



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

SABIS INTERNATIONAL PRIVATE SCHOOL - ALJADA  
17 to 20 February 2025

Overall  
Effectiveness  
Rating:  
**GOOD**

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## PURPOSE AND SCOPE

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

### **Purpose**

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

### **Scope**

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement**, comprising:

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

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

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

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

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

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

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

**Performance Standard 6. Leadership and management**, comprising:

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

### Judgements



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

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

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

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



## SCHOOL INFORMATION

School	School ID	417
	School location	Muweileh Commercial, Madar Street, Aljada, Sharjah
	Establishment date	2021
	Language of instruction	English
	School Curriculum	SABIS
	Accreditation body	National Council for Private School Accreditation (NCPISA) AI, MSA - CESS
	Examination Board	Cambridge College Board International English Language Testing System (IELTS)
	National Agenda Benchmark Tests/ International Assessment	Cognitive Abilities Test (CAT4) Trends in International Mathematics and Science Study (TIMSS) Granada Learning assessment (GL) English (PTE), mathematics (PTM), science (PTS) Progress in International Reading Literacy Study (PIRLS) Tests of Arabic Language Arts (TALA)
	Fee Range	AED 24,500 to AED 40,000
Staff	Principal	Jamal Hazbun
	Chair of board of governors	Victor Saad Ahmed Al Khouchaibi
	Total number of teachers	77
	Total number of teaching assistants	30
	Turnover rate	9.43%
	Largest nationalities	Irish
Students	Teacher: student ratio	1:16
	Total number of students	1,268
	Total number of students per phase	Phase 1: 531 Phase 2: 454

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	Phase 3: 242 Phase 4: 41
Number of Emirati students	542
Phase 1: number and gender	Boys: 261      Girls: 270
Phase 2: number and gender	Boys: 222      Girls: 232
Phase 3: number and gender	Boys: 141      Girls: 101
Phase 4: number and gender	Boys: 24      Girls: 17
Nationality groups	1. Emirati 2. Egyptian 3. Jordanian
Total number of students with special educational needs	15



## PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
<b>ACCEPTABLE</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 144 lesson observations, 53 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 from the previous review visit and is in line with the school's self-evaluation. Children's achievements, in all core subjects, in Phase 1 is good. Achievement, across the subjects, in Phase 2 is improved. The development of students' learning skills, the quality of teaching, assessment and the curriculum are good across all phases. Students' personal and social development are very good across all phases. They have a very clear understanding of Islamic values and awareness of Emirati culture. The Student Learning Organisation (SLO) provides excellent opportunities for student leadership as well as providing many openings for students to experience a range of activities and to follow their interests. There are very good arrangements for safeguarding and health and safety. Leadership is focused on improving students' outcomes and developing the skills of staff. There are very positive relationships between staff and students. The management of the school day is smooth. Premises and resources are of very high quality and are well-matched to students' current and future needs.

#### **KEY AREAS OF STRENGTH:**

- Students' good achievement in all core subjects in Phase 1.
- Students' good learning skills across all phases.
- Students' very good personal development and their understanding of Islamic values and awareness of Emirati culture.
- Teaching, assessment curriculum design and adaptation across all phases.
- Arrangements for safeguarding and health and safety.
- Leadership and improvement planning.
- The very good, management, staffing, facilities and resources.

#### **KEY AREAS FOR IMPROVEMENT:**

- Achievement across all subjects and phases, especially in Arabic as a second language (ASL) and science in Phases 2 and 3.
- Procedures to identify students with special educational needs (SEN) across all phases.
- Systems to seek the views of parents and students, as part of the decision-making process that affects students' outcomes.

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## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

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

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Islamic Education

- Students' achievement in Islamic education is good. The school's internal assessments show that the majority of students across Phases 2, 3 and 4 make good progress. This is fully aligned to that which is seen in lessons and students' work over time.
- Internal assessment data shows that most students across Phases 2, 3 and 4 attain above curriculum expectations. In lessons and their work, the majority of students in Phase 2 attain above curriculum expectations and most students in Phases 3 and 4 attain in line with curriculum expectations. There is no external assessment data for this subject.
- In Phase 2, students understand the rules of worship and perform them. A minority of students recite the Holy Qur'an using grade appropriate Tajweed rules. In Phase 3, students recite and memorise verses Surah Al Rahman and read the Noble Hadeeth to understand the morals and learned lessons. Their recitation skill using the Tajweed rules is less developed. In Phase 4, students demonstrate an understanding of Islamic principles and interpret the prophetic guidance in the Noble Hadeeth. A minority of students support their discussions with evidence from The Holy Qur'an and sunnah verses.
- Groups of students make similar levels of progress. Low-attaining students are effectively challenged and supported.

