



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

SHARJAH INTERNATIONAL PRIVATE SCHOOL

27 February – 2 March 2023

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-level scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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



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

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

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



SCHOOL INFORMATION

School	School ID	109	
	School location	Al Qarayen, Sharjah	
	Establishment date	1996	
	Language of instruction	English	
	School curriculum	Dual English National Curriculum and MoE	
	Accreditation body	Cambridge	
	Examination Board	Cambridge, MoE	
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, CAT4, EmSAT,	
	Fee range	AED 10,104 to 30,830	
	Staff	Principal	Ms Lana Koyi
		Chair of Board of Governors	Dr. Anwar Qeray
Total number of teachers		137	
Total number of teaching assistants		7	
Turnover rate		1%	
Main nationality of teachers		Egyptian	
Teacher: student ratio		1:13	
Total number of students		2597	
Number of Emirati students		695	
Phase 1: number and gender		Total 457 Boys 253, Girls 204	
Phase 2/Cycle 1: number and gender		Total 1148 Boys 632, Girls 516	
Students	Phase 3/Cycle 2: number and gender	Total 650 Boys 368, Girls 282	
	Phase 4/Cycle 3: number and gender	Total 342 Boys 204, Girls 138	
	Nationality groups	1. Egyptian 2. Syrian	
	Total number of students with special educational needs	0	

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review (2023):
ACCEPTABLE	GOOD

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SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 215 lesson observations, 69 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement since the previous inspection in 2018 which was acceptable. An acting principal has been appointed following the very recent passing of its principal who led the school for over 25 years. The acting principal is determined to consolidate the principal's legacy by restructuring and strengthening the leadership team to focus further on the impact of teaching on student achievement which has improved in all subjects. Almost all aspects of the performance standards have also improved. Improved teaching is reflected in the overall achievement of students. The care, safety, and protection of students is now very good and student attendance has also improved. The school dual curriculum provides an appropriate balance for the diverse range of students. The learning environment is suitable to promote students' learning. The new leadership is committed to driving the school forward by ensuring that both sections of the school work together to further improve school achievement.

KEY AREAS OF STRENGTH:

- Improved achievement in Arabic, Islamic Education, social studies, English, mathematics and science.
- Students' attitudes, behaviour and their appreciation of Islamic values and UAE culture.
- Improvement in teaching, assessment and curricular provision.
- School leadership, leading to improved protection, care, and wellbeing of students.

KEY AREAS FOR IMPROVEMENT:

- Improve achievement further in all subjects.
- Develop the use of assessment in teaching to better inform students how to progress their learning.
- Introduce a wider range of curricular choices for senior students.
- Enhance independent learning to promote students' innovation, research and enterprise skills.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good.

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

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Islamic Education

- Students' achievement in Islamic Education in British and MoE curricula is good. School internal data indicates outstanding progress across both curricula. This is not seen in lessons and students' work, where the majority of students make better than expected progress.
- Internal assessment data in both curricula indicates outstanding attainment in all phases and cycles. This is not seen in lessons and in students' work, where most students attain in line with curriculum standards in British curriculum in Phases 1, 3 and 4 and the majority of students attain above curriculum standards in Phase 2. In MoE curriculum, most students attain in line with curriculum standards in Cycles 2 and 3, and a majority of students attained above curriculum standards in Cycle 1. There is no external data.
- Students in the British curriculum understand prescribed verses in the Holy Qur'an and the Noble Hadeeth, and they acquire compassion for humanity and the universe. Their recitation skills of Surah in the Holy Qur'an following Tajweed rules is less well developed. In Phase 1, children can recite short Surah and know the Islamic Etiquette rules. In Phase 2, students show awareness and belief of the basic elements of faith. In Phases 3 and 4, students can analyse Shari'a texts in the field of the Islamic Creed and link those to respect, diversity and universe. Students in MoE curricula understand and interpret the prescribed verses in the Holy Qur'an and the Noble Hadeeth. Their recitation skills of Surah in the Holy Qur'an following Tajweed rules is less well developed. In Cycles 1 and 2, they show knowledge of the provision of obligatory acts of worship. However, their performance and deep understanding of how this is impacting their daily lives is less well developed. In Cycle 3, students can illustrate the importance of self-accountability and correlate Islamic values with citizenship. However, their ability to introduce suggestions to overcome the contemporary issues and analyse them based on Islamic legislations and principles is underdeveloped in both curricula.
- Overall, the majority of groups of students in both MoE and British curricula make better than expected progress.

