



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Ibn Seena English High School

19-22 January 2026

Overall Effectiveness

Good



إتقان ITQAN



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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

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- PI 6.3 Partnerships with parents and the community
- PI 6.4 Governance
- PI 6.5 Management, staffing, facilities and resources

Judgements

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

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

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

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as, school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, Phase 3 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	110
	School location	Al Shahbha, Sharjah
	Establishment date	1978
	Language of instruction	English
	School Curriculum	National Curriculum of England
	Accreditation body	N/A
	Examination Board	Edexcel
	External Assessments	
	International and Curriculum Benchmark Assessments	TIMSS, PISA, PIRLS, Edexcel, IGCSE and A levels; GL PT Series, CAT4
	Fee Range	AED 5,200 – AED 11,320
Staff 	Principal	Farahnaz Soonawala
	Chair of board of governors	Fatima Mamnoon
	Total number of teachers	101
	Total number of teaching assistants	15
	Turnover rate	19%
Students 	Teacher: student ratio	1:16
	Total number of students	1648
	Total number of students per cycle/phase	Phase 1 (FS2): 139 Phase 2 (Year 1 to year 6): 921 Phase 3 (Year 7 to Year 11): 551 Phase 4: (Year 12 to Year 13): 37
	Phase 1:	
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 67 Girls: 72
	Phase 2: number and gender	Boys: 441 Girls: 480
	Phase 3: number and gender	Boys: 294 Girls: 257
	High: number and gender	Boys: 16 Girls: 21
	Total number of Emirati students	0
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
	KG: Emirati number and gender	Boys: 0 Girls: 0
	Phase 2: Emirati number and gender	Boys: 0 Girls: 0
	Phase 3: Emirati number and gender	Boys: 0 Girls: 0
	High: Emirati number and gender	Boys: 0 Girls: 0
	Nationality groups (largest first)	1. Pakistani
		2. Bangladeshi
	Total number of special educational needs (SEN)	5



PROGRESS JOURNEY

Previous Review: (2023-24)	Current Review:
GOOD	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of reviewers' 171 lesson observations, 38 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall performance remains good, with several very good features. The principal and senior leaders are exceptionally committed to the school and have established a clear strategic direction which is shared by Governors, the owner and the wider school community. Despite few resources and Phase 4 staff turnover, leaders have maintained a trend of improvement over time. Nevertheless, students have limited opportunities to use technology to support research and engage in innovative projects. Leaders ensure an effective learning environment and, as a result, students respond with highly positive attitudes and behavior, showing respect for each other and the traditions of the UAE. They engage well in lessons, collaborate and communicate well. Teachers have a good knowledge of students' strengths and weaknesses and provide effective feedback about their learning. In Arabic-medium subjects, planning does not always ensure sufficient challenge for all students. The curriculum is not fully adapted to gifted and talented students (G&T), or those with additional needs. Good quality staff development has contributed to improved student learning. The well-being and safeguarding of students are important priorities for the school. Parents support their children's learning and personal development well. Governors and owners are committed to the vision for a high-quality, affordable education for students. Leaders demonstrate good capacity to improve the school further.

KEY AREAS OF STRENGTH:

- Achievement is good overall, with improvements since the last review.
- Student engagement and attitudes in lessons are strong.
- Students' behaviour and relationships throughout the school.
- Teachers' knowledge of students' strengths and weaknesses and the quality of feedback provided.
- The effectiveness of safeguarding and safety procedures.
- The vision, culture and strategic direction set by the principal and other leaders.
- The strong commitment of parents to supporting students' learning and personal development.



- The commitment of governors and owners to a high-quality, affordable education.

KEY AREAS FOR IMPROVEMENT:

- Raise achievement to very good in all subjects.
- Opportunities for students to use technology and engage in independent research and innovative projects.
- Challenge for students, especially in Arabic-medium subjects.
- Curriculum adaptation to meet the needs of all groups of students.
- Resourcing the curriculum to improve the learning opportunities for all students.



