



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

**THE GERMAN INTERNATIONAL SCHOOL
SHARJAH**

30 January - 2 February 2023

Overall Effectiveness

GOOD





TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION	6
THE SCHOOL PERFORMANCE REVIEW FINDINGS	7
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	12
Performance Standard 3: Teaching and assessment	14
Performance Standard 4: curriculum	15
Performance Standard 5: the protection, care, guidance and support of students	16
Performance Standard 6: Leadership and management	17
ADDITIONAL FOCUS AREAS	18



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	215
School location	Al Abar, Sharjah
Establishment date	September 1976
Language of instruction	German
School curriculum	German
Accreditation body	Standing Conference of The Ministries of Education and Cultural Affairs – Germany.
Examination Board	German Middle School Examinations, Mixed Language International Baccalaureate.
National Agenda Benchmark Tests/ International assessment	Thüringer Kompetenz tests (Grade 3, 6 and 8) for German, Mathematics and English
Fee range	AED 20,450 to 48,500
Staff	
Principal	Sven Hertner
Chair of Board of Governors	Haisam Mansour
Total number of teachers	25
Total number of teaching assistants	0
Turnover rate	25%
Main nationality of teachers	German
Teacher: student ratio	1:8
Students	
Total number of students	197
Number of Emirati students	0
KG: number and gender	Total 46: 23 Girls, 23 Boys (23%)
Primary: number and gender	Total 73: 42 Girls, 31 Boys (37%)
Middle: number and gender	Total 71: 34 Girls, 37 Boys (36%)
High: number and gender	Total 7: 1 Girl, 6 Boys (4%)
Nationality groups	1. German 2. Egyptian
Total number of students with special educational needs	1

PROGRESS JOURNEY

Previous Inspection (May 2018)	Current Review:
ACCEPTABLE	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of four reviewers' 128 lesson observations, 10 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. Leaders' clear strategic direction, the strong teamwork with staff, parents and governors and the provision of continuous programmes of training has ensured that educational provision and particularly teaching and students' achievement have improved at a good pace. The learning environment fully supports students' learning. Classrooms are spacious and well-equipped to support teaching and learning.

KEY AREAS OF STRENGTH:

- Students' good achievement in most subjects across the school and very good achievement in German in high.
- Students' attitudes, behaviour and relationships.
- Students' engagement in and enjoyment of learning.
- The overall quality of teaching across the school.
- The school's provision for ensuring the welfare and safety of the students.
- The leadership of the principal and senior leaders in establishing a positive teamwork culture across the school.
- The strong partnership with governors and parents that supports school improvement.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement, so it is at a consistently very good or better level in all subjects.
- The quality and consistency of teaching, so it is at a very good or better level.
- Adaptation of the curriculum to ensure activities provided, consistently match the needs of all groups of students and particularly those who are higher attaining.
- The provision of clear systems for identifying students with special educational needs and for those who are gifted and talented.
- Strengthening of the self-evaluation processes by increasing the involvement of staff.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good

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



ISLAMIC EDUCATION	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. It is good in Primary and acceptable in Middle and High. In lessons and their work, students make good progress in Primary and acceptable progress in Middle and High.• Students' attainment is acceptable overall. It is good in Primary and acceptable in Middle and High. This does not match the internal assessment data, which shows very good attainment in Primary and Middle and outstanding attainment in High.• In Primary, students make good gains in learning to recognise that Allah is the creator and the provider. They make good gains in their understanding of the etiquette of eating, their understanding of Islamic values and their knowledge of the etiquette involved with reading the Holy Qur'an. However, students' ability to use Tajweed rules in their Holy Qur'an reading is a developing feature of learning. In Middle and High, students make acceptable gains in understanding Islamic concepts, manners related to social interaction and the main characteristic of the believers. They gain a secure understanding of the principles of following the correct teachings in Islam and learning how to use this knowledge when making decisions. However, students' ability to memorise the Holy Qur'an and Noble Hadeeths, applying the recitation rules of the required verses of the Holy Qur'an, and reading Islamic texts are under developed.• Overall, most groups of students across the school make the expected progress. Across the school, the progress of higher-attaining students is not as good as it should be because they are not always sufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic teachings and etiquettes in Primary.• Students' knowledge and understanding of the main characteristics of the believers in Middle and High.	<ul style="list-style-type: none">• Students' abilities to apply the correct Tajweed rules when reading the Holy Qur'an in Primary.• Students' abilities with memorising sections from the Noble Hadeeths and the Holy Qur'an in Middle and High.