**Areas of Strength**

- Students' knowledge of the rules of worship in Phase 2.
- Students' understanding of the principles and values in The Holy Qur'anic verses and Noble Hadeeth in Phases 3 and 4.

**Areas for Improvement**

- Students' recitation of The Holy Qur'an with Tajweed rules, across Phases 2 and 3.
- Students' ability to support their discussions with evidence from The Holy Qur'an and sunnah in Phase 4.



Arabic

- Students' achievement is good for Arabic as a First Language (AFL) and acceptable for Arabic as a Second Language (ASL). The school's internal assessments show AFL and ASL students in Phases 2, 3 and 4 make good progress. In lessons and students' work, the majority of AFL students make better than expected progress, whilst in ASL most students, across the phases, show acceptable progress over time, although the majority of Phase 2 students make good progress.
- Internal assessment data show that most of AFL students in Phases 2 and 4 and the large majority in Phases 3, demonstrate attainment above the curriculum expectations. In ASL, school internal data shows most students in Phases 2, 3 and 4 attain levels above the curriculum expectations. This is not evident in lessons. In Phases 2, 3 and 4, ASL attainment in lessons is in line with the curriculum expectations. In AFL, the majority of students in Phase 2 attain levels above curriculum expectations and most students across Phases 3 and 4 attain in line with expectations. The AFL students across Grades 3 to 9 undertake external benchmarked assessment. This academic year their attainment is in line with the national expectations. There is no external assessment for ASL.
- In Phase 2, in AFL, students read literature texts and express their opinions in discussions. A minority of students are not able to write texts including multiple paragraphs and using the correct structure. In ASL, students read and understand the overall meaning of short familiar texts. Only a minority can express opinions fluently. In Phase 3, in AFL, students read information texts, infer new vocabulary and understand the main ideas in audio texts. A minority of students are not able to write responses to literary texts. In ASL, students understand familiar texts. Their communications are limited to familiar contexts. A minority write well-structured descriptive paragraphs on learned topics using the memorised vocabulary. In Phase 4, in AFL, students read poems, and various literary texts. They participate in discussions about the story elements. Only a minority of students can produce informational and descriptive texts. In ASL, students read familiar texts, and answer questions using the new words. A minority can identify and recall specific information. Across the school students listen and understand basic sentences. Only a minority can write narrative texts in the present tenses about daily routine.
- Most groups of students make similar levels of progress in ASL and AFL. In ASL, low-attaining students and beginners are not sufficiently supported to make the progress of which they are capable.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>• Students' listening comprehension and speaking skills in AFL across Phase 4.</li><li>• Students' listening comprehension skills in ASL across Phases 2, 3 and 4.</li></ul>	<ul style="list-style-type: none"><li>• Students' writing skills in AFL and ASL across Phases 2, 3 and 4.</li><li>• Students' speaking skills in ASL across Phases 2, 3 and 4.</li><li>• Students' reading comprehension skills in AFL and ASL across Phases 2, 3 and 4.</li></ul>
<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in Social Studies is good overall. The school's internal assessments show the majority of students across Phases 2, 3 and 4 make progress that is above that which is expected. This fully aligns with which is seen in lessons and students' work where students make good progress over time.</li><li>• Internal assessment data show that most of students in Phases 2, 3, 4 demonstrate outstanding attainment. This does not match that which is seen in lessons where the majority of students in Phase 2 attain above curriculum expectations and most students across Phases 3 and 4 attain in line with curriculum expectations. There is no external assessment data for this subject.</li><li>• In Phase 2, students demonstrate understanding of H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) role in applying environmental practices to achieve sustainable development. In Phase 3, students understand the approaches that support the green economy in UAE. A minority are not able to explain how individuals can contribute to achieve the UAE vision in sustainability. In Phase 4, students discuss the characteristics and challenges of the geographical location of the Arab world. A minority find it challenging to understand the different roles of Emirati women before the Union.</li><li>• Most groups of students make similar levels of progress. The higher-attaining students are insufficiently challenged.</li></ul>	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>• Students' understanding of environmental challenges and the green practices related to it in Phase 3.</li><li>• Students' knowledge and understanding of the UAE culture, history and the roles of the UAE leaders in Phase 2.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to explain how individuals contribute to achieve the UAE vision in sustainability in Phase 3.</li><li>• Students' ability to understand the different roles of Emirati women before the Union in Phase 4.</li></ul>
English	<ul style="list-style-type: none"><li>• Students' achievement in English is good overall. The school's internal data shows students make very good progress. This does not match with what is seen in lessons and students' work. Over time a majority of students make better than expected progress in Phases 1, 2 and 3 and most make expected progress in Phase 4.</li><li>• Internal assessment data reflects outstanding attainment overall. This does not match what is seen in lessons and students' work, where attainment is good across Phases 1, 2 and 3 and acceptable in Phase 4. The 2024 external benchmark attainment data indicate weak performance in Phases 2 and 3 and good performance in Grade 9.</li><li>• In Phase 1 children make good progress in listening carefully, acquiring vocabulary, pre-reading and writing skills. In Phase 2, students build on these skills, expanding their vocabulary to express themselves clearly and confidently. Most read fluently and can extract key information from texts, appropriate to their level. In Phase 3, students continue to develop their reading comprehension and language skills. Their ability to apply higher order reading strategies is less secure. They are less confident in their speaking skills, often responding to questions and discussions with brief phrases or single word answers. In Phase 4, progress slows down slightly. Students can read increasingly complex texts across various genres and complete comprehension tasks. They do not engage in extended discussions or debates. Across all phases, a minority continue to make grammar, spelling, and punctuation errors in their writing.</li><li>• There is no significant difference in the progress made by different groups of students.</li></ul>	

