



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

SHARJAH INTERNATIONAL PRIVATE SCHOOL
17 to 20 February 2025

Overall
Effectiveness
Rating:
GOOD

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:

- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:

- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

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

Judgements



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

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

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

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



SCHOOL INFORMATION

| | | |
|----------|---|--|
| School | School ID | 109 |
| | School location | Al Qarayen, Sharjah |
| | Establishment date | 1996 |
| | Language of instruction | English |
| | School Curriculum | National Curriculum for England (NCfE) and Ministry of Education (MoE) |
| | Accreditation body | Cambridge |
| | Examination Board | Cambridge/Pearson and MoE |
| | External Assessments International and Curriculum Benchmark Assessments | Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Cognitive Abilities Test (CAT4) Granada Learning Progress Tests (GLPT) Test of Arabic Language Arts (TALA) International General Certificate in Secondary Education (IGCSE) Advanced/Advanced Subsidiary Level (A/AS) |
| Staff | Fee Range | AED 10,104 to AED 30,830 |
| | Principal | Lana Koyi |
| | Chair of board of governors | Anwar Qeray |
| | Total number of teachers | 149 |
| | Total number of teaching assistants | 29 |
| | Turnover rate | 3% |
| Students | Teacher: student ratio | 1: 15 |
| | Total number of students | 2, 260 |
| | Total number of students per cycle/phase | Phase 1: 254 Phase 2: 1,110 Phase 3/Cycle 2: 711 Phase 4/Cycle 3: 185 |
| | Phase 1: number and gender | Boys:135 Girls:119 |
| | Phase 2: number and gender | Boys: 622 Girls: 488 |
| | Phase 3/Cycle 2: number and gender | Boys: 417 Girls: 294 |
| | Phase 4/Cycle 3: number and gender | Boys: 100 Girls: 85 |



| | | |
|--|---|--------------------------|
| | Total number of Emirati students | 470 |
| | Phase 1: Emirati number and gender | Boys: 33 Girls: 36 |
| | Phase 2: Emirati number and gender | Boys: 106 Girls: 97 |
| | Phase 3/Cycle 2: Emirati number and gender | Boys: 100 Girls: 53 |
| | Phase 4/Cycle 3: Emirati number and gender | Boys: 29 Girls: 16 |
| | Nationality groups (largest first) | 1. Egyptian 2. Syrian |
| | Total number of students with special educational needs | 9 |



PROGRESS JOURNEY

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

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 162 lesson observations, 95 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness has remained good as at the previous review of 2023. The restructured leadership team has concentrated the school's strategic planning on improving students' attainment and progress from acceptable to good; and students' achievement has improved from good to very good in most subjects in Phase 4 and in Cycle 3. Students' personal development, and their understanding of Islamic values and awareness of Emirati and world cultures have improved from good to very good overall. Teaching, the use of assessment, and the adaptation of both the National Curriculum for England (NCfE) and Ministry of Education (MoE) curriculum are now very good in Phase 4 and in Cycle 3 and are good overall. The school continues to have very effective procedures to safeguard children. The learning environment and facilities are very well maintained and support students' learning effectively. Partnerships with parents and the community are very good. Governors are supportive of the school's work and consider the views of other stakeholders in their decision making. Under the direction of the current leadership team, the school demonstrates a strong capacity to improve further.

KEY AREAS OF STRENGTH:

- Students' improving achievement in most subjects, mainly in Phase 4 and in Cycle 3.
- Students' behaviour, relationships, attendance and understanding of and respect for Islamic values and Emirati culture.
- The learning environment that teachers provide that enables students' successful learning.
- The priority that the school gives to ensuring students' welfare, health and safety.
- The leaders' clear vision, the professional relationships across the school, and the very good partnerships with parents and the community.

KEY AREAS FOR IMPROVEMENT:

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- Students' achievement to be at least very good in all subjects in both curricula across all phases.
- The quality of teaching, the use of assessment and the adaptation of the curriculum in all subjects to be raised to the next level in both curricula across all phases.
- The leadership teams' training and upskilling of teachers and middle leaders to further improve the school's performance.



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

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Islamic Education

- Students' achievement in Islamic education is very good overall across all phases and cycles in the NCfE and MoE curriculum. The school's internal assessment data indicates outstanding progress across the school. This does not match with what is seen in lessons and in students' work, where a large majority of students make better than expected progress over time.
- The school's internal assessment data indicates outstanding attainment in all phases and cycles. This does not match with what is observed in lessons and in students' work, where a majority of students attain above curriculum expectations across all phases and cycles reviewed. There is no external assessment data for this subject. Islamic education in the MoE curriculum starts in Cycle 2.
- In the NCfE, Phase 1 children can discuss and apply correct table manners in Islam and learn how to make Dua' before eating. In Phase 2, students recognise that Islam emphasises the importance of mercy to all living things and can connect this to UAE culture. Their ability to explain the relevant meanings of the Noble Hadeeth is less well developed. In Phase 3, students understand that Islamic values are related to responsible spending and moderation versus extravagance and recognise the UAE's efforts to reduce food waste. In Phase 4, students understand the significance of marriage in Islam and the importance of family relationships. They confidently discuss the rights of men and women in marriage and divorce. In the MoE curriculum, Cycle 2 students can identify the rituals of Umrah and understand its spiritual benefits for Muslims. They are developing their knowledge of how to compare Al-Hajj to Umrah. In Cycle 3, students understand Shura as an Islamic principle of mutual consultation and its role in decision-making. Their ability to explain the meanings of the Noble Hadeeth and to apply the knowledge in a modern context is less well developed. Children's memorisation of simple Surah in Phase 1, and students' recitation skills of the Holy Qur'an, following Tajweed rules are less well developed in the other phases and cycles across the school. In the NCfE and MoE curriculum, children and students demonstrate very good knowledge and understanding of Islamic rules, manners and rituals.
- Overall, a large majority of the different groups of students, including boys, girls and the Emiratis in both curricula make better than expected progress. Higher attaining students do not always make the best possible progress of which they are capable.



