



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**SHARJAH BRITISH INTERNATIONAL
PRIVATE SCHOOL**

13 - 16 FEBRUARY 2023

Overall Effectiveness

ACCEPTABLE





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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




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

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

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



SCHOOL INFORMATION

School	School ID	106	
	School location	Muweilah, Sharjah	
	Establishment date	01/09/2002	
	Language of instruction	English	
	School curriculum	British and American	
	Accreditation body	Cambridge	
	Examination Board	Cambridge Assessment International Examination UK	
	National Agenda Benchmark Tests/ International assessment	IGCSE, GCE, As Level, A Level, CAT4, PISA, TIMMS, PIRLS, PT, IBT, EmSAT	
	Fee range	AED 14,000 to 36,172	
	Staff	Principal	Mrs. Sheikha . Deemas
		Chair of Board of Governors	Mr. Abdulla Khalifa Rashid Deemas Alsuwaidi
Total number of teachers		52	
Total number of teaching assistants		5	
Turnover rate		13%	
Main nationality of teachers		Asian (Indian and Pakistani)	
	Teacher: student ratio	1:9	
	Total number of students	473	
	Number of Emirati students	202	
	Foundation Stage: number and gender	Total 35: Boys 25, Girls 10	
	Primary: number and gender	Total 166: Boys 86, Girls 80	
	Middle: number and gender	Total 110: Boys 57, Girls 53	
	High: number and gender	Total 162: Boys 92, Girls 70	
	Nationality groups	1. Emirati 2. Asian	
Total number of students with special educational needs	0		

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
ACCEPTABLE	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 175 lesson observations, 48 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 in line with the previous inspection in 2018, where the overall effectiveness grade was Acceptable, however there have been some elements of improvement, specifically in the Foundation Stage and Primary Phase where attainment and progress in core subjects were previously weak. The school operates a dual UK and US curriculum, US curriculum is delivered in the High Phase. Teachers work well in preparing students for IGCSE and AS/A level examinations in UK curriculum. There are currently no High Phase examinations in the US curriculum, however the school is in the process of accreditation. Students have positive attitudes towards learning and understand their responsibilities as members of a school community through their volunteering and social contributions. The school provides a safe, hygienic, and secure environment and the site and resources are very well-maintained, this positively supports students' learning.

KEY AREAS OF STRENGTH:

- Improved attainment in Foundation Stage and Primary Phase for core subjects.
- The behaviour and attitudes of students across the school.
- The support of parents in the school.
- Students' voluntary and community work.
- The quality of maintenance and record keeping.

KEY AREAS FOR IMPROVEMENT:

- Achievement in all phases in all subjects.
- Improve the quality of teaching and ensure teachers planning and assessment meets the needs of all students.
- Identification and support for all groups of students.
- Improve attendance.
Ensure leaders at all levels impact directly on improving students' achievement.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**.

Indicators:		Foundation Stage	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a Second Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. This does not match the school's internal data, where progress is outstanding in Foundation Stage, Primary and Middle Phases and very good in High Phase.• Attainment is acceptable overall, internal attainment data shows outstanding attainment in Foundation Stage, Primary and Middle Phases and very good attainment in High Phase. This is not seen in lessons and in students' work, where attainment is acceptable across all phases.• Progress is acceptable overall. In the Foundation Stage, children memorise short surahs in the Holy Qur'an, they recite surah Al Fatiha correctly. In the Primary Phase, students have secure knowledge of Islamic morals and values. They observe sleeping manners as an application of the Sunnah, they memorise bedtime supplication, and follow permission etiquettes in Islam. In Middle Phase, most students understand Seerah and can talk about the biography of Prophet Mohammad (PBUH). However, only a few students could find the evidence from the Holy Qur'an and Noble Hadeeth to justify their answers. Most students in the High Phase can recite verses from the Holy Qur'an correctly and give the meanings of the key words in the verses. However, their Holy Qur'an recitation and Tajweed skills are less well developed.• Overall, most groups of students, including Emirati students make similar progress across all phases. Girls make slightly better progress than boys. There is no significant variation in the progress of students in the American and British curriculum in High Phase.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic values and principles in Primary.• Students' understanding of how to apply Islamic etiquette in daily life across the school.	<ul style="list-style-type: none">• Ability to support answers by referring to verses from The Holy Qur'an and the Noble Hadeeth in Middle Phase.• Holy Qur'an recitation and Tajweed rules in High Phase