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 in Primary and Middle. In lessons and their work, students make acceptable progress in AFL and ASL.• Internal assessment data shows attainment in AFL as good in Primary and Middle, while the data shows ASL as outstanding in Primary and very good in Middle. This is not borne out by lessons and students' work seen, which show AFL and ASL students' attainment as acceptable across the phases. Students do not take external tests.• In Primary, in AFL, students make acceptable gains in developing their listening skills, their phonic awareness of the Arabic alphabet sounds and acquiring adequate skills with learning to read words and writing short sentences. They make acceptable gains with learning to recognise short and long letter sounds and in listening carefully. However, they progress less well in their speaking, which is limited to a few short sentences. In Middle, students make acceptable gains in learning to read and analyse familiar texts. They make acceptable gains in applying grammar rules in writing sentences, a few students can write a paragraph. Across the school, most ASL students make acceptable gains by building their early literacy skills using new vocabulary. Across the school, in both AFL and ASL, students do not always make sufficient gains in learning to speak fluently and at length using a broad range of vocabulary. Also, they do not always progress sufficiently well with producing more extended pieces of writing.• Overall, most groups of students make the expected progress in lessons. Higher-attaining students in both AFL and ASL do not always progress as well as they should because they are not challenged sufficiently.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' abilities to write short sentences in Primary.• Students' abilities with reading and analysing familiar texts in Middle.	<ul style="list-style-type: none">• Students' abilities with producing extended pieces of writing in Primary & Middle.• Students' abilities to speak fluently and at length across the school.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall in Primary and Middle. In lessons and their work, students make good progress.• Internal assessment data for Primary and Middle shows outstanding attainment. This is not seen in lessons and in students' books where, overall, students' attainment is good. There is no external assessment in this subject.• In Primary, students make good gains in learning the names of the continents, and in identifying the location of the gulf region and the UAE on the world map. However, they do not make sufficient gains in deepening their understanding and awareness of the physical geographical features of the UAE landscape. They make good gains in learning about the heritage and traditions of the UAE. Students make good gains in developing their understanding of what it means to be a responsible citizen. In Middle, students make good gains in learning about the importance of tourism and the heritage and culture of the UAE. They gain a good understanding of globalisation and the world's economies. However, students do not always make sufficient gains in deepening this knowledge through analysing and researching information.• Overall, the majority of groups of students make better than expected progress. Higher-attaining students do not always progress as rapidly as they could because they are insufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Primary students' understanding of what it means to be a responsible citizen.• Students' understanding of globalisation and world economies in Middle.	<ul style="list-style-type: none">• Students' understanding and awareness of the geographical features of the UAE landscape in Primary.• Students' abilities to deepen their knowledge of economic concepts through analysing and researching information in Middle.



