SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR)|Report

New Indian Model School LLC.

5 – 8 February 2024

Overall Effectiveness: ACCEPTABLE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-point scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

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

THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:
- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:
- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:
- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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

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

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

SCHOOL INFORMATION

<table>
<tr><td rowspan="9">School</td><td>School ID</td><td>165</td></tr>
<tr><td>School location</td><td>Al Azra, Sharjah</td></tr>
<tr><td>Establishment date</td><td>1982</td></tr>
<tr><td>Language of instruction</td><td>English</td></tr>
<tr><td>School curriculum</td><td>Indian</td></tr>
<tr><td>Accreditation body</td><td>-</td></tr>
<tr><td>Examination Board</td><td>Central Board Secondary Education (CBSE) & Kerala Board</td></tr>
<tr><td>National Agenda Benchmark Tests/ International assessment</td><td>ASSET, PISA, TIMSS CAT4</td></tr>
<tr><td>Fee range</td><td>3,750 - 6,380 AED</td></tr>
<tr><td rowspan="6">Staff</td><td>Principal</td><td>Shahjahan K Mohammed</td></tr>
<tr><td>Chair of Board of Governors</td><td>Zakir Hussain Kalmaluddin</td></tr>
<tr><td>Total number of teachers</td><td>139</td></tr>
<tr><td>Total number of teaching assistants</td><td>13</td></tr>
<tr><td>Turnover rate</td><td>14%</td></tr>
<tr><td>Main nationality of teachers</td><td>Indian</td></tr>
<tr><td rowspan="12">Students</td><td>Teacher: student ratio</td><td>1: 18</td></tr>
<tr><td>Total number of students</td><td>2,550</td></tr>
<tr><td>Total number of students per cycle</td><td>KG: 347; Primary: 1,049 Middle: 694; High: 460</td></tr>
<tr><td>Number of Emirati students</td><td>0</td></tr>
<tr><td>Number of Emirati students per cycle</td><td>0</td></tr>
<tr><td>KG: number and gender</td><td>Boys: 179   Girls: 168</td></tr>
<tr><td>Primary: number and gender</td><td>Boys: 558   Girls: 491</td></tr>
<tr><td>Middle: number and gender</td><td>Boys: 362   Girls: 332</td></tr>
<tr><td>High: number and gender</td><td>Boys: 221   Girls: 239</td></tr>
<tr><td rowspan="2">Nationality groups</td><td>Indian</td></tr>
<tr><td>Pakistani</td></tr>
<tr><td>Total number of students with special educational needs</td><td>243</td></tr>
</table>

PROGRESS JOURNEY

Previous Review: 2022:23	Current Review:
ACCEPTABLE	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 190 lesson observations, 51 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness remains at an acceptable level, consistent with the review conducted during 2022. Since then, the school's leadership has made notable progress in some areas and recent initiatives are leading to better student outcomes. A significant improvement is the introduction of a robust monitoring and evaluation system. This system enables senior leaders to work in close collaboration with middle leaders, cultivating an environment of continual improvement. While this initiative is in its early stages, it demonstrates the school's commitment to improving observation and evaluation skills across all tiers of leadership, with the aim of improving classroom practice and raising students' outcomes.

In line with previous recommendations, the school has prioritised collaborative working as a means of making improvements. Teachers have started to integrate this approach into their lesson planning, developing a culture of teamwork and knowledge exchange. They place deliberate emphasis on nurturing students' communication skills, an approach that now requires consolidation. These initiatives demonstrate the school's unwavering commitment to development and its continual application and enhancement of educational methodologies. Governance supports senior leaders by offering leadership development programmes to hone the skills of leaders at all levels.

KEY AREAS OF STRENGTH:
- Students' achievement in English, mathematics, and other subjects in High, children's achievement in mathematics, science and other subjects in KG, Islamic education and social studies across the school and science in Middle and High.
- Students' very good attendance, good behaviour and strong appreciation and understanding of the role and values of Islam in UAE society and their respect for it and for other cultures.
- The school's positive relationships and systems of identification and support for students with special educational needs (SEN) and students deemed gifted and talented (G&T).
- The school's partnership with parents and governing board's effective monitoring of the school's performance.

KEY AREAS FOR IMPROVEMENT:
- Students' knowledge, skills and understanding through innovation, enquiry-based research and critical thinking.
- Teaching strategies that meet the needs of all students.
- Senior leaders' management and their evaluation of improvement outcomes.