Areas of Strength

- Students' understanding and interpreting the prescribed verses in the Holy Qur'an and Noble Hadeeth in British curriculum in all phases.
- Students' ability to correlate Islamic values and principles with citizenship in MoE curriculum in Cycle 3.

Areas for Improvement

- Students' recitation skills following Tajweed rules in both curricula across all phases and cycles taught.
- Students' deep understanding of the impact of performing worship on their daily lives in MoE Cycles 1 and 2.



Arabic as First Language

- Students' achievement in Arabic First Language across the school is good. School internal data indicates outstanding progress across both curricula. This is not seen in lessons and students' work, where the majority of students make better than expected progress.
- Internal assessment data in both curricula indicates outstanding attainment in all phases and cycles. This is not seen in lessons and in students' work where most students attain in line with curriculum standards in British curriculum in Phase 4 and the majority of students attain above curriculum standards in Phases 1, 2 and 3. In MoE curriculum, most students attain in line with curriculum standards in Cycle 3, and a majority of students attain above curriculum standards in Cycles 1 and 2. There is no external data.
- In British curriculum, Phases 1 and 2 students are developing their reading skills by focusing on phonics. Students can read words and short sentences with short and long vowels. In Phase 3, students understand and can read familiar and unfamiliar texts with increasing fluency and respond accurately in standard Arabic. In Phase 4, students can read expressively and with confidence. They can read and understand the main ideas in a story and extract the author's key messages. Students' skills in analysing high-level texts and expressing themselves in extended writing, using standard Arabic accurately are less well developed in Phase 4. In MoE curriculum, Cycle 1 students are developing their reading skills by focusing on different kinds of texts and speaking confidently in standard Arabic. They can give extended responses and express their feelings and ideas. In Cycle 2, students can relate new vocabulary and its relevance to writing short texts accurately. They can identify the significance of the title and its impact on the reader. In cycle 3, students can analyse an essay, identify the new language and use it in new contexts. They can also identify graphic images in the text and explain their effect. They relate the theme and the plot of the story to the efforts of the UAE to preserve the environment. However, students' skills in expressing themselves in extended writing, using a high level of standard Arabic are underdeveloped in Cycle 3.
- Overall, the majority of groups of students make better than expected progress in both curricula.

Areas of Strength

- Students' ability to read expressively and with confidence in British curriculum Phase 4.
- Students' capacity to use standard Arabic in conversations in MoE Cycle 1.

Areas for Improvement

- Students' skills in analysing high-level texts in British curriculum Phase 4.
- Students' ability to express themselves in extended writing, using a high standard of Arabic in both curricula Cycle 3 and Phase 4.



Social Studies

- Students' achievement in social studies in British and MoE curricula is good. School internal data indicates outstanding progress across both curricula. This is not seen in lessons and students' work, where the majority of students make better than expected progress.
- Internal assessment data in both curricula indicates outstanding attainment in all phases. This is not seen in lessons and in students' work where most students attain in line with curriculum standards in British curriculum in Phase 3 and the majority of students attain above curriculum standards in Phases 1, 2 and 4. In MoE curriculum, most students attain in line with curriculum standards in Cycle 2, and a majority of students attained above curriculum standards in Cycles 1 and 3. There is no external data.
- Students in the British curriculum demonstrate a good understanding of national identity and the formation of the UAE. In Phases 1 and 2, they know about the forms of government institutions. However, they cannot differentiate between roles and responsibilities in these institutions. In Phase 4, students understand sustainability concepts and can interpret the interrelationships between human societies and their environment. However, they cannot explain the economic concepts necessary for development in the Emirates and the world. Students in MoE curricula understand national identity and how the UAE was formed. In Cycles 1 and 2, they know about the leaders and their role in shaping the Emirates society in the past. However, their ability to interpret past events and their effects on their lives is underdeveloped. In Cycle 4, students study sustainability concepts and can interpret the interrelationships between human societies and their environment. They do not understand the cause and effect of economic concepts necessary for development in the Emirates.
- Overall, the majority of groups of students in both MoE and British Curricula make good progress.