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic First language (AFL) and Arabic Second language (ASL) is acceptable overall. This does not match the internal data which shows outstanding progress in all phases for AFL and Primary, Middle and High Phases for ASL.• Internal assessment data and Grade 12 MoE national examination results indicate outstanding attainment in all taught Phases. This is not seen in lessons and students' work, where most students attain levels in line with curriculum standards.• In Foundation Stage AFL, most children can identify the shapes and sounds of the letters of the Arabic alphabet. They can form words and match them correctly with pictures. In Primary Phase, students in AFL understand basic language structures, including parts of speech, types of verbs and types of sentences. They can read prescribed texts orally with expression. Most students in ASL can describe pictures orally and in writing using simple sentences. In Middle Phase, most students in AFL show acceptable reading and comprehension skills. They can understand, analyse, evaluate, and criticise a literary text. ASL students in Middle Phase use new words in meaningful sentences and can express their views on familiar topics using simple sentences. In High Phase, AFL students demonstrate confidence in discussing familiar topics using standard Arabic, whereas in ASL, students can find main ideas in prescribed text and the meaning of vocabulary. However, students' extended writing skills are less developed. Across all Phases, students' oral reading skills are less well developed.• Most groups of students make expected progress. Students in the British section make better progress than students in the American section in High Phase. Girls make slightly better progress than boys, particularly in Middle and High Phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to confidently discuss familiar topics using standard Arabic in High Phase.	<ul style="list-style-type: none">• Extended writing skills in AFL and ASL in High Phase.• Oral reading of prescribed texts across all phases in AFL and across Primary, Middle and High in ASL.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall for Primary and Middle Phases. This does not match the school's internal data, where students' progress is outstanding in both phases.• Students' attainment is acceptable overall. The school's internal data shows outstanding attainment in both phases. In lessons and in their work, students make expected progress.• Students' progress is acceptable. In Primary Phase, most students show secure knowledge and understanding of the current UAE. They can talk about the Arabian Gulf region, the factors that determine countries that are included, and factors such as 'common destiny,' including the adaptation of UAE resources to ensure sustainability. However, their knowledge of UAE international relationships and the role of UAE partnering internationally to advance global civilisation is less well developed. In Middle Phase, most students can communicate their knowledge about population growth in India, identifying its impact on the country and the various affecting factors. Students' understanding of the negative impact of human population growth on resource conservation could be further extended by using enquiry and research.• Overall, most groups of students, including Emirati students make expected progress in both Phases. Girls make slightly better progress than boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of citizenship in the UAE and the efforts made by UAE rulers to adapt resources to ensure sustainability in Primary.	<ul style="list-style-type: none">• Knowledge of UAE international relationships and the role of UAE partnering internationally with other countries in Primary.• The use of inquiry-based instruction to introduce new topics in social studies like the "Population Growth" in Middle.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. In lessons and in their work, most students make acceptable progress. This does not match the school's internal data, which shows good and very good across Primary, Middle, and High Phases.• Students' attainment is acceptable overall. External data indicates that overall attainment is good across the school. Lesson observations and scrutiny of books show that students' attainment is in line with curriculum expectations.• Progress is acceptable across all phases. In Foundation Stage, children build their knowledge of phonics and use this to decode words, read a range of words and short sentences. Students in both Primary and Middle Phases progress well in speaking and listening. Students use correct grammar and complete sentences in their spoken and written work confidently. Students in the Higher Phase produce written accounts for a range of different purposes and audiences guided by the standard British and American set textbooks. Students can skim and scan information for specific purposes. Most students read well but do not always read with expression. However, students often do not access or read a variety of literary text from either British or American authors.• Overall, most students make expected progress, although girls make better progress than boys. Emirati students make similar progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' learning of phonics, letter formation and sentence construction in Foundation Stage.• Students' speaking and listening skills in Primary and Middle Phases.	<ul style="list-style-type: none">• Students' skills to speak fluently and with expression when reading a text in High Phase.• Students' access to wider literature both British and American outside their set textbooks across the school.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. In lessons and their work, most students make expected progress. This does not match the school's internal data which shows very good progress in Foundation Stage, outstanding progress in Primary, good progress in Middle, acceptable progress in High for UK curriculum and very good progress in the US curriculum High Phase.• Attainment is acceptable overall. External data shows that the majority of IGCE students attain above curriculum standards. Results for AS students in Years 12 and 13 are acceptable and very good. This does not align to the school's internal data or lessons, where most students attain levels in line with curriculum standards in both British (UK) and American (US) curricula.• Most students make acceptable progress across both curricula. In Foundation Stage, most children can count objects and understand numbers up to 15. In Primary Phase, students can multiply numbers and understand basic mathematical concepts. In Middle Phase, students can calculate unknown angles using geometrical properties. In High Phase of the British curriculum, Year 12 students can calculate the relationships and make real life connections between an inclined plane with constant acceleration, moving under the action of constant forces. In the American curriculum, Grade 9 students can solve inequalities by addition, and isolate the variable on one side of the inequality by adding or subtracting constants. In Grade 12, students can verify trigonometric identities, determining whether equations are identities, and substitute values of variables. However, opportunities to articulate and discuss real life problems through group collaboration are underdeveloped, specifically in boys' lessons across the phases.• Overall, most groups of students make expected progress in mathematics. Girls achieve better than boys across all phases in both curricula. Emirati students make similar progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Making real life connections through mathematical understanding across the school.	<ul style="list-style-type: none">• Improve students' ability to articulate mathematical thinking, especially for boys by providing more opportunities for discussion across the Primary, Middle and High Phases.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. In lessons and in their work, most students make expected progress across all phases. This does not match with the school's internal data which shows most students attain above curriculum standards across the school.• Attainment is acceptable overall. Internal assessment data shows outstanding attainment in Foundation Stage, Primary and Middle Phases. Attainment in High Phase American curriculum is good and very good in British curriculum. This is not seen in lessons and in students' books, where most students attain in line with curriculum standards. There is no external assessment data presented by the school. Students' attainment in GL examinations is in line with curriculum standards.• Most students make expected progress across all phases. Students have age-appropriate knowledge and understanding of Earth, physical, life and space sciences. In Primary, Year 2 students discuss the characteristics of shadows and make shadows of different objects. In Year 7, students relate concepts to real life and discuss the causes and effects of water and air pollution relating to experiences. Year 6 students use different methods of separation mixtures and Grade 9 students learn the properties of homogeneous and heterogeneous mixtures. In Year 12, Biology students conduct experiments to explore the structure of plant and animal cell organelles using microscopes. In Physics, students discuss the applications of Faraday's law and explore how centre of mass varies with the mass and weight of an object. However, students' skills of scientific thinking and their use of technology to explore new information are underdeveloped.• Overall, most groups of students make expected progress. Girls progress better than boys across all phases and students' performance in British curriculum is better than students of American curriculum.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' practical and laboratory skills in High.• Students' knowledge of physical and life science in Middle.	<ul style="list-style-type: none">• Students' scientific thinking and enquiry skills across the school.• Students' critical thinking skills and ability to explore new information using technology in High.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. There is no internal data. In lessons, most students make expected progress. However, in Music, only a majority of students make expected progress in line with curriculum standards.• There is limited external data. IGCSE ICT data indicates good results, however this does not identify cohort numbers and is not supported in lessons.• Progress in all other subjects is acceptable. In Foundation Stage PE, children develop gross motor skills and can run, jump, and move the ball using their feet. In Primary Phase, students move with agility through obstacles using hoops, balls, and cones. These skills expand by Middle Phase where students play football and basketball in teams. In Primary Phase, Art students use a range of techniques and media including stencilling and paper art, and by Middle Phase they draw still life. In Music, Primary students learn about instruments, however opportunities to play the instruments are limited. In Primary ICT, students use PowerPoint to make presentations relating to the UAE, this expands in Middle and Higher Phase American curriculum to formatting cells in Excel spreadsheets. In UK curriculum, AS level students use flowcharts and algorithms to solve problems. High Phase American curriculum sociology students discuss collective change in relation to social behaviour. AS Economics students draw price and substitution graphs to show elasticity. However, challenge and opportunity are not consistent in all subjects and phases, specifically in Art and Music where students have limited opportunities for creativity.• Overall, all groups of students make expected progress in other subjects. Students in UK curriculum make better progress than students in US curriculum.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Development of gross motor and agility skills in PE across the school.	<ul style="list-style-type: none">• Practical creative opportunities, specifically in Art and Music.



