



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

**NEW INDIAN MODEL SCHOOL**

27 to 30 January 2025

Overall  
Effectiveness  
Rating:  
**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-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.

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

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

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



## SCHOOL INFORMATION

School	School ID	165
	School location	Al Azra, Sharjah
	Establishment date	1982
	Language of instruction	English
	School Curriculum	Indian
	Accreditation body	-
	Examination Board	Central Board Secondary Education (CBSE) Kerala State Board ( KSB)
	External Assessments International and Curriculum Benchmark Assessments	Assessment of Scholastic Skills through Educational Testing (ASSET) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Cognitive Ability Test (CAT 4)
Staff	Fee Range	AED 3,750 to AED 6,380
	Principal	Shahjahan K Mohammed
	Chair of board of governors	Zakir Hussain Kalmaluddin
	Total number of teachers	146
	Total number of teaching assistants	18
	Turnover rate	14%
Students	Teacher: student ratio	1:17
	Total number of students	2,555
	Total number of students per cycle/phase	Phase 1: 348 Phase 2: 992 Phase 3: 594 Phase 4: 621
	Pre-KG: number and gender KG: number and gender	Boys: N/A      Girls: N/A Boys: 183      Girls: 165
	Primary: number and gender	Boys: 536      Girls: 456
	Middle: number and gender	Boys: 313      Girls: 281
	Secondary: number and gender	Boys: 300      Girls: 321
	Total number of Emirati students	0



	Pre-KG: Emirati number and gender	Boys: N/A	Girls: N/A
	KG: Emirati number and gender	Boys: 0	Girls: 0
	Primary: Emirati number and gender	Boys: 0	Girls: 0
	Middle: Emirati number and gender	Boys: 0	Girls: 0
	Secondary: Emirati number and gender	Boys: 0	Girls: 0
	Nationality groups (largest first)	1. Indian 2. Pakistani	
	Total number of students with special educational needs	236	



## PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
<b>ACCEPTABLE</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 8 reviewers' 183 lesson observations, 59 of which were carried out jointly with school leaders.

#### SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement since the previous review visit. The school has made good progress in addressing the weaknesses identified by the last review. Students' achievement is now mainly good across the school, with some underperformance in Arabic across the school and in English in Primary. External test results have continued to improve, with a significant uplift recently in ASSET tests and most CBSE results in 2024 being very good to outstanding. Students' learning skills are good. Teaching and learning are good. Assessment systems are now good. Systems to identify students with additional learning needs are robust and effective, although provision to support their learning within classes is not yet consistent. Leadership and management are now good. A new vice-principal joined the school earlier in the school year. Subject leader roles have been redefined to provide more time to support and coach other teachers. School self-evaluation processes are effective. The school's partnership with parents is very good. Governance is now very good and supports the school well. The school receives effective support from the group central support team. Students' personal and social development is good overall, their attendance is outstanding. The curriculum is good. Arrangements for the protection, care and guidance of students are good overall. The learning environment remains rather cramped and resources for teaching and learning are limited.

#### KEY AREAS OF STRENGTH:

- The improvements in students' achievement, particularly in mathematics, science and other subjects so that progress overall is now good.
- Students' outstanding attendance, very good attitudes, behaviour and relationships.
- The quality of teaching and assessment which is now good overall.





- The very good care and support for students.
- The effectiveness of leadership and the rigour of self-evaluation which are now good.
- The very good relationships established with parents and carers.
- The very good governance which supports the school well.

#### **KEY AREAS FOR IMPROVEMENT:**

- Students' achievement in English in Primary and in Arabic across the school.
- Teachers' questioning skills, their more effective use of data and the extent to which the needs of individual students are met in lessons.
- The use of technology by students and the development of their innovative, creative and critical-thinking skills.
- The level of resourcing to support teaching and students' learning across the school.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

Indicators:		KG	Primary	Middle	Secondary
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	Good	Good
	Progress	Good	Acceptable	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Acceptable	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good



