



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) Report

Al Choueifat International School
19-22 February 2024

**Overall
Effectiveness:
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	162	
	School location	Industrial Area 6, Sharjah	
	Establishment date	1981	
	Language of instruction	English	
	School curriculum	SABIS	
	Accreditation body	AI, MSA, NCPSA	
	Examination Board	Cambridge, AP College Board	
	National Agenda Benchmark Tests/ International assessment	TIMSS, PISA, GL, CAT4, EMSAT, PIRLS, TOEFL, IELTS	
	Fee range	20,000 - 35,000 AED	
	Staff	Principal	Wissam Malaeb
		Chair of Board of Governors	Rami Malak
Total number of teachers		177	
Total number of teaching assistants		31	
Turnover rate		3%	
Main nationality of teachers		Irish	
	Teacher: student ratio	1:20	
	Total number of students	3,566	
	Total number of students per phase	Phase 1: 551 Phase 2: 1,509 Phase 3: 774 Phase 4: 732	
	Number of Emirati students	389	
	Number of Emirati students per phase	Phase 1: 71 Phase 2: 175 Phase 3: 65 Phase 4: 78	
	Phase 1: number and gender	Boys: 271 Girls: 280	
	Phase 2: number and gender	Boys: 817 Girls: 692	
	Phase 3: number and gender	Boys: 434 Girls: 340	
	Phase 4: number and gender	Boys: 362 Girls: 370	
	Nationality groups	1. Egyptian 2. Jordanian	
Total number of students with special educational needs	9		



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings are drawn from our team of 8 reviewers, 218 lesson observations, 43 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is Good. This is an improvement since the previous review visit of 2022 where the overall effectiveness grade was Acceptable. The new principal established a strong and effective leadership team focusing on strategic planning to bring about rapid improvements. This has involved all stakeholders. The school improvement plan has raised achievements in almost all areas. External examinations results are very good in IGCSES and AP. Students progress onwards from school to universities globally. Students' attitudes to learning are very good. The school has very good procedures for the safeguarding and protection of students. The school's environments for learning are well maintained and promote learning.

KEY AREAS OF STRENGTH:

- Students' progress in almost all subjects across the phases.
- Students' achievements in external examinations in English, mathematics, science, business studies, computer science, economics and macroeconomics.
- The quality of protection, care, guidance and support of students.
- Students' personal and social development.
- The inspirational and very effective school leadership.
- The quality of active governance.

KEY AREAS FOR IMPROVEMENT:

- The level of achievement across all subjects in all phases.
- The quality of teaching across all subjects and all phases to the next level.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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



In Pahse Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. In lessons and in their work, students make good progress across phases. This does not match with the school's internal data which shows students make very good progress in phases 2 and 3 and outstanding progress in Phase 4.• The school's internal assessment data shows students' attainment is outstanding in phase 2, 3 and 4. This does not match what was seen in lessons and in students' books, where the majority of students attain above curriculum standards in phases 2, 3 and 4.• Overall, students make good progress in Islamic education. Students in Phase 2 understand and appreciate Islamic values, manners and etiquette and can relate them to their lives such as kindness to people and justice. They understand the Prophetic guidance. Their knowledge of the Prophet Muhammad's (PBUH) life is less well developed. In Phases 2, 3 and 4, students develop their understanding of Islamic teaching in the Holy Qur'an verses and Noble Hadeeth. They can recite Holy Qur'an, especially in these lessons. They struggle with memorizing the Noble Hadeeth in Phase 3. In Phase 4, students understand the importance of mutual consultation and decision making within the Muslim community. They appreciate the significance of living a life that is characterized by faith, prayer and collective decision-making based on consultation and mutual understanding.• Overall, the majority of groups make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of Islamic values and links to their lives in Phase 2.• Students' understanding of Islamic teaching across all phases.	<ul style="list-style-type: none">• Students' knowledge of the Prophet's (PBUH) life in Phase 2.• Students' skills to memories the Noble Hadeeth in Phase 3.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic first language (AFL) is good in KG and across all phases. Arabic second language (ASL) is good across all phases. In lessons and in their work, students make good progress in AFL and ASL.• Internal assessment data shows attainment in AFL and ASL is outstanding across the school. This does not match with what is seen in lessons and students' work, which show AFL and ASL students' attainment is good across the phases.• In AFL, all students in all phases have difficulty in speaking in standard Arabic. In KG, students make good progress distinguishing the letter positions in words, they recognize short and long letter sounds. In Phase 2, students' comprehension is good when listening and discussing. A few students struggle to understand new words. In phase 3 and 4, students make good progress in reading fluently and with accurate pronunciation. Extended writing skills are limited across all phases in AFL and ASL. Speaking skills and conversation are developed overall. In ASL, phase 2 progress is good on familiar word recognition and their meanings. Students are able to speak about familiar topics. In phase 3 and 4, progress in simple conversation is good. Reading for comprehension is consistent.• Overall, all groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' reading comprehension skills in all phases in ASL.• Students' speaking and listening skills in all phases in AFL and ASL.• Students' handwriting and presentation skills in all phases in AFL.	<ul style="list-style-type: none">• Students' speaking standard Arabic across all phases in AFL.• Students' extended writing skills across the phases in AFL and ASL.



Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make better than expected progress. This does not match with the school's internal data which shows students make very good progress in Phases 2 and 3.The school's internal assessment data shows that students' attainment is outstanding in Phases 2 and 3. This does not fully match what was seen in lessons and in students' work. In these, the majority of students attain above curriculum standards in these phases. There is no external data for social studies.Overall, students make good progress in social studies. In Phase 3, students have a deep understanding of culture and values in the UAE and can distinguish between old traditional tools, food and costumes. A few students' knowledge of the features of the UAE is underdeveloped. Students in Phase 2 understand the UAE geography and can read a map. Students can link what they see on the map to the real world, recognising UAE landmarks. In both phases, students learn about other cultures, heritage and tradition and compare them with the UAE. In both phases, students do not sufficiently use technology to enhance their learning and conduct research. Their understanding of other countries' history is less well developed.Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' understanding of culture, heritage and values in the UAE in both phases.Students' knowledge of geography in the UAE in both phases.	<ul style="list-style-type: none">Students' technology skills to support learning in both phases.Students' understanding of history in other countries in the world in both phases.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. In lessons and in their work, a majority of children in phase 1 and students in phases 2 and 4 make better than expected progress. Students in Phase 3 make the expected progress. This does not match with the school's internal data which shows that students make outstanding attainment across phases.• External assessment data in IGCSE, Advance Placement (AP) and SAT1 examinations is outstanding. Attainment in lessons and students' work is good in all phases and acceptable in Phase 3.• The majority of students make good progress overall in Phase 1, 2 and 4 and acceptable progress in Phase 3. In Phase 1, children are able to blend and segment different sounds and develop early reading skills. In Phase 1, students can read short paragraphs with correct pronunciation and can use correct end of sentence punctuation marks. They can analyse texts and identify key events, characters and themes. In Phase 1 and 2, students' handwriting, and presentation skills are less well developed. In Phase 2, the majority of students make good progress in reading for meaning and can elicit inference in passages. Only a minority can provide a detailed verbal response to texts as notetaking is brief. In Phase 4, students develop extended writing skills. They can provide reasoned evidence to justify their opinions. They can compare the effectiveness of different advertisements used for products.• Overall, there is no significant difference in the progress of different groups.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' reading skills in Phase. 1• Students' extended writing skills in Phase 4.	<ul style="list-style-type: none">• Students' handwriting skills in Phases 1 and 2.• Students' verbal presentation skills in Phase 2.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is good overall. It is very good in Phase 4. In lessons and in students' work, the majority of students across Phase 1, 2 and 3 and the large majority of students in Phase 4 attain levels above the curriculum standards.The school's internal assessment data is outstanding in Phase 1 and very good in Phase 3 and 4. This does not match with that seen in lessons and in students' work, where the majority of students attain above curriculum standards.Across phases, students develop their critical thinking and problem-solving skills well. They can apply mathematical skills to real life situations. In Phase 1, the majority of students can identify and differentiate items based on length, categorising them as long or short. Only a few students can use comparative language to describe the length of objects when ranking multiple items. In Phase 2 the majority can find a range of different perimeters and know how to calculate the perimeter. A few students can calculate the perimeter of a rectangle. Across phases, students' ability to use mental mathematical skills is slow in calculations. In Phase 3 the majority of students recognise perpendicular lines, A few are also able to solve geometry problems using perpendicular slopes to identify right angles in polygons. In Phase 3, the majority of students recognise how geometric progressions apply to finance, when calculating compound interest. A few students can apply advanced algebraic techniques but are less skilled with more challenging problems.Overall, all groups of students make better than expected progress. In Phase 4 all groups make very good progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' critical thinking and problem-solving skills in all phases.Students' real-life applications in all phases.	<ul style="list-style-type: none">Students' mental mathematical skills across phases.Students' skills in tackling challenging problems in Phase 4.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. It is very good in Phase 4. This does not match with school internal data that shows achievement of students is outstanding across most phases and very good in Phase 4.• Students' attainment in external examinations is outstanding in IGCSE and AP, and very good in other external examinations. In AP examinations, students' attainment is better in biology and chemistry when compared to physics. In lessons and in their work, the majority of students attain levels which are above curriculum standards in Phases 1, 2 and 3. A large majority attain above curriculum standards in Phase 4.