Learning Skills	<ul style="list-style-type: none">• Learning skills are acceptable overall. Students have positive attitudes and are eager to participate in their learning, however active involvement in their own learning and taking responsibility based on their knowledge of strengths and areas for improvement is a stronger feature among older students.• Students consolidate previous knowledge and strengthen their learning through their interaction, collaboration, and discussions in lessons, although at times it is less productive in the lower year groups. In some subjects, for example Primary Phase science, students work in small groups to separate mixtures using different methods like hand separation, sieving, decanting sedimentation and filtration, and share their knowledge and understanding.• Students make limited connections between their learning to their understanding of the world in mathematics and science. However, this is more evident in Arabic medium subjects, as students can link, for example, Islamic values to cleanliness of the environment. In Primary Phase Islamic Education, students conduct role play with father and son roles linked to parenting, and the UAE with pictures of the Sheik kissing the head of his father.• Students find it difficult to carry out basic independent research or use learning technologies effectively. Occasionally, teachers ask students to use the teacher's device to look for information. In Middle Phase, social studies students discuss the population growth in India and problem-solving solutions. In AFL British curriculum, High Phase students analyse the meanings of the 'Clay Man' literature. However, critical thinking and problem-solving skills are underdeveloped features of learning.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' willingness to participate in their learning, communicate and collaborate.• Students' analysis of literature in AFL High Phase.	<ul style="list-style-type: none">• Critical thinking and problem-solving skills.• Effective use of technology to research and support learning.



