



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR)| Report

Sharjah Public School and Children's
Pabilion
26 – 29 February 2024

**Overall
Effectiveness:
ACCEPTABLE**





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-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 Phase 1.



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	School Information	
	School ID	169
	School location	Al Jazzat, Sharjah
	Establishment date	1996
	Language of instruction	English
	School curriculum	National Curriculum for England (NCFE)
	Accreditation body	-
	Examination Board	Cambridge
	National Agenda Benchmark Tests/ International assessment	PISA, CAT4, TIMSS, PIRLS, IGCSE, AS and A levels, TALA, Mubakkir, GL PT tests
	Fee range	8,202 –15,117 AED
	Principal	Ahmed Galal
Staff	Staff Information	
	Chair of Board of Governors	Sheikha Alia Faisal Khalid Al Qasimi
	Total number of teachers	54
	Total number of teaching assistants	1
	Turnover rate	20%
	Main nationality of teachers	Egypt
	Teacher: student ratio	1:11
Students	Students Information	
	Total number of students	599
	Total number of students per phase	Phase 1: 96 Phase 2: 256 Phase 3: 185 Phase 4: 62
	Number of Emirati students	7
	Number of Emirati students per phase	Phase 2: 5 Phase 3: 2
	Phase 1: number and gender	Boys: 47 Girls: 49
	Phase 2: number and gender	Boys: 139 Girls: 117
	Phase 3: number and gender	Boys: 92 Girls: 93
	Phase 4: number and gender	Boys: 36 Girls: 26
	Nationality group	1. Egyptian 2. Pakistani
	Total number of students with special educational needs	3



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 135 lesson observations, 22 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as the previous review visit. Despite challenging circumstances and limited management capacity in the previous year, the school has made some progress in tackling the weaknesses identified by the last review. Provision and learning outcomes in Phase 1 have, with external support, improved significantly and are no longer weak. Progress across the school remains acceptable, although less consistent and less rapid in Phase 2 than in Phase 3 or 4. Students' attainment remains mostly acceptable, although weak in mathematics in Phase 2. Students' learning skills are acceptable. Teaching and learning are acceptable, despite a relatively Phase 4 level of staff turnover recently. Assessment is increasingly used more effectively to ensure that work is set at the correct level, although inconsistencies remain. Leadership and management, following an extended period of turbulence, are now acceptable. Current leaders have a mostly realistic view of the school's current strengths and areas for improvement, although the last version of the school's self-evaluation overvalued students' achievement. Students' personal and social development is acceptable, although there are pockets of inappropriate behaviour, particularly in Phase 2. The curriculum is acceptable. Arrangements for the protection, care and guidance of students are acceptable because staff do not always address negative behavioural concerns. The learning environment is good in Phase 1 but less inspiring elsewhere. While governors have steered the school through a difficult period, their structure, engagement with parents and active awareness of students' learning require improvement. The school's partnership with parents is good.

KEY AREAS OF STRENGTH:

- The improvements achieved in Phase 1 provision and learning outcomes.
- The school's engagement with parents.
- Students' good understanding of Islamic values and of Emirati culture in all phases.
- The supportive and mutually respectful relationships between teachers and students in all phases.

KEY AREAS FOR IMPROVEMENT:

- The more effective management of Phase 2 students' behaviour.