• In lessons and student work, the majority make better than expected progress. In Phase 1, children know about motion and movement in physical science. In Phase 2, students can compare different landforms and present their understanding through model making and constructing simple electric circuits. In Phase 3, most students develop a secure knowledge and understanding of the human body and its various organs and can calculate using simple machines and can discuss the importance of nutrients in food. They can explore physical and chemical changes in nature, though students' practical and laboratory skills in Phases 2 and 3 are less developed. In Phase 4 students discuss the significance of Doppler Effect in real life and demonstrate knowledge and understanding of the structure of an atom, and formation and preparation of different organic compounds. Across phases, students demonstrate the ability to make real life connections and applications to other areas of learning. Across phases, students' scientific thinking, research and investigative skills are less well developed.• Overall, there is no significant difference in progress between groups. In Phase 4, girls perform better than boys in chemistry. Emirati students make very good progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and understanding of physical science in Phase 1.• Students' ability to make real life connections and application of concepts in all phases.	<ul style="list-style-type: none">• Students' practical and laboratory skills in Phases 2 and 3.• Students' scientific thinking, research and investigation skills in all phases.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. It is very good in Phase 3. The majority of students make better than expected progress over time in all phases, as measured by the internal data. Attainment overall is good.• External examination results for secondary school students in IGSE business studies, economics and computer studies, and AP macroeconomics, are very good. In lessons and their work, students' attainment is good across phases in almost all subjects. It is very good in Phase 3.• The majority of students are working at above curriculum standards. In Phase 1, children in physical education learn to control a ball and develop gross motor skills. They can complete warm-up exercises of stretching and balance. By Phases 3 and 4, students have developed skills in handball, volleyball, and football. In Phase 1, children use their iPads effectively to access information and complete their tasks in French. By Phase 3, in computer studies, students can discuss the evolution of web technologies and the role of JavaScript in modern web development. They can define programming, scripting, compiling, and interpreting. In French, art, music, robotics and moral education all students make good progress from basic skills and knowledge. In Phases 3 and 4, they use a variety of techniques to produce innovative designs and artwork. Students' musical instrumental skills and robotics skills and knowledge are less well developed.• Most groups make better-than-expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills in computing in all phases.• Students' skills in physical education in all phases.	<ul style="list-style-type: none">• Students' use of musical instrument skills in all phases.• Students' robotic knowledge and skills in all phases.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall. Students enjoy their learning, interact willingly and understand their strengths and weaknesses. Nearly all students have a positive attitude and take increasing responsibility for their learning as they progress through the phases.• Students are keen to learn, and they interact and collaborate effectively. In Phase 1, children use problem-solving skills in mathematics to add and subtract numbers with units and tens. In Phase 2 AFL students confidently use standard Arabic to generate dialogue related to real-life travel through an airport. In Phase 3 students in English talk confidently about climate change issues. In Phase 4, students in physics collaborate to solve challenging practical problems with electric circuits and density of materials.• Students frequently link their learning to the world around them. In Phase 3 art, students worked collaboratively linking Ramadan, the UAE and Arabic culture. In Phase 3 Islamic students reflect on Islamic values in their daily lives.• Nearly all students use technology confidently as part of their learning. Critical thinking is an increasingly common feature, particularly in Phase 4. Innovation and creativity are developing features across all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes and willingness to learn in all phases.• Students' knowledge of their strengths and understanding improve in all phases.	<ul style="list-style-type: none">• Students' understanding of the importance of learning in all phases.• Students' opportunities for innovation and individual creativity 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 very good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students' attitudes, behaviour and relationships are positive across all phases. They welcome feedback comments from their teachers and are eager to correct their mistakes.Nearly all students have very positive and responsible attitudes. They work together to resolve differences and bullying is very rare. Relationships amongst students are very respectful. There is an ethos of consideration and care instilled in all areas around the school.Students understand the importance of a safe and healthy lifestyle. They may not always adhere to it. The school's Student Life Organization (SLO) is pro-active and is successful in their campaigns of wellness and sport activities. Physical education is promoted in after-school clubs.Student attendance at 98% is outstanding. Punctuality is excellent to school and to lessons.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good