School Performance Review of New Indian Model School LLC.
5 - 8 February 2024

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		**KG**	**Primary**	**Middle**	**High**
Islamic Education	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	**Attainment**	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	**Attainment**	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Good	Good	Acceptable
Social Studies	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	**Attainment**	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	**Attainment**	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Science	**Attainment**	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Good	Good
Other subjects (Art, Music, PE)	**Attainment**	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Good	Good
Learning Skills		Good	Acceptable	Acceptable	Good

Islamic Education	- Students' achievement in Islamic Education is good across the school. Their attainment and progress are good across all phases. - Internal data indicates attainment is outstanding in Primary, good in Middle, and very good in High. This does not fully match what was seen in lessons and students' work, which shows that most students reach levels of attainment above curriculum standards. - In Primary, majority of students grasp the fundamentals of Islamic teachings, particularly concerning the rules of Islamic fasting. There is a notable gap in their ability to extract these rules directly from the Holy Qur'an. The majority of students in Middle understand Islamic values derived from the Noble Hadeeth. They articulate concepts such as charity and its various forms, including Sadaqa, highlighting their understanding of benevolence and its rewards. The majority of groups of students in High, demonstrate an insight into Islamic manners and etiquette by understanding the moral lessons embedded within stories mentioned in the Holy Qur'an, thereby reflecting on the principles and the ethical considerations advocated in Islamic teachings. Their Holy Qur'an recitation skills are well developed. - All groups of students make similar progress.

Areas of Strength	Areas for Improvement
- Students' understanding of Islamic manners and etiquette in High. - Students' Holy Qur'an recitation skills in High.	Students' understanding of Islamic rules, drawing from the Qur'an in Primary.

Arabic	• Students' achievement in Arabic as a Second Language (ASL) is acceptable across the school. Progress is good in Primary and Middle and acceptable in High as observed in lessons and students' work. This reflects the school's internal assessment data. • Internal assessment data suggests that overall attainment across the school is acceptable. This aligns with observations made during lessons and evaluations of students' work where most students achieve in line with curriculum standards. • Most students in Primary demonstrate levels of reading skills in line with the curriculum standards. They can understand the information in short, cohesive texts. Students' listening skills are underdeveloped. Their grammatical skills lack precision, for example, most students find re-ordering jumbled words hard and cannot make a full sentence. In Middle, students make good progress in identifying the main ideas from the texts. They can use new words to make a meaningful sentence; however, in other phases, their skills are less well developed. Students' listening skills are underdeveloped. In High, students make progress in developing their reading skills and can distinguish verb tenses and observe some semantic skills as they find out the meaning of words from the context. • All groups of students make similar rates of progress.

Areas of Strength	Areas for Improvement
• Students' progress in developing their reading skills in High.	• Students' listening skills across all phases. • Students' grammatical skills in Primary. • Students' information retrieval skills in Primary and High.

Social Studies	
	- Students' achievement in social studies is good across the school. Progress is good as observed in lessons and students' work. - Internal assessment data indicates very good attainment across the school. This does not match with what was observed in lessons where the majority of students attain in line with curriculum standards. - Primary students exhibit a commendable understanding of the historical contexts that shape societies, particularly emphasising the contributions of notable figures and events. For instance, they articulate the accomplishments of Muslim scientists during the Golden Age, showcasing their awareness of significant events on the timeline. Middle school students demonstrate respect for the rich culture and political landscape of the UAE. They adeptly recognise and appreciate the nuances of UAE National Identity and culture, including the esteemed tradition of the Majlis, and can effectively describe its key components. In High, students demonstrate a clear understanding of the goals of the National Agenda. They understand the importance of sustainability and how it impacts positively on the environment. Students have insufficient activities to take part in projects that build their innovation skills. - All groups of students make similar rates of progress and there is little difference between the groups.
	Areas of Strength	**Areas for Improvement**
	- Students' capacity to express their opinions on social topics across the school. - Students' understanding of the National Identity of the UAE in Middle.	- Students' innovation skills and the development of projects in lessons, in all phases.