Islamic Education	<ul style="list-style-type: none"> <li>Students' achievement in Islamic Education is good in Primary, Middle and Secondary. In lessons and in their work, most students make better than expected progress over time across all 3 phases. This does not match the school's internal data which indicates very good progress across all 3 phases.</li> <li>There are no external assessment data for Islamic Education. The school's internal data shows that students' attainment is very good across all 3 phases. This does not match with what is seen in lessons and students' work, which shows that the majority of students attain above curriculum expectations across all phases.</li> <li>In Primary, students understand and appreciate Allah (SWT) graces. They can list many graces and give examples. Students know that good manners are one of the Islamic values and ethics, although find it challenging to discuss how bad manners impact negatively on communication between people. In Middle, students understand the influence of Prophet Muhammad's (PBUH) companions' teachings and how they guide Muslim behaviour and responses. Not all students can link the lessons they learn to examples from their own experience. They understand the importance of the Islamic values which emphasise the need for good healthcare. In Secondary, students demonstrate some knowledge and understanding of Islamic law, recognizing its positive impact on essential Muslim life skills, such as Shura (consultation). Not all students can accurately identify or evaluate the most appropriate sources of Shura according to Islamic law in daily life.</li> <li>The majority of student groups, including boys and girls across all phases, make similar rates of progress. Low-attaining and high-attaining students are not always supported sufficiently to accelerate their progress.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' understanding and appreciation of Allah (SWT) graces in Primary.</li> <li>Students' comprehension of the Islamic values which emphasize the importance of health care for Muslims in Middle.</li> </ul>	<ul style="list-style-type: none"> <li>Students' incorporation of the teachings of Prophet Muhammad's (PBUH) companions into their daily lives in Middle.</li> <li>Students' opportunities to extend their knowledge of Islamic law and most appropriate sources of Shura in Secondary.</li> </ul>



Arabic as a Second Language (ASL)

- Students' achievement in Arabic Second Language (ASL) is good in Primary and Middle and acceptable in Secondary. In lessons and in their work, the majority of students in Primary and Middle make better than expected progress, and most students in Secondary (Grade 9 only) make expected progress over time. This does not match the school's internal assessment data which shows that students make very good progress in Primary and Middle, and good progress in Secondary.
- There are no external assessment data for ASL. The school's internal data shows that students' attainment is very good in Primary and Middle and good in Secondary. This does not match with what is seen in lessons or students' work, where most students across the school attain in line with the curriculum standards.
- In lessons, students across the phases demonstrate secure listening and comprehension skills, when studying familiar topics appropriate to their years of learning ASL. Most students in Primary and Middle can speak and communicate about prescribed topics using memorized words. In Secondary, most students who have studied ASL for over four years struggle with reading comprehension of unfamiliar texts and often lack confidence. Incorrect pronunciation is common. Although students can deliver short speeches, they often face challenges with fluency and make linguistic mistakes. Across all phases, writing skills are underdeveloped, as students frequently lack confidence when writing from memory and make spelling mistakes.
- The different student groups across all phases, make similar rates of progress. Low-attaining and high-attaining students are not always supported sufficiently to maximise the progress of which they are capable.

**Areas of Strength**

- Students' listening skills and comprehension in reading familiar texts skills across all phases.
- Students' speaking skills in Primary and Middle.

**Areas for Improvement**

- Students' oral fluency, the accuracy of their pronunciation and comprehension in reading unfamiliar texts in Secondary.
- Students' writing skills in all phases.



Social Studies	<ul style="list-style-type: none"> <li>Students' achievement in social studies in Primary, Middle and Secondary is good. In students' work and lessons seen, the majority of students make better-than-expected progress over time.</li> <li>Students' attainment is good overall. Internal assessments indicate good results overall, with test data for students in Primary and Middle indicating attainment to be at least good. This aligns with what is seen in lessons and, in particular, in the girls' books, where the majority of students attain above curriculum expectations. There is no external data for Social Studies.</li> <li>In lessons and their work, the majority of students make good progress in all 3 phases. In Primary, students can communicate their knowledge about pollution, its causes and impact. In Middle, students are beginning to describe the ancient civilisations and cultures, confidently comparing them to the UAE's culture, heritage and landscape. Students explain the impact of environmental issues, community development and infrastructure and successfully describe the UAE's efforts in similar areas. The girls in Middle display a particularly sound knowledge of justice, the rule of law and its interpretation. In Secondary, Students have secure understanding that UAE space exploration promotes sustainability, in addition to social contributions, medical research, and global impact. Students know the values of community mindedness and sustainable goals and link them consistently to the UAE vision. There is limited use of research to enhance students' further understanding.</li> <li>Overall, the majority of groups of students make similar rates of progress, although high attaining students are seldom sufficiently challenged.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' knowledge of sustainability in Primary and Secondary in addition to ancient civilisations and culture and its influences in Middle.</li> <li>Students' knowledge of justice and the rule of law in Middle, particularly girls.</li> </ul>	<ul style="list-style-type: none"> <li>Students' use of technology to support research and enhance further learning across all 3 phases.</li> </ul>