- Students demonstrate a secure understanding of Islamic values. They can relate these values in terms of diversity, tolerance and respect within modern day society in the UAE.
- Students are aware of the UAE history and are very respectful to the main features of Emirati culture and traditions. Across all phases students participate in Emirati celebrations and assemblies. All students are fully involved in Hag al Leila celebration, they dress up in traditional costumes and distribute gifts to their friends.
- Students have a very strong sense of cultural identity and show deep appreciation towards other world cultures. They show an interest in cultural diversity and enthusiastically participate in events such as international day celebrations. Students enjoy the opportunity to interact with students from around the world at inter-school events.



Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Students are active volunteers in community projects and initiatives and participate in charity events. They demonstrate a good understanding of their role and responsibility towards the school community. Students' suggestions and contributions have a positive impact on the school and wider community.• Students demonstrate a very positive attitude towards work. They generate ideas and initiate projects concerning economic issues. Through engagement in initiatives such as COP28, students gain valuable life skills and learn the importance of environmentally conscious leadership.• Sustainability and environmental awareness are embedded throughout the culture of the school. The student led <i>Eco</i> committee is passionate about ecological issues and initiates schemes to support conservation. Awareness and ways to care for the environment in Phase1 are yet to be embedded.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' behaviour and attitudes towards learning in all phases.• Students' attendance and punctuality in all phases.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' understanding of nutrition and application to healthy lifestyles in all phases.• Children's awareness of environmental issues in Phase 1.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall

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

- The quality of teaching and assessment is good overall. Almost all teachers have thorough knowledge of the subject and know their learners. Teachers adopt effective strategies and suitable challenges to ensure that all students make good progress against lesson objectives.
- Lessons are planned carefully to meet the needs of most students. Teachers follow SABIS teaching methodologies to ensure good lesson structure and effective use of time and resources, including ISL learning technologies. They systematically track and monitor individual students' progress. Peer support and technology is skillfully utilised to scaffold learning.
- Teachers create positive learning environments where students feel relaxed in their learning and confident to discuss new knowledge. Teacher student interactions are productive in most lessons. Teachers use dialogue and questioning to engage learners. Questioning is used most effectively in lessons in Phase 4.
- Generally, lessons provide opportunities for collaboration and promote independent learning. Most teachers plan and use critical thinking questions and scenarios. Opportunities for extended discussion, innovation, project-based learning and independent research are limited.

Assessment	Good	Good	Good	Good
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- Internal assessment processes are wide-ranging and comprehensive. They provide valid and reliable data on students' achievement across all grades. Assessments such as Picture Project in Phase 1, and Continuous Assessments (CA) in Phase 4 provide feedback to teachers and students.
- The school promotes external examinations to benchmark academic outcomes against national and international standards. Assessment data is used to monitor and inform students' progress and to influence teaching.
- Teachers have good knowledge of students' strengths and weaknesses. Students are involved in assessing their own work. Not all teachers use questions to regularly assess students' learning, against learning objectives during plenaries.