Language of Instruction - German

- Students' achievement in German is good overall. It is good in KG, Primary and Middle and very good in High. In lessons and in their work, students make good progress in KG, Primary and Middle and very good progress in High.
- Students' attainment is good in KG, Primary and Middle and very good in High. Internal assessment shows good attainment across the school. While this matches with what is seen in lessons for Primary and Middle, it does not match with what is seen in High, where the evidence of lessons and students' work shows very good attainment. German national Kompetenz testing results show good attainment in Primary and Middle, which matches what is seen in lessons. Real Schule, Gymnasium national tests and IB tests show very good results at High, this also matches with what is seen in lessons and students' work.
- In KG, children make good gains in acquiring basic vocabulary and identifying letter sounds. In Primary, students make good gains in their reading comprehension work and become confident with answering questions. However, they progress less well in learning to speak at length. In Primary, students produce good quality short written accounts encompassing a good range of vocabulary, but progress less well in producing extended pieces of writing. In Middle, students make good gains in developing confident abilities with their communication skills and the ability to talk at length. They make good gains with reading fluently and with good understanding. They develop their abilities well with producing accurate and well-presented short written accounts, but progress less well with producing extended pieces of writing. In High, students make very good gains in becoming confident to articulate their ideas at length in a clear and expressive manner in a variety of situations. They develop very good skills in reading and analysing texts. They make very good gains in learning to produce interesting and clear extended pieces of writing for a range of different purposes.
- Overall, the majority of groups of students make better than expected progress. Higher-attaining students do not always progress as rapidly as they could because they do not always find the work sufficiently challenging.

Areas of Strength

- Students' reading comprehension skills across the school.
- The fluent, confident and expressive ability of students in High.

Areas for Improvement

- Students' abilities to produce extended pieces of writing in Primary and Middle.
- The ability of Primary students to talk fluently and at length.