- Students' achievement, particularly in mathematics in the Phase 2 phase and in public examinations in science in Years 11 and 13.
- The accurate identification of students with special educational needs (SEN) and the quality of support provided for them.
- Support for the development of teachers' classroom practice, including the effective use of assessment data.
- The punctuality of students when they arrive at school in the morning.
- Aspects of governance, including wider representation, a closer engagement with parents and a greater involvement in the school's self-evaluation process.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable overall. The school's internal data shows that students make outstanding progress overall. This does not match with what is seen in lessons and in students' work, where students make acceptable progress in Phases 2, 3 and 4.• There are no externally benchmarked assessments in Islamic education. Internal assessment data shows that attainment is outstanding overall. This does not match with what is seen in lessons and in students' work, which shows that students' attainment is acceptable in all phases.• Most students make acceptable progress in Phases 2, 3 and 4. They understand Islamic values and etiquette and know how to reflect these in daily life practices. In Phase 2, students memorise short Surahs from the Holy Qur'an and understand how to apply the meaning of kindness that they infer from the Noble Hadeeth in their practical lives. In Phase 3, students understand how to strengthen family ties in Islam through marriage. In Phase 4, students demonstrate their understanding of the rulings on shortening and combining prayers for the traveller and the sick and explain the importance of applying this permission granted to Muslims. Students' skills in reading the Holy Qur'an with recitation is less developed across all phases. Students' deep understanding of the Noble Hadeeth about mercy and its impact on society in Phase 2 is less developed.• Most groups of students make the expected progress overall. Some Phase 4 high attaining students do not make as much rapid progress as they might.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding and appreciation of Islamic values and etiquette and how to reflect that in daily life practices in Phases 2, 3 and 4.• Students' understanding of how to strengthen family ties in Islam through marriage in Phase 3.	<ul style="list-style-type: none">• Students' skills in reading the Holy Qur'an with recitation in Phase 2, Phase 3 and 4.• Students' deep understanding of the Noble Hadeeth about mercy and its impact on society in Phase 2.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is acceptable overall. The school's internal data shows that students make outstanding progress overall. This does not match with what is seen in lessons or in students' work, where students in Phases 2, 3 and 4 make acceptable progress. AFL and ASL are not assessed in Phase 1. ASL is not assessed in Phase 4.There is no external data for Arabic currently available. The school's internal assessment data shows that attainment is outstanding overall in both AFL and ASL. This does not match with what is seen in lessons or in students' work, where attainment is acceptable in all phases.Students have improved their speaking skills in standard Arabic in Phases 2, 3 and 4 in AFL. In ASL, students have legible and neat handwriting in Phases 2 and 3. Students' extended writing in Phases 2 and 3 in AFL is less well developed. In ASL, students make relatively slow progress in developing their reading comprehension skills in Phases 2 and 3.Most groups of students make expected progress overall in both AFL and ASL. Phase 4 high attaining students do not progress as well as they should. Girls in Phase 2 make more rapid progress than boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' confidence in speaking standard Arabic in Phases 2, 3, and 4 in AFL.Students' legible and neat handwriting in Phases 2 and 3 in ASL.	<ul style="list-style-type: none">Students' extended writing in Phases 2 and 3 in AFL.Students' reading comprehension in Phases 2 and 3 in ASL.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. Internal assessment data shows that students make outstanding progress overall. This does not match with what is seen in lessons or in students' work, where students make acceptable progress in Phases 2 and 3. There is no social studies in Phases 1 or 4.• There is no external data to benchmark achievement in social studies. Internal assessment data shows that attainment is outstanding overall. This does not align with what is seen in lessons or in students' work, where attainment is acceptable.• Students in Phases 2 and 3 make acceptable progress and extend their knowledge and awareness of the heritage and traditions of the UAE. Students in Phase 2 show understanding of the importance of natural reserves and an appreciation of the role of UAE leaders and government in establishing them. In Phase 3, students can talk about the development in the transportation sector in the UAE and its positive impact on tourism. They understand the importance of taking responsibility at a young age in building a strong society.• In Phases 2 and 3, students do not show a deep understanding of UAE political history and their ability to read and analyse different kinds of maps is less developed.• Most groups of students make the expected progress overall. Some Phase 4 high attaining students do not make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and awareness of the heritage and traditions of the UAE in Phases 2 and 3.• Students' knowledge of the importance of natural reserves and their appreciation of UAE leaders in developing these assets in Phase 2.	<ul style="list-style-type: none">• Students' knowledge and awareness of the political history of the UAE in Phases 2 and 3.• Students' ability to read and analyse different kinds of maps in Phases 2 and 3.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Most students make acceptable progress in Phase 1, 2 and 3, and the majority make good progress in Phase 4. This aligns closely with the school data for Phase 4 although it does not match the school's evaluation of good progress in Phases 1, 2 and 3.• External assessment data at IGCSE, AS and A level indicates acceptable attainment. Internal assessment data shows that attainment is good in all phases. This does not align with evidence from lesson observations and students' work which indicates that, in all phases, most students attain in line with curriculum standards.