Areas of Strength:



- Teacher and student interactions and class discussions across all phases.
- Effective internal assessment and use of national and international external benchmarks across all phases.

Areas for Improvement:

- Development of students' innovation, projects-based learning and independent research in all phases.
- Effective use of questioning in Phases 1, 2 and 3.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

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

- The quality of the curriculum and curriculum modification is good overall. The quality of the curriculum is very good. It allows seamless progression and prepares students for each stage in their education and beyond. The curriculum has a very clear rationale and meets all statutory requirements. The SABIS curriculum is effective and detailed and enables students to build systematically on prior learning.
- A wide range of curricular options is provided to Phase 3 and 4 students to meet their interests and aspirations. Regular consultations with students and parents enhance curricular choices, and opportunities are very good. University visits and job fairs enable students to make informed decisions about subject choices and career pathways nationally and internationally.
- Cross-curricular links are meaningful and planned carefully to enable students to transfer their learning in new ways.
- The school reviews the curriculum systematically to ensure it meets the academic and personal needs of almost all students.

Curriculum adaptation	Good	Good	Good	Good
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- Teachers adapt the curriculum to meet the needs of almost all groups of students. Teachers make good use of the Integrated Learning System (ILS) to adapt learning to students' abilities, although this tool is sometimes less well used for Phase 4 students. The school provides special classes and an accelerated programme for catch-up when students join the school at a later stage.
- The curriculum provides a range of opportunities for enterprise and innovation, during clubs and after school activities. There is a very good range of extracurricular activities, including public speaking, debating and drama. Some community links with Sharjah Social Services support students' academic and personal development. Planned internships for Phase 4 students are in the initial planning stages.
- The curriculum supports students' understanding of Emirati culture and society very well. Through the 'My Identity' programme, children in Phase 1 become acquainted with many elements of the daily lives of Emiratis and Arabs.



Areas of Strength:

- Systematic planning of the curriculum ensures students build on previous learning in all phases.
- Coherent and broad understanding of Emirati and Arab culture in phase 1.

Areas for Improvement:

- Opportunities for innovation and enterprise to be embedded in all phases.
- The roll out of internships in Phase 4.



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	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The protection, care, guidance and support of students is very good overall. This includes sixteen full-time security staff, and 471 CCTV cameras. The school provides a very safe environment. Safeguarding procedures are rigorous, and the child protection policy has been shared with all stakeholders.The school is very well maintained; fire drills are held every term and risk assessments are comprehensive. The school maintains comprehensive and secure records, including records of incidents and subsequent actions taken by the school.The school's medical team diligently monitors students' well-being. They focus on those at risk of obesity, ensuring a vigilant approach to student health. The premises have safe and secure learning facilities. A variety of sports opportunities foster health and fitness. The school has established a thorough practice for encouraging healthy food choices. There is a discrepancy in the nutritional value of meals provided from home.				
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Relationships across the school are very positive and purposeful, students appreciate the efforts staff make to help them learn. These relationships allow teachers to have a very good understanding of students' social, emotional, academic and physical strengths and needs. The behaviour of students reflects the school's consistent and effective systems and procedures for managing students' behaviour.The school has highly effective protocols to record staff and student attendance and punctuality, systems are routinely embedded. The follow-up of unauthorised absences is efficient and effective.The school's commitment to inclusivity and excellence is demonstrated through providing an accessible infrastructure. Students have been recognized with special educational needs (SEN) through a structured process involving assessments and observations by the special educational needs coordinator (SENCO). Additionally, the school has identified 483 students as being gifted and talented.				



- Students with SEN attributes benefit from tailored interventions, including individualised educational plans (IEP). Gifted and talented (G&T) students, receive appropriate support and challenge that enables most students to make consistent personal and academic progress.
- The school focuses on holistic development, offering personalised support for academic and personal growth. The school has a successful progression of students to international higher education institutions.

