ITQAN
Programme

SHARJAH PRIVATE EDUCATION AUTHORITY
هيئة الشارقة للتعليم الخاص

School Performance Review

REPORT | **(SPR)**

إتـقـان ITQAN

SHARJAH PUBLIC SCHOOL & CHILDRENS PABILION
17 to 20 February 2025

Overall
Effectiveness
Rating:
ACCEPTABLE

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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	School ID	169
	School location	Al Jazzat, Sharjah
	Establishment date	1996
	Language of instruction	English
	School Curriculum	National Curriculum for England (NCfE)
	Accreditation body	N/A
	Examination Board	Cambridge
	External Assessments International and Curriculum Benchmark Assessments	Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) Cognitive Abilities Test (CAT 4) Granada Learning (GL) Progress Tests in English (PTE), Mathematics (PTM), Science (PTS) Assessing pre-literacy and early literacy skills (Mubakkir) Test of Arabic Language Arts (TALA) International General Certificate in Education IGCSE Advanced Subsidiary Levels (AS) Advanced Level (A Level)
	Fee Range	AED 8,202 to AED 15,111
Staff	Principal	Mr Ahmed Galal
	Chair of board of governors	H.H. Sheikha Alia Faisal Khalid Al Qasimi
	Total number of teachers	49
	Total number of teaching assistants	6
	Turnover rate	17%

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Students	Teacher: student ratio	1:12
	Total number of students	596
	Total number of students per phase	Phase 1: 99 Phase 2: 239 Phase 3: 189 Phase 4: 69
	Phase 1: number and gender	Boys: 47 Girls: 52
	Phase 2: number and gender	Boys: 128 Girls:111
	Phase 3: number and gender	Boys: 91 Girls: 98
	Phase 4: number and gender	Boys: 37 Girls: 32
	Total number of Emirati students	6
	Phase 1: Emirati number and gender	Boys: 0 Girls: 0
	Phase 2: Emirati number and gender	Boys: 3 Girls: 1
	Phase 3: Emirati number and gender	Boys: 0 Girls: 1
	Phase 4: Emirati number and gender	Boys: 0 Girls: 1
	Nationality groups (largest first)	Egyptian
		Pakistani
	Total number of students with special educational needs	0

PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers and 119 lesson observations, 32 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as the previous review visit. In Phases 1, 2 and 3 children and students achieve well in English and science. In Phase 2 students achieve well in Islamic education and Arabic as a first language (AFL). Students demonstrate acceptable learning skills. Older students take responsibility for learning. Self-assessment is limited. Critical thinking, innovation, and independent learning are underdeveloped. Teaching is acceptable. Assessment and differentiation need further improvement. The curriculum aligns with NCfE and Ministry of Education (MOE) standards although lacks consistency in implementation. There is strong parental engagement. Leaders self-evaluate their school although they are often very generous.

KEY AREAS OF STRENGTH:
- Students' achievements in English and science in Phases 1, 2 and 3.
- Students' achievements in Arabic as a first language (AFL) and Islamic education in Phase 2.
- Students' understanding of Islamic values and Emirati culture across all phases.
- The school's work to engage parents.

KEY AREAS FOR IMPROVEMENT:
- Students' achievement in mathematics and Arabic as a second language (ASL) in all phases and other subjects in Phases 1 and 2.
- Students' achievement in Phase 4.
- The use of assessment data to inform teaching, curriculum development and decision making.

- The identification and support for students with special educational needs (SEN) and gifted and talented (G&T) students.
- Leadership's monitoring of teaching and the impact of their work to support and improve the quality of teaching.
- Processes for self-evaluation and improvement planning.

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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

Islamic Education	- Students' achievement in Islamic education is acceptable overall. Lesson observations and students' work show progress is more than expected for the majority of students in Phase 2, and at expected levels for most students in Phases 3 and 4. This does not match the school assessment data which suggests that progress is more than expected for the majority of students across the school. - There are no external or benchmarked assessments in Islamic education. Internal assessment data indicates that the large majority attain above curriculum expectations in Phase 3, and the majority attain above curriculum expectations in Phases 2 and 4. In lessons and students' work, most students demonstrate knowledge and skills in line with curriculum expectations. - In Phase 2, students make progress in understanding Islamic rules from the Holy Qur'an and the Noble Hadeeth. For example, they can understand the five pillars of Islam. Students understand the ruling and the virtue of the congregation's prayers. Students' knowledge and understanding of the importance of obligatory prayers are underdeveloped. In Phase 3, students make progress in understanding the importance of tolerance as an element of Islamic values, as they draw from the values of the Holy Qur'an and Noble Hadeeth. Their ability to recite verses of the Holy Qur'an and Noble Hadeeth is less developed. Students demonstrate a secure knowledge and understanding of the punishment of public disobedience, as they draw from the Noble Hadeeth. Their understanding of the methods of preaching the Holy Qur'an is less developed. - Most groups of students make similar progress which is usually at least the expected amount.