English	<ul style="list-style-type: none"><li>Students' achievement in English is good in KG, Middle and Secondary and acceptable in Primary. This does not entirely match the school's internal data, which shows that the majority of students make better than expected progress in all phases. In lessons and students' work, the majority of children in KG, and students in Middle and Secondary make better than expected progress over time and most students make expected progress in Primary.</li><li>External CAT 4, ASSET, TIMMS, PISA, CBSE board testing and internal assessments indicate good attainment in Primary and Middle and outstanding in Secondary. This does not closely match with what is seen in lessons and students' work where most students attain in line with curriculum standards in Primary and the majority of students attain above curriculum standards in KG, Middle and Secondary.</li><li>In KG, children successfully develop basic skills in the English language. For example, most children know how to sound out letters and they can segment and blend these into words. Some can read simple sentences. In Primary students make acceptable progress in building listening, speaking and reading skills. By the end of Primary, students' reading is becoming increasingly fluent, as indicated by the new reading tracking software. Students engage in presentations, discussions and collaborative work in lessons, with an emphasis on extending vocabulary. In Middle, students make good progress and develop an accurate understanding of detailed themes, as they use inference and prediction comprehensively in poetry which reflects their real-life experiences. Students' use of language in Middle and Secondary is often sophisticated, and their debates are persuasive discussions that are immersed in the consideration of moral issues. While handwriting is generally good, extended writing opportunities throughout school are limited. Students in Secondary make accelerated progress as their English skills become more developed. For example, they understand how poetic devices such as enjambement create more evocative meanings without interruption, ambiguity or contradiction.</li><li>Student groups typically make better than expected progress in KG, Middle and Secondary and in Primary most make the progress expected.</li></ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Children's knowledge of letter sounds and word blending in KG.</li> <li>Students' confident engagement and their skills in presentations, discussions and debates in Middle and Secondary.</li> </ul>	<ul style="list-style-type: none"> <li>Students' acceptable rather than good progress in Primary.</li> <li>Students' extended writing skills across the school.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Students' achievement in mathematics is good overall across all phases. In lessons and in their work, the majority of the students make better than expected progress over time across all phases. This matches the school's internal data, which shows that the majority of students make better than expected progress in all phases, including children in KG.</li> <li>In lessons and their work, the majority of children and students in all phases, attain levels above curriculum standards. This aligns with external assessment data in CBSE examinations which indicate that most students attain above curriculum standards in Secondary. TIMSS (2023) data indicates that the school has achieved above national and international benchmarking. The school's ASSET data for 2024-25 indicates that most students attain above curriculum standards in Primary, Middle and Secondary.</li> <li>In KG, children can identify and write simple numbers. A few children cannot yet solve number operations correctly without the intervention of the teacher. Students in Primary and Middle can solve simple and increasingly more complex problems in algebra, data and measurement and students show strong skills in mental mathematics. Students are not consistently confident in applying their mathematical knowledge in Primary. In Middle, students are unable to expand on the mathematical reasoning. Students in Secondary can solve problems, interpret, formulate and provide mathematical reasoning. Students have under-developed mathematical investigative skills in Secondary.</li> <li>The majority of students in all phases make better than expected progress. Lower attaining and higher attaining students are not always sufficiently supported or challenged to maximise the progress of which they are capable.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"><li>• Students' mental mathematical skills in Primary and Middle.</li><li>• Students' problem-solving skills, use of formulae and ability to apply mathematical reasoning in Secondary.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to apply their mathematical knowledge in Primary and expand their reasoning in Middle.</li><li>• Students' mathematical investigative skills in Secondary.</li></ul>
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Science	<ul style="list-style-type: none"><li>Students' achievement in science is good overall. The school's data indicates that the majority of children in KG and students in Primary, Middle and Secondary make good progress. This aligns with what is seen in lessons and in students' work over time where the majority of children in KG and students in the other 3 phases make better than expected progress.</li><li>The school's internal data indicates that attainment is good in KG, Primary, and Middle, and very good in Secondary. This does not entirely match what is seen in lessons and their work, where the majority of children in KG and students across the other 3 phases, attain above curriculum standards. In ASSET, attainment is very good in Primary and outstanding in Middle and Secondary. In the 2023 TIMSS, Grade 4 and Grade 8 students' performance was above national and international benchmarks. Attainment in the CBSE examinations in 2024 at Grade 10 was very good, and at Grade 12, it was outstanding.