English	- Students' achievement in English is acceptable overall and good in High. Internal assessment data shows that a large majority of students in KG, primary and middle, and a majority in High attain levels above curriculum standards. Internal assessment shows that most children in KG make acceptable progress while students in Primary make good progress and students in Middle and High make very good progress overtime. - External ASSET assessment data indicates that only a majority of students in Primary and Middle attain levels in line with curriculum expectations. Grade 10 CBSE and Grade 12 KB external assessment results indicate that most students attain levels above curriculum expectations. - KG1 children are beginning to form letters with KG2 children beginning to construct simple sentences. A few children cannot apply phonics accurately, which is having a negative impact on their writing skills. In Primary, students develop their listening and speaking skills, applying words in different contexts of conversation fluently. In Middle, students explore a range of texts and demonstrate an understanding of their content. A few students' comprehension skills are underdeveloped and lack clarity when summarising a story. In High, students use their critical thinking and inference skills to engage in lively debates. Their communication skills to actively participate in discussions and listen attentively are less well developed in Primary and Middle. - Overall, most groups of children and students make acceptable progress. A few students with SEN make less than expected progress.

Areas of Strength	Areas for Improvement
Students' ability to interpret and integrate information in debates in High.	- Children's accurate application of phonics in KG. - Students' comprehension skills to retrieve and infer information when summarising a story in Middle. - Effective communication skills to actively participate in discussions and listen attentively in Primary and Middle.

| Mathematics | • Students' achievement in mathematics is acceptable overall. It is good in KG and High. In lessons and in their work, most students make acceptable progress in Primary and Middle and good progress in KG and High. This does not match with the school's internal data which shows outstanding progress in KG, good progress in Primary and High and acceptable progress in Middle.
• Internal assessment data indicates that attainment in KG primary and High is good and acceptable in Middle. External ASSET assessment data shows that students' attainment is good in Primary and weak in Middle. Grade 10 CBSE assessment data indicates that students' attainment is good. KB Grade 12 assessment results show that students' attainment is also good. This is not seen in lessons and in students' work where most students attain in line with curriculum standards in Primary and Middle while a majority of students in KG and High attain above curriculum standards.
• In KG children are developing their knowledge and skills in number, quantity and subtraction and can subtract single digit numbers using appropriate manipulatives and resources. A few have difficulty recognising some numbers. Children can use non-standard methods to measure height and faced challenges when asked to predict in advance. In Primary, students explore pictograms in their introduction to data display. They understand the concept of simple representation and can record their findings accurately. In Middle, students extend their knowledge of space by exploring the area of squares and rectangles in real life scenarios. A few students confuse the terminology of length and breath. In High, students are studying uncertainty and chance, and can differentiate between independent and dependent events in terms of conditional probability.
• Overall, in KG, Primary, Middle and High, students make at least expected progress. A few students with SEN make less than the expected progress. |
|---|---|

Areas of Strength	Areas for Improvement
• Students' ability to represent data in simple charts and graphs in Primary. • Students' understanding of complex formula in solving problems of probability in High.	• Children's number recognition in KG. • Children's skills of prediction in KG. • Students' understanding of mathematical language and terminology in Middle.

Science	• Students' achievement in science is good overall. It is acceptable in Primary, good in KG, Middle and High. School internal data suggests that students' progress overtime is good in KG and Primary and acceptable in Middle and High. • The school's internal data shows that students' attainment is very good in KG, good in Primary and acceptable in Middle and High. This does not match with what was seen in lessons and in students' work where attainment in KG, Primary and Middle is acceptable and good in High. External CBSE examination data 2022-23 for Grade 10 shows that attainment is very good, and that it is outstanding for Grade 12. ASSET exam data shows weak attainment for Grades 3-9. • Overall, students make acceptable progress in Primary and good progress in KG, Middle and High. By KG2, children can observe and explore their surroundings and differentiate between the characteristics of living and non-living things, providing examples from real life. They differentiate between the characteristics of dry leaves and green ones. In Primary, students develop their understanding of physical science; for example, they recognise and describe the functions of blood, heart, and blood vessels. Primary students' skills to investigate and research are not well developed. Lower attaining students struggle to identify the types of blood vessels. Middle and High students often encounter challenges in grasping scientific terminology such as veins and arteries. Their skills for independent and practical experimentation are yet to be fully developed. • Overall, all groups of students make acceptable progress in Primary and good progress in KG, Middle and High. There are no differences in the rate of progress between boys and girls. Lower attaining students do not make progress at the same rate as other students.