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

Indicators:	Foundation Stage	Primary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">Overall, the quality of students' personal and social development and their innovation skills is good. Students' positive and responsible attitudes help them to learn. They are eager participants, especially when they can share their ideas with others, either in small groups or when presenting their work. Students' behaviour in classes and across the school is good. They show mutual respect to others and respond inclusively to those in the school. They comply by the school rules. Bullying is rare. Relationships between students and staff are respectful. They are sensitive and supportive to the needs of others when working collaboratively.Students have a sound understanding of healthy living and most bring healthy snacks to school. Attendance is weak at 91.8%. Punctuality is generally good; however, students are often late to join morning assembly and late to class after breaks.				
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Students have an adequate appreciation and understanding of how Islamic values influence contemporary UAE society, the school recognises Islamic events such as Ramadan and Eid during assembly. Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They involve themselves in a range of cultural activities like Flag Day and Martyr's Day. Students establish links to UAE culture and heritage in lessons.Students demonstrate a basic understanding, and appreciation of their own and other world cultures. They embrace their own background and culture on "Mufti Days" where they wear traditional clothes from their country of origin, their understanding of their own other world cultures isn't as evident through their daily activities in school and lessons.				
Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">Students understand their responsibilities as members of a school community. They volunteer and participate in activities and make worthwhile social contributions, for example, charities for the elderly, Red Crescent, visiting needy families to provide food and clothes donations and the beach cleaning campaign.				



- Students demonstrate a positive work ethic. There are limited opportunities in lesson for students to develop their innovation skills. However, they produce and exhibit simple projects in science fayres. Students are aware of the importance of keeping their school clean and tidy.
- Students care for their school and seek ways to improve its environment. They participate in initiatives such as paper and cardboard collection, recycling used materials and planting trees. Environmental Management students are more knowledgeable in supporting sustainability and conservation of the environment in their local and wider world.

Areas of Strength:

- Students' volunteering and contributions to the local community.
- Students' personal and social development.

Areas for Improvement:

- Innovation skills, enterprise, and entrepreneurship.
- Students' attendance.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Foundation Stage	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The overall quality of teaching and assessment is acceptable.• Most teachers demonstrate secure knowledge of their subjects and how students learn particularly in High Phase. They plan lessons to manage time and use digital resources appropriately to provide a positive learning environment. However, in Primary Phase, the pace and plenary time are not always sufficient to meet the learning needs of students. Teachers engage students in discussions, for example cause and effects of air and water pollution in science, but the use of probing questions to promote critical thinking, problem solving, innovation and independent learning is inconsistent across phases and subjects.• Teachers' strategies adequately meet the needs of groups of students. They provide challenge and support through three levels of differentiated worksheets; however, they are not always personalised to extend students' knowledge, particularly for SEN and gifted and talented. A few teachers sometimes develop students' critical thinking and independent learning skills in High Phase.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable



- Internal assessment processes are consistent and are generally linked to the curriculum standards. The school assessment policy defines the objectives and strategies for internal and external assessments; however, implementation is inconsistent. Students are benchmarked against national and international expectations in key subjects, but use of the analysis outcomes is a developing feature. Assessment data is analysed but the information about students' progress as individuals and groups is superficial and limited, it is not used adequately to inform teaching or curriculum planning.
- Teachers' knowledge about students' individual strengths and weaknesses provides some support and challenge to enhance students' academic progress. Scrutiny of students' work exhibits minimal constructive feedback from teachers to inform next steps.