</li><li>Children in KG develop foundational scientific skills through observation, classification and simple experiments. For example, they identify aquatic and farm animals by key features and explain how oil pollution impacts aquatic life. In Primary, students use their practical and investigative skills to create models of the respiratory system, and food chains and can compare human with other animal skeletons. They also study the effects of light intensity on plant growth using sensors in a STEM lab. In Middle, students learn experimentally about magnetic properties and electric circuits. They also explore how frequency and wavelength affect sound production in different materials. Secondary students excel in using laboratory skills, such as DNA extraction, demonstrating Archimedes' principle, light refraction in various media and conducting volumetric acid strength tests. Across all phases, students apply scientific knowledge to technology, the environment and society. Their ability to draw conclusions and communicate scientifically is less well developed particularly in KG, Primary and Middle.</li><li>Overall, boys, particularly in Secondary, make better progress in building scientific knowledge, understanding and skills from their starting points, compared to girls.</li></ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"><li>• Students' practical, experimental and investigative skills in Primary and Middle; students' laboratory skills in Secondary.</li><li>• Students' ability to apply scientific knowledge to technology, the environment and society across all phases.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to draw conclusions and communicate ideas scientifically in KG, Primary and Middle.</li><li>• Girl's progress in building scientific knowledge, understanding and skills, particularly in Secondary.</li></ul>
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Other subjects	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is good overall. Attainment in Grade 12 external examinations is good overall across a range of elective subjects. The school's internal data indicates that students, in general, over a diverse range of subjects, make good progress. This mostly aligns with what is seen in lessons and in their work over time where the majority of students across phases make better than expected progress.</li> <li>While there is no external data for subjects such as art, music and physical education (PE) across the school, a number of subjects, including the commerce subjects and some languages in Grades 11 and 12, lead to CBSE qualifications, where the majority of students attain above curriculum expectations. In lessons, the majority of students attain above curriculum expectations in art, PE, additional languages, and other subjects.</li> <li>In KG, children make good progress in art through drawing and colouring and in PE by developing their fine and gross motor skills. Primary students continue to make good progress in other subjects. For example, in art they develop the basics of hand drawing and establish cross curricular links to nature. Students make good progress in ICT. For example, they can demonstrate the movement of the Indi Robot using flow charts and algorithms. In a Hindi lesson, students speak about how employees are ill-treated in a few companies through a puppet show. In Middle, students confidently exhibit higher order technological skills. For example, they can design and implement an earthquake alarm using Arduino and differentiate between the haemodialysis and peritoneal dialysis. In a Tamil lesson, students discuss the empowerment of women through education. While students' PE skills are developing well in Middle, their IT skills acquisition is not as effective. Students in Secondary in the commerce stream in Grades 11 and 12 make rapid progress in extending their understanding of company structures and the challenges of international trade. Older students demonstrate confidence in building IT skills, for example in Informatics and Multimedia. A majority of students develop good listening and speaking skills in Hindi, Malayalam and Tamil language lessons, their writing skills are underdeveloped in Bengali.</li> <li>Most groups of students make similar rates of progress in from their starting points.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Children's and students' skills in art, and PE across the school and students' skills in IT, business studies and commerce in Primary and Middle.</li> <li>Students' language skills in Urdu, Malayalam, Hindi and Tamil across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Students' IT skills in Middle.</li> <li>Students' writing skills, especially in Bengali across the school.</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>Children and students' learning skills are good in all phases. They enjoy learning and become increasingly independent in taking responsibility for their learning and taking steps to improve as they move through the school. This is a particularly strong feature in Secondary but still developing in other phases.</li> <li>Students enjoy working together in groups and collaborating to support each other's learning. They are confident when talking about their learning and sharing their ideas and findings, particularly in Middle and Secondary.</li> <li>Students make clear connections between areas of learning, such as in science and mathematics in Middle and Secondary, but do not consistently relate these to their understanding of the world in Primary.</li> <li>Students enjoy finding things out for themselves and solving problems. Their critical thinking is beginning to develop in most subject areas whilst it is well developed in mathematics in Secondary. Students' use of technology and innovation skills are less well-developed features of learning.</li> </ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' enjoyment of learning and the ability to take responsibility for their learning across all phases.</li> <li>Students' interaction and collaboration in lessons, especially in Middle and Secondary.</li> </ul>	<ul style="list-style-type: none"> <li>Students' independent learning skills in KG, Primary and Middle.</li> <li>Students' use of technology and innovation skills across the school.</li> </ul>



