



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**GEMS CAMBRIDGE INTERNATIONAL
PRIVATE SCHOOL**

14-17 November, 2022

Overall Effectiveness

Very Good





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-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	352
	School location	Muweilah School Zone Area Sharjah
	Establishment date	September 1, 2019
	Language of instruction	English
	School curriculum	English Curriculum
	Accreditation body	BSO, BSME
	Examination Board	Pearson Edexcel, CIE, Oxford AQA IGSE, A-levels
	National Agenda Benchmark Tests/ International assessment	IBT, RBT, PIRLS, CAT4, NGRT, GL PT, PASS
	Fee range	AED 20,000 to 30,000
	Principal	Ms Albertha Huyser
	Chair of Board of Governors	Ranju Anand
	Total number of teachers	101
	Total number of teaching assistants	38
	Turnover rate	17%
	Main nationality of teachers	Indian, Filipino, British, Arab
	Teacher: student ratio	1:15
	KG: roll and gender	Boys: 99 Girls: 104
	Primary: roll and gender	Boys: 506 Girls: 547
	Middle: roll and gender	Boys: 236 Girls: 228
	High: roll and gender	Boys: 9 Girls: 7
	Nationality groups	1. Egyptian 2. Indian
	Number of Emirati students	49
	Total number of students with special educational needs	149

PROGRESS JOURNEY

Previous Inspection:	Current Review:
N/A	VERY GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 177 lesson observations, 40 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

This is the first full inspection for the school which was opened in 2019. The overall performance of the school is very good. The principal and senior leaders have a shared vision and established a clear strategic direction which has led to this very positive result. Leaders ensure that the learning environment is positive and, as a result, students respond with positive attitudes and behaviours, showing respect for each other and the traditions of the UAE. Professional development, together with a strong culture of sharing best practice among staff, has contributed to the high quality of teaching, learning and to the curriculum in all subjects. The well-being and safeguarding of students are priorities for the school and acknowledged by parents as at a very high and consistent level.

KEY AREAS OF STRENGTH:

- From opening in 2019, achievement is now very good in all subjects including students' performance in external benchmarking examinations.
- The very positive school culture and atmosphere with students and staff working in harmony and showing respect and appreciation for Islamic values and UAE traditions.
- Rigorous safeguarding procedures resulting in parents expressing great confidence in the school.
- Consistent improvement in teaching, assessment and students' learning skills leading to very good performance in all subjects.
- The establishment by senior leaders, led by the principal and vice principal, of a clear strategic direction and a bold vision for the school, in collaboration with the Local Advisory Board, the GEMS organization, the parent council and SPEA support structures.

KEY AREAS FOR IMPROVEMENT:

- The raising of achievement to outstanding in all subjects.
- Further improvement of the impact of school leadership and especially the expertise of middle leaders to an outstanding level.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Very Good

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is very good in all phases. In lessons and in their work, the large majority of students make very good progress in all phases. This is in line with the school's internal data which shows all students make very good progress across the school.• Internal assessment data for all phases show attainment as very good overall. In lessons and in students' work the large majority of students attain above the curriculum standards.• In Phase 2, students understand Islamic Faith and Belief of Judgement Day. They understand that Muslims will be judged based on their deeds and those who followed God's instructions will be rewarded with paradise. However, students are less able to link Islamic values to related verses from the Holy Qur'an. In Phase 3, students understand the five Pillars of Islam and can define and calculate Zakat. However, students are not confident in giving examples of who deserves Zakat. In Phase 4, students are able to identify scientific miracles mentioned in the Holy Qur'an. However, students are less able to identify the related verses in the Holy Qur'an.• Most groups of students make better than expected progress. Higher-attaining students are insufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the Islamic Faith.• Students' ability to discuss the scientific miracles related to the Holy Qur'an.	<ul style="list-style-type: none">• Students' ability to link scientific miracles and Islamic values to related verses from the Holy Qur'an.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic AFL and ASL is very good overall. In lessons and in their work, the large majority of students make very good progress in all phases. This is in line with the school's internal data which shows all students make very good progress across the school.Internal assessment data for Phase 2, 3 and 4 show attainment as very good. IBT data for Grade 6 shows students attaining at least 140 points above the Middle East average. This is seen in lessons and in students' books where, overall, a large majority of students attain above curriculum standards across all phases.AFL Phase 2 students classify and use verbs and nouns in sentences. However, they are less accurate in reading with Harakat. In Phase 3, students make progress in using accurate expressive reading skills. In Phase 4, students make progress with their creative writing skills and produce descriptive narratives. However, Phase 3 and 4 students are less developed in applying grammar rules in their writings. ASL Phase 2 students develop their reading and forming of short sentences. Phase 3 students are able to read extended texts and extract main ideas. However, students' accurate writing is less developed.Most groups make better than expected progress. Higher-attaining students are insufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">High students' creative writing skills in AFL.Phase 3 students' extracting main ideas in ASL.	<ul style="list-style-type: none">Students' ability to apply grammar rules in Phase 3 and 4.ASL students' accurate writing skills.