Areas of Strength	**Areas for Improvement**
- Students' knowledge and understanding of the ruling and the virtue of the congregation prayers in Phase 2. - Students' knowledge and understanding of the importance of tolerance as an element of Islamic values in Phase 3.	- Students' knowledge and understanding of the importance of obligatory prayers in Phase 2. - Students' ability to recite verses of the Holy Qur'an and the Noble Hadeeth. - Students' understanding of the methods of preaching in Phase 3.

Arabic	• Students' achievement in Arabic first language (AFL) and Arabic second language (ASL) is acceptable overall. It is good in Phase 2 in AFL. The school's internal data indicates that progress is more than expected for the majority of students in AFL and ASL across the school. This does not match what is seen in lessons and in students' work, where most students make expected progress overall. • The school's internal data shows that attainment in AFL is above curriculum expectations for the majority of students in Phases 2 and 3, and the large majority in Phase 4. Internal data indicates that attainment is above curriculum expectations for the majority of students across the school in ASL. The school's external data in TALA and Mubakkir indicates that attainment in AFL is above curriculum expectations for the large majority of students in Phase 2, and the majority in Phases 3 and 4. This does not match what is seen in lessons and in students' work where most students demonstrate knowledge and skills at levels that are in line with curriculum expectations. External data for ASL is not significant. • In Phase 2 in AFL, students make progress in reading age-appropriate texts and analysing the main ideas. They gain an understanding of grammar rules, for example, they know the nouns and verbs. Students can summarise short age-appropriate stories, for example, they can define the story's events, characteristics, place, and time. Their skills in reading texts and short stories fluently and expressively are underdeveloped. In Phase 3, students make progress reading texts and writing short paragraphs, extracting the main ideas, explaining the new vocabulary and talking about them in Arabic. They learn to use grammar in their writing, for example, they can use synonyms and autonyms in writing sentences. Students summarising and rewriting texts and stories using a range of vocabulary is underdeveloped. Students' fluency in reading texts and stories is underdeveloped. In Phase 2, ASL students make progress reading simple words and sentences and match between the new vocabulary and the relevant pictures. Students speaking and writing about age-appropriate topics are underdeveloped. In Phase 3, students make progress in reading short information texts, their reading fluency is less well developed. Students learn to write words and sentences although they are less confident in forming full sentences using the new vocabulary. • Most groups of students make similar progress which is at least at expected levels.

Areas of Strength	Areas for Improvement

Social Studies		
	• Students' skills in reading words and sentences in ASL in Phase 2. • Students' writing in ASL in Phase 3.	• Students' fluency and expression in reading in AFL in Phase 2. • Students' writing and use of a wide range of vocabulary in AFL in Phase 3. • Students' speaking and writing skills in ASL in Phases 2 and 3.
	• Students' achievement in social studies is acceptable overall. In lessons and their work, most students make expected progress. This does not match the school judgment which states progress is more than expected for the majority of students across the school. There are no externally benchmarked assessments in social studies. • The school's internal data shows that attainment is above curriculum expectations for the large majority of students in Phases 2 and 3. This does not match what is seen in lessons and in students' work, which shows that most students demonstrate knowledge and skills at levels that are in line with curriculum expectations. • In Phase 2, students gain new knowledge of the causes and the types of environmental pollution. For example, they can explain human and natural causes. Students' knowledge and understanding of the preventive measures that reduce pollution are underdeveloped. In Phase 3, students make progress in understanding the importance of the geography of the Arab Gulf countries. For example, they can identify the Arab Gulf countries on the map to show their geographical importance. Their understanding of the strategic importance of the Arab Gulf countries is less developed. • Most groups of students make similar progress which is at least at expected levels.	
	Areas of Strength	**Areas for Improvement**