Areas of Strength

- Students' understanding of national identity and formation of state community in the UAE across all phases and cycles it is taught.
- Students' understanding of sustainability concepts in British curriculum Phase 4.

Areas for Improvement

- Students' extended learning to differentiate between roles and responsibilities in government institutions in British curriculum Phases 1 and 2.
- Students' understanding of real world environmental and economic issues in MoE curriculum Cycle 3.



English	<ul style="list-style-type: none">• Students' achievement in English in British and MoE curricula is good. School internal data indicates outstanding progress across both curricula. This is not seen in lessons and students' work, where the majority of students make better than expected progress.• Internal assessment data in both curricula indicates outstanding attainment in all phases and cycles. This is not seen in lessons and in students' work, where most students attain in line with curriculum standards across both curricula. External Cambridge Checkpoint data shows attainment as good for Phase 3, IGCSE results for Phase 4 as very good. There is no external data for Phases 1 or 2.• Children in Phase 1 progress in speaking through their mastery of phonics and can read basic vocabulary and short texts. They can write a basic paragraph. Not all children can write accurately. Phase 2 students can read longer texts for information and can answer comprehension questions orally and in writing. They can retell the story in their words. In Phase 3, students gain confidence and can argue and present their points of view fluently to convince and persuade. A few students' fluency in reading is not well developed. Students are confident in role play and speak fluently. In Phase 4, students can write a formal report. In the MoE curriculum, Cycle 1 students can identify sounds, and write upper and lowercase letters using technology to locate letters in a range of apps. Cycle 2 students drive their own learning by working independently using digital dictionaries to write short paragraphs. Cycle 3 students can extract key information by listening to an audio description to write a report. However, creative writing is less well developed.• Overall, the majority of groups of students in both MoE and British Curricula make good progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' speaking and listening skills in Phase 2 and Cycle 1 in both curricula.• Students' ability to extract key information by listening to audio in MoE curriculum Cycle 3.	<ul style="list-style-type: none">• Students' ability to write functionally in British curriculum Phase 1.• Students' capacity to write creatively in all phases and cycles.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics in British and MoE curricula is good. School internal data indicates outstanding progress across both curricula. This is not seen in lessons and students' work where the majority of students make better than expected progress. Progress is acceptable in Phase 3 in the British curriculum and Cycle 2 in MoE curriculum.• Internal assessment data in both curricula indicates outstanding attainment in all phases. This is not seen in lessons and in students' work, where most students attain in line with curriculum standards in British curriculum in Phases 1, 2 and 3, the majority of students attain above curriculum standards in Phase 1. In MoE curriculum, most students attain in line with curriculum standards in Cycles 1, 2 and 3. External Cambridge Check Point results indicate that attainment is outstanding in Phase 3, and the IGCSE, A level and AS results are acceptable. There is no external data for Phase 1.• Children in Phase 1 can add and subtract one-digit numbers by putting together or taking away objects. In Phase 2, students can record their findings in the measuring of height, length and weight. Phase 3 students can connect their knowledge of spatial geometry to real-life applications in Arabic architecture and design but cannot always solve word problems. Phase 4 students can construct new equations from a given set of information by applying their understanding of linear equations. In Grade 3, students can design objects using 2-D or more 3-D shapes. Students in Cycle 2 apply mathematical operations to solve simple numerical problems using calculators. Cycle 3 students can apply logarithm rules to solve more complex problems using the calculator. They cannot consistently use mental mathematics for simple calculations.• Overall, the majority of groups of students in both MoE and British Curricula make good progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's ability to work with numbers in British curriculum Phase 1.• Students' application of logarithm rules to solve complex problems in MoE curriculum in Cycle 3.	<ul style="list-style-type: none">• Students' aptitude for mental mathematics in MoE curriculum Cycle 3.• Students' ability to understand word problems in British curriculum Phase 3.