Social Studies	<ul style="list-style-type: none">• Students' achievement in Social Studies is very good overall. In lessons and in their work, the large majority of students make very good progress in all phases. This is in line with the school's internal data which shows all students make very good progress across the school.• Internal assessment data for all phases show attainment as very good overall. In lessons and in students' work, the large majority of students attain above the curriculum standards.• In Phase 2, students demonstrate understanding of UAE geographical features and students can distinguish between the islands and the peninsula. They know that Lesser and Greater Tunbs Islands and Abu Mousa Island are unique and special places. However, a minority of students were unable to locate the islands accurately on the map. In Phase 3, students demonstrate understanding of the local and world economy and resources. Most understand how natural resources and different types of fuel are formed under the ground. However, a few students were unable to list a variety of resources.• Most groups of students make better than expected progress. Higher-attaining students are insufficiently challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' awareness of the importance of the UAE natural geographical features in Phase 2.• Students' ability to discuss the local and world economy in Phase 3.	<ul style="list-style-type: none">• Students' ability to use UAE map accurately in Phase 2.



English	<ul style="list-style-type: none">• Students' achievement in English is very good in all phases. The GL progress test indicates very good progress in Phases 2 and 3. Internal assessment data show progress is overall very good. In lessons and in their work, the large majority of students make good progress in all phases• Internal assessment data for all phases show attainment as very good overall. External GCE AS-Level examination results for Year 12 indicate standards in Phase 4 are outstanding. In lessons and in students' work, the large majority of students attain above the curriculum standards.• In Foundation Stage children can sequence a set of instructions well. Phase 2 students can identify, use and show the imperative verb. Older students in Phase 2 have a clear understanding of grammar and are adept at expanding noun phrases, direct speech and relative clauses and by the end of Phase 2 their reading is fluent. In Phase 3, students understand about language devices for non-fiction text which is well developed. Phase 4 students explore, political discourse, discourses in unequal power relationships and persuasion. Across the school, students develop confidence in speaking and answering questions. Where students progress less well, this is because younger children lack a range of vocabulary.• The majority of groups make above expected progress. Girls make slightly more progress than boys. Higher-attaining students are not always challenged.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to read fluently, with a detailed understanding of content in Phase 3 and 4.• Students' ability to understanding of grammar and parts of speech.	<ul style="list-style-type: none">• Students' range of vocabulary in FS and lower Phase 2.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is very good in all phases. In lessons and in their work a large majority of students make very good progress and this closely aligns with the school's GL progress data.• Internal assessment data shows students' attainment as very good overall. External GCE AS-Level examination results for Year 12 indicate standards in Phase 4 are very good. This agrees with what is seen in lessons and in students' books where attainment is judged to be very good in all phases.• In the Foundation Stage, number concept skills are very well established. In Phase 2, students' number operation skills are advanced and they can use the four number operations to solve problems and understand the order of operations including the function of brackets. Phase 3 students develop their mathematical knowledge well such as calculating the volume of a triangular prism and circumference of a circle. Phase 4 students make good progress in applying mathematical concepts and theory, for example they understand the concept of probability and can use the formula to find the probability of occurrence of an event. However, their mathematical literacy skills to solve real-world algebraic word problems, are less developed in higher phases.• Most groups make better than expected progress. Higher-attaining students and the gifted and talented (G&T) students do not always achieve their potential.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of number concepts and operations in the Foundation Stage and Phase 2• Students' ability to understand shape, volume and area in Phase 2 and 3.	<ul style="list-style-type: none">• Students' mathematical literacy skills to solve real-world algebraic word problems in higher phases.