| | Areas of Strength | Areas for Improvement |
|--|--|---|
| | <ul style="list-style-type: none">Children's understanding of Islamic table manners in Phase 1, and students' knowledge of the significance in Islam and importance of family relationships in Phase 4.Students' knowledge and understanding of Shura in Cycle 3. | <ul style="list-style-type: none">Students' ability to explain relevant meanings of the Noble Hadeeth and connect it to familiar topics, especially in Phase 2 and in Cycle 3.Children's memorisation of simple Surah in Phase 1, and students' recitation skills, applying Tajweed rules in both curricula. |



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| Arabic | <ul style="list-style-type: none">Students' achievement in Arabic is very good overall in the NCfE and the MoE curricula. The school's internal assessment data indicates that students make very good progress across all phases and cycles. This does not entirely align with what is seen in lessons and in students' work, where the majority of children in Phase 1 and a large majority of students in Phases 2 to 4 and in Cycles 2 and 3 make better than expected progress over time.The school's internal assessment data in both curricula indicates that attainment is very good in Phase 1; and outstanding in Phases 2 to 4 and in Cycles 2 and 3. This does not match with what is seen in lessons and in students' work, where the majority of students across all phases and cycles attain above curriculum standards. IBT examination results for the MoE indicate attainment is good in Grades 7 to 10. Students took part in the TALA assessment, and they have not yet received the results. Arabic in the MoE curriculum starts in Cycle 2.In the NCfE, Phase 1 children develop good knowledge of the letters and their corresponding sounds and make plausible attempts at building new words. In Phase 2, students use their very good knowledge to sequence events and to form a coherent narrative. Students confidently analyse information texts and identify the main ideas with supporting details. In Phase 3, students can relate to protagonists in a narrative text and evaluate their resolutions. They deliver fluent and accurate oral presentations, demonstrating strong communication skills. In Phase 4, students can identify and explain different types of imagery. In the MoE curriculum, Cycle 2 students can identify the main theme of a poem and infer the meaning of unfamiliar words from context. Their ability to conduct in-depth literary analysis, particularly of rhetorical devices, is less developed. In Cycle 3, students confidently use complex vocabulary to construct sentences as they debate, using standard Arabic. In both curricula, a few students are unable to analyse stories and poems, particularly in Phase 4 and in Cycle 3; and a minority of students have not fully developed their extended writing skills across the school.The different groups of students make similar rates of progress when compared to their peers in both curricula. | |
| | Areas of Strength | Areas for Improvement |



| | | |
|--|---|--|
| | <ul style="list-style-type: none">• Students' ability to analyse information texts in Phase 2.• Students' strong communication skills in Phase 3 and their use of complex vocabulary to support their debate in Cycle 3. | <ul style="list-style-type: none">• Students' ability to conduct in-depth literary analysis, including stories and poems, especially in Phase 4 and in Cycles 2 and 3.• Students' extended writing skills in both curricula across phases and cycles. |
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| Social Studies | <ul style="list-style-type: none">Students' achievement in social studies is good overall in the NCfE and the MoE curriculum. The school's internal assessment data in both curricula indicates that students make outstanding progress across all phases and cycles, and very good progress in Phase 1. This does not match with what is seen in lessons and in students' work, where the majority of students in Phase 2 and in Cycle 2 make better than expected progress, and a large majority of children in Phase 1 and students in Phase3 in the NCfE and in Cycle 3 in the MoE curriculum make better than expected progress over time. The school does not teach social studies in Phase 4 in the NCfE and in the MoE curriculum it starts in Cycle 2.The school's internal assessment data indicates that attainment is outstanding across all phases and cycles in both curricula. This is not evident in lesson observation and in students' work, where the majority of students across all phases and cycles attain above curriculum expectations. There is no external assessment data for this subject.In both curricula, students demonstrate a good understanding of national identity and the formation of the UAE. In the NCfE, Phase 1 children develop very good knowledge of the Emirates, the rulers and popular places. They can explain how the architecture of certain buildings is different. In Phase 2, students describe the role played by the Founder Sheikh H.H. Zayed bin Sultan Al Nahyan (RIP) in conserving the popular heritage and traditions in the UAE. In Phase 3, students understand the interrelation between human societies and the surrounding physical environment. In the MoE curriculum, Cycle 2 students understand political life before the Union. They explain the Qawasim's resistance against British colonial forces. They confidently identify the archaeological sites in Al Ain and suggest ways to attract more visiting tourists. Cycle 3 students understand the impact of natural resources on cultural development and the history of the UAE. A minority of students are not able to analyse maps correctly in Phase 2 and in Cycle 2. Students' ability to compare between past and present events is less well developed for a few students in Phase 3, particularly in connection to the role of Emirati women in society.The majority of the different groups of students make similar rates of progress when compared to their peers in both curricula. | |
| | Areas of Strength | Areas for Improvement |



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| | <ul style="list-style-type: none">• Children's very good knowledge of the UAE culture and architecture in Phase 1.• Students' knowledge of the social and political history of the region in Phase 3 and in Cycle 3. | <ul style="list-style-type: none">• Students' mapping skills in Phase 2 and Cycle 2.• Students' ability to compare between the past and present events in the UAE, particularly in connection to the role of Emirati women in the UAE in Phase 3. |
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English

- Students' achievement in English is good overall in the NCfE and MoE curriculum, and it is very good in Phase 3 and Cycle 3. The school does not teach English in Phase 4 in the NCfE. The school's internal data shows that students make outstanding progress in both curricula. This does not match with what is seen in lessons and in students' work, where the majority of students make better than expected progress in Phases 1 and 2 and in Cycle 2; and a large majority of students in Phase 3 and Cycle 3 make better than expected progress over time.
- The school's internal assessment data indicates that attainment is outstanding in all phases and cycles. This is not evident in lessons and in students' work, where the majority of students attain above curriculum standards in Phases 1 and 2 and in Cycle 2. A large majority of students in Phase 3 and in Cycle 3 attain above curriculum standards. GL Progress tests in English indicate that students' attainment in Phases 2 and 3 are below the national expectations. IBT results for the MoE curriculum show that students' attainment is outstanding.
- In the NCfE, children in Phase 1 can recognise and sound out letters, blend them accurately to read and write words and short sentences. They can communicate with developing accuracy in simple language about familiar topics. In Phase 2, students continue to develop their skills of listening, speaking, reading, and writing. At the beginning of the phase, students can describe objects, people, and places in short sentences; and by Year 6, they can describe sights, sounds and feelings and continue a ghost story using suspense techniques in their descriptions. Phase 3 students can confidently use persuasive writing techniques to craft a letter to a friend offering advice about coping with examination stress, discuss social media in the UAE with confidence, and compare and contrast Emirati teenagers' and adults' use of social media. In Cycle 2, students can discuss the challenges of time management and suggest solutions and write an informal letter about time management. In Cycle 3, students can analyse the relationship between birth order and personality traits. They can present their personal opinions and the findings of their group to others with confidence and fluency. In the NCfE and MoE curriculum, a minority of students have not fully developed their spelling and punctuation skills in Phase 2 and in Cycle 2. Writing at length and for different purposes is less well developed in both curricula.
- Overall, the majority of the different groups of students, including boys, girls and Emiratis make better than expected progress in both curricula. High