Science	<ul style="list-style-type: none">• Students' achievement in science in British and MoE curricula is good overall. School internal data indicates outstanding progress across both curricula. This is not seen in lessons and students' work where the majority of students make better than expected progress. Progress is acceptable in Phase 2 in the British curriculum and Cycle 1 in MoE curriculum.• Internal assessment data in both curricula indicates outstanding attainment in all phases. This is not seen in lessons and in students' work, where most students attain in line with curriculum standards in British curriculum in Phase 2 and the majority of students attain above curriculum standards in Phases 1, 3 and 4. In MoE curriculum, most students attain in line with curriculum standards in Cycle 1, and a majority of students attain above curriculum standards in Cycles 2 and 3. External Cambridge Check Point results indicate that attainment is acceptable in Phase 3, and IGCSE, A level and AS results are acceptable overall. IBT data for Cycle 2 indicates outstanding attainment. MoE external exam data for Grade 12 shows that attainment is very good. There is no external data for Phase 1.• In Phase 1, children know how to make a sandwich using healthy foods. In Phase 2, students know that the rotation of the earth causes day and night. They are less sure about whether a mirror is a source of light or not. In Phase 3, students can draw an accurate food chain. In Phase 4, students can predict the reactivity of metals by reference to the periodic table. In Cycle 1, students know how to charge a balloon with static electricity, but they struggle to wire a circuit using a battery, a switch and a bulb. In Cycle 2 they know the functions of the parts of a plant and in cycle 3 they can accurately dissect an eye.• All groups of students in both curricula make at least the expected progress overall.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of healthy diet in British curriculum Phase 1.• Students' ability to carry out a dissection in MoE curriculum Cycle 3.	<ul style="list-style-type: none">• Students' understanding of the components of an electric circuit in MoE curriculum Cycle 1.• Students' understanding of how a light source reflects in a mirror in British curriculum Phase 2.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects in British and MoE curricula is acceptable. There is no internal data for other subjects. In lessons and in their work, most students progress in line with curriculum standards.• There is no internal or external data for other subjects in the British or the MoE curricula. In lessons and in their work, most students attain in line with expectation in both curricula.• In Phase 1 Music, children can sing a five-note scale song and in Art can draw familiar objects such as ships. Phase 2 and 3 students realise the principles of team sports and learn secure ball and game strategies in PE. However, girls are less skillful in basketball and net games. In the MoE curriculum, Cycle 1 students produce artworks that feature the Emirati style of art. Students' knowledge of the characteristics of modern art schools is limited. In ICT, Cycle 2 students outline the difference between human control and autonomous systems and simulate an infra-red remote embedded system and identify the function of a LED grid on the microcontroller. Cycle 3 students can identify the basic principles and tools of technical graphics and computer-aided design. In Moral Education, Cycle 2 students discuss social issues like community cohesion, and cultural diversity. Cycle 3 students discuss contemporary issues like cyber safety and digital prosperity.• Most groups of students make at least the expected progress overall.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' realising the principles of team sports in ball and game skills, in British curriculum Phases 2 and 3.• Students' understanding of contemporary issues, in MoE curriculum Cycle 3.	<ul style="list-style-type: none">• Girls' ability in ball and net skills in the British curriculum Phase 2 and 3.• Students' knowledge of modern Art in MoE curriculum Cycle 1.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall. Students' attitude to learning is focused throughout the school. They increasingly take responsibility for their learning and work effectively individually and collaboratively. They participate in various activities to research information which they feedback confidently to other groups. They are good listeners and enjoy communicating their learning orally and in writing.• Students recognise the links between the different strands of learning and subjects. They make connections and know the importance of language in the context of the real world in mathematics, science and the Arabic subjects in particular. They know how sport is linked to health education and healthy lifestyles. Students are aware of how aspects of their learning transfer to real world contexts, such as the importance of mathematics and the sciences to their future aspirations.• Students use technology effectively to facilitate their learning. They also use books to source information. Students' critical thinking and problem-solving skills are developing across the school and they enjoy the challenge of open questioning and dialogue. Students use digital platforms to compose higher-order questions for peers and critically evaluate the advantages and disadvantages of virtual reality and technology in Cycle 3.• Students' innovation skills are developing through student-led lessons, independent home study and the creation of presentations and resources. Their enterprise skills are less well advanced, but regular talks by school alumni from various professions encourage students to become successful entrepreneurs. Students demonstrate good research skills by frequent brainstorming, collaborative work and independent learning in the higher phases and cycles.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' interactions, collaboration and communication skills in both curricula.• Students use of technology to support learning in both curricula.	<ul style="list-style-type: none">• Self-directed learning to foster students' innovation skills in both curricula.• Inquiry-based, collaborative and project-based learning across the school in both curricula.