## 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	Secondary
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"><li>Children and students' personal and social development is very good across all phases. They demonstrate very positive and responsible attitudes. Students appreciate and consistently respond well to critical feedback.</li><li>Students demonstrate respectful and courteous relationships. They display good behaviour and self-discipline as reflected in the rare incidents of bullying. Strong relationships between students and teachers help students to develop sensitivity and show consideration to one another.</li><li>Students have a secure understanding of the importance of healthy eating and maintaining active lifestyles. They usually make wise choices and only a few students bring unhealthy snacks to school. PE is timetabled weekly to support students' health and well-being.</li><li>Students' attendance at 98% is outstanding. Almost all students attend school and lessons on time.</li></ul>				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"><li>Children and students in all phases have a clear appreciation and understanding of Islamic values and how they influence life in the UAE. The school has an Islamic ethos and promotes</li></ul>				



Islamic culture through initiatives such as Islamic week and Arabic language week. Food fest events are held for a good cause. Assemblies have a strong focus on promoting Islamic values and this is further supported by the display of students' work throughout the school.

- Students are knowledgeable and very respectful of the heritage and culture of the UAE. The school has a heritage section with displays of students' work in each building and in classrooms. Students participate in various activities including National Day and Flag Day. The school has a Majlis which is used to promote UAE culture and heritage. The student council is actively engaging in arranging events which promote UAE culture and heritage.
- Students demonstrate a clear understanding and awareness of their own culture. They participate in various national and international events. Students are confident in sharing various aspects of their own culture. Their understanding of other world cultures is underdeveloped.

#### Social responsibility and innovation skills

Good

Good

Good

Good

- Students demonstrate a sense of civic responsibility, actively contributing to their school and the wider community through volunteer activities such as visiting autism centres, supporting charity drives and planting trees. They consistently show consideration and empathy towards their peers, including those with special educational needs (SEN), which is evident in lessons, assemblies, and during breaks.
- Students have a very positive attitude towards learning and find joy in purposeful activities, such as industry visits and film-making competitions. They generate a few innovative ideas, such as the "Magnificus concursus" coding and gaming event, and explore areas including 3D design and digital painting. They also engage in enterprise activities, including product launches and sales. While students are enthusiastic, they sometimes require support to fully develop and implement their ideas, innovation and enterprise skills across phases.
- Students have a strong awareness of environmental issues and sustainability, which is reinforced in lessons across the school. Students participate in and sometimes initiate projects to improve their school environment. They also extend their commitment to environmental stewardship beyond the school, participating in initiatives such as hackathons and environmental awareness campaigns.

#### Areas of Strength:

- Students' outstanding attendance and very positive attitudes toward their peers and teachers in all phases.



- Students' appreciation and respect for the culture and heritage of the UAE across all phases.
- Students' strong commitment to environmental awareness across the school.

#### Areas for Improvement:

- Students' innovation and enterprise in developing and implementing their ideas independently across phases.
- Students' knowledge of other world cultures across the school.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is good overall.**

Indicators:	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Good

- The overall quality of teaching and assessment is good across the school. Most teachers show secure subject knowledge, and the majority understand how students learn, having taken part in high quality professional development programmes. This is leading to more consistent quality teaching and assessment throughout the school in most subjects.
- Teachers plan purposeful and engaging lessons and usually make effective use of time and resources. They foster high levels of student engagement and motivation. This enables positive progress in the majority of lessons. Teaching in English in Primary is inconsistent because teachers' planning of activities and assessments do not always meet the learning objectives and success criteria and the pace of learning is not as good as in other phases.
- Teachers' interactions with students ensure that students enjoy learning across all phases. Teachers' questioning, alongside a wide range of teaching strategies, promotes thought and meaningful discussions and reflection. Planning for differentiation to meet the needs of all groups is not consistent, particularly for low and high attaining students.
- Teachers sometimes promote students' critical thinking, problem solving and independent learning skills.



Assessment	Good	Good	Good	Good
<ul style="list-style-type: none"><li>A robust system ensures that internal assessment processes are coherent and linked appropriately to the school's curriculum. Internal tests are used purposefully to track student progress and are analysed to identify areas for improvement.</li><li>The school makes use of CAT 4, ASSET tests, PISA, TIMSS and CBSE to benchmark student outcomes appropriately. Assessment data is analysed in detail but is not always used effectively to influence teachers' planning in order to meet the needs of all students.</li><li>Teachers have a good knowledge of their students' progress. Thorough assessment outcomes and tracking are analysed well but are not used comprehensively to inform planning to meet the needs of all students. Marking often constitutes positive, motivational comments but in most cases, it does not include constructive feedback or identify the next steps in learning. Peer- and self-assessment typically take place but are not always used effectively to move learning forward.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Teachers' relationships with students that foster a strong commitment to learning across the school.</li><li>The robust and well-developed system of assessment, tracking and analysis of student progress in all phases.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>Teachers' use of assessment to inform the planning of learning activities that ensure appropriate levels of personalised, academic challenge for all students and to maximise the progress they make, particularly in English in Primary.</li><li>Teacher's purposeful development of critical thinking, problem solving and independent learning and their constructive marking of students' work and next steps in learning in all phases.</li></ul>				





## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is good overall.**

Indicators:	KG	Primary	Middle	Secondary
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Curriculum design and implementation are good across the school. The school closely follows UAE and state board requirements. The curriculum is broad, ensuring that students experience a variety of subjects and includes creative, physical and practical experiences. Content and activities are well matched to the age of students, with an appropriate focus on developing both knowledge and skills, although the fostering of skills is less effective in Primary than in other phases.</li><li>A wide range of curricular choices is available, particularly for older students, to support their preparation for chosen careers. The school has improved its planning and management of curricular links, particularly in KG and Secondary, to support the transfer of learning to other subject areas. There are also meaningful links to the UAE context and Sustainable Development Goals (SDG) in most lessons across subjects.</li><li>The school has improved the curriculum review process. Changes to the curriculum are well considered, to meet the personal development needs of most students and increasingly their academic achievement. Internal and external examination results are fully utilised in reviewing the curriculum, particularly in enhancing students' performance in CBSE and external benchmarking examinations.</li></ul>				
<b>Curriculum adaptation</b>	<b>Good</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The school is successful in KG and Secondary in ensuring that teachers modify the curriculum to effectively meet the needs of almost all groups of students. Planned modifications are not yet fully and effectively implemented across subjects in Primary and Middle. The level of support and challenge in the curriculum is inconsistent for low and high-</li></ul>				



attaining students with special educational needs (SEN) and gifted and talented (G&T) students to help them achieve their full potential.

- Students have some opportunities to engage in activities such as industrial visits, reading programmes, and green projects that promote enterprise, innovation, creativity, and social contribution. These experiences are not yet routinely integrated into lessons across the school. The school offers a range of clubs and extracurricular activities to cater to the interests and talents of most students
- The curriculum provides a variety of learning experiences to develop students' knowledge, understanding and appreciation of UAE heritage, including Emirati traditions, culture, and the values that shape UAE society.

#### **Areas of Strength:**

- The broad and balanced curriculum, particularly in KG and Secondary, with learning experiences that promote an appreciation of UAE society, heritage, and culture.
- The review of the curriculum and its impact on students' performance in CBSE and external benchmarking examinations.

#### **Areas for Improvement:**

- The modification of the curriculum, particularly in Primary to foster students' skills and more effectively address the needs of all student groups to help them achieve their full potential.
- The integration of enterprise and innovation into planning across phases.



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

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

Indicators:	KG	Primary	Middle	Secondary
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The school has rigorous procedures for safeguarding children and students, including child protection. The whole school staff regularly receive training. Students feel comfortable in approaching both the safeguarding team and their teachers in confidence to discuss any issues. The school has a zero bullying policy and holds events to promote anti-bullying including cyber bullying. The internet is monitored through a firewall to ensure students can only access educational websites.</li><li>The school provides a safe and secure environment for students. The school conducts regular safety checks. Supervision of the students is very effective, including on school transport. The school has cameras to monitor the safety of the students. The building and equipment is maintained to a broadly acceptable standard. The school has a secure and accurate paper-based record system. Fire risk assessments are effective and fire drills are conducted regularly. All fire equipment is maintained in line with requirements. The premises and facilities provided are safe. The school does not have a lift. The classrooms are compact and often rather cramped; these impact on learning.</li><li>The school promotes healthy lifestyles through regular events. The percentage of students considered to be living a healthy lifestyle is high. PE lessons are scheduled weekly.</li></ul>				
<b>Care and support</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Relationships between staff and students are very positive. This creates a supportive learning environment in which students are respectful of their teachers. Teachers care for students' well-being and academic development. Systems for managing behaviour that recognise positive actions and responses are very successful.</li></ul>				



- The school's highly effective systems for tracking and promoting attendance and punctuality results in students' outstanding attendance. The school tries to alleviate absences through chronic conditions by offering online learning and additional classes to overcome learning gaps.
- The school demonstrates a passionate commitment to inclusivity, led by a dedicated inclusion team. Rigorous processes are in place to identify students with SEN. These processes include annual whole school screening, review of entry level, academic and benchmarking data, as well as referrals from all stakeholders. This ensures that learning plans and accommodation can be aligned to individual needs.
- The school provides appropriate support for students with SEN and for those who have been identified as G&T. G&T students can take on leadership roles and mentor students with SEN. Teachers make provision in lessons to offer both challenge and support, though the implementation of individual education plans is not consistent, resulting in not all students making their best personal and academic progress.
- There is a positive culture across the school that promotes student wellbeing and this is efficiently monitored. Period 0, well-being ambassadors and the use of a happiness app provide opportunities for well-being concerns to be addressed. Students receive very effective careers guidance and support that enables almost all students to transition to tertiary education and their career of choice.