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



Islamic Education	- Students' achievement in Islamic education is good overall. The school's internal data shows that students make very good progress in Phases 2, 3 and 4. This does not match what is seen in lessons and in students' work, where the majority of students make progress which is above curriculum expectations. - The school's internal data shows that attainment is outstanding in Phases 2, 3 and 4. This does not match what is seen in lessons and in students' work, which show that the majority of students attain above curriculum standards. There is no external data for Islamic education. - The majority of students make better than expected progress. In Phase 2, students can accurately recite and memorise short Surahs from the Holy Qur'an. However, students are not yet competent in explaining the meaning of the Holy Qur'an and Noble Hadeeth vocabulary accurately. In Phase 3, the majority of students acquire a good understanding of the Prophet Muhammad's (PBUH) guidance on prohibition and the consequences of frightening others. Students' ability to make better connections between what they learn, and the relevant verses of the Holy Qur'an and Noble Hadeeth is less well developed. In Phase 4, the majority of students have a deep knowledge of Islamic values and manners. For example, they can confidently explain the importance of tolerance towards people of different faiths. - The majority of groups of students make better than expected progress. Some higher-attaining students G&T students, and some students with additional learning needs do not always make strong progress.	
	Areas of Strength	Areas for Improvement
	- Phase 2 students' recitation and memorisation of short Surahs from the Holy Qur'an. - Students' deep knowledge of Islamic values and manners, especially in Phase 4.	- Students' clear explanations of the meaning of the Holy Qur'an and the Noble Hadeeth. - Students' ability to connect what they learn with the relevant verses of the Holy Qur'an and Noble Hadeeth.



Arabic Language as a Second Language (ASL)	- Students' achievement in Arabic as a second language (ASL) is good overall. The school's internal data shows that students make very good progress in each of Phases 2, 3 and 4. This does not fully match what is seen in lessons and students' work, where the majority of students across the school make progress which is better than curriculum expectations. - The school's internal data shows that attainment is outstanding in Phase 2 and good in Phases 3 and 4. This does not fully match that seen in lessons and in students' work, which shows that most students are in line with expected standards in KG and Phase 3, and the majority of students reach levels of attainment above curriculum standards in Phase 2 and Phase 3. There are no external examinations in ASL. - In Phase 1, the majority of students can distinguish letter shapes and accurately pronounce their sounds. In Phase 2, students are developing their listening skills and are building vocabulary and comprehension that enables them to respond to simple questions and read short paragraphs. However, only a few students can sustain short discussions to communicate their ideas. In Phase 3, the majority of students engage confidently in short discussions using familiar vocabulary and demonstrate secure understanding of short texts. In Phase 4, most students demonstrate secure reading skills and can analyse texts to identify main topics but are not yet able to write at length. Across all phases, students' speaking and extended writing skills are at a developmental stage. - The majority of groups of students make above expected progress overall. High-attaining students do not always progress in line with their capabilities.	
	Areas of Strength	Areas for Improvement
	- Students' ability to read short texts with reasonable fluency in Phase 4. - Students' secure understanding of short texts in Phase 3.	- Students' speaking and communication at length across all phases. - Students' writing skills using complex sentences using and vocabulary range across all phases.



Social Studies	- Students' achievement in social studies is good overall. The school's internal data shows that students make outstanding progress in Phase 2 and very good progress in Phase 3. This does not match with that seen in lessons and in students' work, where the majority of students in Phases 2 and 3 make progress which is above curriculum expectations. - The school's internal data shows that attainment is outstanding in Phases 2 and 3. This does not fully match that seen in lessons and students' work, which shows that the majority of students reach attainment levels above curriculum standards. There are no external assessment data for social studies. - The majority of students in Phase 2 can understand the importance of UAE landmarks as symbols of its culture, history and development. They demonstrate a good understanding and appreciation of the traditions of different cultures. Their skill in interpreting geographical and political maps is less secure. The majority of students in Phase 3 understand and appreciate the UAE Government's contributions to maintaining a sustainable environment. They evaluate the positive impact of cultural exchange during the Islamic period on modern society. Their inquiry and analytical skills in historical events and connecting them to the present day are less developed. - The majority of groups of students make better than expected progress. Higher-attaining students and students with additional learning needs do not always make enough progress.	
	Areas of Strength	Areas for Improvement
	- Students understanding of the importance of UAE landmarks as symbols of its culture, history and development in Phase 2. - Students' understanding and appreciation of the UAE Government's contributions to maintaining a sustainable environment in Phase 3.	- Students' interpretation of geographical and political maps in Phase 2. - Students' understanding of the connection between historical events and the present day in Phase 3.