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

Indicators:	Phase 1	Phase 2 Cycle 1	Phase 3 Cycle 2	Phase 4 Cycle 3
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Overall, Student's personal and social development and their innovation skills is good.• Students' personal and social development skills are good overall in all cycles and phases in both curricula. Students have positive attitudes, are self-reliant and are committed to improving their achievement. Students' behaviour is good, and all relationships are courteous, respectful and students support each other. The school leadership team monitors all behaviour issues in conjunction with the social workers and section supervisors.• The school staff have high expectations which promote an ethos of mutual respect within the school.• Students are aware of the importance of adopting healthy lifestyles and abiding by the school healthy eating policy. Students generally make good food choices, but the monitoring of food brought to the school is inconsistent.• Several initiatives and incentives to improve punctuality and attendance have resulted in outstanding attendance at 98%.				
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 knowledge of Islamic values and show respect and appreciation for them. They use appropriate Islamic expressions when greeting visitors. They demonstrate their knowledge of how values such as tolerance, patience and respect for others influence people's lives by and participate in charity events and activities such as the commemoration of Isra' and Mi'raj.• Students are knowledgeable about the culture and heritage of the UAE and are involved in a variety of UAE cultural activities. They sing the National Anthem respectfully while raising the UAE flag at assemblies and celebrate National Day, Flag Day and mid-Shaban. Students link their learning to the life, culture, and heritage of the UAE.• Students demonstrate clear understanding and knowledge of their own and the diverse other cultures through assemblies and social activities. Students also celebrate International Day and World Food Day.				



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Students contribute enthusiastically to the life of the school and the wider community. They support a wide range of charities. Older students take leadership roles to teach the younger students' specific topics in science. Others offer support in mathematics and reading.• Students have a good work ethic. Increasingly, they initiate activities including designing and managing their own projects and are highly resourceful with time management, products, market research and business planning.• Students have a good appreciation of conservation and environmental issues. They are involved in a range of sustainability activities in all phases and cycles.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' attitudes, behaviour, and relationships.• Students' appreciation of Islamic values and UAE culture.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' innovation skills across the school.• Monitoring of students' food choices.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2 Cycle 1	Phase 3 Cycle 2	Phase 4 Cycle 3
Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of teaching and assessment is good.Most teachers understand how students learn and use a range of effective strategies to engage students, such as student-led teaching and the use of ICT and research projects. Teachers plan detailed lessons that are aligned to curriculum standards. They use technology effectively to integrate conceptual knowledge and ongoing assessments. Teachers' use of enquiry-based learning is a positive feature in better lessons in Phase 1.Teacher-student interactions are good and ensure student engagement in learning. Open questioning is used to deepen understanding and promote students' critical thinking skills. This is better developed in higher phases and cycles. Teachers apply differentiation strategies to meet the needs of most groups of students using activities and task sheets.Teachers promote critical thinking and problem-solving skills in lessons through collaborative and independent learning. However, this is not consistently effective in all subjects to extend students' knowledge and promote innovation, particularly for higher-attaining students.				
Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">The school has detailed internal assessment processes that are linked to both curricula. External national and international benchmarking is appropriately applied to assessment results. The school benchmarks students' outcomes accurately against national and international standards in most subjects. All eligible students participated in participated in MoE exams in 2022, TIMSS in 2019 in PIRLS and PISA in 2021 and in IBT tests in 2022. Students perform similarly in both curricula.Assessment data is well analysed and student achievement is tracked continuously and is used to plan for the needs of students through lessons and curriculum modification. However, a few judgements in internal data analysis were inaccurate in the British curriculum in particular. Teachers provide support to the lower attaining students through multiple approaches, including remedial lessons, and additional tasks. However, there is limited challenge planned specifically for higher attaining and gifted and talented (G&T) students.Teachers mark students' work regularly and provide helpful written feedback. However, follow-up is not sufficiently consistent to adequately benefit students. Students participate in self-assessment or peer assessment to improve their work.				
Areas of Strength:				