• Children in Phase 1 can follow instructions, and almost all can use common adjectives when speaking. They can write words which rhyme, and generally pronounce them intelligibly. Phase 2 students' writing is underdeveloped. Almost all students in Phases 2 and 3 speak fluently. Only a minority use correct pronunciation and intonation to enhance their communication, with meaning sometimes obscured as a result. Most students in all phases have a rich vocabulary, enabling them to make good progress in developing strong comprehension skills in reading. Students visit the library regularly, although the stock of books is insufficient. A majority of students in Phases 3 and 4 reliably manipulate capitalisation, spacing, distinguishing singulars from plurals, and verb formation and agreement. In Phases 3 and 4, students, especially girls, make more rapid progress, have a wider range of expressions, and use more sophisticated vocabulary for a range of purposes including, for example, formal debate and informal email.• Overall, Phase 4 high attaining students and students with SEN do not make the progress of which they are capable. In Phases 3 and 4, girls achieve better than boys overall.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' comprehension across the phases of both spoken and written English through a rich vocabulary.• Students' extended writing in Phases 3 and 4.	<ul style="list-style-type: none">• Students' skills in writing in Phase 2.• Students' accuracy of correct pronunciation and intonation when speaking in English in Phases 2 and 3.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is acceptable overall. In lessons and work scrutiny most students in Phases 1, 3 and 4 attain levels in line with the curriculum, whereas only a majority of students in Phase 2 meet curriculum standards. Progress in lessons does not reflect the internal data which indicates good progress in Phase 1, very good in Phase 2, good in Phase 3 and weak in Phase 4.The school's internal data indicates that attainment is good in Phase 1, acceptable in Phases 2 and 3 and weak in Phase 4. This is not fully borne out by the evidence seen in lessons or in students' work where attainment is acceptable in Phase 1, 3 and 4, but weak in Phase 2. The external data for IGCSE in 2023 was partially voided for administrative reasons. Predictions for 2024 indicate that outcomes are likely to be broadly acceptable. The number of students at AS or A level in 2023 was too low to report. This is also the case for 2024, but scrutiny of current work suggests that students' achievement is acceptable.Children in Phase 1 can count to 19 and describe, measure, and compare masses. In Phase 2, students can complete basic algorithms. In word problems, they have difficulty extracting the relevant mathematical elements. Mental mathematics skills are underdeveloped. Students in Phase 3 can simplify mathematical problems into algebraic form and derive the formulae for the area of a trapezium, parallelogram, and the volume of a cylinder. Their competency in using basic geometric equipment is underdeveloped. Across all phases, the accurate recording of work in notebooks is inconsistent and lacks rigour.Older children in Phase 1 make more rapid progress than their peers. Girls make better progress than boys in Phase 2, although neither group makes the progress of which they are capable. Boys in Phase 3 make more rapid progress than girls in mathematics.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' ability in Phase 2 to answer basic mathematical questions.Students' ability to simplify mathematical problems into algebraic form in Phase 3.	<ul style="list-style-type: none">Students' ability in mental mathematics, especially with the analysis of word problems in Phase 2.Students' competency in using basic mathematical equipment, such as rulers and geometric equipment in Phase 3.The thorough and rigorous recording of students' work in mathematics in all phases.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. Internal assessments indicate that progress in Phases 1, 2 and 3 is good, but weak in Phase 4. In the lessons observed and in students' work, progress is acceptable across the school.• Internal data indicates that, while attainment varies across the school, it is mostly good, other than in the external examinations at Years 11 and 13. Attainment in ICGSE in 2023 was weak in physics and chemistry. Outcomes in biology were impacted negatively by administrative issues. Predictions for 2024 show a more positive picture with physics and biology close to acceptable. At AS level in 2023, outcomes in biology and chemistry were acceptable, with physics weak. There were too few students entered at A level to report. Predictions for 2024 at AS and A levels indicate potential improvements, but cohort numbers remain low. In lessons and in students' books attainment across all phases is acceptable.• Across the school students make expected progress in developing knowledge and understanding of physical, life, earth and space sciences. Children in FS2 and students in Year 1 actively study animals, sources of sound and the world around them. Students in Year 1 make their own source of sound using paper cups and rubber bands. There are, over time, insufficient opportunities for students to engage in meaningful independent practical work in Phases 2, 3 and 4. In Year 7 lessons, a few students demonstrate elastic energies using elastic and springs while most are passive observers. In Year 10 physics, students learn about converging and diverging lenses to correct long-sightedness and short-sightedness with a lack of independent experimentation. In Year 12 chemistry experiments on quantitative analysis using titration method, students require support to complete the experiment and evaluate its accuracy. In Year 12 physics, students investigate the flow of current through a semi-conductor diode. In their written work, Year 13 students can answer questions, make notes, solve chemical equations and label diagrams. Students' ability to draw conclusions and communicate scientific ideas is underdeveloped across the school.• Most groups make expected progress. Phase 4 high attaining students extend their learning through home projects. Girls generally make more rapid progress than boys, particularly in Phases 3 and 4.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and understanding of physical life and earth sciences across the school.