Areas of Strength:

- Teacher and student interactions across all phases.
- Teachers' subject knowledge and strategies in High Phase.

Areas for Improvement:

- Questioning skills of teachers to promote all students' critical thinking, problem solving, innovation and independent learning skills.
- Use of assessment information to enhance academic achievement of all students.

**PERFORMANCE STANDARD 4:
CURRICULUM**

Indicators:	Foundation Stage	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- Overall, the quality of the UK and US curricula is acceptable.
- Curriculum design and implementation for both is acceptable. The curriculum is reasonably broad and balanced and is successful in preparing students in High Phase for IGCSE, AS and A level Cambridge Board examinations and the American California Core standards. The curriculum meets statutory requirements. Continuity and progression of the curriculum is guided by the outcomes of baseline assessment at the beginning of the academic year and the analysis of school-based examinations. Students are adequately prepared for next phases of learning by the end of each phase.
- The curriculum offers a range of subject choices in High Phase for both British and American curricula, however external exam opportunities are limited in the American curriculum. Cross curricular links are planned in some lessons. Moral Education across all phases, highlights diversity through International and Flag Day and offers opportunities to talk about, for example, the Kings and Queens in Britain. However, this is inconsistent across phases and lessons.



- The curriculum is reviewed through regular meetings and uses student and parent feedback. The curriculum is modified to integrate different teaching strategies, relevant academic skills, and additional curricular choices. However, this is not consistent across the school, where teaching strategies are constrained by the set textbooks for both curricula.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
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- The overall quality of curriculum adaptation is acceptable across all phases. The UK and US curricula caters for the educational needs and personal development of almost all groups of students, particularly girls, boys, and Emirati students. The curriculum is functional and offers opportunities for participation in extra-curricular activities, such as enterprise, computer coding and robotics. However, opportunities for innovation and creativity in lessons are limited and the needs of more than one group of students are not always fully met, particularly those with SEN and the Gifted and Talented.
- The curriculum allows opportunities for students to visit a range of places local to Sharjah. There are some links established with the local community and universities, particularly for those who are studying the American Curriculum.
- There are some appropriate learning experiences and opportunities for students to appreciate the heritage and culture of the UAE and Islamic values, for example Holy Qur'an recitation each morning. Students initiate events and celebrate Flag Day, National Day, and Martyrs Day. However, these links are not fully integrated into the curriculum.

Areas of Strength:

- The design and implementation of a broad and balanced curriculum, particularly in High Phase.
- The curriculum adequately prepares students for the next phase of learning.

Areas for Improvement:

- Consistent application of cross curricular links in lessons across phases.
- Teaching strategies which develop learning beyond the set textbooks for both curricula.

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

Indicators:	Foundation Stage	Primary	Middle	High
Health and safety, including arrangements	Good	Good	Good	Good