- Teachers' questioning for deeper understanding.
- Detailed analysis of internal and external assessment data across the school.

Areas for Improvement:

- Teaching strategies to promote innovation skills.
- Challenge in lessons for higher attaining and G&T students.

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	Phase 1	Phase 2 Cycle 1	Phase 3 Cycle 2	Phase 4 Cycle 3
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of both curricula is good.• Both curricula are well-planned and balanced. The curriculum enables students to acquire knowledge, skills and understanding, effectively building year-on-year on students' knowledge skills and understanding. It meets the needs of most students who are well-prepared for the next stage of their education. The needs of a few of the less able students are not always sufficiently met.• Both curricula provide ample opportunities for older students to choose additional science subjects to develop their talents and interests. However, curriculum choice is not as broad in other subject areas. Both curricula have identified links between subject areas which place learning in a wider context and help students transfer learning.• Both curricula are regularly reviewed, and modifications are made to address the academic and personal development needs of students.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">• Curricular adaptation in Arabic increases the range of texts to improve reading skills throughout the school. The curriculum engages the interests and motivates most students. They provide opportunities for students to develop their skills of enterprise, innovation and creativity. They allow for extracurricular activities, such as supporting the Red Crescent and participation in gymnastics, football and karate sports.				



- The curricula offer a range of opportunities for students to engage with the local community to enhance their academic and personal development. Older students plan activities and visit and entertain senior citizens.
- Learning experiences have been integrated through the curricula to enable students to develop a good understanding of the values and culture of the UAE. The Arabic curriculum promotes environmental awareness and the need to preserve resources in the UAE.

Areas of Strength:

- Curriculum planning.
- Cross curricular links in learning, especially in Arabic subjects.

Areas for Improvement:

- Modification of curriculum to meet the needs of lower attaining students.
- Curricular modification to support the development of innovation.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
		Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good

- Overall, the protection, care, guidance and support of students is very good.
- The care, welfare, safeguarding and guidance of students, including child protection, is very good in all phases and cycles for both curricula.
- School procedures for the safeguarding of students are highly effective and include child protection policies, e-safety and anti-bullying protocols. These are monitored and reviewed by a school safety committee. Students, staff and parents receive regular workshops on safeguarding and anti-bullying strategies. Students state that they feel very safe in the school. The school provides a very safe, hygienic environment, the supervision of students is very good and school transportation is managed very effectively. Security is overseen by security personnel, fire drills are conducted monthly, and the alarm systems are checked quarterly.
- The school buildings and equipment are well-maintained, overseen by a maintenance company. Two permanent maintenance personnel on site oversee all aspects of maintenance. Significant



refurbishments have taken place recently. Records of risk assessments and maintenance work are kept and systematically reviewed. There is no lift, but ramps allow ground-floor access for those with mobility issues. There are routine workshops and awareness campaigns to encourage students to eat healthy foods and exercise regularly. However, the monitoring of school lunches and food brought into school is not consistent.

Care and support	Good	Good	Good	Good
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- Relationships between students and staff are positive. Students are courteous and respectful. Behaviour management is overseen by the social worker and the psychologist and supported by parents. School attendance is outstanding at 98% and there are effective record-keeping systems which include follow-up with parents where absences occur.
- The school identifies and supports students with special educational needs, the G&T have enrichment programmes in various subjects including sports and Music, but there is less provision for them in lessons.
- Student wellbeing is monitored by the health and safety committee and career guidance from professionals in the community, including alumni professionals who return to advise students. The school links to higher education institutions which provide support for student career choices.