• The enthusiasm of FS2 children and Year 1 for scientific activity, and identification and enquiry skills in Phases 2 and 3.	<ul style="list-style-type: none">• Independent practical work and laboratory skills in Phases 2, 3 and 4.• Students' ability to draw conclusions and communicate scientific ideas across the school.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. Attainment levels vary within subjects and across phases. The available internal data indicates that achievement in several subjects, including information technology (IT), French and German, is outstanding in the grades where the subjects are taught, and acceptable in commerce subjects. This does not fully align with what is seen in lessons and students' work.• There is no external assessment data for some subjects, other than those studied at IGCSE, where attainment is mostly weak. Across the school, both attainment and progress, as observed across the subjects, are generally acceptable. Progress is mostly good in business, economics, accounting and IT in Phases 3 and 4.• In physical education (PE), most students make acceptable progress over time, but girls make more consistent and more rapid progress than boys. There is a focus on developing the skills required to engage in team games like football and netball. There are a few opportunities outside the curriculum to extend students' physical skills in sport. Students develop basic techniques in art, predominantly in drawing. Progress is impeded due to the lack of space and resources. There are insufficient opportunities for students to develop a dynamic engagement with the creative arts. Attainment in IT lessons is acceptable, with older students more interested and engaged. The use of IT to support learning more widely is inconsistently evident. Commerce students demonstrate good commitment to their work and mostly make good progress in lessons.• There is little variation in the progress rates of different groups of students, although girls are more engaged in PE than boys and make better progress over time.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' commitment to learning in IT lessons in Phase 3.• Older students' achievement in commerce lessons.	<ul style="list-style-type: none">• The working environment and range of media and resources to support students' creative development in art in all phases.• The more systematic development of boys' physical skills in PE across the school.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills and engagement are acceptable overall. although least secure in Phase 2. In Phases 1, and 4, students show a good capacity to take responsibility for their own learning. In Phase 2 and Lower Phase 3, some students are easily distracted and require close supervision.• Students across the school, work in groups to develop and share ideas in most subjects. Their collaboration is sometimes impeded, particularly in English, because students do not always listen attentively to their peers' presentation and are hesitant to communicate their learning. In some science lessons students are over reliant on their teachers, particularly in Year 11.• Students make some connections between subjects and can give examples from real life. This makes learning meaningful and relevant, especially in the commerce lessons. Students use different connections to enhance their learning. In Year 7 students know that Algebra in Arabic is 'Al Jabr'. Year 2 students give examples of pizza and a real apple cut in two halves to represent fractions. Almost all lessons have links with UAE.• Students in Phase 3 can carry out research using the internet, although there is limited opportunity to use learning technologies to develop research skills in lessons. Overall, students' skills of innovation and critical thinking are better developed in Phases 3 and 4 than elsewhere. Phase 4 high attaining students have some opportunities to research and extend their learning through home projects. Critical thinking, problem solving, enterprise and innovation skills are less well developed in lessons.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' taking responsibility for their own learning particularly in Phases 1 and 4.• Students' application of learning and connections between areas of learning, particularly with UAE.	<ul style="list-style-type: none">• Students' collaborative and communication skills in all phases.• Students' critical thinking, problem solving, innovation and enterprise skills in lessons across all subjects and phases.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Children's and students' attitudes, behaviour and relationships are good in Phase 1 and acceptable in Phases 2, 3 and 4. Students demonstrate responsible attitudes to learning. They follow school rules and are courteous to adults and other students. Other than in some Phase 2 classes, students are mostly engaged and motivated.Phase 1 children demonstrate consistently good behaviour. Student relationships are mostly positive across the school. Student council members monitor discipline during breaks and assemblies. Students are mostly self-reliant, and bullying is rare. There are some instances of disruptive behaviour in Phase 2 which impacts negatively on students' learning. This is being addressed by the school. Students express their pride in the school and state that their teachers encourage them to pursue their interests and aspirations.Students have a broad understanding of safe and healthy living and have some opportunities to develop their physical well-being. The nurse conducts lessons on healthy lifestyles and well-being. Students' BMI records are maintained, and care plans are suggested to parents.Attendance is acceptable at 92% students are not always punctual at morning arrival.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students have a clear appreciation and understanding of Islamic values in UAE society. In assemblies, they recite verses from the Holy Qur'an. These values are promoted during lessons and are supported by their participation in religious events.Students are knowledgeable and appreciative of the heritage and culture in the UAE. They celebrate Islamic occasions and National, Flag and Martyrs' Days and other national occasions and actively take part in cultural events.Students demonstrate a clear understanding, awareness, and appreciation of their own and other world cultures. They have participated in different activities in the school, for example, book fairs, the national dress day of the UAE and diverse cultures day.				