Science	<ul style="list-style-type: none">• Students' achievement in science is very good in all phases. In lessons and in their work a large majority of students make very good progress. This closely aligns with the school's GL progress data.• Internal assessment data shows students' attainment as very good overall. External GCE AS-Level examination results for Year 12 indicate standards in Phase 4 are good. This agrees with what is seen in lessons and in students' books where attainment is judged to be very good in all phases.• Foundation Stage children learn quickly about the world, such as naming the parts of plants and flowers. Phase 2 students develop very good scientific factual knowledge, for example water absorption and water proof. In Phase 3, students begin to apply scientific theory well and can calculate the moles of solutions using chemical formulae. In Phase 4, students develop their understanding of how to apply their scientific theory to technology and they understand how catalysts can be used. In all phases, students develop very good experimental and scientific investigative skills. However, their ability to use accurate scientific language in drawing conclusions is under developed.• Most groups of students make better than expected progress. However, the G&T students do not always reach their full potential.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to apply scientific theories in Phase 4.• Students' understanding of scientific factual knowledge in Phase 2.	<ul style="list-style-type: none">• Students' ability to use accurate scientific language in drawing conclusions.

Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is very good overall. This aligns well with the available internal school data which indicates that progress is very good.• Internal assessment is generally formative and shows particularly good outcomes in art, music, ICT and personal and social education. This matches what is seen in lessons and in students work. There are no formal attainment test results.• In Phase 2 music, students learn composition quickly. They use correct terminology and know that melodies have notes, rhythm, pitch, tone and dynamics. Many play instruments and sing well chorally in unison. In Phase 2 and 3, students paint portraits and collages delicately using watercolors. In Phase 3 computer science, they show very good knowledge of programming augmented reality and robotics. However, these initiatives have not yet been developed sequentially for all age groups through the school. In Phase 4, students' athletics skills develop in PE but they are not proficient in passing relay batons and other motor skills.• Most groups of students make better than expected progress. G&T students in mainstream classes are not sufficiently challenged.
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	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">Students' compositional skills in music and their understanding of pitch rhythm, dynamics and tone in Phase 2 and 3.Students' ability and skill in painting portraits and assembling collages in Phase 3.	<ul style="list-style-type: none">Students' skills in robotics and other innovative enterprises are not developed for all students sequentially across the school.Students motor skills in PE.

Learning Skills	<ul style="list-style-type: none">Students' learning skills are very good in all phases.Students are keen to learn and take responsibility for their own learning. Throughout the school students know how to improve through self and peer assessment and take appropriate actions to address weaknesses.Students interact purposefully and work collaboratively in a productive manner. In Phase 4, well-structured, small group work facilitates peer support during preparation for examination.Across all phases, students make meaningful connections between their areas of learning and the real world. Younger students in science explore forces on sailing boats. In mathematics, students measure distances and angles to calculate the height of buildings.Older students can find things out for themselves whilst younger ones conduct basic research, usually with the use of an IT device. Students are enterprising and have developed companies to market apps and products. However, they are less inclined to be innovative in lessons than when conducting special projects.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">Students' engagement with learning.Students' interaction and collaborative working.	<ul style="list-style-type: none">Students' ability to develop innovate ideas during lessons.