English	- Students' achievement in English is very good overall. The school's internal data shows that students make outstanding progress in KG and very good progress in Phases 2 and 3. This broadly matches that seen in lessons and in students' work, where the large majority of students in KG and Phases 2 and 3 make progress which is above curriculum expectations. - The school's internal data shows that attainment is outstanding in KG, very good in Phase 2 and Good in Phase 3. This does not match that seen in lessons and in students' work, where the large majority of students in KG and Phase 3 and a majority of students in Phase 2, reach levels of attainment above curriculum standards. External IGCSE data shows that attainment is very good in Phase 3. GL assessments for Phase 2 indicate acceptable attainment. There is no external data for KG. The PISA results for 2022 show that the school is performing above both international and UAE averages. - In KG, the large majority of children are keen listeners and can recite letter sounds, use a range of vocabulary, and their fluency is developing quickly. In Phase 2, a large majority of students are developing their vocabulary and fluency, enabling them to respond to questions and read paragraphs. Writing is still a challenge for a few students who struggle to write a paragraph accurately. In Phase 3, a large majority of students demonstrate high-level reading skills and can infer meaning from complex texts. A few students cannot consistently interpret and integrate information from other curricular areas into their extended writing. - The large majority of groups of students make better than expected progress. Some higher attaining students, G&T students and students with additional learning needs could make faster progress.	
	Areas of Strength	Areas for Improvement
	- Children's accelerating fluency and vocabulary in lower phases. - Students' reading comprehension and written work in higher phases.	- Students' accuracy and spelling during creative writing in Phase 2. - Students' capacity to interpret and integrate information from other curricular areas into their extended writing in Phase 3.



Mathematics	- Students' achievement in mathematics is good overall. The school's internal data shows that students make outstanding progress in KG and very good progress in Phases 2, 3 and 4. This broadly matches that seen in lessons and in students' work, where the large majority of students make progress which is above curriculum expectations in KG and Phase 2, and the majority make progress above curriculum expectations in Phases 3 and 4. - The school's internal data shows that attainment is outstanding in KG and very good in the other phases. This does not match that seen in lessons and in students' work, where the large majority of children reach levels of attainment above curriculum standards in KG, and the majority are above curriculum standards elsewhere in the school. External data shows that attainment is good in Phase 2, very good in Phase 3 and good in Phase 4. There is no external data for Phase 1. PISA 2022 and TIMSS 2023 show that the school is performing above both international and UAE averages. - The large majority of children in KG and in Phase 2 and the majority of students in Phase 3 demonstrate good mathematical knowledge and skills. In KG, children develop number concepts and an understanding of capacity using hands-on investigations. In Phase 2, the large majority of students' mathematical language is well developed, and they practice their mental mathematics consistently, but they are not always challenged to think mathematically or to use their mental mathematics skills to problem-solve. In Phase 3, students begin to work abstractly and by the end of the phase have a thorough understanding of the use of symbols and variables. In Phase 4, students have developed a deep understanding of how to use algebra to solve equations. Students in all phases are less effective in applying mathematical concepts to everyday practical situations. - The large majority of groups of students make better than expected progress. Higher attaining students, G&T students and students with additional learning needs do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	- Students well-developed number concepts and mathematical language in the lower phases. - Students' ability to think abstractly and use symbols and algebra in upper phases.	- Students' ability to think mathematically and to solve word problems in Phase 2. - Students' application of mathematical concepts to practical situations across all phases.



Science	- Students' achievement in science is very good overall. The school's internal data shows that students make outstanding progress in KG, very good progress in Phases 2 and 3, and good progress in Phase 4. This closely matches that seen in lessons and in students' work, where the large majority of children in KG and students in Phases 2 and 3, and the majority of students in Phase 4, make progress above curriculum standards. - The school's internal data indicates that attainment is outstanding in KG and Phase 2 and very good in Phases 3 and 4. This does not fully match with lessons and students' work, which shows the large majority of students in KG and in Phases 2, and 3 and the majority of students in Phase 4, attain above curriculum standards. External benchmarking data indicates that attainment is acceptable in Phase 2 and very good in phase 3. There is no external data for KG. PISA 2022 and TIMSS 2023 indicate that the school is performing above both the international and UAE averages. - In KG, the large majority of children use investigative skills to classify and draw simple conclusions, developing early scientific thinking. In Phase 2, the large majority of students carry out basic experiments on chemical reactions, communicate findings clearly, and draw appropriate conclusions. In Phase 3, students investigate concepts such as radiation and half-life, analyse data, and apply scientific reasoning effectively, although the links to technology, the environment, and society remain underdeveloped. In Phase 4, the majority of students predict the behaviour of transition metals using scientific reasoning but do not consistently plan investigations independently. - The large majority of groups of students make above expected progress overall. However, some high-attaining students do not make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	- Students' ability to reason and draw conclusions from evidence in Phases 3 and 4. - Children's development of early scientific thinking in KG.	- Students' application of scientific knowledge to technology, the environment, and society, particularly in Phases 3 and 4. - Students' ability to initiate and plan scientific investigations in Phase 4.



