assessment in IGCSE and advanced levels. The school has yet to step up to the challenges of providing differentiated learning for different groups across the school, especially at middle leadership level. The school has addressed previous weaknesses in assessment, resulting in successful students' outcomes.
- Relationships throughout the school are professional with a low staff turnover rate. Morale throughout the school promotes a climate of collaboration. Leaders have been realistic about the key priorities to bring about improvements and have been successful in securing better school performance.

**Self-evaluation and improvement planning**

**Good**

- The school has taken a systematic and whole school approach to self-evaluation and improvement planning with contributions from all staff. Leaders use the UAE School Inspection Framework and have been effective in tackling the key priorities from the previous report. The use of data throughout the school is now accurate. The school knows its strengths and is realistic how to deal with the areas for improvement. The school has made much progress since the last review.

**Partnerships with parents and the community**

**Good**

- Partnership with parents is a strong feature in the school through the parents' council. Parents support whole school activities. They commend the school for providing quality education at a reasonable cost. They receive regular and timely contact about their child's overall learning and personal development. They support the academic rigour that is required. Parents feel that they want more extra-curricular activities to support their children's social development, particularly resilience.



<ul style="list-style-type: none"><li>Partnerships support the school at all levels. Locally the school works with another school to support teachers in Phase 1. An external international agency supports students with guidance on university applications. Nationally the school participates in Red Crescent activities through volunteering.</li></ul>	
<b>Governance</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The representation of governance is broad and diverse from a range of businesses that directly support the school. The governors know the performance of the school well. They support students' well-being, social development, and career progression through the contributions they make from professional life. Many representatives are alumni and know the academic processes. The board representatives are realistic and innovative about securing school improvement within a restricted budget.</li></ul>	
<b>Management, staffing, facilities and resources</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The day-to-day management of the school follows systematic processes and procedures that are seamlessly integrated and accepted by all students. Supervision across the school results in a safe and conducive environment to learn. The learning environments in- and outside the school are used well and creatively exploited to support good learning. The school has sufficient staffing to optimise students' achievements. Resources are innovatively used and support the requirements of the curriculum. Students' use of learning technologies is low as a result of insufficient digital resources. The learning environments need renovation.</li></ul>	
<b>Areas of Strength</b>	
<ul style="list-style-type: none"><li>The vision and direction provided by the principal.</li><li>The supportive and directional governance.</li></ul>	
<b>Areas for Improvement:</b>	
<ul style="list-style-type: none"><li>Capacity and accountability of middle leaders.</li><li>Digital and physical resources to support research and project-based learning.</li></ul>	



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The staffing provision for teaching Arabic across the school is 9 teachers to 1,607 students, a ratio of approximately 1:179.
- Students have access to online resources and audiovisual resources on YouTube. These resources allow for a good choice of books in a variety of genres, appropriate for Year 6 to Year 10 students. In Phases 2 and 3 students are given links to e-books and audio books.
- Reading texts and extracts are provided for reading Arabic in lessons. Reading strategies of questioning, clarifying, summarising is used across school. Conversational Arabic has been introduced from Phase 1 to raise Arabic language skills.
- Recitation competitions are held on a regular basis. Quizzes, poetry recitations and conversations are part of daily lessons. Name tags in Arabic are used in Phases 1 and 3 for information and learning. Safety workshops are conducted by the Sharjah police and are held in Arabic for students in Phase 2. Participation in the Sharjah humanitarian initiative – Sanabel Mahbah is conducted in the school. Early intervention week and visits to the Red Crescent office in Sharjah enable students to interact with Arabic speakers. Teachers have a monthly meeting with parents to discuss and guide them on how to support students at home in Arabic.

### The school's use of external benchmarking data

- Approximately 25% of Year 5 and 50% of Year 9 students took TIMSS 2019.
- The National Agenda Action Plan summary for TIMSS and PISA results were analysed, and gaps identified. Comprehensive data analysis catering to all learning needs resulted in critical thinking and assessment for learning in lessons. Improved teaching and learning skills through strategies and flipped and peer teaching were introduced. School assessments are modified to incorporate critical thinking and reasoning. Timely feedback with diagnostic comments informs students of their own levels and how to improve.
- International test results are reported to students and parents on a monthly report. GL assessments are provided as soon as they are available.
- The performance of students in CAT4, TIMSS and PISA are also discussed during the monthly parent and teacher meetings. The results of international benchmark tests such as IGCSE and A Level are shared with parents and students through online arrangements.

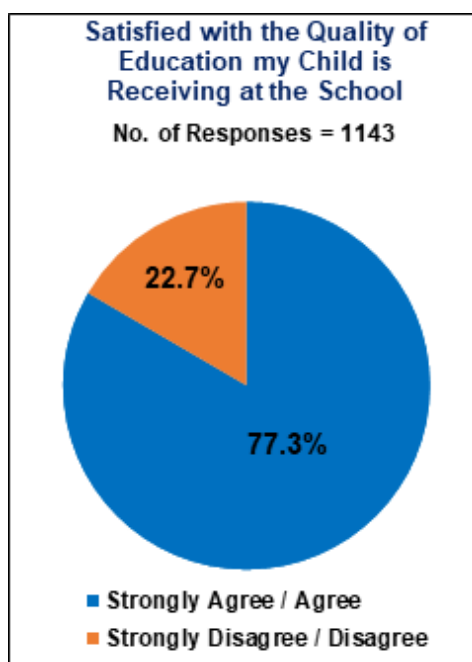
### Provision for KG

- The teacher to children ratio is approximately 1:15. In all classes, homeroom teachers play a pivotal role in ensuring a nurturing atmosphere, complemented by the support of 5 floating assistant teachers. This personalised approach fosters a robust teacher and child bond, enhancing the learning experience.
- The optimal learning environment prioritises safety and children's holistic development. The spacious and well-equipped classrooms are supplemented by extended areas, providing ample room for exploration and learning through play. Manipulatives are used to enhance learning.



- A dedicated outdoor play area for FS2 is well-equipped with materials to incorporate physical development and engage children in active play, promoting a healthy lifestyle from a young age. Children are introduced to a green environment and sustainability is emphasised in all topics. In all circumstances, the health and safety of the children is of prime importance in school.
- The parents of new admissions in FS2 have an orientation meeting conducted at the start of every academic year. The school informs parents about the curriculum, resources provided, and other provisions in school to facilitate learning. Information is shared on the communications channels. The vice-principal addresses parents and answers any questions raised. For the transition into Year 1, an orientation is held for all parents and children. Information is shared about higher expectations and the provision made from Year 1 onwards.

## VIEWS OF PARENTS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in national and international benchmarking examinations to the next level in all phases by:
  - using data more effectively in all subjects.
  - using external benchmarking to set aspirational targets for all students.
  - planning assessment activities and practice questions to help build capacity in students.
- Improve senior middle leaders' capacity and accountability for improving students' overall performance in all phases by:
  - developing roles and responsibilities to match performance standards.
  - understanding the barriers to learning for underperforming students.
  - identifying best practices and cascading these across the school.
- Improve teachers' accuracy in identifying individual targets and personalised challenge goals in all phases by:
  - providing opportunities for innovation, creativity, and independent research.
  - setting tasks that match both the needs and aspirations of all students.
  - identifying learning opportunities for students to take the lead in their learning.



In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on [quality.assurance@spea.shj.ae](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.