Areas of Strength	Areas for Improvement
• Students' good understanding of the basic scientific concepts especially in KG, Middle and High. • Students use scientific terms correctly, especially in Middle and High.	• Investigative, enquiry and research skills especially in Primary. • Independent experimental and practical skills in Middle and High.

Other subjects	
	- In other subjects, students' achievement is acceptable in Primary and Middle and good in KG and High. In lessons and in their work most students make acceptable progress in Primary and good in KG, Middle and High, with the majority of students making better than expected progress in relation to appropriate learning objectives.
- Internal assessment data indicates that attainment and progress is acceptable in Primary and that students make better than expected progress in KG, Middle and High. This matches to what was observed in lessons.
- In KG, children enthusiastically participate in artistic and physical activities. They enjoy running on a track and show good balance. Physical Education (PE) activities enable students to develop their fitness, motor skills, games proficiency and teamwork. For example, Grade 5 students demonstrate good teamwork and accomplished dribbling of the ball when playing basketball. In Primary and Middle, students create and demonstrate artistic skills by drawing and colouring, but their understanding of different techniques is less developed. Their creativity and originality are sometimes curtailed by too few resources. In High, in media, students successfully create 3-D animations. The school offers 5 native languages Hindi, Tamil, Bengali, Urdu and Malayalam. Students' proficiency in dialogue in Bengali is a notable strength. In Primary and Middle, Hindi and Malayalam students are confident speakers and are eager to read but they do not have enough vocabulary to read and write fluently in all the native languages. Students' show limited understanding of technical language when using IT applications to support their learning.
- There are no specific differences in the rates of progress between different groups of students.

Areas of Strength	Areas for Improvement
- Students' handling and control of the ball whilst running in Grade 5.
- Students' pronunciation of words accurately in Bengali to form sentences through dialogue.
- Children's ability to run on a track and balance and coordinate their movements in KG.	- Students' identification of the difference between sketching, shading and blending techniques in Primary.
- Students' vocabulary in native languages when reading and writing in Primary and Middle.
- Students' understanding of technical instructions when using an application in IT.

Learning Skills	- Students' learning skills are acceptable overall. Students have positive attitudes to learning. Most apply themselves to the activities they are set but do not consistently take responsibility for their own learning, especially in Primary and Middle. Students take some steps to assess the quality of their work when given the opportunity. - Students work collaboratively in most lessons. At times they lack the skills needed to cooperate meaningfully on tasks, especially in Primary and Middle. In KG, children work well together. Small classrooms and the lack of space around the school make movement and students' active participation during some lessons difficult. - Children in KG make real world connections to their learning. Cross curricular links are few in Primary and Middle. Students occasionally apply aspects of their learning and relate these to their understanding of the world beyond school. In High, for example, in business studies, students understand the reasons behind the demonetization of India. - Students are over-reliant on textbooks and worksheets and on waiting for teachers' instructions, resulting in their independent thinking skills not being well developed. The range of activities for student-led inquiry and project-based learning foster students' independence and creativity across the school, especially in High. Students' critical thinking, problem-solving skills and their use of learning technologies are generally stronger in High. Innovation and enterprise skills are not well developed across the curriculum.

Areas of Strength	**Areas for Improvement**
- Students' positive attitudes towards their learning. - KG children's interaction and good collaboration with each other within groups. - The range of activities for student-led inquiry and project-based learning to foster independence and creativity across the school, especially in High.	- Students' responsibility for their own learning in Primary and Middle. - Connections between areas of learning so that students can make meaningful links in Primary and Middle. - Students' independence, innovation and enterprise across phases.