Areas of Strength:

- Effective arrangements for safeguarding students, including child protection.
- Systems of behaviour management and attendance.

Areas for Improvement:

- Parent engagement to align home-provided meals with healthy eating initiatives.
- Development of further identification for G&T students by expanding criteria.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall

Indicators:

The effectiveness of leadership

Very Good

- The recently formed senior leadership team, alongside a highly focused principal, has set the school's direction to embrace the vision of SABIS. The school provides high quality education and skills for success in college and beyond. The school is committed to the UAE national and Emirate priorities and the agenda for inclusion.
- Leaders at all levels demonstrate a thorough knowledge of the SABIS curriculum and have worked in a short space of time to develop best practices in teaching and learning. The school has focused on the importance of assessment and has been very successful in improving students' achievements. Leaders are reflective about factors affecting teacher performance and turnover and have made secure attempts to bridge gaps. Throughout the school, morale is positive, and relationships promote a culture of accountability. Leaders are realistic about the agenda to improve school performance. Through effective promotion of staff, they have demonstrated improvements in all key performance areas. Leaders know the barriers they face and can foresee these without affecting students' outcomes.

Self-evaluation and improvement planning

Good

- The school knows the importance of internal and external data collection in the school's self-evaluation. The system involves all staff at all levels. Staff have made contributions to identify strengths and areas for improvement in their own areas against the key priorities and review framework. There is effective monitoring of the previous recommendations which have been improved upon.

Partnerships with parents and the community

Good

- The school has successful partnerships with parents. Their involvement in supporting key events through the parent council has been instrumental in the schools' success. Communication is timely concerning the wellbeing and progress of their child. The school has secured effective local and national partnerships with parents which support students' learning.



<ul style="list-style-type: none">International partnerships with Global Study in the UK and US have a positive impact on students' learning.	
Governance	Very Good
<ul style="list-style-type: none">Governance includes representation locally, nationally, and internationally. Governors demonstrate effective knowledge about the school. They are clear and focused on what the school is doing and systematically monitor its performance. They are realistic about long term vision and direction. The governing body positively influences the school's leadership team and the direction of school performance.	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The management of the school is well organised. Supervision is systematic throughout the outdoor play areas and around the learning environments. The school has suitably qualified staff to support the promotion of the schools' priorities. The school environment accommodates learning areas which support the curriculum, particularly in science and creative arts. In phase 1, a science learning environment is still being developed. The range of resources support the SABIS curriculum. Physical education facilities are very well designed to support sports education. Classrooms are tired and need updating to support teaching and learning.	
Areas of Strength:	
<ul style="list-style-type: none">Very effective and focused leadership.Positive influence of governing body.	
Areas for Improvement:	
<ul style="list-style-type: none">Science learning in phase 1 classrooms.Classroom learning environments to support teaching and learning.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has 34 Arabic teachers, maintaining a teacher-to-student ratio of 1:30. The school's Arabic library comprises 1,545 books, with 187 non-fiction and 1358 fiction books.
- The Arabic department initiated a volunteer programme to establish a library for Phase 2, where students exchange books. Additional interactive electronic stories for each age group have been introduced to enhance language skills in reading, speaking, listening, and writing. Remedial lessons support students with reading and spelling in Phase 1 and 2.
- A weekly dialogue segment focusing on reading, listening, speaking, and writing has been introduced in Phase 2. This content is linked to students' devices via a platform that verifies their ability to interact with the dialogue in three languages (Arabic, English, French).
- Extracurricular Arabic activities, including reading clubs, the Arabic Poetry Club, Arabic plays, and book exhibitions, are provided to enhance reading. The school participates in the Arab Reading Challenge Programme, Parents are encouraged to participate in these activities to support their children.