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

Indicators:	KG	Phase 2	Phase 3	Phase 4
Personal development	Very good	Very good	Very good	Very good
<ul style="list-style-type: none">Students' personal and social development and their innovation skills are very good overall.Across the school, students show positive and responsible attitudes. They respond very well to critical feedback and they are often self-reliant, but this is not consistent.Students display very good behaviour and self-discipline. Incidents of bullying are rare and always recorded and actioned effectively.Students are frequently respectful and respond well to other's needs. Strong relationships between students and teachers help students develop confidence and take active role in fulfilling the school vision of always showing integrity, honesty, respect and kindness.Students demonstrate a secure understanding of safe and healthy living. They sometimes initiate and participate in activities that promote safe and healthy lifestyles such as Health week celebrations. However, students' leadership of healthy lifestyle projects is still at a developmental stage.Students' attendance is very good at 95.6% overall. Only a few students across the school arrive late.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very good	Very good
<ul style="list-style-type: none">Students understand and appreciate Islamic values and how they influence life in the UAE. These values are promoted during lessons, in participation in religious events and continuous awareness for students inside and outside classes, for example through the Islamic value wall.Students develop strong understanding of UAE culture and heritage. For example, students' work shown across several displays in the school show their understanding of how cultural life progressed in UAE across time.Students have a deep understanding of their own and a variety of other world cultures through the large number of nationalities in the school. They participate in activities organized by the school to celebrate other world cultures, such as traditional dance and the world map to showcase the cultural diversity.				



Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Students often initiate and lead activities. They volunteer to participate in many school activities such as student-led teacher training for the use of green screen and augmented reality.• Students show a positive work ethic and are sometimes innovative, such as creating their own website in the innovation clubs. However, students' innovation skills are not consistent in lessons across the school, especially in lower phases.• Students care about their surroundings and their environmental awareness is secure. Sustainability teams with UN certification organize activities throughout the school year to promote awareness.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' positive attitudes and strong relationships.• Students' understanding of UAE and other world cultures.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' innovation skills in lessons across the school, especially in lower phases.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• The overall quality of teaching and assessment is very good in all phases.• In lessons observed across the school, teachers applied effectively their subject knowledge and showed consistent understanding of how students learn. Most teachers have participated in recent high-quality professional development leading to improved performance in teaching and learning.• Teachers plan engaging lessons making effective use of time and the resources available. The well-presented learning environment motivates children and students. Teachers effectively use assessment data in planning for their lesson activities and meeting students' needs.• Teachers' interactions with students are very positive and helps to motivate and encourage interest in lessons. Teacher's targeted questioning to promote students' higher-level thinking skills and critical responses is well developed.• Teachers use strategies that are highly effective in meeting the individual needs especially in higher phases. However, in the larger classes in Phase 1 and 2, there is some disengagement. G&T students are not explicitly catered for in lessons across all phases.• All students have advanced independent learning skills. Older students demonstrate their ability to think critically. However, opportunities to problem solve and innovate in lessons are a developing feature.				
Assessment	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Internal assessment processes are coherent and consistent. They measure student attainment and progress against the appropriate curriculum standards and give valid results. The school makes use of Cat4, GL progress tests, IBT and the Pupil Attitude to Self and School (PASS) to benchmark student outcomes appropriately.• Assessment data are analyzed well by senior leaders. The analysed data is generally well presented to staff and understood by all. It is effective in identifying the progress of most groups of students.• Assessment data including CAT 4 data is used in lessons to inform teaching, curriculum planning and in meeting the needs of groups. The alignment of Cat 4 data to predict outcomes in the final British curriculum exams is very well developed.				



- Teachers have very good knowledge of the capacity of individual students and use this to provide personalised challenge and support. Feedback from the teacher takes many forms and is always constructive. Self-assessment and peer feedback is still a developing feature.

Areas of Strength:

- The collection, analysis and interpretation of data and its use in planning lessons to meet the needs of all learners and predict exam outcomes.
- The quality of teacher's targeted questioning to promote students' higher level thinking skills and critical responses.