English	<ul style="list-style-type: none">• Students' achievement in English is good in Primary, Middle and High. In lessons and in their work, students make good progress.• Students' attainment is good in Primary, Middle and High, this matches the results seen in the school's internal assessment data. External assessment shows that attainment is good in the Thüringer Kompetenz tests for Middle and outstanding in IB scores for High. This matches with what is seen in lessons and in students' books in Middle but does not match in High. Results in German Real Schule and Gymnasium tests for Grade 10 are good, this matches what is seen in lessons. There are no external tests for students in Primary.• Students in Primary make good gains in developing their comprehension skills and learn to write simple sentences that are clear and accurate using well-formed letters. However, they progress less well in producing fluent speaking skills, especially in the early grades. In Middle and High, students make good gains in developing their speaking skills and with acquiring good reading comprehension and analysis skills. In Primary, Middle and High, students' ability to apply extended writing skills are under developed.• Overall, the majority of groups of students make better than expected progress. However, higher attaining students do not consistently make the progress of which they are capable, because they do not always find the work sufficiently challenging.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' comprehension skills in Primary.• Students' speaking skills in Middle and High.	<ul style="list-style-type: none">• Students' extended writing across the school.• Students' speaking skills in Primary.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good across the school. In lessons and in their work, they make good progress.• Students' attainment is good in Primary, Middle and High. This matches the internal assessment data for Primary but not for Middle and High, where it is acceptable.• External assessment shows that attainment is good in the Thüringer Kompetenz tests for Primary and Middle and results are good in IB for High. Results in German Real Schule and Gymnasium tests for Grade 10 are good. All the external results match what is seen in lessons and students' work.• In Primary, students make good gains in learning to carry out dividing and multiplying calculations using tens and hundreds. They develop a good knowledge of place value. Middle students make good gains in developing their calculation skills further, working to multiply and divide positive and negative numbers in equations. They also gain good skills working with geometric problem-solving tasks. High students make good gains planning real-life mathematical investigations projects with probability, statistics and a range of mathematical functions. Across the school, students make good gains in learning to articulate their mathematical understanding confidently. In Middle and High, students develop good skills with working with algebraic calculations. Occasionally, across the school, the progress of a minority of students is hampered by underdeveloped mental calculation skills. Although students regularly work on mathematical problem-solving tasks, they progress less well in this area and do not develop full confidence to work independently.• Overall, all groups of students make good progress. However, occasionally higher-attaining students do not always progress as rapidly as they could, because they do not find the work sufficiently challenging, especially in Primary and Middle.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• The ability of students across the school to articulate their mathematical understanding.• Students' application of skills with using algebra in Middle and High.	<ul style="list-style-type: none">• Students' mental mathematical skills across the school.• Students' skills with working confidently and independently on mathematical problem-solving tasks across the school.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall in Primary, Middle and High. In lessons and in their work, students make good progress.• Students' attainment is good in Primary, Middle and High. Internal assessment shows good attainment across the school, this matches with what is seen in lessons and students' work. German national Kompetenz testing results for Primary and Middle and Real Schule and Gymnasium national tests and IB tests for High show good attainment, this also matches with what is seen in lessons and students' work.• In Primary, students make good gains in understanding how to classify plants and animals and develop a good ability to talk about what they find out. However, their progress with developing their investigation skills is not as well developed. In Middle and High, students make good gains with understanding a range of scientific concepts and show a good ability to talk about these. They make good gains with developing their science investigation and laboratory skills. Across the school, students do not always make sufficient gains in learning to predict and hypothesise at the beginning of their investigations.• Overall, the majority of groups of students make better than expected progress. Higher-attaining students do not always progress as rapidly as they could because they do not always find the work sufficiently challenging.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' abilities to articulate their scientific understanding across the school.• Students' laboratory skills in Middle and High.	<ul style="list-style-type: none">• Students' investigation skills in Primary.• Students' skills with learning to predict and hypothesise across the school.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall.• Students' attainment is good in Primary, Middle and High, this largely matches the results of the school's internal assessment data. External IB assessment shows that in History, most students are in line with expectations and in Spanish, the majority are above expectations. Overall, student attainment in external assessments for other subjects is good, this largely matches with what is seen in lessons and students' work.• Students make good gains in Art. Students in Primary have a good knowledge of world artists, such as Kandinsky, and can produce their own artwork in a similar style. Middle Phase students make good gains in Geography and learn to analyse data, making inferences before drawing conclusions. They make good gains with learning to discuss these issues, making effective use of supporting evidence to strengthen their argument. Primary students make good gains in Music, acquiring suitable rhythmic skills with moving in time to a piece of music and an appreciation of the lyrics of the song being played. High students make good gains in sport, for example, learning to choreograph their own routines. However, the accuracy of Middle students' agility and coordination is less well developed. Although High students in French make acceptable gains in learning to conjugate verbs, they progress less well in developing their fluency and pronunciation skills.• Overall, the majority of groups of students make better than expected progress. However, higher attaining students do not always find the work sufficiently challenging.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Primary students' abilities with learning to paint in the styles of famous artists.• Students' data analysis skills in Geography, in Middle.	<ul style="list-style-type: none">• Students' speaking skills in French.• Students' agility and coordination in PE, in Middle.



Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall. Students engage fully in lessons and generally enjoy working with each other and with their teachers. They interact with each other and their teachers in a very positive way. Students collaborate well with each other and through this, learn to promote their communication skills well. Generally, students link their learning to activities in real life and gain a secure understanding of the concepts learned. Students make good links with learning in other subjects, as with older students studying for IB, who jointly consider aspects of science and mathematics within their project designs. In some subjects and activities in Middle and High, students learn to think critically and develop their creativity and innovation skills. However, there are too many lessons across the school where scope for learning in this way is missed. While students generally show competent technology skills, they do not always make sufficient use of technology to support their learning, for example with independent research work. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> Students' engagement in lessons and enjoyment of learning. Students' skills to interact and collaborate with each other. 	<ul style="list-style-type: none"> Students' innovation, creative and critical thinking skills. Students' use of learning technology to support research.

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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good

- Overall, students' personal and social development and their innovation skills are good.
- Students display positive attitudes to learning and appreciate and take full note of the feedback they receive from teachers.
- Students' behaviour is very good, they show respect towards each other and adults. Students are very friendly and supportive of each other, relationships amongst students and staff are strong.
- Students have positive attitudes towards healthy eating and maintaining active lifestyles. They generally follow the school's advice by selecting healthy choices for snacks and meals, although a few students bring in unhealthy snacks. Most are active, willing participants in physical education classes and sports.