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	<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Students' speaking and listening skills in Phases 1 and 2.</li> <li>• Students' vocabulary and early reading skills in Phases 1 and 2.</li> </ul>	<p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• Students' higher order reading skills such as predicting, paraphrasing and summarising in Phase 3.</li> <li>• Students' confidence in their speaking skills in Phases 3 and 4.</li> <li>• Students' writing skills across all phases.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Students' achievement in mathematics is good overall. Over time students make good progress across Phases 1, 2 and 4 and acceptable progress in Phase 3.</li> <li>• The school's internally produced data shows that students' attainment is outstanding in KG, very good in Phase 2 and good in Phase 3. These levels of attainment are not visible in lessons across all phases. The most recent external benchmark data is not aligned either to internal data or lesson observations. In lessons and in their work a majority of students in Phases 1, 2 and 4 attain above curriculum standards and most Phase 3 students attain in line with curriculum standards.</li> <li>• In Phase 1, children can recognise number and quantity, effectively applying the rules of addition when determining heights and lengths. In Phase 2, most students were able to multiply decimals and apply this skill to real life. A minority were unable to calculate the area of a parallelogram. In Phase 3, most students were able to apply algebraic expressions to determine the gradient of a straight-line graph from given variables. A minority of students were unable to compare values and correctly identify ratios. In Phase, 4 most students were able to interpret and display data graphically, determining exponential functions.</li> <li>• There is no difference in progress between the different groups of students.</li> </ul>	
	<p><b>Areas of Strength</b></p>	<p><b>Areas for Improvement</b></p>
	<ul style="list-style-type: none"> <li>• Children's understanding of number and its application in Phase 1.</li> <li>• Students' understanding of the use of data and how this can be displayed graphically in Phase 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' application of geometry to calculate the area of polygons in Phase 2.</li> <li>• Students' interpretation of values allowing them to understand ratios in Phase 3.</li> </ul>