Other subjects	- Students' achievement in other subjects is very good overall. The school's internal data shows that students make very good progress in Phases 2, 3 and 4. This match with that seen in lessons and in students' work, where a large majority in KG and in Phases 2, 3 and 4 make progress which is above curriculum expectations. - Students' attainment in IGCSE is outstanding in history, good in information and communication technology (ICT), and good in economics and accounting. In IAL examinations, students' attainment in economics is very good, and in accounting is acceptable, but weak in business. In lessons and in their work, students' attainment in other subjects very good in all phases. - Children in KG can sing confidently with accurate pitch and timing but are not as confident in recognising musical notes. In Phase 2 art, students can draw objects in nature and illustrate them, while in physical education (PE), they master basic movements, including hopping, running, jumping, and passing. In Phase 3, students in history can engage in a debate on social issues such as racial discrimination and human rights. In ICT, they differentiate between system software and application software. In Phase 4 ICT, students understand the use of data but are less assured about using technology for research and independent learning. - Most groups of students make better than expected progress in other subjects.	
	Areas of Strengths	Areas for Improvement
	- Children's and students' ability to sing confidently with accurate pitch and timing, in Phases 1 and 2. - Students' ability to engage in complex debates on social issues in Phase 3.	- Students' ability to sing different octaves to recognise musical notes in KG and in Phase 2. - Student's understanding of the use of ICT for research and independent learning.



Learning Skills	• The overall rating for Learning Skills is Good. Children and students are typically engaged in lessons and enjoy their learning. When given the opportunity, they take responsibility for their own learning and are confident about the steps needed to improve. • Students interact and collaborate well, achieve productive results, and communicate their learning clearly and articulately. Students have a natural collaborative spirit and can learn in groups even if the teaching is not fully engaging. • Children and students make skillful connections between their learning and other areas of the curriculum. However, in mathematics and science, they do not always apply principles and formulae to solve real-world problems. • Students do not use IT devices in classrooms, which limits their ability to incorporate technology into their learning. Opportunities for students to develop their skills of independent research, innovation and enterprise are still developing.	
	Areas of Strengths	Areas for Improvement
	• Students' collaboration and interaction across all phases. • Students' ability to communicate their learning in a clear and articulate way.	• Students' ability to apply principles and formulae to practical problems. • Students' use of technology and their independent learning skills across all phases.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
- Students' personal development is outstanding across all phases, demonstrating highly positive and responsible attitudes towards learning. They show strong self-reliance and respond constructively to critical feedback and demonstrate high levels of self-discipline. Their exemplary behaviour positively influences the wider school community. - Relationships across the school are a strength. Students enjoy highly positive relationships with their teachers and peers, and feel safe, valued, and well-supported. These strong relationships foster a calm, respectful, and inclusive learning environment. Students show care and consideration for one another and work cooperatively with peers in lessons and throughout the school. - Students demonstrate a secure understanding of a healthy lifestyle and generally make responsible choices that support their health and wellbeing. They show positive attitudes towards healthy eating and physical activities. However, a few students continue to make less healthy eating choices. - Students' attendance at 96% is very good and they regularly arrive to school and their lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
- Students across all phases demonstrate a very good appreciation and understanding of how Islamic values influence contemporary UAE society. Students actively participate in a wide range of faith-based initiatives, including Islamic carnivals and charitable activities during the holy month of Ramadan. These and others further strengthen their understanding and application of these values. - Students demonstrate strong knowledge of and respect for the heritage and culture of contemporary life in the UAE. Students celebrate key national events, such as National Day and Flag Day, with respect and appreciation. However, opportunities to deepen their understanding of H.H. Sheikh Zayed Bin Sultan Al Nahyan (may his soul rest in peace) achievements and legacy are underdeveloped.				