Areas for Improvement:

- The consistent use of peer and self-assessment in lessons.
- Ensuring the needs of G&T students are met in the same way as those of all other groups.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The overall quality of the curriculum is very good. The curriculum has a clear rationale and follows all statutory requirements and follows the British National curriculum prioritizing the appropriate UAE subjects.The curriculum is effectively planned and ensures good continuity and progression appropriate to meet the challenges of GCSE and A-level examinations.There is a wide range of curricular choices particularly from Year 10, such as psychology IGCSE. The A-level curriculum in Phase 4 is narrow, due to the small number of students.Cross-curricular links are meaningful, planned and integrated into lessons such as students in Phase 4 who regularly work collaboratively and use their mathematical skills in chemical calculations and also in physics effectively.Regular curriculum reviews by senior leaders identify development priorities to further raise the quality of student achievement and include cross-curricular planning between subjects as well as a focus on how the curriculum is developing student personal development.				
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Curriculum modifications are very successful and meet the needs of most students, including Special Educational Needs and Disabilities (SEND) students, such as the modified science curriculum to incorporate more experiments into lessons. However, challenge for the G&T students is limited.The curriculum is imaginative and helps to motivate almost all students with a wide range of extra-curricular activities, such as robotics, mini-enterprises and an innovation club. However, opportunities to be more innovative in lessons in all phases are less developed.Coherent and supporting learning experiences are embedded in the curriculum. Students develop good knowledge and understanding of Emirati culture and UAE society, as well as the international nature of the school's community. Sustainability projects such as the creation of an organic garden raise environmental awareness.				
Areas of Strength:				
<ul style="list-style-type: none">Regular review of the curriculum to ensure quality provision.				



- Cross-curricular references to Emirati Heritage and Culture.

Areas for Improvement:

- Modification of the curriculum to meet the needs of the G&T students.
- The breadth of the curriculum at A-level as numbers in Phase 4 increase.



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

Indicators:	KG	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">• The protection, care, guidance and support of students is outstanding.• The school has rigorous and highly effective safeguarding procedures and appropriate training. All stakeholders are fully aware of safeguarding and child protection procedures. Students feel very safe and parents are fully involved at every stage. Year 4 students successfully promoted e-safety at assembly• Supervision of students is very effective at all times. The school conducts thorough and frequent safety checks diligently. Daily maintenance logs ensure the whole school is safe, clean and secure.• The building has been renovated extensively to a very high level and very well maintained. All records are comprehensive and held securely with incidents and subsequent inactions recorded.• The learning environment, facilities and premises meet the learning needs of all students. Well-resourced libraries, science, ICT, robotics and innovation laboratories as well as a sensory room support specialised learning. A few rooms are cramped.• Promotion of healthy living is successful and permeates all aspects of school life. Healthy lifestyles are promoted vigorously in lessons, at breaks and through BMI monitoring.				
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• The promotion of good relationships between students and staff is purposeful and leads to very good behaviour which is a key ingredient to the school's success.• The school's pro-active approach in motivating students is successful in promoting very good attendance. Punctuality and attendance are monitored very effectively and any absences are recorded and followed up.• Systems to identify Special Educational Needs and disabilities students (SEND) are rigorous. Students are assessed using a range of internationally recognised tests and detailed information is made available. However, the identification of the G&T students is less effective.• The school provides effective support for SEND students through the Head of Inclusion and support staff including shadow teachers. Support for the gifted or talented is a developing feature.• The personal support provided to all students across the school is efficiently monitored at all times. Individualised counselling and guidance inform subject choices and future career pathways.				



Areas of Strength:

- Rigorous procedures for the safeguarding of students and strong staff-student relationships.
- Very effective personal and academic support systems for students.

Areas for Improvement:

- Rigorous systems to identify, support and challenge G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is very good. The principal, appointed in 2019 when the school was founded, has played a key role in the growth and high performance of the school. Together with senior leaders the principal has set a clear strategic direction and a policy of openness and inclusion. The school is very successful in bringing together 66 nationalities and developing strong SEND support structures. The bold vision incorporating honesty, integrity kindness and respect is shared by all stakeholders who are fully committed to these core values.
- The principal, vice principal and other leaders have a wide international experience, and senior leaders demonstrate thorough understanding of the British curriculum. They work jointly with the GEMS organization and SPEA to create an inclusive school.
- Relationships between staff members and all stakeholders are consistently professional and effective. Establishing strong relations is a priority. Leadership is efficiently distributed and morale is very high. Individualized target setting based on student CAT scores helps leadership to hold teachers accountable and ensures students reach their potential.
- Senior leaders demonstrate a clear and accurate understanding of what needs to be done to improve. They have successfully identified key priority areas for improvement. However, middle leaders understanding of international best practices in teaching and learning is not yet sufficient to move the school to an outstanding judgement.
- Leaders have been innovative and successful in developing aspects of the school including whole staff professional development. The school's innovative approach to promotion from within as well as careful succession planning ensures that there is no serious gaps in school performance which is at a high level.
- The school's self-evaluation structures are rigorous and include input from all staff members and stakeholders in a consistent and structured way. The self-evaluation document (SEF) is well-evidenced and realistic. Accurate use of external data from GL, AS Level, IBT and other external assessments is already embedded.



- Senior leaders together with heads of department effectively monitor teaching and learning and provide clear feedback. Evidence from observations is triangulated with assessment data, learning walks and book scrutiny.
- The school improvement plan (SIP) is coherent and aligned well to the SEF. Leaders in conjunction with all stakeholders develop action plans that are driven by accurate assessment data resulting in sustained positive student progress.
- This is the school's first full review but all recommendations from recent partial review have been actioned very successfully leading to a much improved school performance. The school re-evaluates student performance during the year which ensures sustained improvement.
- The school successfully engages parents as partners. Parental engagement through the parent committee is well established and the 'open-door' school policy ensures parents views are taken into account, including in the development of the SEF and SIP.
- Effective communications ensure parents are fully informed about school developments. The school portal and app are particularly effective in logging and resolving issues.
- Reporting is regular and comprehensive. Parents of students with SEND are supported well and expressed great satisfaction with the progress made by their children.
- The school's many connections with external bodies, including community partnerships, local universities, 'Lighthouse Arabia' and 'Sharjah Rehabilitation' enhance students' learning and stimulate their interests. However, international connections are currently limited.
- The Local Advisory Board includes representation from all stakeholders and benefits from wide educational expertise. The GEMS organization is very committed and exert a very positive influence through its senior staff. GEMS systematically monitors the school through regular visits and both formal and informal meetings from which they raise questions to ensure accountability.
- The Local Advisory Board and GEMS exert a very positive influence on the school and places a strong focus on accurate external school data to guide decisions. They put a strong emphasis recruitment and developing staff to take up senior roles from within the school and have a clear performance management structure in place with annual targets and review.
- Almost all aspects of the school are very well organized and appropriate and well-qualified staff are deployed. Professional development and best practice are promoted extensively in collaboration with GEMS and SPEA support. Leadership training and development for staff is a key feature and helps in the high level of staff retention.
- The building is well designed to provide a wide range of specialist facilities that are used regularly to engage and enhance students' learning. A few classrooms are somewhat small for student numbers.
- A wide range of high-quality resources are available throughout the school. The use of devices is moderated so as to establish a balance between traditional collaborative work and use of technology; a policy which is supported by parents.

Areas of Strength:

- The clear strategic direction and vision created across the school by the principal, senior leaders, Local Advisory Board and GEMS.
- Systematic and rigorous self-evaluation processes based on accurate internal and external assessment data.



Areas for Improvement:

- Guidance and training for middle leaders on the steps required to improve the school to outstanding.
- Further links with the local community and establishment of international connections.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school currently has 15 Arabic teachers. They are spread evenly across all the Arabic-medium subjects. The overall ratio of students to teachers in the Arabic department is 1:17
- The school has 1200 Arabic library books comprising, 200 non-fiction books and 500 fiction books. There is also an electronic Asafeer platform for reading in Arabic.
- A dedicated librarian who speaks Arabic ensures all records are updated regularly. All classes have regular library periods. Workshops are held for parents to support children. In addition to Asafeer platform the school has access to the online resource Bug Club for Primary and My On in place for older students.
- There are extracurricular activities such as the yearly Arabic reading challenge, the Chevron Award, internal reading competitions and awards and “A character from my book” with SPEA.