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| | attaining and gifted and talented (G&T) students do not have access to enough challenging tasks to increase their rates of progress. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">Children's communication skills and their knowledge of phonics in Phase 1.Students' fluent communication skills and linguistic accuracy in Cycle 3. | <ul style="list-style-type: none">Students' accurate spelling and use of punctuation in Phase 2 and in Cycle 2.Children's and students' ability to write for different purposes and at length in both curricula across the school. |



Mathematics

- Students' achievement in mathematics is good overall in the NCfE and MoE curriculum. Internal assessment data indicates at least very good progress in both curricula. This does not entirely match with what is seen in lessons and in their work, where the majority of children and students in Phases 1, 2 and 3, and in Cycle 2 make better than expected progress over time; and a large majority of students make better than expected progress in Phase 4 and in Cycle 3.
- Internal assessment data indicates very good attainment in both curricula. This is not observed in lessons and in students' work, where the majority of children and students attain above curriculum standards in all phases and cycles across the school. In GL Progress tests, students attain below the national average in Phase 2 and their attainment is above in Phase 3. IGCSE examination results indicate that students' attainment is well above the national expectations. In mathematics, AS level results are below and above in A level. IBT assessment data shows attainment is very good from Grades 7 to 10; and TIMSS results are above the national averages for Grades 4 and 8.
- In the NCfE, Phase 1 children recognise numerals, count, and add simple sets of objects accurately. In Phase 2, students can add fractions with the same denominator by combining numerators and keeping the denominator unchanged and are beginning to apply their understanding to word problems. Phase 3 students can identify key circle properties, including radius, diameter, and circumference, and apply their understanding to solve guided examples. In Phase 4, students can apply the trapezium rule accurately, substitute values from a completed table and demonstrate fluency in approximating integrals. In the MoE curriculum, Cycle 2 students understand the concept of angles and reflection, calculate a range of angles, and recognise the patterns. In Cycle 3, students develop very good knowledge of antiderivatives functions and can apply the derivative formulae in reverse and vector. They know how to plot the reflection graphically on exact quadrant axes. A minority of students in Phase 2, have not fully developed their mental arithmetic skills to solve problems; and in Cycle 2, a few students are not confident enough to explain their reasoning. Students' use of high order thinking skills to tackle complex work is less well developed in Phase 4 and in Cycle 3.
- Overall, the different groups of students make similar rates of progress. High attaining and G&T students do not always receive challenging tasks to accelerate their progress. At times, students with SEN do not progress as much as they should.

Areas of Strength

Areas for Improvement



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| | <ul style="list-style-type: none">• Students' knowledge of mathematical rules and calculations in Phase 3.• Students' application of structured methods and formulae in Phase 4 and in Cycle 3. | <ul style="list-style-type: none">• Students' mental arithmetic skills in Phase 2, and reasoning skills in Cycle 2.• Students' ability to further develop their higher order thinking skills to tackle more complex work, especially in Phase 4 and in Cycle 3. |
|--|--|--|



| | | |
|---------|---|-----------------------|
| Science | <ul style="list-style-type: none">Students' achievement in science in the NCfE and MoE curriculum is good overall. In lessons and in their work, the majority of students make better than expected progress over time, in Phases 1 to 3 and in Cycle 2. In Phase 4 and Cycle 3, a large majority of students make better than expected progress over time. This does not match with the school's internal data which indicates that students make outstanding progress across all phases and cycles in both curricula.The school's internal assessment data in both curricula show outstanding attainment. This does not match with what is seen in lessons and in students' work, where the majority of students attain above curriculum standards in both curricula. External GL PTS results indicate that attainment is acceptable in Phase 2 and very good in Phase 3. IGCSE results are very good in biology and chemistry and outstanding in physics. In AS and A level, attainment is variable with biology and chemistry results as very good and acceptable in physics. IBT results show that attainment is outstanding in Cycles 2 and 3. TIMSS results for students in Grades 4 and 8 indicate that students perform above national and international averages.In the NCfE, Phase 1 children understand weather conditions and seasonal clothing choices and begin to develop their scientific enquiry skills. In Phase 2, students learn about the life cycle of a butterfly and how surface area affects air resistance. In Phase 3, students gain knowledge of circuit components, electricity flow, conductors and insulators, and speed calculations, linking them to UAE speed limits. In Phase 4, chemistry students develop good understanding of titration principles, while in physics, they can explain gravitational acceleration and its experimental determination. In the MoE curriculum, Cycle 2, students explore animal habitats and environmental factors, and the importance of a healthy respiratory system in humans. In Cycle 3, students examine force and velocity through simulations and practical modelling. In Phase 1, children do not have access to enough first-hand experiences to explore and to find out things for themselves. In the other phases and cycles, students' independent investigative skills, the use of hypothesis, drawing conclusions and reporting are less well developed.The majority of the different student groups, including boys, girls, and Emirati students make similar rates of progress. High-attaining and G&T students do not always progress as well as they should across all phases and cycles. | |
| | Areas of Strength | Areas for Improvement |
| | | |