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Students contribute to the school and wider community through volunteering, including visiting old people's homes. They organise presentations on social issues in assemblies. They engage in community campaigns for awareness of the needs of students with SEN. A few students from Phase 2 and lower Phase 3 support a humanitarian organisation helping the destitute people of Gaza.• Students show a positive work ethic and enjoy their lessons if seldom showing initiative. There is an Innovation and Enrichment Club which promotes projects and competitions on environmental matters, although much takes place outside of school. Innovation, enterprise and entrepreneurship are less developed features in lessons.• Students participate in the Green School Action Plan. They learn about the importance of environmental sustainability through assemblies, lessons and projects and participate in campaigns to conserve resources and reduce waste and small-scale planting activities in the school.				
Areas of Strength:				
<ul style="list-style-type: none">• Children's attitudes, behaviour, and relationships in Phase 1.• Students' understanding of Islamic values and its role in UAE society.• Students' knowledge and respect for the heritage and culture of the UAE.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' behaviour in Phase 2 and punctuality in the morning.• Students' involvement in the community and their social contribution.• Students' development of innovation, enterprise, and entrepreneurial skills in lessons.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

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

- The quality of teaching is acceptable. A small number of lessons in Phase 2 are less successful, reflecting, in part, the proportion of new staff in that phase and some shortfalls in behaviour management. Teachers have generally sound subject knowledge, and a developing sense of how their students learn most effectively. They plan and document their lessons extensively. The learning environment is adequate overall. In some classrooms space is limited, and lighting, audio equipment and acoustics are of inconsistent quality. In Phase 1, children start to learn through play and lead their own activities.
- In Phases 2, 3 and 4, teachers show awareness of the learning needs of different groups of students, including the gifted and talented (G&T). Individual education plans (IEP) are used, and tasks in a majority of lessons differentiate in terms of outcome. Differentiation by task is not yet fully embedded in all lessons. Relationships are supportive of learning because students are mutually respectful.
- Group work is less effective because students do not always listen attentively to their classmates. The range of questioning techniques that teachers use is insufficient in many lessons. Questions are used chiefly to check students' understanding and recall of information, and less often to invite hypothesis to extend learning.
- Extended dialogue is not yet a common feature of lessons. In Arabic and social studies, and in Phases 3 and 4 English, teaching creates some opportunities for critical thinking.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- The quality of assessment is acceptable throughout the school. Internal assessment tests are used to ensure that students, parents, and teachers have a clear understanding of attainment and progress for individuals and for groups over time.
- Information is not consistently used to modify teaching to meet the needs of Phase 4 higher and lower attaining students. The availability of external benchmarking data is insufficient as some was not captured at a difficult time for the school's leadership in 2023-24.
- Teachers' marking varies considerably in quality and frequency across the school, with only a minority of students' workbooks showing evidence of constructive guidance and the next steps needed to improve work.

**School Performance Review of Sharjah Public School and Children's Pabillion
26 - 29 February 2024**



Areas of Strength:

- Teachers' increasing promotion of opportunities for children to lead their own activities in Phase 1.
- Teachers' subject knowledge.
- The supportive and mutually respectful relationships between teachers and students.