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

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

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

- Students show positive, responsible attitudes and demonstrate self-reliance across the school. Students respond to staff instructions and feedback well. They are self-disciplined and few need any reinforcement from their teachers.
- Students demonstrate good behaviour in lessons and in different parts of the school. Most are clear about the school's behaviour code of conduct, resulting in few bullying incidents. Positive behaviour prevails throughout the school, and it is more evident in the girls' section. Teacher and student relationships exhibit respect and consideration. Students cooperate well and help each other.
- Students are developing a good understanding of the importance of healthy living. Most participate in daily exercise in assemblies and in PE lessons. Students generally know what constitutes healthy and unhealthy food choices; a few were seen eating unhealthy snacks at break time.
- School data shows that attendance at 97% is very good. Students are punctual and arrive at the assembly and to lessons on time.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students demonstrate a secure appreciation and understanding of Islamic values and practices. They are clear about the influence of Islamic values on their life. This is evident in Islamic education lessons where students recite the Qur'an and Noble Hadeeth in assemblies on a daily basis. They celebrate Islamic events such as Hajj, Eid and Ramadan.
- Students demonstrate knowledge and understanding about the heritage and culture of the UAE. They celebrate Islamic and national events with respect, such as National Day, Martyr Day, and Flag Day. The Student Council organises national events and cultural celebrations.
- Students have a good knowledge of their own cultures and are tolerant and respectful of each other.

Social responsibility and innovation skills	Good	Good	Good	Good

- Students participate in initiatives in school and in the broader communities, showing awareness of their responsible roles in society. They engage in charitable activities to help people less fortunate than themselves, visit the elderly and receive visitors from Sharjah police community to help raise awareness about bullying.
- Students generally exhibit a responsible approach to their work. Innovation, enterprise, and entrepreneurship are an underdeveloped feature of students' skills in lessons across the school.
- Students care for the school and keep it safe and clean. They take part in activities to improve its environment. and have developed an 'eco' club which enables them to take part in a number of projects such as planting the school garden, zero plastic usages and cleaning campaigns, providing good awareness about the environment.

Areas of Strength:

- Students' attendance.
- Students' appreciation of the role and values of Islam in the UAE.
- Student's positive and responsible relationships.

Areas for Improvement:

- Students' innovation, enterprise, and entrepreneurship skills in lessons and through more daily well-planned activities.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Good

- Most teachers demonstrate secure subject knowledge in key subject areas. Not all teachers apply current pedagogical approaches to their teaching to ensure that all students' learning needs are met. There were more positive examples of teachers facilitating purposeful group work, independent learning, discussion, debate and meaningful dialogue observed in KG and High. Lesson planning is centralised with an agreed template in use throughout the school. The lesson plans are detailed, and most teachers adhere to them. Teachers' lesson delivery varies considerably across the school. In better lessons, teachers employ a more comprehensive approach, where all aspects of planning are combined throughout the lesson.
- Teacher and student interactions are good. Teachers care for their students and treat them with respect and students reciprocate and respond well in lessons. Students respond well to questions and take lead roles as 'teachers' in lessons. In better lessons, where the quality of questioning is good, students respond enthusiastically and engage in meaningful discussion and dialogue. In Primary and Middle, teachers' use of questioning varies in quality considerably. Teachers rely on choral answers and do not check students' understanding individually, leading to students becoming passive in lessons.
- Teachers are aware of students' varied needs and include the use of materials at different levels to respond to their needs. Teachers do not always implement suitable approaches to adequately personalise support particularly for lower attaining students or those with SEN in lessons. In KG, learning centres support children's different learning needs through play. Few lessons in High provide challenge for the higher attaining students or sufficient support for students with SEN.
- Teachers provide insufficient opportunities to develop students' critical thinking, problem solving and innovation. In better lessons, in High, students are provided with activities that lead learning and extend students' skills of research and inquiry.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school's assessment processes are comprehensive and robust. They are linked to the curriculum and give a clear picture of students' achievement across the school. Data is collated through assessment which provides details of students' attainment and progress. Relevant

assessment data is distributed to all teachers to help them plan their work to meet the needs of different groups of students. The school usefully analyses external data and undertakes benchmarking to CBSE international standards to inform leadership about the school's performance in terms of international standards of attainment. This data provides valid and clear measures of students' progress. The school also accurately analyses ASSET standardised test data, CAT4 and TIMMS and creates individual profiles to support future learning.

- The analysis of the data identifies broad trends, patterns of attainment and individual students' progress accurately. The information is shared with school staff to support the preparation of schemes of work and lesson planning, but its use to help meet all students' needs is not consistent. Assessment data is not used consistently in teachers' planning to ensure that all groups of students are catered for sufficiently. Teachers' analysis of information about students' individual progress and that of groups is not fully incorporated into practice or applied effectively in teachers' planning and in lessons.