	- Students' knowledge and understanding of the causes and the types of environmental pollution in Phase 2. - Students' understanding of the geographic importance of the Gulf Countries in Phase 3.	- Students' knowledge and understanding of preventive measures that reduce environmental pollution in Phase 2. - Students' understanding of the strategic importance of the Gulf countries in Phase 3. - Students' ability to identify the lines of the latitude and longitude on a map in Phases 2 and 3.
English	- Students' achievement in English is good overall. This reflects the progress seen in lessons and the work seen in students' books. This is aligned with internal data. Phase 4 was not reviewed due to no students opting to choose English in Phase 4. - The school's internal assessment data indicates that attainment is above curriculum standards for the majority of students in Phases 1, 2 and 3. No respective data was provided Phase 4. External data in IGCSE examinations indicates attainment is in line with curriculum standards for most students. In lessons and in their work, the majority of students demonstrate knowledge and skills above curriculum standards across the school. - In Phase 1, children are familiar with the letters of the alphabet and make progress in learning to blend the sounds correctly to make single syllable words, and the majority can write them accurately. Their spoken English is fluent and confident, and most communicate clearly. In Phase 2, students continue to make more than expected progress in reading comprehension skills, especially skimming and scanning. When reading short passages, they can infer meaning and identify keywords for understanding. Most have a wide range of words that they recognise, and a large minority can also use them to express themselves orally. In Phase 3, students continue to develop a broad vocabulary. They begin to use appropriate registers of language for different purposes. They can write in different styles, for example, for an email to a friend, or a newspaper article to express opinions. Across all phases, students' speaking in a few cases lacks suitable emphases and intonation. There are errors in their writing at all levels. These include the use of tenses, plurals, punctuation and articles. Their writing becomes more accurate as they move through the school. - Most groups of students make similar progress which is at least at expected levels. Progress for some of the higher-attaining students is rapid.	

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	Areas of Strength	Areas for Improvement
	• Students' use of a wide range of vocabulary in all phases. • Students' reading and listening comprehension skills in all phases.	• Students' confident and fluent speaking skills in all phases. • Students' writing and use of accurate grammar rules in all phases.
Mathematics	• Students' achievement in mathematics is acceptable overall. This reflects the progress seen in lessons and the work seen in students' books. This does not align with stronger internal data across the phases and weaker results on external curriculum linked assessments in Phases 3 and 4. • The school's internal assessment data indicates that most students attain above curriculum standards in Phases 1, 2 and 3. External data was available only for Phases 3 and 4, and suggests attainment is in line with curriculum expectations for only the majority. The level of students' knowledge and skills seen in lessons and in books is in line with curriculum standards for most students across all phases. • In Phase 1, children make progress learning to count and to add single digits using objects. In Phase 2 students master their skills of arithmetic calculations by learning about the order of operations and through regular mental mathematics exercises. In Phase 3 students make progress in 2D shapes and how to find the surface area and volume of 3D shapes. In Phase 4, students are ready to apply their knowledge of differentiation to the investigation of polynomial functions. • Most groups of students make similar progress which is at least at expected levels. Girls make more progress than boys in Phase 2.	
	Areas of Strength	Areas for Improvement
	• Students' skills in the application of formulae in Phases 2 and 3. • Students' skills in mathematical reasoning in Phases 3 and 4.	• Students' skills in mathematical reasoning in Phase 2. • Students' attainment in Phases 3 and 4 • Students' skills in mathematical problem solving, especially in Phases 3 and 4.

Science	• Students' achievement in science is good overall. It is good in Phases 1, 2 and 3 and acceptable Phase 4. The majority of students attain levels that are above curriculum standards. This aligns with what is seen in lessons and students' work. • The school's internal assessment data indicates that attainment is above curriculum expectations for the majority of children in Phase 1, the large majority of students in Phase 2 and the majority of students in Phases 3 and 4. External data in IGCSE examinations in Phase 3 indicates that attainment is in line with curriculum standards for most students. • Overall, students make better than expected progress across Phases 1, 2 and 3. In Phase 1 children make progress identifying domestic, pet and farm animals. In Phase 2, students can identify animals, with their characteristics and habitat. In Phase 3, students make progress evaluating the impact of rusting of metals. In Phase 3, students understand that gravity of the force that pulls an object towards the earth. In Phase 4 students can follow the scientific methods of prediction, observation, and deriving conclusions, although some cannot identify errors in their predictions. Students in Phases 1 and 2 cannot conduct investigations and make predictions without guidance from their teacher. • Most groups of students make similar progress which is more than expected.

Areas of Strength	Areas for Improvement
• Students' scientific thinking, knowledge skills in physical and life science in Phases 2 and 3. • Students' practical and laboratory skills in Phase 4.	• Students' ability to hypothesize and make accurate scientific predictions in Phase 4. • Students' independent investigation skills in Phases 1 and 2.