Areas for Improvement:

- Differentiation of work to meet more accurately the needs of different groups of students.
- The requirement to conduct external benchmarking tests and use the data effectively to modify teaching and curriculum plans.
- The consistency of effective marking to provide constructive feedback to help students improve.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The curriculum is based on and follows all the statutory requirements of the English National Curriculum and the UAE MoE standards. It is broad and balanced and is designed to ensure progress in all subjects. The curriculum is appropriately planned to ensure that students develop a balance of skills, knowledge and understanding, although, in practice, students in Phase 2 do not build consistently on their previous learning.Curricular choices have been introduced in Phase 1 to emphasise a variety of learning styles. Older students have a small number of curriculum options in preparing for IGCSE, AS and A levels. English and business options have been introduced at AS and A level in the current year. Cross-curricular links are a feature of most lessons although teachers do not always ensure that these links are effectively followed through in lesson delivery.Occasional curriculum reviews are conducted to ensure all students' needs are met. These reviews are not sufficiently rigorous as the current support for SEN students is relatively weak. A few extension activities are provided for G&T students.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Modifications to the curriculum have been made in Phase 1, introducing more appropriate English and mathematics core textbooks. The curriculum is designed to engage most students, although the specific needs of SEN students are not always fully acknowledged in planning.Opportunities for enterprise, innovation and creativity are limited, other than in projects which are completed at home. Sustainability and environment clubs are currently being developed. There are some clubs linked to subjects in the main school and a dedicated activity day in Phase 1.Links with UAE are a uniform feature of lesson planning and enable students to widen their knowledge about Emirati heritage and traditions.				
Areas of Strength:				



- Curriculum adaptations and modifications made in Phase 1.
- Improved curriculum options at IGCSE, AS and A level.

Areas for Improvement:

- Modifications to meet the needs of all students, in particular students with SEN and G&T.
- Opportunities for enterprise, innovation, and creativity.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> • The technical procedures for safeguarding are comprehensive, widely communicated across the school and monitored closely by leaders. Responsibilities are shared across a range of staff and procedures are known to staff, parents, and students. Teachers are not always sufficiently responsive to isolated incidents of poorer behaviour in class. • The school provides a safe environment for students. Security arrangements are robust. Students are adequately supervised in the main playgrounds, and this is a strength in Phase 1. The school's transportation is managed well. The school maintains accurate and secure records, including records of incidents and subsequent actions. The premises are clean and adequately maintained by in-house and contracted teams, to meet the needs of all current students and staff. The clinic is very well managed and supportive of students with long-term health problems. • The school systematically promotes healthy living through workshops, the pastoral system and regular health education lessons. The canteen is licensed. Most students make healthy choices. 				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> • Relationships between teachers and students are characterised by mutual respect, which supports learning well. In a small number of lessons, notably in Phase 2, inattention and low-level disruption restrict the progress of other students in the group. • Attendance is acceptable at just over 92%. The number of students attending during the review was lower because students in Phase 4 were revising at home. The punctuality of some students arriving at school in the morning is poor, and teachers' challenge to late arrivals lacks consistency overall. • The school has no effective system for identifying students with SEN. When a child is admitted to the school, parents are asked to disclose learning difficulties. Parents generally do not since this might represent a social stigma. G&T students are identified. • The support for different groups of students is acceptable with teachers' showing awareness of Phase 4 higher and lower attaining students. Support for health conditions is good; for 				



example, students with diabetes are closely supervised by a qualified nurse, and staff training ensures that they know what to do in an emergency.

- Guidance and support for all students is effective. Students are given suitable advice on their future pathways. Almost all students gain entry to the university of their choice, whether in the UAE, their home country or North America or Europe. About three-quarters go on to study medicine or engineering, or related disciplines.

Areas of Strength:

- Relationships between students and teachers.
- Care for students with health conditions.