| | | |
|--|---|---|
| | <ul style="list-style-type: none">• Students' understanding of titration principles and their ability to measure initial and final volumes accurately in Phase 4.• Students' knowledge of force and velocity relationships through simulations and practical modelling in Cycle 3. | <ul style="list-style-type: none">• Children's first-hand scientific investigation and enquiry in Phase 1.• Students' independent investigation, and ability to hypothesise, experiment and draw conclusions in Phases 2, 3 and 4 and in Cycles 2 and 3. |
|--|---|---|



| | | |
|----------------|--|-----------------------|
| Other subjects | <ul style="list-style-type: none">Students' achievement in other subjects is good overall in the NCfE and MoE curriculum. In lessons and in their work, the majority of students make better than expected progress over time in all phases and cycles, in physical education (PE), art, music, computing, business studies and in French. There is no internal progress assessment for other subjects.There is no internal attainment data for both curricula. In lessons and in their work, the majority of students attain above curriculum expectations across all phases and cycles. There is no external assessment data for other subjects.In PE, Phase 1 children learn to coordinate their movements and enjoy ball games and race competitively as seen during their sport events. In Phases 2 and 3, students participate in basketball and football activities and know how to move around with the correct dribbling technique using their dominant hand and understand how to dribble in football using the correct techniques. In Cycles 2 and 3, students participate enthusiastically in games and develop good skills of kicking the ball using the right foot angle. In art, Phase 1 children engage well in drawing and painting activities. In Phase 2, students can identify a range of different shapes and make drawings related to the UAE, following their teachers' instructions. Their creative skills in art are less well developed. In music, students from Years 1 to 6 can sing songs, and use musical instruments, following the rhythm and correct tunes. In computing, Phase 2 students can operate the Scratch programme to create games. In Cycle 2, students understand how to design and create a mobile case. In Year 10, students explore the different saving devices. In business studies, students can explain the different types of communication in business and how to achieve effective company goals. In French, students can describe parts of the human body using the correct grammar and pronunciation. Students are not confident enough to talk beyond the familiar topics in French across the school.Overall, the majority of the different groups of students make better than expected progress. G&T students do not access enough challenging tasks to reach their potential. | |
| | Areas of Strength | Areas for Improvement |



| | | |
|--|---|---|
| | <ul style="list-style-type: none">• Students' participation in PE and developing skills across the school.• Students' knowledge about the importance of communication in business to achieve the company goals in Year 10. | <ul style="list-style-type: none">• Students' skills in developing innovation and creativity in art, especially in Phase 2.• Students' further communication skills in French across the school. |
|--|---|---|



Learning Skills

- Students' learning skills are good overall, and they are very good in Phase 4 and in Cycle 3 in most subjects. Across the school, students are very keen to learn and demonstrate positive and responsible attitudes to their learning. They know their strengths and can take steps to improve their work. For example, in Year 4, Islamic education lesson, students share what they have learned, follow their teacher's instructions, and improve their work.
- In general, students interact well with their teachers and peers, can work productively in groups, and discuss their findings when opportunities arise; and this is more evident in Phase 4 and in Cycle 3. For example, in Year 11 English, students communicate very well with each other, work collaboratively as a group, and discuss ways to create educational clubs to promote sustainability in the UAE and beyond. The quality of children's and students' communication skills is variable in Phase 1 and in the lower years of Phase 2. This is mainly because of the limited English language they have on entry to the school.
- Students can make clear connections between different subjects, the wider world and with real life experiences. For example, in Phase 1, children talk about how people wear different clothing in winter and refer to the countries they have visited in Europe; and in Year 6 Islamic education, students explore the importance of mercy in Islam and speak highly about the way the UAE rulers are kind and compassionate towards others. In Grade 7 MoE mathematics lessons, students solve problems in geometry and relate their learning to famous buildings in the UAE.
- In both curricula, students take part in enterprise events, for example, to raise charitable funds to support families in need. They can find out things for themselves and use learning technologies to research and to assess the quality of their work. In the best lessons, typically in Phase 4 and Cycle 3, students have very regular opportunities to solve problems and to think critically about their next steps in learning. Students' innovation skills are insufficiently developed in most subjects across the school.

Areas of Strength

Areas for Improvement



| | | |
|--|---|--|
| | <ul style="list-style-type: none">Students' positive and responsible attitudes to learning and their ability to make clear connections between different subjects and the real world across the school.Students' interaction, communication, and collaboration skills in Phase 4 and in Cycle 3. | <ul style="list-style-type: none">Children and students' ability to communicate their learning effectively, particularly in Phase 1 and in the lower years of Phase 2.Students' innovation skills in most subjects across the school; and their problem-solving and critical thinking skills in Phases 1 to 3 and in Cycle 2. |
|--|---|--|

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 Cycle 2 | Phase 4 Cycle 3 |
|----------------------|-----------|-----------|--------------------|--------------------|
| Personal development | Very Good | Very Good | Very Good | Very Good |

- Students' personal and social development is very good overall in the NCfE and MoE curriculum. Across the school, students display positive and responsible attitudes to learning, listen attentively to their teachers and respond very well to their feedback. Most students behave very well in lessons and in other parts of the school and are clear about the school's code of conduct. Students say that bullying incidents are very rare, and they feel safe and secure.
- Relationships between students and students and with their teachers and other staff are courteous and contribute to the cohesive learning environment where students from different nationalities show respect to one another and work together in harmony. Students show



sensitivity to the needs of others and help them when required. In Phase 1, children make friends to play with and learn about the behaviour code from an early age.

- Students know how to lead a safe and healthy lifestyle. They participate in PE lessons and sports. In Phase 1, children engage well in gymnastics, outdoor play, and physical movements in lessons and assemblies. Students contribute well to events such as World Cancer, Diabetic and Food Days. They drink water to keep themselves hydrated and play games under the sheltered outdoor areas. A few students consume unhealthy snacks that they bring from home.
- Students' attendance at 98% is outstanding. Students arrive at school punctually and attend assemblies and lessons on time. As a result, learning flows smoothly.