- Teachers are aware of their students' needs. They know their strengths and weaknesses and generally provide effective challenges and support particularly in KG and High. A few teachers do not provide sufficient feedback and direction for students on how best to make progress in their learning. In better lessons, peer- and self-assessment are used successfully to help students improve their work. Written and formative feedback in students' work is consistent across the school.

Areas of Strength:

- Teaching approaches that facilitate purposeful group work, independent learning, discussion, debate and meaningful dialogue in KG and High.
- Teachers' care and respect for students and their positive interactions with them.
- The school's assessment process.

Areas for Improvement:

- The use of questioning to promote discussion and dialogue in Primary and Middle
- The use of assessment to personalise support for all students' learning.
- The use of assessment data and feedback so that all students make the progress of which they are capable.

PERFORMANCE STANDARD 4:
CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The school delivers the Indian curriculum from KG to Grade 12, following a general progression between grades and phases in most subjects. The curriculum is mostly balanced and compliant and includes a range of non-core subjects such as art and the Model United Nations (MUN). The school is compliant in the delivery of Arabic, Islamic education and social studies and offers specific classes in Qur'an reading. Girls and boys receive lessons in recitation of the Holy Qur'an, learning Tajweed rules and Hifz.
- In most subjects and grades, the curriculum provides a clear rationale. It does not fully meet the school's aims. There is an emphasis on the development of knowledge but too little focus on the development of skills. The scope and sequence of planned programmes is appropriate although prior learning is not always used in the planning of lessons to broaden and strengthen students' knowledge and understanding across all curriculum subjects.
- Curricular choices in the higher grades are offered which include media studies and marketing. Cross-curricular links are evident in planning. They are not successfully embedded into teaching and learning to promote a greater coherence in the curriculum. The school does not conduct regular and rigorous curriculum reviews to ensure the curriculum meets the needs of all students.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is functional and engages the majority of students. Curriculum modification is not effectively completed to ensure it provides sufficient challenge and enhancement for all groups of students.
- The school provides a variety of extra-curricular activities that broaden students' community and worldwide links. For example, they are involved in various projects to improve the school environment with KG children involved in watering plants in the garden and links with the wider community through charitable endeavours and inter-school events. The curriculum lacks adaptation plans to promote students' engagement in activities that promote enterprise, innovation, and critical thinking, within lessons and across the school.
- Activities that develop students' full understanding of UAE's culture, traditions and values are strong.

Areas of Strength:
- Provision for students to take part in extracurricular activities.   - The curriculum that embraces Emirati culture across all phases of the school

Areas for Improvement:
- Curriculum modification provides sufficient challenge and enrichment to meet all groups of children.   - Students' participation in activities that promote innovation, enterprise and critical thinking across the school.

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good

- The school has effective procedures for safeguarding students. All staff have received training and understand well the procedures for ensuring child protection. Internet safety is promoted well through posters and assemblies for students on how to stay safe overall and online.
- The school provides a safe, hygienic and secure environment for students and staff. Health and safety checks are regular and thorough. Students are supervised effectively, including on school transport, where, if a problem occurs, it is followed up effectively. The building and facilities are well maintained. The school maintains accurate records. Health, safety and maintenance records are detailed, including subsequent follow-up actions. School premises and facilities meet the needs of most students though some classrooms have limited space. Appropriate areas are shaded. A basketball court, resource rooms, ramps and an accessible toilet for students with reduced mobility are available.
- The school has effective provision for and promotion of healthy lifestyles through campaigns, PE, and assemblies though not all students bring healthy choices for snacks. Children in KG and Primary students' BMI show that they are underweight.

Care and support	Good	Good	Good	Good

- Relationships between staff and students contribute effectively to supporting a positive learning environment. Systems for behaviour management at the school are successful.
- The school has a wide range of highly effective procedures in place to support students' very good attendance and punctuality.
- Procedures for the identification of students with SEN are very well managed. Teachers and professionals are trained in support. The application of this support varies considerably across phases and subjects.
- The school provides a wide range of extra-curricular clubs and activities for G&T students. These students are not always provided with sufficient challenge or extended activities in lessons.
- Guidance on careers and the next stage of their education, particularly for senior students, is comprehensive. External events such as career fairs and one-to-one mentoring ensure that students achieve their goals.

Areas of Strength:

- The positive staff relationships with all students across the school.
- Procedures and systems to identify students with SEN and students who are G&T.