The school's use of external benchmarking data

- All students in grades 3, 5, 7, and 9 take the CAT4, GL-PT Math, GL-PT Science, and GL-PT English benchmarking assessments. Students in grades 4 and 8 also take the TIMSS and PIRLS benchmark assessments. Grade 11 students participate in the PISA benchmark assessment. Students from KG1 to Grade 11 take the Arabic TALA and Mubakkir assessments.
- Phase 4 students participate in various external exams, including Cambridge (IGCSE, AS, and A-level), College Board AP exams, as well as SAT 1, IELTS, and TOEFL. Practice materials and support resources, along with Saturday sessions, are provided to ensure students are well-prepared for their external exams.
- The school has raised awareness about the importance of external and benchmarking assessments among students and parents. Advising sessions for students have been conducted with academic quality controllers. Ongoing communication ensures that students and parents are fully informed about all processes and preparations. Results of all external and benchmarking assessments are shared immediately, by email, with parents and students. In cases such as Cambridge IGCSE and College Board examinations, results are directly sent to students and parents.
- In addition to internal school assessments, data from benchmark and external assessments is analysed, providing the school with insights into students' cognitive development. This analysis helps teachers identify areas of strength and areas requiring improvement.

Provision for KG

- There are thirty-five teachers in KG1 and KG2 who deliver the academic requirements to the students, covering all aspects of the curriculum. The ratio of teachers to children is 1:16. Additionally, thirty-one support members of staff assist in various aspects of the daily running of the KG Department.
- The KG department has a separate and dedicated block. There are 10 KG1 classes and 11 KG2 classes. Classrooms are spacious and well-equipped, including with Smart televisions. There are outdoor areas containing climbing frames, slides, and another area for ball games and team activities. Additionally, a dedicated go-kart driving track enables children to benefit

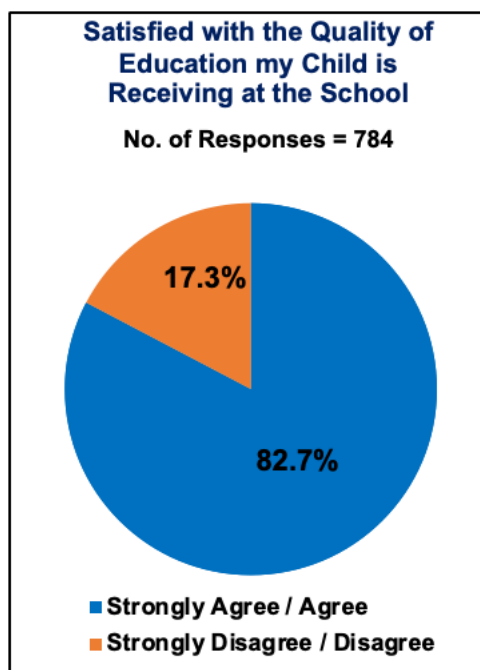


from a fun environment. These outdoor areas are shaded. A KG gym is appropriately equipped. During cooler months, children use the green field facilities for PE, and a greater range of outdoor activities. A dedicated clinic is also available on these premises, solely for the KG children. A dedicated computer room is also available.

- Children are required to complete written exercises. There is also provision to encourage the children with hands-on learning activities. The students use SABIS books as their method of learning, with enhanced technology in the form of computerized tests to gain immediate feedback about learning, guiding future instruction. Students read daily, using the GINN reading scheme. Educational toys are provided to assist the children in the learning process.
- Parents are requested to attend induction meetings before the academic year begins to understand and learn about the coming year. The SABIS system is explained fully by the academic quality controllers (AQC), covering timings, dress code, curriculum, testing methods, and the day-to-day activities the children will experience. Additionally, parents are introduced to the SABIS Digital Platform (SDP) and the SABIS PARENT application, serving as their go-to academic, behavioural, and social resource to be fully and immediately informed about the day-to-day running of their children's classes. Parents are encouraged to phone the AQC or set up meetings if further assistance is required.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise achievement to the next level across all subjects in all phases by:
 - providing more opportunities for innovation activities and enterprise across the school.
 - using data more effectively in all subjects, especially in English in phase 3.
 - using external bench marking to set aspirational targets for all students.
- Improve the quality of teaching to the next level across all subjects and all phases by:
 - introducing more student-centred activities in lessons.
 - setting suitably challenging tasks for higher achievers across the phases.
 - understanding the barriers for learning with boys.
 - using outstanding practices and share these across the school.



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.