Science

- Students' achievement in science is acceptable overall. Over time students make good progress in Phases 1 and 4 and acceptable progress in Phases 2 and 3.
- The school's internal assessment data shows levels of attainment that are not seen in lessons. In Phases 2 and 3, most students' achievements are in line with the curriculum standards and the majority of learners in Phases 1 and 4 attain above expected standards. No internal attainment data is available for Phase 1. The recent external benchmark tests attainment data do not align to either the internal data or that which is seen in lessons.
- In Phase 1, most children can demonstrate their understanding of their environment and differentiate between floating and sinking objects, relating their learning to real-life experiences. In Phase 2, most students understand the application of physical science. Grade 1 students can identify the different shapes of magnets, while students in Grade 3 can define force and apply practical skills while building circuits. In Phase 3, most students in Grade 7 can predict separation methods for mixtures. There are limited opportunities for hands on, practical learning across Phases 2 and 3. In Phase 4, the majority of students can relate science to real life scenarios and have a good understanding of physical science concepts. Enquiry, investigation, and skills in experimenting independently are underdeveloped for students across all phases.
- There is no difference in progress between groups of students.

**Areas of Strength**

- Students' ability to use real life examples in Phase 1.
- Students' knowledge and understanding of physical science concepts in Phase 4.

**Areas for Improvement**

- More opportunities for hands-on learning in Phases 2 and 3.
- Students' ability to predict and investigate by setting up experiments independently across all phases.



Other subjects

- Students' achievements in other subjects are acceptable. Achievements are higher across the observed subjects in Phase 1 than across the other phases. Progress in this phase is judged by continuous assessment. Progress in the other phases is measured by a mixture of teacher assessments and internal testing, as well as lesson observations.
- The majority of children in Phase 1 attain above the expected standard and students across Phases 2, 3 and 4 attain in line with curriculum standards. In the case of French, students are taking the French ministry examinations. Assessments in PE is a composite of attendance and performance.
- In Phase 1, the large majority of children understand the importance of exercise to their body. In music, across the phases, most students enjoy singing and have good knowledge of musical terms. In art, in Phase 2 and 3, learning is more knowledge based. Students' independent creative skills are less well developed. In computer studies, in Phases 2 and 3, most students have specific software understanding yet have fewer opportunities to apply their skills to their own projects. Most students' language skills in French are in line with their experiences. From their starting points, they make good progress in speaking, listening, reading and writing. In Phase 4, students are developing their knowledge and understanding of the cold war and trade unions.
- There are negligible differences between the progress made by different groups of students including boys and girls and Emirati and non-Emirati students.

**Areas of Strength**

- The achievements of children in Phase 1, across all other subjects.
- Language skills in French.

**Areas for Improvement**

- Students' creative skills in art across all phases.
- Creative application of IT skills in Phases 2 and 3.





Learning Skills

- Students' learning skills are good overall. Most students take responsibility for their learning and are aware of their strengths and areas for development. Students collaborate well with others to enhance their learning. Group work is evident across all phases.
- Most children in Phase 1 and students in Phase 2 can apply their learning, helping them to develop their understanding of the world and make connections. For example, in a Grade 4 mathematics lesson, students applied multiplication of decimals to exchanging currency in preparation for a vacation.
- Application of learning to real life was less well developed in Phase 3 and 4. In stronger lessons in business studies, students consolidated their understanding through role play.
- Students have well-developed information technology skills, accessing course material through their devices. Their use of technology for research is inconsistent across subjects, phases and sections. The degree of challenge for students is variable. Students opt for opportunities within the SLO and through them develop their critical thinking and innovation skills. These skills are less well developed in lessons across the school.

**Areas of Strength**

- The responsibility students take for their own learning and development across the school.
- Students' interactions which help them to develop their communication skills across the school.

**Areas for Improvement**

- Students' critical thinking skills across Phases 2, 3 and 4.
- Students' innovation skills, particularly in lessons across all phases.
- Students' application of learning to real life experiences in Phases 3 and 4.



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

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

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

- Students' personal and social development is very good overall and across all phases. Students have positive and responsible attitudes. Student leadership in the SLO supports good behaviour and promotes healthy lifestyle. Students are self-reliant and take responsibility for their learning. They respond well to others.
- Students demonstrate commendable self-discipline and interact positively with their peers. The student leaders and the prefects work together to help students resolve differences and contribute to a harmonious learning community.
- Staff relationships with students are respectful and considerate. The students, through the SLO programme, organise several activities that support students' wellbeing.
- Various initiatives, such as sports and wellness, ensures that students across all phases are aware of healthy eating and lifestyles. Students in Phase 2 do not always make dietary choices that align with their understanding of nutrition. Most students report that they have good friends and enjoy school. They are punctual to lessons. Attendance, at 95%, is good.