Areas for Improvement:

- The consistent delivery of support and individual learning for all students with SEN and those who are G&T.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership	Acceptable

- The principal and his senior leadership team show a thorough understanding of the school's direction and a precise awareness of the stages essential for achieving sustained improvement. School stakeholders show a commitment to the UAE priorities and the Sharjah vision and improvement priorities.
- Senior leaders work in collaboration with the academic director to design and implement customised middle leadership development programmes. Middle leaders have significant workloads which reduces their time in supporting their staff. Most leaders understand the curriculum and effective teaching practice. As a result, in the High school and certain areas of KG, children and students' outcomes have improved. Leaders across the school demonstrate the capacity to make the required improvements. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Self-evaluation and improvement planning	Acceptable

- The school has identified key priorities in the school evaluation form and has communicated these targets to all stakeholders. Structured improvement plans are now in place, with designated leaders taking responsibility for specific areas who are beginning to action improvement systematically. The leadership team has initiated a monitoring and evaluation system, which is in its early stage of use. The leadership team is consolidating this system and associated procedures so that it can effectively measure impact.

Partnerships with parents and the community	Good

- Parents are kept well informed and engaged in their child's education through regular meetings and transparent communication channels. Ongoing surveys and an open-door policy provide a platform where parents feel empowered to voice their opinions and concerns. Parents commend the smooth transition process for students from KG to Grade 1, Grade 5 to Grade 6, and Grade 12 to further education. Transitions are well managed with parents receiving advance information and support, that guides them through these stages in their child's life.
- The school actively engages in various community support initiatives at local, national, and international levels. The school demonstrates commitment to the local community by supporting the elderly residents at the local old people's home, providing companionship and assistance where

needed. The school actively participates in collaborative efforts with a cluster of schools, working on continuous improvement and sharing best practice in teaching, learning and assessment.

Governance	Good

- The governing board comprises 5 members, including the vice chair, community representatives, and parent members. Governors understand the school through surveys, assessments, visits, and weekly reports from the director of education. During governing board meetings, school leaders are accountable and respond to pertinent questions about the school's performance. The governing board plays a crucial role in supporting staff recruitment, implementing personalised professional development programmes for middle and senior leaders, identifying early talent amongst staff, and ensuring adequate provision of resources. The board ensures compliance with statutory requirements.

Management, staffing, facilities and resources	Acceptable

- The day-to-day systems and procedures are managed well and run efficiently. The school maintains an appropriate staffing level with qualified teachers. The building is designed to cater to the needs of most students, with adapted facilities available to accommodate most requirements. Space is at a premium in some classrooms, but recent investments have been made to improve the learning environment including an outdoor area specifically designed for KG activities, a basketball court, aimed at promoting and supporting PE.

Areas of Strength:

- Senior leaders' implementation of a monitoring and evaluation system to give greater clarity to students' achievements.
- The governing board's consistent monitoring of the school's operations, holding school leaders accountable for both performance data and the quality of teaching and learning.
- The transparent and supportive partnership between the school and parents.

Areas for Improvement:

- The current monitoring and evaluation system's thorough integration throughout the school to maintain and sustain measurable improvement impact.
- The establishment of a clear and secure understanding of the curriculum among all levels of leadership to strengthen the support programme for teachers at every level.
- Middle leaders' time for supporting teachers' development, to share good practice to raise students' achievement.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 11 Arabic teachers in Primary, Middle and High levels. The ratio of teachers to students is 1:200 approximately. There is 1 head of Arabic.
- There are two library rooms in the school, one for the boys' section and the one in the girls' section, both contain 559 fiction and 295 non-fiction books.
- In the classroom, teachers use the available resources such as data projectors to display stories and pictures.
- Extra-curricular activities implemented in the school: a weekly session to improve reading skills, weekly Arabic broadcast in the morning assembly and participating in calligraphy and spelling competitions to improve students' writing and reading skills.
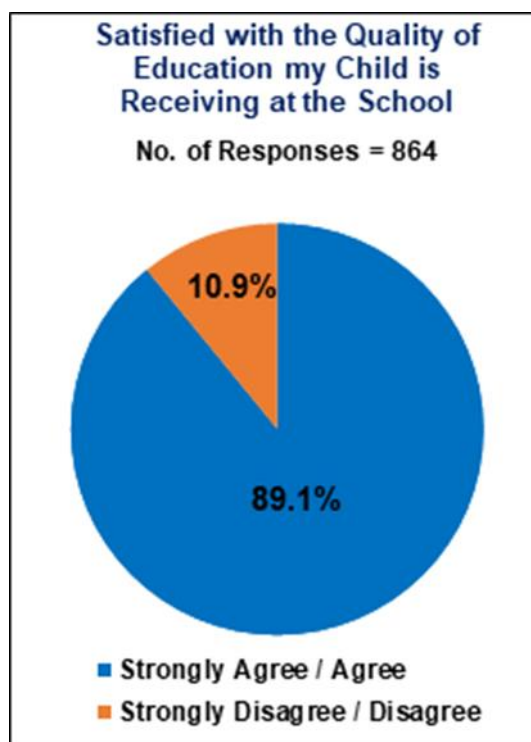
The school's use of external benchmarking data