Understanding of Islamic values and awareness of Emirati and world cultures

Very Good

Very Good

Very Good

Very Good

- Students demonstrate a secure understanding and appreciation of how Islamic values influence life in the UAE society. Students respect the recitation of the Holy Qur'an verses and the reading of the Noble Hadeeth in lessons and assemblies. They celebrate Hijri New Year, Al-Isra'a and Al-Mi'raj Day and Eid Al-Fitr and Al-Adha. In Phase 1, children know that the Holy Qur'an is the Holy book and must be treated with respect and understand that Muslims perform Al-Hajj in Mecca.
- Students have a very good knowledge of the UAE culture and heritage. They sing the National anthem, and take part in events such as National, Flag and Martyrs' Day celebrations. Students appreciate the efforts of the Sharjah ruler to build high quality mosques to motivate Muslims to join in the prayers with others. Students celebrate Haq Al-Laila, and can speak about the special Emirati clothes, food, artefacts, and hospitality; and describe the unique architecture reflected in mosques, museums and towers.
- Students show a good knowledge and awareness of their own culture and traditions and appreciate the cultural diversity around them. They wear clothes from their countries, share food, and join in fun activities during the International Day. Through English, history, geography and cooking lessons, students learn more about the cultures of the wider world.

Social responsibility and innovation skills

Good

Good

Good

Good



- Students have clear understanding and awareness of their social responsibilities within the school community and beyond. They undertake roles in the school willingly such as school councillors, monitors and prefects; and Phase 1, children help teachers to organise activities. Students lead on special events, including charitable work in partnership with the Red Crescent. The head boys and girls represent their peers in school and are very good role models for others as seen in the way they lead on workshops, related to anti-bullying, and supervise students during break times alongside their teachers. Overall, students' social contribution to the local community is improving steadily.
- Students demonstrate a positive work ethic. They take part in enterprise events to support their community; and older students lead on entrepreneurship activities such as in business studies where they learn about setting up businesses. Students participate in some creative activities such as in art, musical performances, and when making presentations about their work. Visits to heritage sites enhance students' learning. Innovation is not yet fully developed across both curricula in lessons.
- Students are proud of their school and keep it free of litter. They recycle materials and develop a good understanding of the importance of saving the Earth. In Phase 1, children know they need to switch off the light when it is not in use. In Year 9 English lessons, students learn about sustainability when they explore renewable energy, biodiversity, and desalination. Older students are members of the model of united nations (MUN) and share their thoughts about how to tackle climate change.

Areas of Strength:

- Students' very positive behaviour, responsible attitudes to learning and their excellent attendance across the school.
- Students' very good understanding of Islamic values and their secure appreciation of the UAE culture and heritage across the school.

Areas for Improvement:

- Students' knowledge and understanding about how healthy eating practices contribute to their health and wellbeing.
- Students' creativity and innovation skills, across the school.

PERFORMANCE STANDARD 3:

School Performance Review of Sharjah International Private School 17 to 20 February 2025



TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

| Indicators: | Phase 1 | Phase 2 | Phase 3 Cycle 2 | Phase 4 Cycle 3 |
|---------------------------------|---------|---------|--------------------|--------------------|
| Teaching for effective learning | Good | Good | Good | Very Good |

- The quality of teaching and assessment are good overall in the NCfE and MoE curriculum, and it is very good, particularly in Phase 4 and in Cycle 3 in most subjects. Most teachers consistently apply their subject knowledge of how students learn and develop.
- Teachers plan interesting lessons that include clear learning objectives and success criteria and share them with students so that they are clear about their expectations. They create a welcoming learning environment where students are keen to learn. Teachers use the available resources, including videos and manage learning effectively to allow students enough time to accomplish their tasks.
- In general, teachers interact well with students, ask questions, and encourage dialogue. This leads to students' considered responses and engagement in learning. In the most effective lessons, teachers plan appropriate challenging tasks that meet the needs of different groups of students. Students are very well motivated to learn and work at a brisk pace, and as a result, the large majority of them make better than expected progress. This approach remains inconsistent across lessons, for instance, in the less effective lessons, teachers do not always plan lessons that fully meet the needs and abilities of all students.
- Teachers generally provide opportunities for students to work independently and to improve their problem-solving and critical thinking skills; and it is more evident in Phase 4 and in Cycle 3. For example, in Grade 10 Islamic education, when students discuss the issues related to women's rights in society and the different perceptions and views within communities. Critical thinking and problem-solving skills are less consistent in Phases 1 to 3 and in Cycle 2. Innovation skills are less well developed in both curricula.

| | | | | |
|------------|------|------|------|-----------|
| Assessment | Good | Good | Good | Very Good |
|------------|------|------|------|-----------|

- In the NCfE and MoE curriculum, the school's internal assessment procedures are well established and link to the curriculum standards, and they are very good, particularly in Phase 4 and in Cycle 3. In Phase 1, teachers observe children when they join the school and



receive information from parents about what their children know and can do. The ongoing assessment and examinations across the school help teachers to identify students' strengths and what they need to learn next. Some of the school's assessment data is overly optimistic and does not always help teachers to measure students' academic performance accurately. The school takes part in a range of external assessments such as IBT, TIMSS, GLPT, PISA and TALA to compare students' performance against national and international standards.

- The school analyses students' assessment data for individuals and groups and shares it with middle leaders and teachers so that they can use it to inform their teaching and to modify the curriculum. In the best lessons, teachers use the assessment information very well to deliver lessons and tasks that enable all students to make the best possible progress. Such approaches are inconsistent in both the NCfE and the MoE curriculum.
- In general, teachers know students' strengths and what they need to improve. In lessons, oral feedback is provided and students act on their teachers' comments accordingly. Students assess their work, using learning technologies and peer assessment. Teachers check students' written work and praise them for their efforts. They do not always explain to students how they can improve further the quality of their written work.

Areas of Strength:

- Teachers' interaction with students and the learning environment they provide across the school.
- Teachers' constructive oral feedback to students in lessons across the school.