<ul style="list-style-type: none">Attendance at 93% is good and reflects students' enjoyment of learning. Students are usually punctual.				
Understanding of Islamic values and awareness of Emirati and world cultures	N/A	Good	Good	Good
<ul style="list-style-type: none">Students demonstrate a good understanding of Islamic values and the way these influence life in the UAE.Students have a good knowledge of, and respect for, the UAE's heritage and culture. They celebrate National, Flag and Martyr Days, and other national occasions, and regularly visit museums and cultural events.Students develop an acceptable knowledge about their own identity and cultures in the UAE, but their knowledge of other world cultures is less well developed.				
Social responsibility and innovation skills	N/A	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Students have an understanding of their responsibilities in contributing to the life of the school and wider communities and carry out a range of volunteer activities; for example, through carrying out activities to keep their school clean and tidy. They understand their roles as citizens and respond willingly to opportunities provided to represent each other in events, such as assembly presentations.Students generally enjoy their work and taking part in projects. They sometimes enjoy opportunities to help organising activities such as in their annual Christmas market. However, mainly, they do not often take the lead in showing innovation, enterprise and entrepreneurship in the work that they do.Students demonstrate an understanding of the importance of environmental sustainability and take care of their school environment. They take part in local schemes to support conservation, although their participation in such schemes is not as well developed as it could be.				
Areas of Strength:				
<ul style="list-style-type: none">Students' positive attitudes and very good behaviour.Students' abilities to take responsibility and carry out volunteer activities.				
Areas for Improvement:				
<ul style="list-style-type: none">Students' involvement in innovation, enterprise and entrepreneurship.Full involvement of students in community environmental projects.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	N/A	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of teaching and assessment is good across the school.• Teachers have good knowledge of their subjects and a good understanding about how students learn.• Teachers plan lessons well to ensure they are aligned to curriculum standards. They do not sufficiently encourage students to use technology to support their learning.• Teacher-student interactions are very positive and ensure that students are fully engaged in lessons. Questioning is used well to check and correct understanding and to ensure that students take part in meaningful discussions about their work. In the best lessons, teachers provide challenging tasks for different groups of students. However, this is not a consistent feature of lessons, especially in the younger age group classes, where occasionally, the higher attaining students are insufficiently challenged by the work provided.• There are good examples, especially in the older age group classes in mathematics and art of teachers providing good opportunities for critical thinking, creative and innovative work, where students work independently and sometimes lead the learning. However, this is not a consistent feature of work across the school.				
Assessment	N/A	Good	Good	Good
<ul style="list-style-type: none">• Internal assessment processes provide valid and reliable information that is used to evaluate students' progress. The school suitably benchmarks students' outcomes in IB and Thüringer Kompetenz tests.• The majority of teachers use assessment data to influence their planning and teaching, but do not sufficiently use the information to plan work that challenges groups of students of differing abilities, especially the higher attainers.• Teachers provide good oral feedback to students in lessons and monitor the work very closely so that they have a clear understanding of students' strengths and weaknesses and what they need to do to improve. However, there are very few written comments in students' books to indicate how individuals can improve their work. Students' evaluation of their own and other's work is not a regular feature of lessons in all subjects.				
Areas of Strength:				
<ul style="list-style-type: none">• Teacher subject knowledge.• Teacher-student interactions including the use of questioning.				



Areas for Improvement:

- Teaching strategies to meet all students' needs, particularly higher-attaining students.
- Written feedback from teachers in all subjects and phases to show students how they can improve.