#### Areas of Strength:

- The school's rigorous procedures to ensure the safeguarding of children and students across all phases.
- The school's highly effective systems for promoting outstanding attendance and the positive and purposeful relationships that ensure students' well-being and very good personal development across the school.

#### Areas for Improvement:

- The review of classrooms to alleviate any cramped conditions where possible to reduce any impact on the quality of students' learning across the school.
- The implementation of consistent and co-ordinated support in class for students with SEN and those with G&T enabling them to make rapid personal and academic progress across all phases.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**The quality of leadership and management is good overall.**

### Indicators:

#### The effectiveness of leadership

**Good**

- The recently restructured senior leadership team demonstrates a clear commitment to the school, a vision for its further development and a determination to drive improvement. The school is fully supportive of the UAE and Emirate priorities. Leaders, in particular the recently appointed vice-principal, have a good understanding of best practices in teaching and learning. Leaders have a consensus as to what needs to be done and how this will be achieved. The school is inclusive, and the identification of students with SEN has improved further since the last review.
- Relationships and communication are professional and effective. There is good delegation of key responsibilities to enable this large school to function effectively. All staff have a secure understanding of their roles and responsibilities. Middle-leader responsibilities have been redefined since the last review. Morale is very positive. Provision in KG has improved to become good overall, while there has been a good improvement in students' achievement, indicating good capacity for further improvements. There is quality in depth in the teaching of most of the elective subjects. All statutory and regulatory requirements are met.

#### Self-evaluation and improvement planning

**Good**

- The school now has a well-established self-evaluation cycle, supported by governors and the school's central support staff. Effective systems are in place to monitor and support teachers. Recent data indicates that the number of teachers requiring support has reduced significantly. External support is fully embraced, and this is having a positive impact on provision. The school engages enthusiastically with Continuous Professional Development (CPD) opportunities, including regular external training. School improvement planning contains achievable goals, accurately aligned to the recommendations in the previous review.

#### Partnerships with parents and the community

**Very Good**

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- The school is very effective in engaging with parents and their views are taken into account when planning future improvements. Parents are enthusiastic about their relationship with the school. Communication is effective, making very good use of social media and the internet. Parents have regular face-to-face meetings with teachers and receive regular written reports. They are actively involved during all normal national events and celebrations. They find it easy to contact teachers and school leaders. They frequently reference the family spirit which, despite its size, they recognise in the school.
- There are productive and effective partnerships with local schools, and those in the same group elsewhere in the Emirates, and these have facilitated access to examples of best practice in teaching and curriculum. There are well-developed links with local charities and voluntary organisations, and some international partnerships, particularly at university level.

#### Governance

**Very Good**

- The governing board is well-established and representative of the stakeholders in the school, including both the school owners and student representatives. There is also a core professional team to support the development of the group of schools. There are robust systems for managing and communicating any concerns around safeguarding. Governors know the school very well and have long-established roots in the local community. Their support is targeted effectively to help address the school's priorities. Governors are actively involved in supporting and checking the school's work and in the school self-evaluation process. There is frequent engagement with parents through surveys and personal contact.

#### Management, staffing, facilities and resources

**Acceptable**

- The school's daily procedures and routines are effective, and the school runs very smoothly. The school is adequately staffed, and staff stability has improved. Recruitment is handled centrally. Staff are deployed effectively. Outdoor space, although adequate, is restricted which tends to restrict PE and sport provision. Teaching spaces are mostly compact, and this impacts adversely upon learning to some extent. The internet signal is unstable in parts of the building which is challenging for teachers and students. There are mostly sufficient specialist teaching areas to meet current needs, although the overall level of resources to support learning is restricted. Laboratory resources in science, particularly for biology, are limited. There are inadequate resources to fully support learning in KG. The lack of Smartboards, alongside faulty overhead projectors, adds to teachers' workload. While the IT suites are adequately resourced, students ready access to technology, in terms of devices and modern

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laptops, is restricted. This impacts adversely upon the development of students' independent learning skills and their opportunities to research.

#### Areas of Strength:

- The improved and effective school self-evaluation process.
- The school's very positive relationships established with parents.
- The governance and the central support team provision which have contributed significantly to the school's improvement.