Areas for Improvement:

- Behaviour management in some lessons in Phase 2.
- Students' punctuality on arrival in the morning.
- Systems for the effective identification and support of students with SEN.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- The acting principal has been in the school for three days prior to this review. Supported by the academic adviser appointed in September 2023, he is beginning to engage with the challenges of a school that has experienced an extended period of unstable leadership. The school demonstrates a clear commitment to the UAE and Emirate priorities. Leaders have a sound knowledge of best practices in teaching and learning. The current leaders have an emerging consensus as to what needs to be done and how this will be achieved. The school is inclusive, although the identification of students with individual needs, especially SEN, is a current area for improvement.
- Relationships and communication are professional and effective. There is adequate delegation of key responsibilities to enable the school to function effectively and most staff have a secure understanding of their roles and responsibilities. Morale in the school is mostly positive, despite the recent instability in leadership. Despite limited leadership capacity, good improvements in Phase 1 provision are being achieved, suggesting acceptable capacity for further improvement. All statutory and regulatory requirements are met.

Self-evaluation and improvement planning

Acceptable

- The recent disruption to the leadership has impacted adversely on the self-evaluation cycle. The current self-evaluation was undertaken in the absence of a principal. Though crafted in considerable detail, self-evaluation currently overvalues students' achievements. The school's data is not fully aligned with the quality of students' work as seen in classrooms. The monitoring of teaching and learning has been impacted by the lack of senior staff recently and the challenges of supporting new teachers, notably in Phase 2. External support, in relation to the development of Phase 1 provision, has had a very positive impact on the quality of provision. School improvement planning contains achievable goals, aligned to the recommendations in the previous review, although the school has struggled to achieve the level of input required.



Partnerships with parents and the community	Good
<ul style="list-style-type: none">The school is effective in engaging with parents and their views are considered when planning future improvements. Parents have positive views of their relationship with the school. Communication is effective, making appropriate use of social media and the internet. Parents have termly face-to-face meetings with teachers and receive regular written reports. They are actively involved during national events and celebrations. They find it easy to contact teachers and school leaders if they have any queries.There are two productive partnerships with local schools, and these have facilitated the sharing of best practice in teaching and curriculum. There are well-developed links with local charities and voluntary organisations. Currently the school has no international partnerships.	
Governance	Acceptable
<ul style="list-style-type: none">The governing board is small and includes current management staff and external members. Teaching staff, parents and students are not represented on the board. There is no designated governor with oversight for inclusion. The most active governors have a close understanding of the school's key priorities, particularly in relation to the financial challenges. Members have basic involvement in supporting and checking the school's work. They have steered the school through the recent turbulence in senior leadership. They are not directly involved in the school's self-evaluation process. There is some engagement with parents through occasional surveys.	
Management, staffing, facilities, and resources	Acceptable
<ul style="list-style-type: none">The school's daily procedures and routines are effective. The school is adequately staffed with new teachers recently appointed. Staff are mostly deployed effectively. The school occupies a small site with limited scope for development. Teaching spaces are compact and there are sufficient specialist teaching areas to meet current demand. Outdoor space is restricted and facilities for PE and sport are limited. While the necessary course books are available, the overall level of resources available to support learning is restricted. There have been good recent improvements to the Phase 1 area. The library stock does not contain a wide selection of modern literature for children and students, particularly in English. Resources for science, mathematics, art, and up-to-date IT equipment remain insufficient.	
Areas of Strength:	
<ul style="list-style-type: none">The positive relationships established with parents, especially in Phase 1.The school's engagement with external support to achieve significant improvement in Phase 1 provision.	

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Areas for Improvement:

- The accuracy of the school's self-evaluation.
- The structure of the governing board and the role of governors in the school's self-evaluation process.
- Resources to support learning in subjects such as science, English and art and the library book stock.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- All Arabic staff are qualified. There are 9 teachers of AFL and ASL covering all phases, including one head of department. There are 6 teachers for AFL and 3 teachers who work with non-Arab students. The teacher to student ratio is 1:56. There are no teaching assistants for Arabic.
- The total number of books in Arabic is 875, covering both fiction and non-fiction. A new system of scheduled weekly library periods for Years 2 to 6 has been established by the recently appointed librarian.
- Students and teachers are allowed to borrow books. There is some access to online books.
- Students' experience of Arabic is enhanced through extra-curricular activities such as internal competitions, morning assemblies, Arabic broadcasts for schools and debates in Arabic during lessons. Involvement in outside competitions is limited as families are reluctant to pay the fees involved.