<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
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- Students have a clear appreciation and understanding of Islamic values and their influence on UAE society. This is promoted through Islamic studies, moral education, Arabic social studies, and enriched with additional activities and events. Students appreciate the relevance and impact of values, such as respect and kindness, on everyday life in the UAE.
- A large majority of students build on their awareness of UAE culture and understanding of Islamic values from their learning in lessons and their participation in Islamic celebrations. The My Identity programme implemented through the curriculum, from KG to Grade 5, enhances students' understanding of different cultures. A range of activities such as the

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National Day, Flag Day and Martyrs' Day further strengthen their understanding of the Emirati culture.

- The students in Phase 2 report that they are aware of different cultures of Egypt, USA and Syria as they celebrate festivals with their friends. Understanding and appreciation of other world cultures is less strong across the school.

**Social responsibility and innovation skills**

**Good**

**Good**

**Good**

**Good**

- SLO proactively contributes to the school and wider community by organising study sessions, clubs' activities and supporting student discipline. Students represent their school in SABIS community events that brings together parents, students, and staff. There are limited opportunities for students to volunteer within or beyond the school.
- The school fosters a positive work ethic among students. They demonstrate responsibility and participate in the wide range of opportunities available to them in their lunch breaks. Various science, technology, engineering, and mathematics (STEM) based clubs, such as Robotics and Electric Cars, promotes innovative thinking and hands-on learning. Additionally, the school organises cultural weeks that encourage both parents and students to showcase their entrepreneurial skills.
- Students participate in community service programmes such as visiting Sharjah homes for the elderly and the local beach clean. Through their clubs, they design creative projects that contribute to a more sustainable environment.

**Areas of Strength:**

- Students' responsible attitudes to learning and their respect for teachers.
- The role of SLO in delivering school activities that promote peer learning and support.
- Students' knowledge of Islamic values and culture

**Areas for Improvement:**

- Students' volunteering within and outside the school, across all phases.



### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>

- The quality of teaching and learning is good overall. Most teachers possess and display good subject knowledge and engage successfully with students, allowing them to meet the needs of most groups of students. Most teachers plan lessons, managing time and resources appropriately. There is some variability of detail across subjects and phases.
- Interactions between teachers and students are respectful and meaningful. Most teachers use questioning well, which helps to establish students' knowledge and understanding of key concepts. Dialogue between students and teachers helps to promote reflection and provides structure to learning.
- Most teachers have developed effective strategies to meet the needs of most students. In the better lessons, students are asked to complete challenging tasks on completion of their work, often linked to developing problem solving skills. Teachers use the integrated learning system (ILS) well. For example, when they notice that students are not understanding the planned learning points, they adapt their planning to clarify misunderstandings.
- Most students across all phases have opportunities to learn independently. Opportunities for students to develop critical thinking, problem-solving and innovation, although effective in a few lessons, is variable across the school.

<b>Assessment</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
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- The internal assessment processes are coherent and consistent. They form the basis of the ILS. The ILS is linked well to the curriculum standards, providing valid and reliable information. This helps to obtain a timely understanding of individual students' attainment against the learning points. The school participates in external benchmarking, allowing senior leaders to obtain comparative performance data against national and international expectations. An initiative this year is the introduction of an English language proficiency test, as a guide for language equivalency. The school's internal data is not aligned to the external benchmark assessment data.
- Attainment data is analysed for all students and provides accurate information regarding students' progress as related to curriculum expectations. This identifies gaps in knowledge,

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and data is consistently tracked over time by senior leaders. The information is provided to teachers, facilitating the adjustment of teaching practice to improve students' outcomes in most lessons. The school's ILS system is less effective in evaluating students' extended writing and scientific investigations.

- Individual and peer assessment is a feature of some subjects. Within the stronger lessons, teachers use a range of assessment practices to obtain detailed insight into students' knowledge and understanding.

**Areas of Strength:**

- The positive engagements between students and teachers allowing learning to take place.
- The systematic capturing and evaluation of quantitative assessment data for all students.