for child protection /safeguarding				
<ul style="list-style-type: none">Overall, the protection, care, guidance, and support of students is acceptable. However, quality of care and support is weak. The school employs eight fulltime security guards and has 138 CCTV cameras. There are effective procedures for the safeguarding of students, including child protection. Safeguarding procedures and the child protection policy are shared with all stakeholders. Staff, students, parents, and governors are trained at the start of every academic year. The school takes effective steps to protect students from all forms of abuse, including bullying and via the internet and social media.The school provides a safe, hygienic, and secure environment, and the site and resources are very well maintained. Safety checks, including those relating to fire prevention and electrical safety are thorough. Fire drills are held every term. Chemicals for science are stored and disposed of safely. The building and equipment are maintained in good condition and the school has a well-structured, accurate and secure record-keeping system. Arrangements for buses and child collection are very well organised and supervised.The school promotes healthy living. Students' wellbeing is regularly monitored by the school nurse and doctor for risk of obesity. The school discusses healthy diet with students either through the Physical Education program or linked to subjects in lessons. The canteen is shared, and food is prepared off site. All food sold is approved by 'Sharjah City Municipality'.				
Care and support	Weak	Weak	Weak	Weak
<ul style="list-style-type: none">Staff-student relationships are positive and purposeful. In lessons and learning walks, observations of staff-student relationships are good. However, the school has ineffective arrangements to manage attendance, this is weak at only 91.8%. Punctuality issues are dealt with according to the school's behaviour policy.The school states they are inclusive but currently have no students identified with special educational needs and they do not employ an SEN coordinator. Systems to identify students' needs accurately are ineffective. The school employs an inclusion officer who works with teachers to provide additional support for lower ability students. Gifted and talented students are identified according to SPEA guidance. However, support for these students is limited within the taught curriculum.The wellbeing and personal development of all students is routinely monitored by the school. Information is used to provide effective personal and academic guidance and support for High Phase students transitioning into higher education.				
Areas of Strength:				
<ul style="list-style-type: none">Procedures for the safeguarding of students and child protection.Guidance for High Phase students transitioning into higher education.				
Areas for Improvement:				
<ul style="list-style-type: none">Procedures for accurately identifying students with special educational needs and those who are gifted and/or talented.Support for all students with special educational needs and those who are gifted and/ or talented.				



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is acceptable. Most leaders, including the principal, set a direction and vision that demonstrate commitment to the UAE national and Emirate priorities. The principal is committed to inclusion and the school is multinational, however groups of students are identified through levels of ability rather than specific need. Most leaders demonstrate basic knowledge of the curriculum and best practices in teaching, learning and assessment and most staff know what is required of them, however responsibility and accountability is not fully established within roles and not all staff are involved in the implementation of the improvement plan. Morale is generally positive, and the school is compliant with statutory and regulatory requirements.
- The school overestimated the judgements in the SEF; however, they have identified strengths and areas for improvement and have a realistic view of most key priorities with actions and goals to achieve them. Staff meet regularly to reflect on progress, results, and interventions, and there have been some improvements over time, specifically with UK curriculum where the school has invested in training staff. The school are in the process of US curriculum accreditation. However, improvements across the school are inconsistent and do not sufficiently impact on students' achievement. Leaders have the capacity to improve.
- The school involves parents in some aspects of their children's learning, they have contributed to school renovations in the school yard and requested more activities in Arabic language. There is good communication with parents through 'Telegram' groups, in Foundation Stage, parents receive daily photographs and information related to their child's progress. Parents are informed about any issues that may arise regarding their child's learning. Parents receive a detailed report card every semester which reports on their child's performance, progress, and behaviour.
- The governance team includes representation from the school and some external stakeholders. They periodically meet and monitor the work of the school and advise on some aspects, for



example maintenance and UAE regulations, however they do not hold senior leaders sufficiently accountable for the school's performance.

- Most aspects of the day-to-day management of the school are adequately organised. Staff are suitably qualified and receive some professional development matched to the school's curriculum priorities and SPEA requirements. The school premises are adequate and specialist facilities are available, for example, ICT and science labs, and teachers have access to a sufficient range of resources to support teaching and learning. However, teachers do use the textbooks rigidly.

Areas of Strength:

- Communication and involvement with parents.
- Compliance with statutory and regulatory requirements.

Areas for Improvement:

- Responsibility and accountability in leadership roles.
- Governor training to hold senior leaders accountable for the school's performance.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The ratio of Arabic teachers to students is 1:39. There are 9 Arabic teachers teaching Arabic First Language (AFL) and 3 teachers teaching Arabic Second Language (ASL). The school has assigned a teacher to provide remedial classes to the low ability Arabic language students.
- There are British and American curriculum libraries that hold Arabic books. There are 520 literature and non-fiction books in the British library covering a range of subjects, and 70 in the American library where the selection is similar but limited. A weekly period is taught in the UK library for each class, and Grades 9 and Year 11 use the American library. Reading as one of the four language skills is addressed in Years 1 to 8. Students are provided with different reading texts to develop reading comprehension and oral reading skills. However, there is little evidence of technology being used by the students to develop their reading.
- The Arabic Head of Department stated that the school implements extra-curricular activities to promote students' reading skills including participation in reading competitions (Reading Challenge International Competition) and recitation of Holy Qur'an and Noble Hadeeth in morning assemblies. However, this was not observed during assembly in the boys' section. Parents consider English language is a priority over Arabic.