**PERFORMANCE STANDARD 4:
CURRICULUM**

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	NA	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of the curriculum is Good. Curriculum design and implementation is good.• The German State Thüringen curriculum has a clear rationale, is broad, balanced and the school ensures it fully meets the requirements of this. It is well planned to ensure students build progressively on previous learning.• An appropriate range of curricular subjects are provided for older students, to meet their interests and aspirations and, in the German system, the subjects provided are mandatory for all students. Close consultations with parents and students are held to help in discussing the subject areas, ensuring students are well prepared for their chosen careers.• Cross-curricular links are well planned and clearly seen in lessons. Regular curriculum reviews are conducted ensuring adequate provision to meet the needs of students.				
Curriculum adaptation	NA	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Overall, curriculum adaptation is acceptable, and modifications are adequate to meet the needs of most groups of students. However, occasionally the provision does not sufficiently ensure challenge in the work provided for the higher-attaining students.• An appropriate range of extra-curricular activities, and competitions are offered to students. However, opportunities to engage in activities that promote enterprise, innovation and creativity within lessons are limited.• Good learning experiences are provided in a wide range of lessons including UAE social studies to enable students to develop a good understanding of the UAE's values, culture and society.				
Areas of Strength:				



- Cross-curricular links.
- The promotion of students' understanding of UAE values, culture and society.

Areas for Improvement:

- The modification of the curriculum to ensure sufficient challenge for higher-attaining students.
- The provision of activities to support the development of students' innovation, creative and critical thinking skills.

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	N/A	Good	Good	Good
<ul style="list-style-type: none">• The protection, care, guidance and support of students is good overall.• All staff know how to safeguard students and the procedures to follow if an issue of child protection arises. Students feel safe and are confident to report any concerns. Policies are reviewed regularly; staff and parents receive training about updates or changes. The school is effective in protecting students from bullying and the potential dangers of the internet and social media.• The school provides a safe, hygienic and secure environment, conducting thorough checks to ensure that any risks are swiftly addressed. Students are always properly supervised around the school and on school transport. The school meets all legal and regulatory requirements, including emergency evacuation drills.• The building and equipment are well maintained. Any incidents affecting students' health, safety or well-being are systematically logged and stored securely along with details of any subsequent action taken.• The learning environment supports students' learning well. The school is clean and well-maintained and accessible to all students.• The school has included in the curriculum, planned opportunities for students to take part in physical activity to promote a healthy lifestyle. The meals and snacks provided by the school are generally healthy. However, where students bring their own food into school, there is no systematic monitoring of this in place.				
Care and support	N/A	Good	Good	Good



- Staff develop very good relationships with students; consequently, behaviour is very good.
- The school is effective in promoting and managing students' attendance and punctuality, ensuring that attendance is good.
- The school has not yet developed full systems to identify students with special educational needs (SEN) or those who may be gifted and talented.
- The school has not yet developed full systems to support any students who may be identified as SEN or who may be gifted and talented.
- The personal support systems for all students ensure they receive personal and academic guidance. Through links with the American University Sharjah, the school provides good advice and guidance about career choices and higher education pathways for older students.

Areas of Strength:

- Provision for promoting students' good behaviour and positive relationships
- Care, welfare and safeguarding of students.

Areas for Improvement:

- Identification and support for students with SEN and those who are gifted and/or talented.
- Systematic monitoring of the food brought in by students.

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	Good

- The overall quality of leadership and management is good.