Other subjects	
	• Students' achievement in other subjects is acceptable overall. Progress varies across subjects and phases. Internal data indicates that progress is more than expected for the large majority of students in Information Technology (IT), French, German, and for the majority in business studies. Attainment in other commerce subjects is variable. Phase 4 was not reviewed due to the significantly low number of students opting to choose other subjects. • There are no external examinations for most other subjects. For other subjects studied at IGCSE and AS, attainment is in line with curriculum standards for only the majority. Attainment levels vary across subjects and phases. Internal data indicates that attainment is above curriculum standards and expectations for the large majority of students in IT, French, German and for the majority in business studies. Attainment in other commerce subjects is variable. This does not align with what has been observed in lessons. • In French, students make progress in speaking and listening, where they are encouraged to pronounce words correctly. In IT, students make progress in understanding e-safety and social media presence, articulating the rules for online safety. They can share their understanding of how to change settings in order to keep safe. Opportunities for developing practical computer skills are limited in Phases 2 and 3 due to restricted access to IT labs and the transfer of skills to other subjects. In Physical Education (PE), girls make progress working on their stance and arms when practising throwing the netball and older boys make progress practising the skills required to dribble the ball whilst playing football. In Phases 1 and 2, students are encouraged to take part in PE activities, although they are yet to focus on developing body control and using their gross motor skills. Students make progress in art lessons developing only basic techniques. There are insufficient opportunities to build age-appropriate artistic skills. • Most groups of students make similar progress which is at expected levels. Higher-attaining students and students with SEN do not always make the progress to achieve their full potential. Girls make better progress than boys.
	Areas of Strength **Areas for Improvement**

	• Students' progress in French, especially in speaking and listening. • Students' understanding of the safe use of social media platforms in Phases 3 and 4.	• Students' physical fitness and physical development and motor skills in Phases 1 and 2. • Students' use of IT and learning technologies in Phases 2 and 3. • Students' creative and artistic skills in all phases.
Learning Skills	• Students' learning skills are acceptable overall. Learning skills are better in some other subjects across Phases 3 and 4 and in English and science in Phases 1, 2 and 3. Almost all students are ready to learn and are enthusiastic about their studies. Older students take responsibility for their own learning. In all phases, students are not always aware of their own strengths and areas for improvement, relying heavily on teacher direction. • Older students benefit from focused interaction with their peers during group work and as a result, develop as effective communicators. Children in Phase 1 explore and collaborate with curiosity, questioning, and hands-on learning before refocusing on letter formation exercises. In Phase 3, students collaborate in speaking in French to talk about different types of sports activities. Students in Phase 2 had difficulties communicating their thoughts using appropriate mathematical terminology. • In computer studies in Phase 3, students develop an awareness of the connection between their learning and the wider world. For example, when discussing the importance of e-safety, students reflected on personal experiences and the consequences they faced when not following the safety protocols. They discussed ways of educating the younger students. In Phase 1, children learn about transport and confidently articulate how forms of travelling have changed from the olden days, for example, children said people used to travel on donkeys and they now travel on the metro. • Older students are starting to engage in basic research under teacher guidance. Despite having an IIT lab, IT skills remain a developing area across many subjects, with limited independent use of technology as a tool. As students advance through the school, they are encouraged to develop critical thinking skills, such as problem solving and investigative work, though this focus is often subject specific. Younger students in Phases 1 and 2 have fewer opportunities to develop critical thinking skills. Overall, there are few examples of students demonstrating innovation, such as creating enterprise activities or developing entrepreneurial skills.	

Areas of Strength	Areas for Improvement
• Students' communication skills and the ability to share their understanding with others in Phase 3. • Students' practical and investigation skills in science.	• Students' use of ICT and learning technology across all subjects. • Students' entrepreneurial and enterprise skills in all phases. • Students' critical thinking skills in all phases.

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

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

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

- Students' personal and social development and their innovation skills are acceptable overall. Most students demonstrate responsible attitudes toward learning and are developing self-reliance and responsiveness to critical feedback in lessons. While most students respect and follow school rules both in and outside the classroom, this varies among boys. They are generally courteous and interact well with their peers. Students report that incidents of bullying are rare and addressed promptly. A few students take on leadership roles in lessons and extracurricular activities, helping to organise school events.
- Most students across the school show respect and consideration for their peers and staff, developing a positive learning environment both inside and outside the classroom. They consistently support one another, with Student Council members playing an active role in supporting their peers. Relationships between students and staff are respectful and supportive.

- Students demonstrate a general understanding of safe and healthy living and occasionally engage in activities that promote these lifestyles. The school provides a canteen, and many students bring healthy, home-cooked meals. They receive awareness sessions on healthy living and wellbeing from the school nurse and social workers.
- The attendance is at least 94%. During the review, a few students arrived late for school.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students demonstrate a strong understanding of Islamic values and their influence on life in the UAE, reinforced through lessons, assemblies, and discussions on the meanings of the Holy Qur'an and the Noble Hadeeth. They appreciate the role and values of Islam in UAE society, as seen in social studies lessons where they compare life in the past to the present. They articulate an in depth understanding of how Islam shapes UAE society.
- Students in all phases actively participate in intraschool competitions and show a strong awareness of Emirati culture and UAE heritage, reflected in classroom environments and throughout the school. Students have a clear knowledge of the national dress and confidently name UAE rulers.
- Students demonstrate a secure understanding of their own identity, culture, and the broader world. They recognise similarities and differences between cultures and demonstrate respect for diversity. They celebrate Global Day by wearing traditional attire, showcasing their appreciation for various cultures.

Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students are reluctant to fully engage in all activities, including volunteering, despite understanding their roles within the Student Council. They participate in a small number of initiatives such as Sharjah Beach Clean, although often show limited initiative and commitment. While they enjoy projects such as recycling, their contributions are generally passive, and their decision-making skills are underdeveloped. Some students display creativity through individual innovative work although tend to neglect research and experimentation.

- Entrepreneurial skills are underdeveloped. While most students are creative and enthusiastic, there are few opportunities to participate in these initiatives.
- Most students are aware of environmental issues and deepen their understanding of sustainability through moral education. They actively engage in class projects to improve the school environment, although their involvement in broader sustainability and conservation activities is limited. Students support charitable events, such as a campaign for relief in Lebanon, and celebrate their own culture through various school activities. They also observe International Old People's Day.

Areas of Strength:

- Students' positive attitudes and relationships with teachers.
- Students' understanding and appreciation of Islamic values, and Emirati heritage and culture.

Areas for Improvement:

- Students' positive learning behaviour.
- Students' innovation and enterprise skills in all phases.
- Students' environmental awareness and active participation in volunteering activities.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- The quality of teaching for effective learning and assessment is acceptable overall. Most teachers demonstrate secure subject knowledge and an understanding of how their students learn. Teachers make use of time and resources to support students' learning. This is seen

- to best effect in English and science. Resources are sometimes limited, for example, the range of books available in the library and technology available in classrooms.
- In most lessons, teachers interact successfully with students, engaging them in learning activities. The use of questioning in lessons is often restricted to checking students' recall and understanding. In some cases, open ended questioning leads to successful dialogue, enabling students to explore ideas and think critically. In response to targeted questions, some students make progress in solving problems. In other cases, teachers answer their own questions or fail to allow enough time for further discussion to develop.
- Teachers are aware of the needs of different groups of students although not always those of individuals. As a result, teachers offer only general support and challenge. The different groups of students are rarely offered a range of tasks of varying difficulty. All are required to work through the same tasks as teaching strategies are not sufficiently personalised.
- In some subjects, lessons are increasingly incorporating learning tasks that promote critical thinking and problem solving though this remains a developing feature. Independent learning and innovative skills are not effectively promoted in lessons.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of assessment is acceptable. Internal assessment processes are regular in most subjects. They are linked to the British national curriculum standards in English, mathematics and science and the MOE expectations for Arabic, Islamic education and social studies. While the school captures information about students' attainment, there are no reliable measures of progress over time from starting points. In Phases 3 and 4, students participate in IGCSE and AS external examinations. Students participate in external benchmark examinations that meet UAE priorities using PISA, PIRLS, TIMSS and GL Progress Tests. Information about students' potential is captured in CAT4. TALA and Mubakkir are used to benchmark students' achievement in Arabic.
- The school maintains detailed records of academic outcomes in external tests and has processes in place to make comparisons with national and international expectations. This does not influence the way teachers implement the curriculum, nor modify their planning of lessons.
- Not all teachers have detailed knowledge of their students' strengths and weaknesses. Students sometimes conduct a brief exercise in self-assessment at the end of lessons, summarising what they have learned. Marking of students' work is inconsistent, often offering little guidance on how to improve.

Areas of Strength:

- Teachers' subject knowledge and pedagogical understanding of how students learn best.
- Teachers' effective use of time and the available resources.

Areas for Improvement:
- Teachers' use of questioning to deepen and extend students' understanding and knowledge.
- Teachers' awareness of the needs of individuals and groups to ensure they make good progress.
- Teachers' understanding of the strengths and weaknesses of their students and the use of assessment data to influence lesson planning and to provide meaningful feedback to students.

PERFORMANCE STANDARD 4:
CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The quality of the curriculum is acceptable overall. The curriculum is broad and balanced. It is aligned with the requirements and standards of the British national curriculum and has a clear rationale. The curriculum is further enhanced with Arabic, Islamic education and social studies and meets statutory requirements including the MOE curriculum. The curriculum ensures continuity and progression, adequately preparing most students for the next phase in the school. At the end of Phase 4, students are adequately prepared for their next stage of learning, further education or employment.
- From Phase 2, all students study Arabic as their first language or second language and social studies. The curricular options provide older students in Phases 3 and 4 with some choices in IGCSE and AS courses that develop their interests and aspirations. There are dual pathways in science and commerce offered to older students. While the curriculum provides opportunities for students to connect different areas of learning and relate them to real-life

situations in the UAE, these connections vary in consistency across subjects and phases. Cross-curricular links are adequately planned and seen in some, although not in all lessons. In the best lessons, teachers use real-life examples and the UAE context to extend learning further.