- The school makes use of a variety of external testing including CAT4, TIMSS, MAT, SAT, PISA, and ASSET. The numbers of students taking international examinations and tests have risen in the school since 2022 as the school has improved parental understanding of the importance of benchmarking. The proportion of students in the school taking international tests and examinations in 2022 - 2023 are: ASSET 71%; CAT4 100%; PISA 100%; TIMSS 100%. The proportion of students in the school taking international tests and examinations in 2024 are: ASSET 100%; CAT4 100%; PISA 100%; TIMSS 100%
- To prepare students for international examinations and tests the school uses Mindspark a self-paced personalised piece of learning software which students use to improve their mathematics, English and science. Students also go through a continuous process of mock tests and teachers ensure that students complete one question a day in the classroom. Students' results from the mock tests and daily questions are monitored by teachers.
- Communication of international test results with students are done during parent orientation meetings and through the students' portal. Students also discuss the results with either the head of science, mathematics, or English during which the relevant head of department will communicate the student's test scores. Target sheets are glued on the front of the student's notebook for Grades 3-9.
- Communication of international test results with parents is through the school's APP, and during open-house meetings when the teacher has a one-to-one discussion with parents to ensure that they understand the results. The school is fully compliant with SPEA regulations

Provision for KG

- There are 349 children across 14 classes: 175 in KG1 and 174 in KG2, taught by 14 teachers and supported by 3 assistants and 3 learning support assistants for SEN children. The teacher to child ratio is 1:25.
- The curriculum in KG is a modified approach of the national curriculum framework with early years foundation stage (EYFS) development goals. It aims to provide a holistic learning experience that promotes students' social, emotional, cognitive and physical development and prepares them to take their next steps, by focusing on 6 key areas of learning: Personal and Social Development, Communication, Language and Literacy, Numeracy, Understanding Our World, Health and Physical Development, Art and Creative Skills.
- Teaching approaches involve integrated learning through inquiry and play that builds on a child's curiosity and is based on real life concepts.
- All KG parents are invited to an orientation week at the beginning of the academic year to ensure a smooth start to school for children. Transition to the next grade level is supported by teachers and volunteering parents. The school has open house meetings with KG parents to discuss their children's personal and academic development. The KG parents council meets quarterly to discuss curriculum modification and any concerns.

School Performance Review of New Indian Model School LLC.
5 - 8 February 2024

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

No. of Responses = 864

- Strongly Agree / Agree
- Strongly Disagree / Disagree

10.9%

89.1%

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' knowledge, skills and understanding through innovation, enquiry-based research and critical thinking by:
    - using effective, structured, problem-solving questioning.
    - providing a range of higher order reading experiences.
    - exploring, solving problems, and researching in a creative way.

- Improve teaching strategies that meet the needs of all groups of students by:
    - ensuring middle leaders can support all teachers.
    - effectively using assessment to inform teaching practice.
    - consistently using approaches that personalise support for students of all abilities including students with SEN.
    - extending purposeful group work, independent learning, discussion, debate and meaningful dialogue opportunities.
    - providing challenging and enriching experiences.
    - promoting a balance of teacher-led and student-initiated learning experiences.

- Improve senior leaders' management and their evaluation of improvement outcomes by:
    - evaluating the effectiveness of current monitoring arrangements.
    - modelling high quality teaching and learning.
    - enhancing all leaders' strategic skills in measuring students' achievements.
    - ensuring policies and procedures are implemented and have a positive impact on students' outcomes.

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

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

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

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