- Students demonstrate a very strong understanding of and respect for their own culture and the cultures represented within the school community, including the UAE. However, awareness of wider global cultures requires further development.

Social responsibility and innovation skills

Very Good

Very Good

Very Good

Very Good

- Students participate willingly in activities that have a positive impact on the school and, to some extent, the wider community. Student voice is strong through the Student Council and students have also contributed to charitable initiatives, including fundraising for the Red Crescent. However, these activities and social contributions do not yet have a wide reach or sustained impact beyond the school community.
- Students demonstrate a very positive work ethic and increasing independence. They show initiative, for example through participation in clubs such as the Research Club, where they generate creative ideas and make suggestions, particularly in the older phases. However, students' enterprise and entrepreneurial skills remain inconsistent across the school
- Students demonstrate strong care for their school and actively seek ways to improve its environment. They participate enthusiastically in initiatives that promote sustainability and conservation both locally and, to some extent, beyond the school. The Sustainability Team has been effective in promoting practices such as reducing, reusing, and recycling.

Areas of Strength:

- Students' exemplary behaviour and highly positive attitudes to school and their learning.
- Students' appreciation of the role and values of Islam in UAE society.

Areas for Improvement:

- Students' awareness and understanding of wider global cultures
- Students' consistency in making healthy food choices.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	Good
- The quality of teaching and assessment is good across all phases and overall. Teachers demonstrate secure subject knowledge and a sound understanding of how students learn at different ages and stages. - Lesson planning is purposeful and structured, using a common template, with learning objectives consistently clear. Learning environments are very calm, orderly, and conducive to learning, and adequate resources are available and mostly appropriately matched to lesson aims, although the use of technology is more limited. Lesson objectives and success criteria are clearly identified in planning but are not always challenging enough, especially in Arabic medium subjects. - Teacher–student interactions, dialogue and questioning are very positive and respectful, supporting students' good engagement and confidence. Teachers use questioning effectively to check understanding and involve students in extended discussions. - Teachers use a range of teaching strategies, including modelling, guided practice, and independent work. Expectations for behaviour are very high and are usually met by students, who are very well motivated and focused. Adaptation for different student groups is included in planning but challenge for higher-attaining and G&T students is inconsistent. - Across the school, students have opportunities to develop critical thinking and independent learning skills, and many work collaboratively, However, opportunities to consistently use ICT, develop research and innovative skills are more limited.				
Assessment	Good	Good	Good	Good
- Assessment is good across all phases and is increasingly consistent and coherent and aligned to curriculum standards. Assessments provide generally valid and reliable measures of students' achievement. Internal assessments are more rigorous than at the previous review and show clearer alignment with curriculum expectations. - The school makes appropriate use of standardised and international assessments to benchmark attainment and progress. External assessments such as GL, IGCSE, TIMSS and PISA are used alongside internal data to validate judgements and provide comparative reference points across phases. The school is scoring well above UAE and international averages in these assessments.				

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- Assessment information is analysed at well and with increasing rigour, enabling leaders and teachers to monitor cohorts of students over time. Moderation processes are in place, supporting broadly consistent judgements across classes and subjects.
- Teachers increasingly use assessment information during lessons to check students' understanding. However, information from assessments is not consistently used to inform short- and medium-term planning, Teachers generally know their students' strengths and areas for development and provide clear verbal feedback during lessons. Written feedback is well structured and effective, especially in English-medium subjects.

Areas of Strength:

- Teachers' lesson planning and use of a range of teaching strategies.
- Teachers' understanding of individual students' strengths and weaknesses.

Areas for Improvement:

- The teaching of research and innovation skills in lessons and the use of technology.
- Teachers' use of assessment data to inform planning and use appropriately challenging tasks for all students, especially in Arabic-medium subjects.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good
- Curriculum design is good across all phases. The curriculum is aligned to the national vision and meets the requirements of the English National Curriculum. - Curriculum planning meets the needs of most groups of students. The scope and sequence build on students' previous knowledge rather than on simply following textbook content. As a result, students gradually develop the skills and knowledge needed for the next phase of their education, especially in English-medium subjects. - The school offers a limited number of curricular choices and parents would like to see this extended. However, the options provided to the small number of students in Phase 4 are well established, and students are successful in examinations. - Cross-curricular links are included in all lesson plans, and each teacher is responsible for cross-curricular links in their subject. Cross-curricular work includes a multi-subject element, for example, a STEM exhibition. - The school regularly reviews the curriculum, informed by research and regular training. The integration of technology and IT for students is limited to ICT labs.				
Curriculum adaptation	Good	Good	Good	Good
- Curriculum adaptation is good across all phases. Most teachers modify the curriculum to meet the needs of most student groups. Modifications and IEPs are in place for students with additional needs and for G&T students but overall, the curriculum is not modified well enough to consistently challenge higher attaining students, especially in Arabic- medium subjects. - Older students especially participate in projects that aim to contribute to social and community aspects. However, opportunities for innovation are inconsistent across curricular areas. - Links with UAE culture are good overall. The curriculum is adapted to include the UAE and Islamic Values, a UAE link, and relevance to daily life are all mandated components of lessons. Extra-curricular activities ensure that students are respectful and loyal to culture and society. Students lead and participate in UAE National Flag Day and Commemoration Day.				



Areas of Strength:

- Curriculum review, linked to training and induction especially for newly recruited members of staff.
- The contribution of the curriculum to students' understanding of UAE values, culture and society.

Areas for Improvement:

- The impact of curriculum modifications to meet the needs of all groups of students, especially higher-attaining students, and those who are G&T.
- The contribution of the curriculum to innovation and enterprise in lessons and through creative projects.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
- The school has comprehensive safeguarding and child protection policies, aligned with requirements. All staff have police clearance and receive regular training, and a Child Protection Committee monitors cases, maintains detailed records, and identifies trends. Students are aware of how to share any concerns, and parents are actively engaged in supporting students' welfare. - The school provides a generally safe and well-managed environment, with appropriate health and safety systems. Fire drills and emergency procedures are conducted regularly, including the safe management of student movement and buses. Maintenance and health and safety records are systematically logged, with daily learning walks, safety checks, and cleaning schedules. - The premises, established in 1978, are well maintained and provide safe facilities, including ramps, science and computer labs, and fully equipped clinics staffed by licensed nurses. Some aspects, such as accessibility for students with mobility needs, require ongoing monitoring and improvement. - The school actively promotes health and well-being through a healthy lifestyle policy, nutritional guidance, and regular awareness sessions led by nurses and teachers. Fizzy drinks and unhealthy snacks are restricted, PE lessons and outdoor play are supervised and shaded, and drinking water is accessible across the campus. Students' health indicators are monitored systematically, and parental engagement is promoted.				
Care and support	Good	Good	Good	Good
- Staff maintain consistently positive and respectful relationships with students across all phases. The school's behaviour policy promotes responsibility, restorative practices, and mutual respect. Behavioural concerns which are rare are systematically logged. Recognition schemes and responsibility roles actively promote positive conduct. - Attendance and punctuality are closely monitored, including daily registers, SMS notifications to parents, and follow-up calls. Certificates and recognition reinforce positive attendance. Currently, the linking of attendance trends to targeted interventions requires further development.				



- Students with SEN and those identified as G&T are recognised through standardised assessments, teacher referrals, and internal performance data. Five students have been identified with SEN needs, and 93 students are recognised as G&T. Identification procedures are clear and communicated to staff and parents. However, systematic evaluation of the impact of interventions, particularly for G&T, is still developing.
- SEN students receive support through individualised education plans (IEPs), regular progress monitoring, and collaboration between teachers, social workers, supervisors, and parents. G&T students are supported through planning, higher-order questioning, flexible groupings and enrichment activities.
- Students benefit from structured guidance and well-being provision, including counselling, well-being programmes, and careers education. Licensed social workers and psychologists provide support, while external career consultancy and university visits support post-school progression.

Areas of Strength:

- Comprehensive and effective child protection and safeguarding policies, supported by well-trained staff.
- Respectful and supportive relationships between teachers and students across all phases.