Areas for Improvement:

- Teachers' consistent use of reliable and accurate assessment information to plan lessons that match students' different abilities and needs in all lessons across the school.
- Teachers' development of students' innovation skills across the school and their problem-solving and critical thinking skills, particularly in Phases 1 to 3 and in Cycle 2; and use of diagnostic feedback in written work across the school.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

| Indicators: | Phase 1 | Phase 2 | Phase 3 Cycle 2 | Phase 4 Cycle 3 |
|--------------------------------------|---------|---------|--------------------|--------------------|
| Curriculum design and implementation | Good | Good | Good | Very Good |

- The quality of the NCfE and MoE curriculum design and implementation are good overall, and they are very good in Phase 4 and in Cycle 3. Both curricula are broad and balanced and meet the authorised statutory requirements. They are effective in developing students' knowledge, skills and understanding. In Phase 1, the curriculum provides a good range of learning opportunities to help children develop their knowledge and skills in the required areas of learning of the NCfE. Both curricula ensure good continuity and progression in all subjects and prepare students well for the next phase of their education in school and beyond, and particularly effectively in Phase 4 and in Cycle 3.
- The wide range of curricular options provides older students with very good options and opportunities. In the NCfE, from Year 10, students select their own educational pathways and choose from business studies, economics, accounting, environmental management, and integrated technology concepts (ITC). The school has plans to introduce courses for BTEC in Year 12. In the MoE curriculum, the school provides an advanced stream, and there are firm plans to offer a general stream in the near future. In both curricula, meaningful cross-curricular links are well planned and help students to make connections between other subjects and the real world; and to give prompts to students to remember about prior learning experiences. For example, in an Islamic education lesson in Year 4, students talk about the importance of the daily prayers and refer to the availability of mosques in Sharjah to remind Muslims to pay their duty to Allah; and in a science lesson in Grade 7, students learn about the human respiratory system and find out how the environment affects peoples' breathing and wellbeing and the geography of the locality.
- The senior leadership team, including the secondary head, conduct regular reviews of the curricula in relation to students' achievements and aspirations and to ensure the vision of the Emirates is kept in focus. The reviews are less consistent in the way they check the impact of the curricula on catering for high attaining and G&T students.



| Curriculum adaptation | Good | Good | Good | Very Good |
|---|------|------|------|-----------|
| <ul style="list-style-type: none"> School leaders have successfully modified both the NCfE and MOE curriculum to meet the needs of most groups of students, by ensuring that there are differentiated strategies and tasks used in most lessons. These focus on the needs of nearly all students, including those with SEN. Activities to challenge high attaining and G&T students are inconsistent in both curricula. When the school decided not to provide the MoE curriculum anymore in Cycle 1, it adapted the NCfE in Phase 2, to enable students to make the transfer from lessons in Arabic to those in English. This important modification is proving to be successful. The NCfE and MoE curriculum are interesting and offer a range of opportunities designed to motivate most students. Most curricular areas provide some opportunities for students' critical thinking, problem-solving, creativity and social contribution. Students show enterprise when they set up stalls to sell items in school, raise funds and make decisions on the charities to which they will donate their profits. There is a range of extra-curricular activities and community links, which enhance students' academic and personal development. Innovation in lessons is less well developed across the school. Links with Emirati culture and UAE society are integrated in both curricula and help students to develop a broad understanding of the UAE's culture, society, history, and the national identity. Students celebrate events, including the National, Flag and Martyr's Days. They respectfully sing the National anthem and look after the UAE displays in school. | | | | |
| Areas of Strength: | | | | |
| <ul style="list-style-type: none"> The cross-curricular links in both curricula that enable students to transfer knowledge and skills from one subject to another in lessons across the school. The well integrated links with Emirati culture and UAE society in both curricula that enhance students' learning across the school. | | | | |
| Areas for Improvement: | | | | |
| <ul style="list-style-type: none"> The rigorous review and development of both curricula to ensure the needs of high attaining and G&T students are consistently well met across the school. The further promotion of innovation in lessons across the school. | | | | |



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

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

| Indicators: | Phase 1 | Phase 2 | Phase 3 Cycle 2 | Phase 4 Cycle 3 |
|---|------------------|------------------|--------------------|--------------------|
| Health and safety, including arrangements for child protection /safeguarding | Very Good | Very Good | Very Good | Very Good |

- The protection, care, guidance and support of children and students across the school are very good overall. The school has comprehensive policies and rigorous procedures for safeguarding, including child protection, and health and safety; and implement them very effectively. Teachers and other staff have received the relevant safeguarding training and are very clear about the different types and signs of abuse and the referral procedures; and parents know how to protect their children from social media. Students are confident to ask for support whenever needed. Health and safety teams, including security staff undertake regular and thorough checks on the premises and resources to keep students safe. Supervision of students is very effective in school and on the school's transport.
- The school provides a very good quality premises and facilities that are clean, safe, and very well maintained. The school keeps comprehensive and secure records, including health and safety, accidents, incidents and subsequent actions. Medical files, medicines, and hazardous materials are stored safely in locked cabinets. Buildings are accessible and spacious; and benefit from designate areas to provide intervention programmes. The school does not have a lift; and has firm plans to accommodate students who might have mobility issues on the ground floor of the building.
- The school has effective programmes to promote healthy lifestyles. Students engage well in PE lessons and sports and contribute very well to Heart and Health Days. In Phase 1, children enjoy gymnastics and have access to highly organised outdoor equipment to develop their physical skills and coordination. Drinking water is made available to children and students in all parts of the school. Awareness about healthy eating, nutrition and cooking programmes in school help students to make informed healthy choices. A few students eat unhealthy snacks and do not regularly monitor their weight.



| Care and support | Good | Good | Good | Good |
|---|------|------|------|------|
| <ul style="list-style-type: none">Relationships between students and teachers are respectful. Procedures to manage students' behaviour are very effective and shared with students and their parents so that they are clear about the expectations. Teacher's role model positive behaviour for learning; and assemblies reinforce the importance of moral values and consideration towards others.The school has robust systems to track students' attendance and punctuality. The attendance officers ring parents to find out about the cause of absence and lack of punctuality and advise parents accordingly. This has resulted in the outstanding rate of attendance across the school and much improved punctuality.The school has recruited a special educational need co-ordinator (SENCO), and allocated specific facilities to support students with SEN. The school has a system to identify students with SEN and provides support for parents on how to seek advice, for example, on external assessments for speech and language therapy and child psychology. Students with SEN do not always receive well-targeted support in lessons.Teachers use observations to identify students who are G&T and share the information with parents. G&T students have access to a range of extra-curricular activities that meet their interests. For instance, they lead on assemblies and events to develop their leadership skills. In lessons, they do not always receive highly challenging tasks to increase their rates of progress.Teachers and other school staff support students' personal development and wellbeing effectively. Circle time provides the opportunity for children and students to express their feelings and to consider the views of others. In Phase 1, teachers observe and closely monitor children's personal, social and emotional development. Induction and transition arrangement are well established across the school. The school offers career guidance to students, including career fairs and provides personalised support for individual students to pursue their aspirations in the UAE and beyond. | | | | |
| Areas of Strength: | | | | |
| <ul style="list-style-type: none">The school's comprehensive policies and rigorous procedures for the safeguarding, health and safety of students and their very effective implementation across the school.The positive relationships and the highly effective way the school supports children's and students personal, social and emotional development across the school, and the provision made for career guidance for senior students. | | | | |
| Areas for Improvement: | | | | |