- The principal and vice principal, along with the staff and governors, set a clear vision for the school's direction, which is shared with the parents. They are successful in providing an encouraging family atmosphere and positive learning culture across the school so that students enjoy school life and are keen to do their best at all times.
- Leaders are knowledgeable about the school's curriculum and understand what constitutes good practice related to the school's methods of teaching. They rightly recognise the need to move forward with current plans to implement more widespread digital learning to support students' work in the classrooms.
- Relationships and communication are strong so that all members of the school community feel valued, and there is very good morale amongst the staff.
- The leadership team and leaders at all levels have clarity on what is needed to keep the school improving. Leaders rightly recognise that there remains work to do in improving the overall progress of students and, in particular, with accelerating the progress of higher-attaining students.
- Since the last review, leaders have successfully improved aspects of the school's performance, moving overall acceptable achievement of students to a good level. They generally ensure that the school is fully compliant. However, they are aware that there remains a shortfall in the amount of taught time for Arabic in Primary, and plans are well advanced to address this area.
- Self-evaluation is good overall and provides a clear picture of the school's strengths but is less clear in identifying all areas for improvement. While some teachers provide information to assist the process, there remains scope for more fully involving teachers in constructing the self-evaluation. The school makes full use of both internal and external assessment information to inform self-evaluation.
- Leaders ensure that teaching and learning are regularly monitored across the school but recognise that current systems do not sufficiently focus on evaluating students' achievement during the observations.
- The school has a well-constructed and suitably prioritised improvement plan that contains clear recommendations, goals and success criteria. The school has made good progress over time in addressing the recommendations from the previous review.
- The school has established a good partnership with parents, and robust systems are in place to communicate with parents, gain their views about the school and to report to them about their children's progress on a regular basis. The school is aware of the need to develop a wider range of international partnerships, in order to strengthen students' understanding of their roles as global citizens.
- The school's governors work well to support senior leaders to monitor the work of the school. They rightly recognise the need to further develop knowledge of the school by introducing systems to visit classes. They have a good representation of stakeholders and take the trouble to regularly check the views of parents to help inform their work. Governors provide good levels of support for the principal and staff and hold them to account for sustaining the quality of the school's performance.
- The school runs very efficiently on a day-to-day basis, has sufficient staffing and good quality accommodation and resources. Teachers receive a full range of regular training from the German Education authorities. However, there remains a need to reinforce training to help teachers consistently devise work that matches the needs of all groups of students, especially the higher attainers.



Areas of Strength:

- The positive culture for learning promoted by the principal and senior leaders.
- The relationship and partnership with the parents.

Areas for Improvement:

- The full involvement of staff in constructing the school self-evaluation.
- Providing training for all staff to ensure they consistently plan for differentiated learning in their lessons.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has two Arabic teachers for AFL and two for ASL. In addition, the school has a supplementary Arabic teacher who teaches extra sessions for Grades 4 to 6 AFL students online.
- Classes are divided into two groups, one for AFL and one for ASL. In Primary, the school has 40 AFL and 35 ASL students, in Middle it is 29 AFL and 35 ASL.
- The school has 268 Arabic books in the library, these are mainly fiction genre, targeting younger students in Grades 1 to 6. In addition, the school has a full range of text books for teaching Islamic Education, Arabic and social studies. Additionally, the school has a range of Arabic reading material available online for students.
- For extra-curricular activities, the school runs a range of Arabic language competitions and quizzes, which engage the parents as well as the students. The Middle school students participate in a weekly 'Reading Class Online' session. Reading competitions are held with the German School in Dubai
- The school makes a range of visits to reinforce Arabic language work to nearby heritage sites, the Sharjah book fair, the Museum of Islamic Civilisation and the House of Wisdom in Sharjah.
- Projects are undertaken in making models of the Kaaba and school follows celebrations including Mohammed's birthday, commemoration day, Flag Day and Iftar and Eid celebrations.

The school's use of external benchmarking data

- In Grades 3, 6 and 8, the students participate in the Thüringen Kompetenz tests for German, mathematics and English.
- Every year the students in Grade 10 take the Real Schule and Gymnasium German national examinations for German, mathematics and English.
- Grade 12 students participate in the annual IB exams.
- Students are prepared for the written and oral examinations by participating in 'mock' examinations on a regular basis. This includes students making presentations about their work in High. It includes mock presentations in science and history for Grade 10, written mock examinations in Grade 10, oral mock IB examinations for Grade 12, online mock IB examinations for Grade 12 in Spanish and much preparation for students in the two weeks prior to the examinations taking place. For the



Thüringen Kompetenz test, the students get the results in a written report. Added to the reports are suggestions for individual improvement.