Areas for Improvement:

- The review and improvement of facilities, including science laboratories and areas for students with mobility needs.
- The interventions provided for SEN and G&T students, to ensure these are systematic, well-monitored, and impact on learning outcomes.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

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

- The overall quality of leadership and management is good. The principal's commitment to a high-quality education has been demonstrated over many years of dedicated service in the school. Together with senior leaders, she has developed a shared vision and clear strategic direction for the school.
- The principal and senior leaders demonstrate secure curriculum knowledge and draw on evidence of the best educational practices. Leaders ensure a positive school atmosphere, and this supports the academic and personal development of students.
- Relationships are very positive and professional. There is a 'family feel' to the school and some long-term staff who contribute positively to staff ethos and morale. However, at the same time, staff are held accountable for their performance based on student outcomes. Leaders manage the high turnover of staff well, including through effective training and induction.
- Leaders at all levels demonstrate a clear understanding of the school's priorities. This includes more rigorous assessment practices and strategies to accelerate English language skills in younger phases which has proved very successful. The school has made significant progress in addressing almost all the recommendations from the previous review and demonstrates capacity for further improvement.
- The school's self-evaluation is systematic and includes input from most staff members and some stakeholders. The self-evaluation document (SEF) is transparent, mostly realistic and draws on appropriate evidence sources. The school development plan (SDP) is comprehensive and aligned to the SEF. Subject teams are involved in developing action, plans informed by assessment data.
- Senior leaders, together with heads of department, monitor teaching and learning, although staff turnover has stretched the capacity of the system. Nevertheless, the principal and other leaders have been successful in ensuring good quality of teaching in most lessons.
- The school successfully engages and cultivates very positive relationships with parents, which are very good. Parents report that the principal and leaders are always open to suggestions and ideas. Parents are well informed about school activities through SMS, information letters through e-mail and individual communications. Monthly reporting of students' academic and

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personal development is clear and effective. Parent and teacher meetings are arranged and all parents are invited. However, parents would like even more opportunities for two-way communication.

- The school has developed community partnerships, such as connections with local charities and Red Crescent. However, International connections are not yet fully developed.
- Governance includes representation from several stakeholders, including former parents and past students who are very committed and fully consulted on decisions. There are only two full board meetings annually, but governors maintain regular contact with principal. The owners and Governors regularly visit the school. The principal reports on assessment outcomes and this ensures effective accountability.
- The School Owner and Board members have been committed to the school for almost 50 years and exert a very positive influence. They are aware of challenges and have appropriate expertise in education and management. However, the Board members have not ensured technology and other resources commonly seen in many schools.
- The running of the school is well organised with key roles and responsibilities for section supervisors. Appropriately qualified staff are recruited but turnover remains high. Professional development and best practice are promoted extensively in school.
- The building provides a range of specialist facilities that are used to engage and enhance learning including play areas as well as science and IT laboratories. A reasonable although limited range of resources are available throughout the school, sometimes provided by teachers themselves. The use of technology is underdeveloped.

Areas of Strength:

- The vision, commitment and strategic direction of the principal and other leaders.
- The strong commitment and involvement of parents in supporting the school, contributing to student achievement and personal development.

Areas for Improvement:

- The role of governors' in managing the school, particularly regarding resources, provision of technology, and tackling teacher turnover.
- The development of international partnerships.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school provides appropriate staffing for the delivery of Arabic Language, with a teacher–student ratio of 1:15.
- Arabic reading resources are available across classrooms through class libraries, with approximately 5–10 Arabic fiction and non-fiction books per class. These resources support regular access to appropriate age texts and promote independent reading in Arabic.
- Reading is embedded in Arabic lessons. Students engage in daily reading activities, including five minutes of focused reading at the start of each lesson. Digital platforms are used to support language development. Teachers upload audio recordings to strengthen students' listening and pronunciation skills, while students submit audio recordings of their own reading for feedback. Vocabulary acquisition is reinforced through weekly targeted word learning, which students record in personal Arabic dictionaries.
- A range of enrichment activities supports students' engagement with Arabic beyond routine lessons. These include Weekly reading videos, quizzes, and structured classroom activities, Arabic handwriting competitions, Arabic songs and Nasheed, Arabic storytelling and reading, Sharjah Police Safety workshop in Arabic, bi-lingual assemblies and public speaking activities.