Areas of Strength:

- The processes for security, care and protection.
- The safe school environment.

Areas for Improvement:

- Monitoring of student lunch choices and food brought into school.
- Support for SEN and G&T in lessons.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good



Governance	Good
Management, staffing, facilities and resources	Very Good
<ul style="list-style-type: none">• The overall quality of leadership and management is good.• The newly appointed acting principal and senior leaders are consolidating the school's shared vision promoted over many years by the highly regarded and recently deceased principal. Together they demonstrate secure curriculum knowledge and ensure that the role of each leader and staff member is defined and understood and regularly monitored for effectiveness. Inclusion is a firmly held principle and is a developing feature. Relationships between staff members are very positive, morale is high, and staff feel valued.• Leaders at all levels demonstrate a clear understanding of what needs to be done to improve achievement. They are collaborating to identify key priority areas for improvement and work effectively together to deliver both curricula and have been successful in improving standards in all core subjects since the previous inspection.• Leaders have been successful in developing aspects of the school, such as targeted, teacher led professional development and identifying priorities. Leaders from both sections now meet regularly ensuring that communication between the two sections of the school drive the founding vision of the owner and to remove potential barrier to sustaining parallel improvement in both curricula.• The school's self-evaluation structures are effective and include input from all staff members from both sections of the school, advisors, parents and the Board of Governors. The self-evaluation document (SEF) is transparent and provides appropriate sources of evidence. However, judgements based on data in some areas are not always accurate. Senior leaders monitor teaching and learning in both curricula and provide feedback. A restructuring of the leadership team is underway to provide more time for heads of departments to focus on student achievement as part of the monitoring process. Continuous professional development is well established but is not fully aligned to identify whole-school and subject needs and there is insufficient focus on student attainment in lessons. The school improvement plan (SIP) reflects the objectives of the SEF. Subject teams in both curricula are involved in developing team and action plans that are driven by assessment data. The school has made significant progress in addressing almost all the recommendations from the previous inspection report and demonstrates a capacity to improve.• The school cultivates very positive relationships with parents and, in particular, parental engagement through the parent teacher association which is well established. Parents feel well informed about school developments through a range of strategies digital communications, newsletters and emails. Reporting is regular and gives attention to students' academic and personal development. The school has cultivated useful community partnerships, which enhance students' learning and stimulate their interests including the hosting of a university fair, talks from alumni, input from local organisations, including the police and fire services. The school partners with parents to encourage students' involvement in events, charities and environmental projects.• Governance includes representation from all stakeholders. The owner and Governors work well to support the senior leaders and staff and know the school through their frequent onsite visits and close liaison with the principal and SLT. They provide academic and practical support and advice	



to the school and are keenly aware of immediate challenges the school faces in terms of consolidating the school's vision under the new leadership team. The board is keen to ensure that both curricula flourish to provide for the needs of the diverse student body and is determined to continue to hold all accountable.

- The school is effectively organised and there are sufficient, well-qualified and experienced staff, appropriately deployed to support curriculum delivery and promote the vision of the school. Despite its age, the building is spacious and well set up to provide a range of specialist facilities that are used regularly to engage and enhance students' learning.

Areas of Strength:

- Clear school vision shared with all staff.
- Structured school self-evaluation with input from all relevant staff.

Areas for Improvement:

- Enhanced monitoring of teaching and learning.
- Increased communication and collaboration between both schools.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 8 Arabic teachers in the MOE section of the school with a teacher student ratio of 1:55 and in the British National Curriculum section there are 17 Arabic teachers giving a teacher student ratio of 1:99.
- The school has a total of 7982 Arabic books, of which 6875 are non-fiction and 1017 Arabic fiction.
- Reading provision in classrooms, including through technology. In phase 1 section of the British curriculum section each classroom has a reading corner. In the main school areas, reading corners are provided around the corridors. Students have access to a number of e-reading platforms to support students' enjoyment of reading and the curriculum.
- The school promotes Arabic reading through a range of extracurricular activities including competitions, quizzes, Young Calligrapher, Dictation Star, Promising Speaker and Best Summation. These are supported by parents who are encouraged to read with their children at parents' meetings and workshops.