- The school conducts a termly review and updates its curriculum to ensure it adequately addresses the academic and personal development needs of students across most subjects. Reviews consider students' attainment data and results in benchmark tests. There is insufficient focus on the identification of gaps in students' knowledge and skills in all subjects.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The planned curriculum is adequately modified to some extent to meet the needs of most students across all phases, including higher attainers, G&T students, and students with SEN. These modifications are often underdeveloped and inconsistent, and the impact is rarely evident in the taught curriculum in lessons.
- Innovation and enterprise are not effectively integrated into the curriculum in all subjects. While the school offers some extracurricular options, such as the Sustainability Club, student participation is limited. Their involvement includes the Awareness Programme and the Go Green initiative, where students plant saplings both within the school grounds and in the desert area.
- Learning experiences promote UAE values and Emirati culture. Students also benefit from field trips, such as visits to the Sharjah Museum of Islamic Values, which deepen their understanding of Emirati traditions. They identify national symbols and participate in events such as UAE National Day and Flag Day, further enriching their knowledge of UAE heritage and Emirati culture.

Areas of Strength:

- The promotion of Islamic values and Emirati culture in the curriculum in most subjects.
- The dual pathways in science and commerce offered to older students and the choice of subjects in IGCSE and AS courses.

Areas for Improvement:

- The review of the curriculum to identify gaps in students' knowledge and skills in all subjects.

- The modification of the curriculum to meet the needs of all groups of students, especially students with SEN, higher attainers and G&T.
- The promotion of enterprise and innovation within the curriculum in all phases.

PERFORMANCE STANDARD 5: THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS				
The protection, care, guidance and support of students are acceptable overall.				
Indicators:	**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The protection, care, guidance and support of students are acceptable overall. Students, staff and parents are aware of the policies for child protection and safeguarding at school. The school takes adequate steps to protect students from all forms of abuse including through the internet and social media. The supervision of students in school is generally effective. The safety arrangements for school transport are not yet robust enough and require monitoring and review.
- The school keeps a record of incidents affecting students' health and safety along with information about actions taken. The school premises are safe and mostly clean. The school's facilities suit the needs of the current student population. The school has a clinic, an isolation room, and a licensed doctor and qualified nurse available until mid-2025, with schedules aligned to attendance requirements. Medical records are securely stored, and parents are promptly informed of incidents. Emergency equipment, including a defibrillator, stretcher, and wheelchair, is readily available. The medical records kept in the clinic are inaccurate and not always up to date.
- The school promotes the importance of a healthy lifestyle for students, and physical exercise is encouraged. The school nurse monitors students' height and weight, although some

Care and support	Acceptable	Acceptable	Acceptable	Acceptable

records lack rigour and details. Appropriate measures are taken to protect from the sun, including shading and ready access to fresh drinking water.

- Teachers and staff know most of their students well and are aware of their social and emotional needs. The school has a behaviour management system in place. The school has adjusted its behaviour policy and procedures for monitoring students' behaviour. Evaluating the impact of the introduced changes is emerging. Almost all staff develop positive relationships with the students.
- Systems for managing students' attendance and punctuality have improved. The school keeps accurate records of attendance. The punctuality of some students arriving at school in the morning needs further monitoring and follow up so that this improves.
- The school has a system to identify students with SEN and G&T students. These systems lack rigour, relying solely on teachers' observations rather than using assessment data or more formal diagnostic assessments.   The number of students identified with SEN is currently zero.
- The support for students with SEN and G&T students is developing.   The formal procedures and protocols for support in lessons and personalised interventions are underdeveloped.
- The school monitors the wellbeing and personal development of all students. Older students receive career guidance and academic support in making choices about career choices and further study pathways. Almost all of last year's graduates continued their education in Egypt.

Areas of Strength:

- The policies for safeguarding and child protection.
- The career advice and guidance provided for older students.

Areas for Improvement:

- The accuracy and quality of up-to-date records kept in the clinic.
- The implementation and monitoring of robust safety protocol on school transport.
- The processes for the accurate identification of additional learning needs especially students with SEN and G&T.
- The support in lessons and personalised interventions for students with SEN.

The quality of leadership and management is acceptable overall.