- Students are kept well informed about the results of all examinations and mock examinations. Similarly, parents receive full information of all test results including for the Thüringen Kompetenz test as well as receiving a full individual report for their son/daughter from the school. The school informs the parents about the results averages and how these compare to the average results in other German Schools both nationally and internationally.

Provision for KG

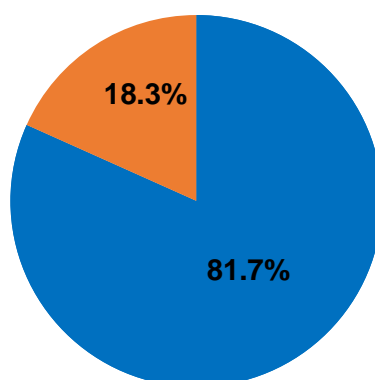
- As with most schools in the German state system, KG provision does not officially provide teaching in subject areas. The provision is voluntary for parents and focuses on promoting children's social development through a range of play activities.
- The school has three KG classes. Each class has two teachers and in addition the KG has two teaching assistants. The adult to child ratio is 1:6. Both teachers are always present in the classes.
- Another teacher teaches German as a foreign language in the KG and, observation by the review team showed the children to be achieving well with developing their German language speaking. The children have exposure to Arabic language once a week.
- The KG has three spacious activity areas inside. There is one multifunctional room used for German, Arabic and exercise sessions. There is one open hall area, and within the rooms, the KG has role play, senso-motor, construction, fine motor skills areas as well as a post office.
- The KG has a spacious outdoor environment with a good range of learning resources including a sandpit, train, castle and pavilion play areas, swings, slides climbing areas and space for running activities, football, scooters and bicycles. There is a wide range of additional play equipment including tents and water play equipment.
- Children and families are given a full briefing about starting in KG and the school organises a range of sessions taught by Primary teachers to ensure that the transition of children from the KG into Grade 1 is smooth or as the school describes it 'angstfrei' (anxiety free).



VIEWS OF PARENTS

I am Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 93



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement, so it is at a consistently very good or better level in all subjects by:
 - fully developing students' skills in Islamic Education with accurately recitation of the Holy Qur'an in Primary and in memorising the Noble Hadeeths in Middle and High.
 - fully developing students' extended writing skills in Arabic and English in Primary, Middle and High and in German in Primary and Middle.
 - fully developing students' skills to speak fluently confidently and at length in Arabic in Primary, Middle and High in German and English in Primary and in French in High.
 - fully developing students' skills in social studies with identifying Geographic features in the UAE landscape in Primary and in researching and analysing information in Middle.
 - fully developing students' mental mathematical skills across the school and their ability to work confidently and independently on mathematical problem-solving tasks.
 - fully developing students' scientific investigation skills in Primary and the ability of students to predict and hypothesise in science investigations across the school.
 - fully and consistently developing students' innovation, creative and critical thinking skills across the school.



- fully developing students' abilities with using technology to support their learning.
- Improve the quality and consistency of teaching, so it is at a very good or better level by:
 - ensuring teachers regularly mark all students' written work and provide clear written feedback to help them improve.
 - ensuring teachers make full use of assessment information to match work precisely to the needs of all groups of students, particularly those who are higher attaining.
 - ensuring that work planned for lessons involves students in using technology to enhance their learning.
- Improve the adaptation of the curriculum to ensure activities provided consistently match the needs of all groups of students and particularly for those who are higher attaining by:
 - reviewing the current curriculum content and ensuring it provides activities that challenge higher-attaining students.
- Improve the provision for students with SEN and for those who may be gifted and talented by:
 - implementing systems and checks to screen students who potentially have SEN and provide full support for these individuals.
 - implementing systems to and checks to screen students who may be gifted and talented and provide full support for these individuals.
- Strengthen of the school's self-evaluation processes by:
 - increasing the involvement of staff in developing the self-evaluation.

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.