**Areas for Improvement:**

- Teachers' use of lesson planning to provide a consistently holistic approach to learning.
- The alignment of internal and external benchmarking data.



## PERFORMANCE STANDARD 4: CURRICULUM

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

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>

- The curriculum design and implementation are good overall. The school follows the SABIS curriculum, integrating Ministry of Education (MoE) requirements for Arabic language subjects. It is broad, balanced, and relevant, offering a variety of subjects with age-appropriate content and activities. The curriculum emphasises both knowledge and skill development. It is designed to ensure progression and continuity in learning, building on prior knowledge to prepare students for their next stage of education.
- The curriculum includes core academic subjects and non-academic options such as art, music, PE, humanities and computer studies. High-achieving students access advanced courses such as environmental science, human geography, psychology, computer science, and STEAM activities. Cross-curricular links are well integrated in Phase 1 and in subjects such as Arabic and social studies. They are less well developed in English, mathematics and science.
- The curriculum undergoes regular reviews with contributions from school leaders and teachers. Following curriculum reviews, some modifications are made to core subjects to meet external benchmarking requirements. For instance, sequencing has been added to the Grade 8 mathematics curriculum and examination style questions introduced in to lessons and internal assessments.

<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
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- The curriculum is adapted to meet the needs of almost all students. Initiatives such as accelerated and intensive classes, peer support sessions, and the SABIS adaptive learning system ensure engagement for almost all students. High achievers can opt out of standard lessons to pursue advanced topics. Lower attaining students receive targeted interventions. The level of challenge and support provided in lessons is not always sufficient to fully support the academic and personal development of individuals and groups of students.
- SLO and the STEAM programme provide a range of extra-curricular opportunities to develop creativity, critical thinking, and leadership. Through clubs, activities, and competitions, students

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enhance their personal growth while exploring their interests in areas such as science, robotics, and sports. Opportunities for innovation and social contributions are less consistently well developed.

- The curriculum includes My Identity programme which is designed to deepen students' knowledge and appreciation of UAE heritage, Emirati traditions, and the values that shape UAE society. The school have also amended the format of lesson planning to incorporate links to UAE culture and heritage to include these links in all subjects.

**Areas of Strength:**

- The wide choice of curricular options provided to students across all phases.
- The enrichment and extra-curricular activities on offer across the school.

**Areas for Improvement:**

- The identification of opportunities to reinforce learning by making meaningful cross curricular links across Phases 2, 3 and 4.
- The consistent and effective modification of the curriculum to respond better to the needs of all groups of learners.



## PERFORMANCE STANDARD 5:

### THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

Indicators:	KG	Primary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>The school has effective safeguarding and child protection procedures, of which all stakeholders are aware. This information is not sufficiently visible in all areas of the school. Students are protected from abuse and the school has established procedures to educate them about risks when using technology and the internet.</li><li>The school completes rigorous risk assessments and has comprehensive maintenance records which cover all aspects of school life. Buildings are well maintained and fully accessible by all students. Safety drills are completed regularly. Building access is strictly controlled, and supervision procedures are highly effective, including when students travel on school transport.</li><li>The school effectively promotes healthy living across most aspects of school life. Clinic staff monitor children and students' health and wellbeing through regular check-ups. The cafeteria offers a variety of healthy food choices and fresh drinking water is available in all parts of the school. The school's facilities include dedicated areas for PE and recreational activities.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Staff have very positive and purposeful relationships with all students. The school's systems and procedures for managing students' behaviour are effective. The behaviour guidelines are communicated to all the stakeholders. Students are aware of the consequences and infringements can be recorded in their reports.</li><li>The school's approach is effective in promoting good attendance and punctuality. It is monitored and followed up by teachers, supervisors and the middle leaders. Parents are notified promptly of any concerns about individual students.</li><li>The school has systems for the identification of students with SEN and G&amp;T students. Responsibilities lie with the head of inclusion, social worker, academic quality controller and</li></ul>				

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the teachers. There are 15 students on the inclusion register. Individual education plans (IEPs) are prepared in collaboration with teachers and academic leads.