The school's use of external benchmarking data

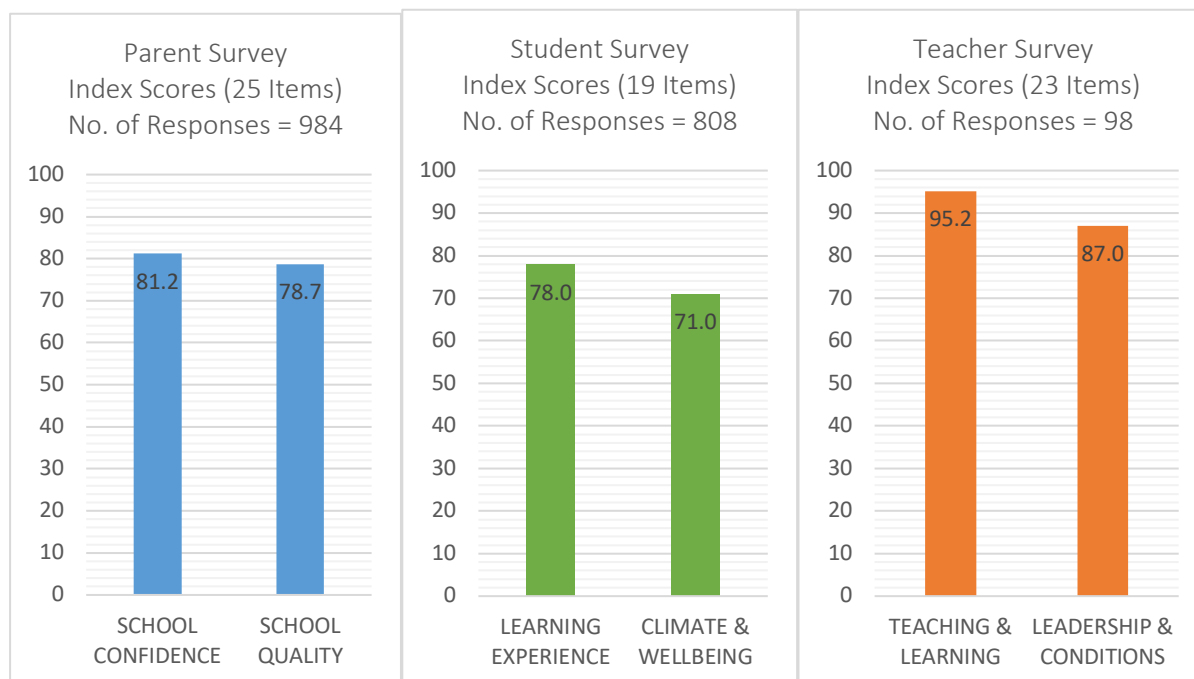
- The proportion of students in the school taking PISA, TIMSS, PIRLS, CAT4, and PT Series exams as mandated by SPEA is 29%
- Teaching is aligned to international standards and learning outcomes are assessed by benchmark tests. Skills such as reasoning, application and problem solving are embedded in many lessons. Students are introduced to the format, timing and navigation of the assessment platform. Practice and preparation focus on question types and not on specific content.
- Communication of international test results with students is through the school portal and explained in classes by the teachers. Communication with parents is through the school portal and email.

Provision for KG

- The ratio of teachers to children in KG is 1: 20
- The indoor and outdoor environment and resources include a green field, Science Labs, FS2 Indoor playroom, Outdoor Activity Quadrangles, Playground, Basketball Court and IT Labs.
- An induction program is held for parents of children starting school from FS2 to Year 3. For students, gradual transition activities include classroom visits, introduction to new teachers and to the teaching areas. During transition meetings, teachers discuss and hand over student files.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise achievement to very good in all subjects by:
 - Developing students speaking skills, in Arabic, enabling them to communicate more confidently and at length.
 - Ensuring students have opportunities to produce extended pieces of grammatically accurate writing in Arabic.
 - Ensuring students continue to develop their mathematical thinking and problem-solving in all phases.
 - Focusing on higher-order skills such as inference and integration of knowledge in English.
 - Planning lessons which provide greater challenge, alongside opportunities for innovation and entrepreneurial skills, across the school.
- Improve teaching, assessment, curriculum and care and support further by:
 - Developing students' independent learning skills through inquiry and research-based learning and the use of technology.
 - Ensuring curriculum adaptation is personalised across subjects and phases, particularly for higher-attaining students.
 - Ensuring that gifted and talented students benefit from meaningful extension work and follow-up across all phases and especially in Arabic-medium subjects.
- Improve the impact of school leadership further by:
 - Ensuring that self-evaluation is based on reliable assessment data and prioritises the key improvement areas for the school.
 - Ensuring that Phase 3 leaders, especially in Arabic-medium subjects, have the knowledge and skills to further improve the quality of teaching and the use of assessment.
 - Reviewing the support provided by governors to ensure that the school has the staffing, resources, infrastructure and technology to meet the needs of all students.



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

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

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

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