The school's use of external benchmarking data

- In compliance with SPEA requirements, the school involves students in a variety of external testing including CAT 4, PISA, TIMMS and GL Examinations. Students studying UK curriculum prepare for IGCSE, AS and A level examinations in core subjects of English, mathematics and science and have opportunities to take examinations in other subjects such as ICT, Sociology,



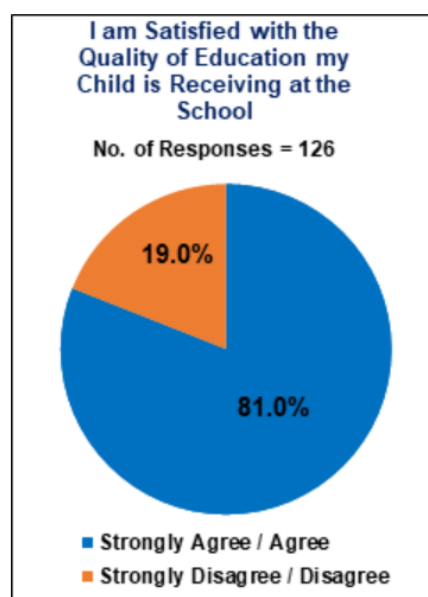
Business Studies and Economics. Students in both UK and US curricula take the PISA test and the school are currently initiating entry to the TIMMS exams scheduled for March 2023.

- Teachers prepare students to sit exams through a series of practice papers, however based on the CAT4 data, this practice is not yet fully developed to enable students to attain above UAE and international scores.
- Students and parents are aware of and are kept fully informed of the processes and preparations for examinations through email and Telegram. Results and term end examinations are shared with parents. Detailed feedback is shared during parent teacher meetings.

Provision for KG

- There are 6 teachers and 4 nannies in Foundation Stage. The teachers work across the school and teach English, mathematics, science. Art, Music, and PE. The teacher to student ratio is 1:6.
- The indoor section of the Foundation Stage provision has spacious classrooms and resources. There is a separate room used for extension activities, a library with activity corners for all classes, play stations, audio visual support and a computer lab. There is an outdoor play and PE area, and resources are shared. All classes are timetabled and supervised in the outdoor centre.
- There are clear arrangements for induction when children start school, and for their transition to Year 1. These are communicated to parents. Baseline tests are taken in FS1 when children start, for example, speech and motor skills, and a written test is administered in partnership with parents including any additional needs. Oral and written assessments take place when transitioning into Year 1, this information is passed onto to the teacher. Parent meetings take place every term. The supervisor has regular contact with parents via Telegram.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Achievement in all phases and in all subjects by:
 - ensuring learning objectives in the lessons provide challenge to students and raise expectations.
 - develop integrated systems for data analysis and provide suitable training for all teachers and coordinators/leaders.
 - broadening the scope of the curriculum through introducing a wider range of library and other resources to provide extended exposure to cultural links and cross curricular opportunities.
 - improving the development of innovation, critical thinking, and problem-solving skills across all phases.
- Improve the quality of teaching and ensure planning and assessment meets the needs of all students by:
 - providing quality feedback throughout lessons and in students' workbooks to advise next steps.
 - reviewing the consistency of lessons through joint observations and follow up actions.
 - improving questioning skills to challenge higher level thinking, reflection, and responses.
 - improving differentiation techniques through professional development of teachers to meet the needs of all groups of all students.
 - adapting the curriculum and lessons for special educational needs and gifted and talented students.
 - including student led opportunities.
- Identification and support for all groups of students by:
 - identification and support of SEN and G&T students through robust and implemented procedures.
 - analysing a range of assessment data to identify gaps and/or trends and ensure correct support for all students.
- Improve attendance by:
 - developing rigorous and computerised systems to collate and analyse attendance data and follow up actions.
 - holding students, parents, and staff accountable in raising the attendance and follow up all actions.
 - monitoring and training of all staff to focus on the management of attendance.
- Ensure leaders at all levels impact directly on achievement by:
 - reviewing all leadership responsibilities and accountability.
 - implementing the school improvement priorities, with identified actions and timely dates for delivery.



- setting challenging and measurable improvement goals for all teachers, middle and senior leaders.
- training and developing governor roles to hold school leaders accountable for school performance and students' achievement.

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

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

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

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