The school's use of external benchmarking data

- A total of 79 students, 100% of eligible students participated in PISA tests in 2022. All students eligible sat the TIMSS tests in 2019 and 233 students took the IBT tests in 2022. All eligible students, 53, took PIRLS in 2021.
- The school adapts the curriculum and trains students to prepare for tests using mock exams. It provides remedial programmes to support those with identified learning gaps. It also provides enrichment programmes for the high achievers. Teachers receive CPD to improve teaching skills



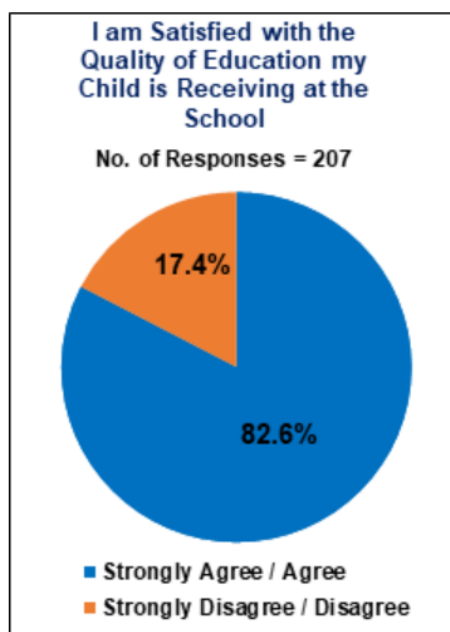
and familiarise them with the tests. The school gives lectures and information sessions to students to prepare them for external exams.

- Information on test results and how to read and interpret them is disseminated to students in school and to parents using a variety of digital communications and newsletters. The school website and parent teacher meetings provide further support where needed.

Provision for KG

- There are 26 teachers and 18 support staff in Phase 1 in the school. The teacher to student ratio is 1:16
- There is an indoor play area which has a range of resources to promote socialisation, role play and reading activities. Other accommodation includes a music room, a library, a science laboratory, an ICT room and an Arabic room. Each section has a reading corner. Classrooms are adequate and the displays are very colourful and stimulating.
- The school has an outdoor play area, assembly area a sports court and a picnic area.
- The school holds an orientation meeting for the parents and a children's induction or taster day for the new children to experience what it's like to be a child at the school in term 3. An action transition plan is prepared for those moving into Year 1 and a graduation ceremony. Parents are kept informed through digital communications sent about all aspects of induction.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement in all subjects, by:
 - Encouraging students to read and summarise and engage in creative writing.
 - Introducing a suitable handwriting scheme from an early age to support all subjects.
 - Using class journals routinely.
 - Instilling a love of literature using a wide range of quality texts, including poetry.
 - Practicing recitation by following the Tajweed rules more accurately in Islamic Education.
 - Devoting more time to practice recitation using audio as support.
 - Following routine drills in mental mathematics.
 - Relating problems in mathematics to real life scenarios.
 - Allowing students to plan, design and execute their own research and experiments in science.
- Develop the use of assessment in teaching to better inform students how to progress their learning, by:
 - Raising the level of challenge in Arabic based on accurate assessment.
 - Providing meaningful feedback and follow up support.
 - Devising teaching methodologies to meet the strengths and weaknesses of all students.
- Introduce a wider range of curricular choices for senior students, by:
 - Increasing subject choices which meet the interests and aspirations of senior students.
- Enhance independent learning to promote students' innovation, research and enterprise skills, by:
 - Using a wider range of techniques to encourage creativity including brainstorming.
 - Allowing students to analyse, refine and evaluate their ideas.
 - Allowing risk taking, provide flexible learning environments and use open ended questions routinely.
 - Providing more time for independent projects.

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

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

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

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

**School Performance Review of Sharjah International Private School
27 February to 2 March 2023**