- The regular monitoring of students' weight and advice on healthy eating to support their health and wellbeing in all cycles and phases.
- The consistency in the effectiveness of the targeted support for students with SEN and the challenge for G&T students in lessons to accelerate the rates of progress they make across the school.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The quality of leadership and management is good overall. The principal and her restructured leadership team set a clear vision and strategic direction and share them with the school's staff and other stakeholders, aiming at further improving students' performance in the NCfE and MoE curriculum. The school is inclusive and committed to the UAE National and Emirate priorities. Most leaders demonstrate good knowledge of both curricula and best practices in teaching, learning and assessment. In both curricula, the school distributes clear responsibilities among teachers and support staff and ensures succession planning. A few of the middle leaders are new to their roles and have not fully developed their monitoring skills; and a minority of teachers do not use the assessment information effectively to plan for the individual needs and abilities of all students. The school provides a positive ethos where staff and students from different cultural backgrounds show mutual respect and work together harmoniously. Relationships between the school community are professional, and morale is very positive.
- The school leaders have addressed barriers to learning. In Phase 1, the teaching of systemic phonics in English and Arabic enable children to develop their early literacy skills. In both curricula, the online reading programmes in English and Arabic help students to read widely. In the NCfE, the introduction of mathematical and scientific tasks focused on questions from TIMSS and IBT help students improve their problem-solving skills and to prepare them for external examinations. School leaders demonstrate strong capacity to continue to improve the school's performance. The school has raised students' attainment from acceptable to good in most subjects since the previous review, and there are promising signs of very good



teaching and assessment practice, that are enabling students' very good progress in most subjects in Phase 4 and in Cycle 3. The school meets its regulatory and statutory requirements.

Self-evaluation and improvement planning

Good

- The school's self-evaluation (SEF) includes the viewpoints of teachers and other stakeholders, highlights the school's main strengths and identifies key priorities for improvement. Heads of department contribute to the SEF and review its implementation. The SEF judgments are slightly generous in respect of most subjects and standards. The school improvement plan contains actions, success criteria, costings and a system for monitoring and evaluation, and links to the previous review recommendations. The senior leaders observe teachers and offer them constructive feedback on their practice., and they have been successful in improving students' achievement from good to very good in most subjects, particularly in Phase 4 and in Cycle 3, and in Arabic and Islamic education across both curricula. In other subjects, students' achievement has improved from acceptable to good. The middle leaders monitoring of teaching and its impact on learning has yet to fully hold teachers accountable for students' achievement. . The school is stable and continues to show good improvements in its work over time.

Partnerships with parents and the community

Very Good

- The school engages parents very well in their children's education and offers them training to help them support, for instance, their children's reading in Arabic and English. The parents' association members involve parents in a range of events and activities to support the work of the school such as organising special events about Eid, National days and charitable work. They act on behalf of other parents, discuss their priorities, and make suggestions to the school. Communication channels are very well embedded. Parents receive regular reports on their children's academic outcomes, behaviour, attitudes to learn and their next steps in learning. They have termly meetings with teachers to discuss their children's reports. Parents confirm that they are very well informed about their children's education, and identify that staff are caring.
- The school has established very effective links with schools locally and beyond following the NCfE and the MoE curriculum. The school community benefits from the support of agencies and outside professionals, for example, in supporting road and fire safety matters. Students are keen to participate in initiatives, for example, to deliver Iftar to the workers during the Holy month of Ramadan. Older students contribute to the model of united Nations (MUN) to share



their ideas and to suggest ways to improve education and to tackle climate change. Leaders are working in partnership with international institutions to enhance the NCfE.

Governance

Good

- The governing board includes representatives from the owner, teachers, parents, students and other stakeholders. Governors attend special events in school, check parents' surveys and act on the comments and suggestions of parents, and others; and as a result, the school has provided additional extracurricular activities as requested. They have reviewed the number of students in each classroom to ensure that there is enough space for students to move around safely. Governors visit the school regularly and hold discussions with the senior leaders. They do not check students' assessment data with sufficient rigour to find out how well the different groups of students are achieving. The owner supports the school financially. Governors ensure that the school is compliant with all statutory requirements.

Management, staffing, facilities and resources

Very Good

- All aspects of the day-to-day management of the school and its routines are very well-organised and have a positive impact on improving students' achievement and their personal development. Assemblies provide enjoyable moments for students to sing and to celebrate their success. Teachers are suitably qualified and benefit from regular training. A few teachers and middle leaders have not received specific training to help strengthen their knowledge and skills in the subject they teach. The school premises are of very good quality and students appreciate the modern facilities for science and computing. There are ample resources to support teaching and learning. Parents have identified that they would appreciate an indoor sport facility for students to use.

Areas of Strength:

- The school leaders' clear vision, the professional relationships and the positive morale across the school.
- The very strong partnerships with parents, the local community and international organisations.