The school's use of external benchmarking data

- The school has very effective external benchmarking processes. They are used rigorously in the school self-evaluation process. All students are entered for appropriate assessments. All students from Years 3 to Year 13 enter CAT4 and NGRT. All students from Years 1 to Year 13 enter PASS. All students in Year 6 enter RBT (2021/22), TIMSS, PISA and PIRLS as invited and appropriate.
- All students are given bespoke support and training during lessons. Revision materials for study at home are supplied and preparatory tests in school. Webinars and support sessions are delivered to parents.
- Teachers take part in online SPEA training on the process of administering the PISA and PIRLS assessments as well as the use of Cerebry online platform and GEMS support.
- Students are informed about their results through individual reports which are uploaded on school portal. Merit Certificates for high performances are distributed in special assemblies. Parents are sent a letter explaining the examinations and what they measure. Parents also have access to results through the school's portal. Webinar sessions are held, and information is shared with the parents explaining the results and what they mean in terms of their child's strengths and areas for improvement.

Provision for KG

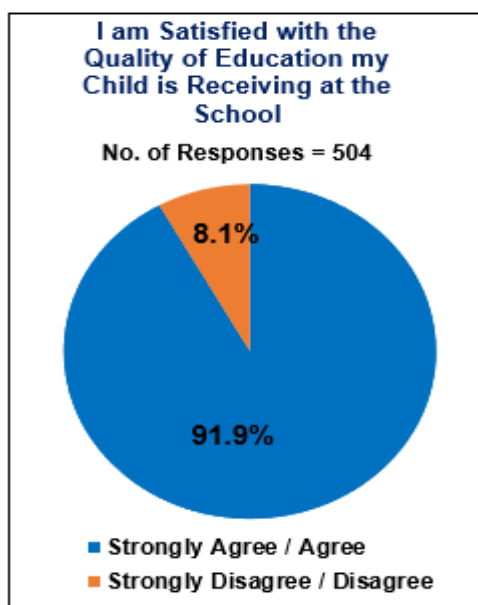
- The school has 203 children in 8 FS classes with a ratio of 1:14. for both teachers and assistants.
- Classrooms are very well-resourced with appropriate hands-on materials available with a designated outside area. Students have a wide range of maths resources such as numicon, multilink cubes, counting manipulatives, measuring equipment and shapes to explore different mathematical concepts as well as access to Lego and robotics. Teachers and assistants are well trained in effective use of all resources.



- The school has a wide range of outdoor learning resources such as bicycles, gross motor and muscle movement equipment, sand and water trays and gardening opportunities.
- Parents are invited for an orientation program before the beginning of the academic year in FS and in term 3 of FS2 for induction on Year 1 programme. Parents are informed weekly on their child's achievements and about early years best practices through workshops. They are helped to understand the teaching methods used in school and how they can support at home. Parents are very happy with induction and transition processes.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise achievement to outstanding in all subjects by:
 - ensuring students have a full range of opportunities to produce extended pieces of grammatically accurate writing in Arabic.
 - ensuring students continue to develop their mathematical literacy and word problem solving capacity in all phases
 - focusing on consistent use of the scientific language and drawing appropriate conclusions in Phase 3 and 4 especially
 - reviewing lesson planning to ensure that students consistently have opportunities to develop their innovation, entrepreneurial and critical thinking skills in lessons, across the school
 - continuing to raise attainment and progress across key subjects through raised expectations and expertise of teachers
 - ensuring that the robotics programme is developed in an age-appropriate way to a high level and connected to the mathematics and science curriculum
 - enhancing the challenge in lessons for G & T students
 - extending innovation skills to lessons at all levels.



- Improve further the impact of school leadership and especially middle leadership to an outstanding level by:
 - reviewing the roles of all middle leaders in order to re-focus towards identified school priorities
 - encourage middle leaders to be innovative in developing international best practice across subjects
 - providing effective guidance and training to enable middle leaders to accurately monitor the quality of teaching and learning within their departments
 - ensuring that all leaders are clear in their understanding of the challenging next steps required to move the school to even better performance
 - expanding leaders' knowledge of innovative practices in lessons.

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.