Indicators:	

The effectiveness of leadership	Acceptable

- The leadership and management are acceptable overall. The principal demonstrates commitment to the school by consistently sharing his vision with the school community. Leaders exhibit adequate curriculum knowledge and understanding of effective teaching practices. Leaders are developing a positive learning culture and steadily raising students' outcomes, particularly in English and science. The principal maintains professional communication with all stakeholders.
- Relationships and communication are professional. Leaders have delegated responsibilities with identified areas for development and improvement, though it is still emerging. Some subject leaders demonstrate an understanding of the use of data leading to a more measurable impact on their subjects in English and science. Middle leaders require further development to strengthen their understanding of school improvement and the monitoring and evaluation of learning and teaching. Morale in the school is generally positive. The leadership capacity for further improvements is acceptable. All statutory and regulatory requirements are met.

Self-evaluation and improvement planning	Acceptable

- Self-evaluation and improvement planning are acceptable overall. The school has outlined key priorities in the School Evaluation Form (SEF) and communicated these targets to the school community. A structured school improvement plan (SIP) is in place, with designated leaders responsible for specific areas and are beginning to implement changes. The leadership team has a basic understanding of monitoring and evaluation where leaders review targets and update progress. The school has acted on previous recommendations, leading to improvements in some subjects, notably in English and science.

Partnerships with parents and the community	Good

- Partnerships with parents and the community are good overall. The school actively engages parents as partners in their children's learning and school activities, ensuring they contribute to shaping improvement priorities. Parental involvement plays a crucial role in the daily life of the school. Parents speak highly of the new management and the changes implemented to enhance student safety. Effective communication strategies, including regular formal and informal meetings, keep parents well informed about their children's progress. Consistent reporting highlights achievements, areas for growth, and next steps while also guiding parents through subject selection, revision and exams.
- There are some links in the community organisations including charities that provide opportunities for a small number of students in volunteering and fundraising. There are not yet enough sufficiently well-developed national or international partnerships.

Governance	Acceptable

- Governance is acceptable overall. The Governing Board includes key stakeholders, including the school owner, staff, students, and community representatives. They assess needs and are beginning to drive improvement. Governors ensure effective decision making through research, monitoring performance, holding leaders accountable, and promoting ethical leadership. The Governing Board are still in the early stages of implementing new initiatives. They ensure sufficient staffing by following SPEA requirements, overseeing probation periods, and managing resources.

Management, staffing, facilities and resources	Acceptable

- The management, staffing, facilities and resources are acceptable overall. The school's daily operations are well organised, supporting gradual improvements in student achievement. Effective procedures and routines ensure smooth functioning across the school each day. Staffing is aligned with the school's vision, with most staff members qualified and benefiting from professional development opportunities. The school lacks professional development for middle leaders, limiting the impact of their leadership for their various roles, particularly in the subject leadership in mathematics and MOE subjects. While the school is equipped with science and IT laboratories, the use of IT and learning technology is restricted to computing lessons.

Areas of Strength:

- The effective leadership of the principal in actively communicating the school's vision and aims.
- The school's work to engage parents as partners in their child's education and the life of the school.

Areas for Improvement:

- The processes for accurate self-evaluation that inform actionable improvement plans.
- The establishment of national and international partnerships that positively impact on students' academic achievements and personal development.
- The professional development for middle leadership in effectively monitoring and evaluating teaching and the impact on learning.
- The integration of ICT and learning technologies beyond computing lessons.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school employs 9 Arabic teachers across Phases 2, 3 and 4, achieving a teacher-to-student ratio is 1: 66.
- The school has one library. It houses a collection of about 1,300 Arabic books, including only 10 fiction and 1,290 non-fiction titles. The library has loaned around 50 books to students and 6 books to teachers in the current academic year. The library received 316 books donated by the Sharjah Library.
- Some Arabic reading classes are held in the library. The school is working on activating the electronic library. Students are encouraged to participate in the reading contest conducted in Arabic.
- Students participated in the Sharjah Expo to showcase their reading skills. The school made the parents aware of the importance of their children reading books loaned to them from the library.