The school's use of external benchmarking data

- The school normally uses international benchmarking tests including TIMSS, PISA, PIRLS, TALA, Mubakkir, GL/PT and CAT4 tests although there is very limited data available and only from tests taken a long time ago. More recent data from PIRLS, for example, arrived in November 2023. ICGSE and AS level results in 2023 present a mixed picture due to administration issues. For TALA, GL/PT and CAT4 in 2023, the former principal's illness meant that deadlines for entry were missed.
- The school plans to incorporate preparation for these tests into the curriculum in the future to encourage creativity and innovation.
- It has not been possible for the school to gather sufficient information to influence the current curriculum or teaching. For the moment, the school is developing a coherent strategy for ensuring that students and parents support these tests and understand the opportunity to analyse students' strengths and areas for improvement.
- Through the normal systems, the school will inform parents through Telegram, allowing all stakeholders to be fully included.

Provision for KG

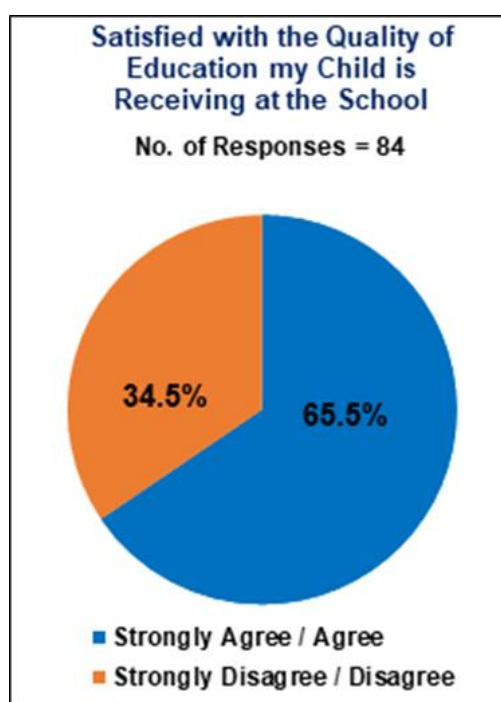
- There are 6 teachers and 4 support staff, giving a teacher to child ratio of 1:16
- The classrooms, although relatively small, offer a rich learning environment with attractive and colourful wall displays. All 4 classrooms have a data projector. There is an activity room for the younger children in Phase 1 which is timetabled for an activity lesson, alongside the use of the outside play area.
- There is a small outside play area with multiple slides, see-saw, and a roundabout. The ground, walls and any pillars are all padded to ensure children's safety. There have been good recent improvements to Phase 1 though the range of learning resources generally is still limited.
- Before entering school, children undergo basic screening, and a booklet is available to parents with the requirements for their child's entry into Phase 1. In September there is a welcome party for students and an orientation day for parents. The school communicates

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with parents using a range of social media. There is a smooth transition between Phase 1 and 2 due to the close-knit nature of the school community.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement by:
 - addressing behavioural issues in Phase 2 to support a consistently calm environment for learning.
 - ensuring that teachers are more effectively supported to develop their skills in classroom management.
 - using assessment data more effectively to ensure that work set across subjects is closely matched to students' specific needs and that the overall level of challenge in lessons is raised, particularly for Phase 4 higher attaining students.
 - ensuring that the quality and rigour of students' written work is improved.
 - raising the overall quality of teaching and the rate of progress in mathematics in Phase 2.
 - ensuring that the proportion of students arriving late to school is significantly reduced.
 - ensuring that achievement in science at both Years 11 and 13 is at least acceptable.
- Improve governance by:
 - ensuring the governing board is more fully representative of the key interest groups in the school.
 - ensuring that at least 1 governor has a thorough understanding of the school's work in relation to safeguarding and the support of students with SEN.
 - establishing more systematic systems for sampling parental opinions.
 - participating more effectively in the school's self-evaluation process.
- Implement robust systems for the identification of students with SEN by:
 - undertaking appropriate and rigorous screening of students to identify individual needs.
 - establishing a register of students with identified needs.
 - ensuring that appropriate paperwork is in place to track the support provided and influence the planning of provision in and beyond lessons.
 - ensuring that the necessary provision is made in lessons to accommodate the individual learning needs of identified 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.