Areas for Improvement:



- The specific training for middle leaders and for teachers so that they develop the knowledge and skills of their subjects and use reliable assessment information more effectively to plan for the individual needs and abilities of all students across the school.
- The school leaders robust monitoring and governing board's rigorous checking of students' achievement across the school.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has 8 Arabic teachers in the MoE curriculum with a teacher student ratio of 1:55. In the NCfE, there are 12 Arabic teachers with a teacher to student ratio of 1:99.
- The school has 3,944 Arabic books, including 1,150 of non-fiction and 2,794 Arabic fiction. The books are made accessible to students at all times.
- The school has an online reading platform, known as Kutubee that students across the NCfE and the MoE curriculum can access in school and at home to read with their parents and siblings. In Phase 1, children have reading corners in their classrooms. In the rest of the school, there are allocated reading areas for students to read in Arabic. Students visit the library at least once per week to read with their teachers and peers.
- The school promotes a love for Arabic reading through a range activities and events, including competitions, quizzes, Young Calligrapher and Promising Speaker experiences. Teachers encourage parents to read with their children at home. During the parents' meetings, they share reading targets and provide extra information for parents to promote reading at home.

The school's use of external benchmarking data

- The school takes part in external benchmarking to meet the UAE national agenda and SPEA requirements for international tests.
- GL Progress tests in English indicate that students' attainment in Phases 2 and 3 are below the national expectations. In mathematics, students attain below the national average in Phase 2 and their attainment is above in Phase 3; and in science, students' attainment is below the national average in Phase 2 and is well above in Phase 3. TIMSS examination results indicate that attainment for students in Grades 4 and 8 is above the national and international averages in mathematics and science. Grades 7 to 10 IBT results for the MoE curriculum show that attainment is good in Arabic, very good in mathematics and outstanding in English and science. IGCSE examination results indicate that students' attainment in mathematics, biology, chemistry and science is well above the national expectations. A level results note that students' attainment is at least in line in chemistry and physics, below in



biology and above in mathematics. AS level results indicate that students have scored above the national expectations in biology, chemistry and physics and their attainment is below in mathematics.

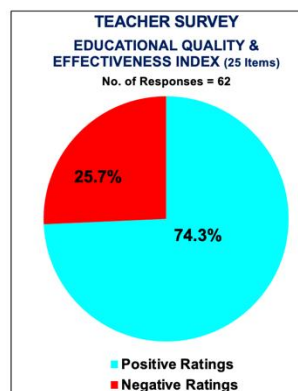
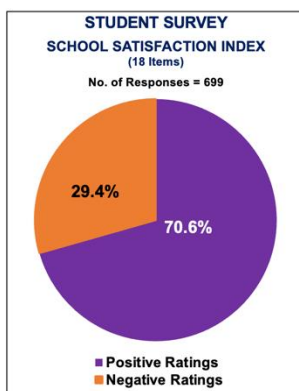
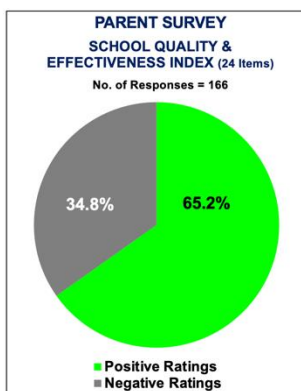
- The school provides training for teachers of mathematics and science to develop their knowledge about how to support students to improve their problem-solving and critical thinking skills. Teachers help students to focus on the required skills to be successful in examination tests. Older students receive remedial lessons to help them narrow the gaps in their learning.
- The school shares students' examination results with parents through regular parents' consultation meetings, digital communication systems, and newsletters. Students are aware of their targets and know how to improve their work. In some lessons, they refer to TIMSS questions when applying problem-solving skills.

Provision for KG Phase 1

- The school's Phase 1 provision comprises a Foundation Stage 1 (FS1) which consists of 3 classrooms. Each classroom has a teacher and a classroom assistant. The provision in Foundation Stage 2, known as (FS2) consists of eight classes. Children benefit from the support of 14 teachers and 8 support staff. The teacher to child ratio overall in Phase 1 is 1:18.
- The classrooms are ventilated, bright and very well maintained. Furniture and resources are appropriate for children's ages and stages of development. Each classroom has a reading and a writing corner and allocated spaces for role play and small world activities. There is an indoor play area which has a range of resources and tools to promote socialisation, role play and reading activities. Children have access to a music room, a library, a computer room, and an art facility.
- The school has a sheltered outdoor play area, which is used for assemblies and games. There is a picnic area for children to socialise with others. Recently, the school has installed high-quality outdoor equipment, including a range of climbing frames.
- Induction procedures are well-established. Parents and their children visit the setting and get to know the teachers and the school's routines. FS2 children meet their new teachers before moving to Year 1. Teachers keep parents very well informed through digital communications that they receive daily and attend their children's graduation at the end of the FS2 academic year to celebrate their success.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement to be at least very good in all subjects, phases and cycles by:
 - providing more practical activities for students in Arabic to strengthen their analytical and writing skills; and in English, to improve their spelling, punctuation and writing skills.
 - assisting students in Islamic education to practise memorisation and recitation of Surah, following Tajweed rules and to explain the meaning of the Noble Hadeeth; and in social studies to improve their mapping skills and to be able to compare between the past and present events.
 - giving more chances in mathematics for students to strengthen their mental arithmetic and reasoning skills, and how to solve challenging tasks; in science, to offer more practical tasks for children to explore and for students to develop their ability to investigate, to hypothesise and to conclude independently; in art to be more innovative; and in French to be able to speak confidently about unfamiliar topics.
 - supporting students to develop their learning skills, including communication, innovation, problem-solving and critical thinking.
- Improve the impact of teaching and use of assessment on students' achievement in both curricula by:
 - ensuring that teachers consistently use the assessment information to deliver lessons that cater for the needs of the different groups of students, especially the high attaining and G&T students.
 - making sure that teachers share the best practice that exists in school and to encourage more innovation, problem solving and critical thinking skills.
 - ensuring that teachers review and adapt the curriculum to address the different abilities and learning needs of all students.
 - insisting that teachers give students clear and constructive suggestions on how they can improve the quality of their written work.
- Improve the impact of leadership and management on students' outcomes by:
 - providing specific training that matches the needs of teachers so that they can improve their knowledge and skills in the subjects taught.
 - offering extra support, well-tailored training and mentoring for middle leaders so that they strengthen their leaderships skills and know how to hold teachers more accountable for students' performance.
 - ensuring that governors continue to monitor the school's work, to validate the internal assessment data, and to ensure that there is a designated indoor facility for sports.



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

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

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

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