The school's use of external benchmarking data

- The school enters students for international benchmarking tests including PISA, TIMSS, PIRLS and GL progress tests in English mathematics and science. TALA and Mubakkir are used in Arabic. The school captures information about students' potential in CAT4 in phases 2 and 3.
- Questions from past papers are incorporated into schemes of work in the relevant subjects.
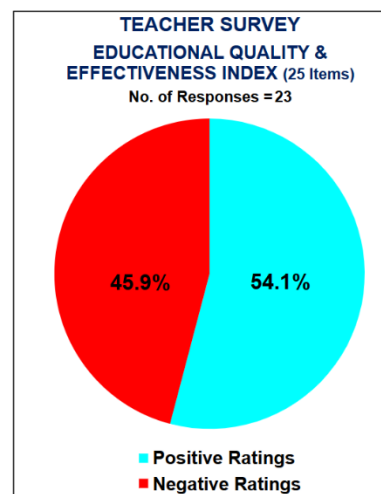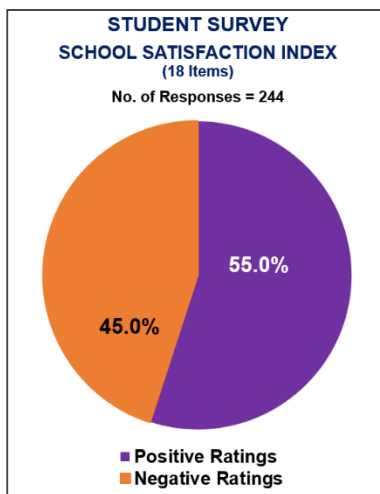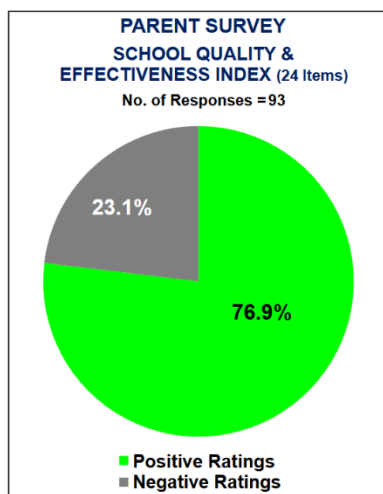
- There is currently a plan to enter more candidates for CAT4 . This is to be used to influence the planning of teaching and modifications to the curriculum.
- The school holds parent and teacher meetings to communicate the results of these tests to parents. They also inform parents through emails and the school's online platform.

Provision for KG

- In Phase 1 there are 5 teachers, of which one is the Arabic teacher and 5 support staff. The ratio of teachers to children is 1:20.
- The indoor environment consists of 4 classrooms and an indoor activity room, which promotes gross motor skills. All classrooms consist of learning centres which promote the ongoing learning of core literacy and numeracy skills. The outdoor environment consists of 1 playground and an outdoor activity room with a seesaw, and a climbing frame. The use of well-planned timetables enables different classes to use the outdoor areas at different times avoiding overcrowding.
- The school has an induction programme for new children who join the school. Children usually have to complete an entry test in July, and most are welcome to start in the new academic year. When children struggle in the test, they are given a study pack to work through during the summer and then are invited to attempt the entry test at the end of August. If successful, they are invited to enrol.
- During the beginning of the academic year, children and parents are invited to the orientation day where school information is shared. Children transitioning from Phase 1 to Year 1 begins in term 3, where the Year 1 curriculum is introduced to the children to prepare them for the next stage of their learning. Parents are well informed through letters, face-to-face meetings and emails. Parents talk about their appreciation of how much the school cares for their children.

VIEWS OF STAKEHOLDERS

PARENT SURVEY
**SCHOOL QUALITY &
EFFECTIVENESS INDEX** (24 Items)
No. of Responses = 93

- 23.1%
- 76.9%

■ Positive Ratings
■ Negative Ratings

STUDENT SURVEY
SCHOOL SATISFACTION INDEX
(18 Items)
No. of Responses = 244

- 55.0%
- 45.0%

■ Positive Ratings
■ Negative Ratings

TEACHER SURVEY
**EDUCATIONAL QUALITY &
EFFECTIVENESS INDEX** (25 Items)
No. of Responses = 23

- 45.9%
- 54.1%

■ Positive Ratings
■ Negative Ratings

**School Performance Review of Sharjah Public School & Childrens Pabilion
17 to 20 February 2025**

- Improve students' achievement across phases and subjects by:
  - accelerating progress in all subjects to at least a good level.
  - ensuring students' literacy in Arabic are at a higher level in all phases.
  - ensuring students' numeracy and mathematical problem-solving skills are well developed in all phases.
  - improving students' learning skills to at least a good level.

- Improve the quality of teaching across all subjects in all phases by:
  - implementing consistently high-quality teaching strategies across all subjects.
  - providing targeted professional development for teachers on the use of assessment data.
  - adapting teaching to address the identified learning gaps for all groups of students.

- Improve achievements of G&T students and students with SEN by:
  - implementing robust and rigorous processes to identify students' additional learning needs.
  - adapting teaching and personalising learning for individuals in lessons.
  - providing enriched learning opportunities to appropriately challenge and support students.
  - offering personalised interventions.

- Improve leadership so there is more impact on students' outcomes by:
  - providing targeted middle leadership training to enhance their understanding of what high quality teaching entails.
  - ensuring improvement plans and leadership decision making is informed by data analysis.
  - ensuring time is dedicated for middle leaders to monitor and support teachers.
  - making full use of IT and learning technologies.

School Performance Review of Sharjah Public School & Childrens Pabilion
17 to 20 February 2025

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.