- The IEPs detail differentiated lesson objectives. Some modifications have been made to accommodate the range of special needs, yet these are not comprehensive. The G&T students are often provided opportunities to lead lessons, assist the teachers and conduct and participate in various internal and external competitions. They have access to extension activities and independent study.
- The school offers accelerated classes and peer learning to support those students who are not at the expected curriculum levels. Career awareness programmes are being introduced to guide choices and support transition for students in Phases 3 and 4.

#### **Areas of Strength:**

- Systems for risk assessment and maintenance records to support a safe and secure school environment.
- The purposeful and positive staff and student relationships.
- Systems for care and guidance for students through initiatives such as accelerated classes and extended study.

#### **Areas for Improvement:**

- The visibility of safeguarding, child protection procedures, and wellbeing support throughout the school.
- Systems to ensure the learning needs of students with SEN and the G&T are precisely catered for across all phases.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

### Indicators:

#### The effectiveness of leadership

**Good**

- The school's mission and vision guide all school decision making. It is a corporate vision, shared by all SABIS schools. The school demonstrates its commitment to the UAE national and Emirati priorities through some of its practices. There are several layers of leadership and respective roles and responsibilities are clear and well-defined. There is a performance management system that holds leaders and teachers to account. Senior leadership is established and includes a small number of new staff. The middle leadership team includes heads of department. A small number are new.
- Regular meetings take place during the week to discuss organisational matters and students' progress. An effective leadership training programme is established to support practice and provide career pathways in the organisation. A priority this year is to develop the skills of middle leaders. It is beginning to have a positive impact on the teams. With the senior leadership team, they are successful in improving school performance and ensuring compliance with statutory and regulatory requirements.

#### Self-evaluation and improvement planning

**Good**

- The school's self-evaluation is generally accurate. Leaders make use of a common instrument to measure the quality of teaching. Measurement of students' progress is made through close analysis of data from internal assessments. School leaders have external benchmarked data and are seeking to align it to their internal data. The school improvement planning includes well-chosen goals. Leaders have paid close attention to recommendations from external bodies. This has resulted in strong improvements to school provision, which in turn has raised students' achievement.

#### Partnerships with parents and the community

**Good**

- The school has a parents' council. It organises events such as UAE National Day, International Day and Mothers' Day. Parents attend events such as Sports Days. Orientation days are

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arranged for new and returning parents. Presentations have been given by parents to students in Phase 4. The school communicates with parents through a variety of means. The SABIS Parent application is greatly valued by the parents. Several parents would like more information on the external benchmark assessments taken by their children.

- Report cards are sent to parents each term. The school does not offer parent and teacher meetings as a matter of course. The school has partnerships with a number of education boards, as it begins to offer accredited courses for students in Phase 4. There are strong links with other SABIS schools. There is limited engagement with the local community.

### Governance

Good

- Governance comprises the corporate body and the school leaders. There is no systematic gathering of views from the school community. Students' participation in determining the SLO is one example of their voice in the school. The corporate body does seek views from teachers annually. The regional academic quality controller visits the school to review performance termly and reports back on the school's performance. Regional office personnel also visit the school as part of their monitoring and support practices. Procedures are in place to hold leaders accountable, and resources are provided, often in anticipation of need.

### Management, staffing, facilities and resources

Very Good

- The day-to-day management is extremely smooth, supporting the core purpose of the school, students' learning. Timetabling is well-organised to enable smooth transitions between lessons. Routines and procedures are very effective. Staffing is well-recruited and trained. Career pathways are available with the SABIS group of schools. Premises are of a high quality with a range of specialist facilities. Resources are plentiful in most areas. Limited fiction books and infrequent access to the library are limiting the promotion of a love of reading. Although the number of students in Phase 4 is low, the school is committed to ensuring those students complete their chosen education pathway.

### Areas of Strength:

- Leadership's focus on the continuous improvement of students' achievements.
- Leaders' significant progress in addressing the recommendations made in the previous review.
- The effective communication with parents regarding their children's learning.
- The corporate governing body's high-quality provision of resources, often in anticipation of need.



### Areas for Improvement:

- Systems to seek the views of parents and students, as part of the decision-making process that affects students' outcomes.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The school has 8 Arabic language teachers for students from Grades 1 to 10, and another 6 for Phase 1. The teacher to Arab students' ratio for Phase 1 is: 1:88. and for rest of school is 1:92.
- The school has a library supporting students across 4 phases. There are 1,006 books, including 115 fiction books and 300 non-fiction books in Arabic.
- The school promotes Arabic reading through the digital library, which includes various reading resources. The school organises internal contests such as 'I'm Creative' for reading and writing stories and participates in the Arab Reading Challenge.
- The school promotes Arabic language through extra-curricular reading activities integrated into the MoE curriculum through library classes and the SABIS reading materials, where students review books and write summaries. Parents are encouraged to participate in reading activities.

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

- Most students participate in a variety of external academic benchmarking tests in Arabic, French, English, mathematics and science. Students also participate in cognitive tests. The school has demonstrated a positive trajectory regarding the external benchmarking results over the last 3 years and has acknowledged the importance of participation in the testing. The school also undertakes extensive benchmarking against other SABIS schools nationally.
- Teachers within the school have received extensive training to help prepare students for external benchmarking tests. This has been successful in improving the results. Leaders have also refined the curriculum to include examples of external benchmarking questions to better prepare the students for the tests.
- Students understand the importance of their participation and the development areas that the tests identify. The results of tests are shared with students and parents. The school has also offered parents' workshops to support their understanding of the purpose of the tests.

### Provision for KG

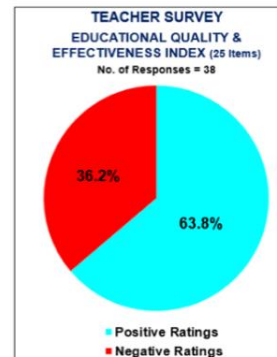
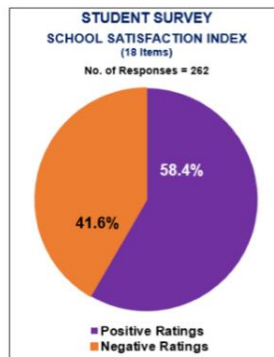
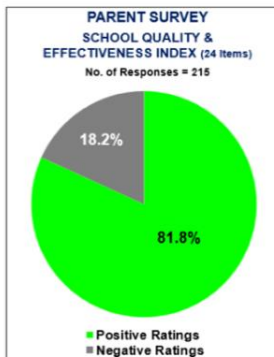
- The school has 531 children in KG. There is a total of 22 classes. Of these, 4 are Pre-KG, 9 are KG1 and 9 are KG2. Each class has an assigned teacher. Teachers are supported by a classroom assistant. The teacher to child ratio is 1:24 and adult to child ratio is 1:13 across the whole of KG.

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- The indoor provision is spacious, light and well equipped with a range of resources to promote hands-on learning. There are additional facilities including an activity room, science room, computer room, gymnasium, gymnastics hall, ballet studio, play track and swimming pool. 11 classrooms have direct access to the outdoor area.
- There is one shaded outdoor area equipped with 8 play areas with slides, climbing frames, tunnels and safe surfaces. Classes are timetabled to prevent overcrowding and supervised by teachers and classroom assistants.
- There are effective induction arrangements when children start KG. Parents are invited to an orientation meeting. Baseline assessments are completed to assess children's development and establish their starting points. Parents are regularly updated on their child's progress through termly report cards and parents' meetings. Transition arrangements are in place from KG2 to Grade 1 to familiarise children with their new class and allow them to meet their new teacher before the beginning of the academic year.

## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement across all subjects and phases, especially in Arabic as a second language and science in Phases 2 and 3 by:
  - increasing the consistency of levels of challenge in lessons.
  - supporting teachers to meet the needs of a wide range of language experience in ASL.
  - providing opportunities for investigation, hypothesising and fair testing in science.
- Improve procedures to identify students with SEN across all phases by:
  - developing the precision and range of screening tools used in the identification of students with SEN.
  - training teachers in the identification of special needs.
  - providing parents with a clear understanding of the provision for students with SEN available.
- Improve systems to seek the views of parents and students, as part of the decision-making process that affects students' outcomes by:
  - sharing the school's current initiatives with parents and students.
  - providing regular opportunities for parents to share their views on the performance of the school.
  - communicating parental views to corporate governance.

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

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

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

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