#### Areas for Improvement:

- The limited resources available to support learning across the school.
- The availability and access to technology to support teaching and learning in classrooms across all phases.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 12 Arabic teachers for Grades 1 to 9, with a teacher-to-student ratio of 1:184. No Arabic teaching assistants are available.
- The school has two libraries containing 903 Arabic books, including 596 fiction and 307 non-fiction titles. Students from Grades 3 to 5 visit the library once a month, while middle school students visit twice a month. There is no borrowing system; students read only within the library.
- Students are provided with the "Asafeer" platform to practice and enjoy reading, promoting reading engagement across the school.
- The school engages students in various activities and competitions, such as "The Reading", "Arabic Calligraphy" (where the school was placed first among eight schools), "Storytelling" (awarded first place with ASPAM school), and "Poetry" (awarded first place with an Abu Dhabi school). An Arabic festival is conducted annually in November, and Arabic programs are presented by students during morning assemblies once a month. Parents are encouraged to participate in reading activities.

### The school's use of external benchmarking data



- The school makes use of all external testing including CAT 4, TIMSS, PISA, ASSET and CBSE Board Examinations for Grades 10 and 12. The number of students taking international examinations has increased over the years and is now 98%, as has parental understanding of the importance of benchmarking. Cognitive Ability Tests are conducted for Grades 3,5,7 and 9 biannually.
- Preparation for students for these examinations and tests includes dedicated study in class, and additional questions in lessons related to the exams. Teachers provide access to past examination papers and benchmark test questions for students to practice and extra classes through zero periods. Heads of Departments provide mock examination opportunities and teachers set targets for students, listed in students' workbooks for reference.
- Parents receive a copy of their children's results. The school communicates with parents to ensure they are well informed of the requirements through a variety of channels.
- Students' achievements are recognised at an assembly.

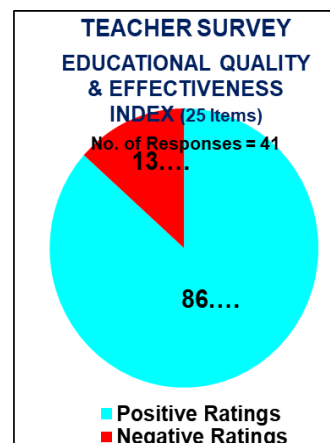
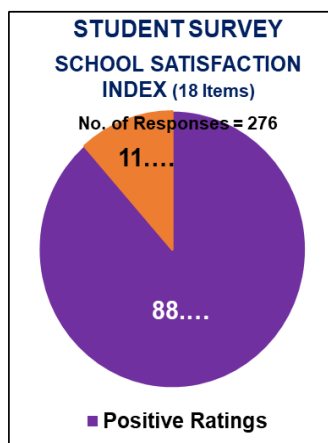
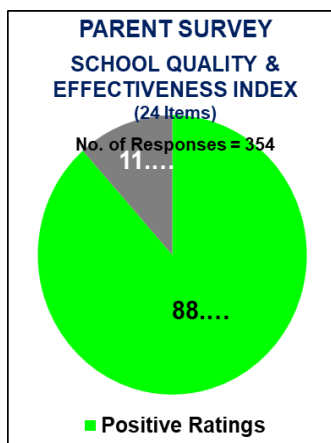
### Provision for KG

- There are 14 classes and 350 children in Kindergarten (KG) with 7 classes in each year group. There are 14 teachers, two teaching assistants and 2 learning support assistants who provide 1:1 care for individual children with SEN. The teacher to child ratio is 1:25. Class teachers teach across the curriculum including literacy, numeracy, environmental science, art, PE and Islamic Education.
- The indoor provision includes 14 small classrooms with basic age-appropriate furniture. Classroom resources are minimal and many are teacher made. Displays celebrate children's work and are used to support learning. There is a small, shared activity room containing play equipment such as puppets, puzzles and books.
- There is a dedicated outdoor play area of ample size with fixed climbing equipment and a sandpit. There is another concreted outdoor space which is utilised for number-play, gardening and PE by all classes.
- When children start school, they attend an orientation day with their parents and meet their teachers. Entry level tests are carried out in order to ascertain the children's level of development. The school prepares children for entry into Primary school academically and emotionally. KG children begin to attend assemblies and events with Grade 1 in the spring term and Grade1 teachers visit their new classes. Assessment information is shared between KG teachers and their Grade 1 colleagues.





## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise student achievement in English at Primary and in Arabic across the school to ensure that student attainment is at least good by:
  - ensuring that the planning of teaching and assessments in English are aligned with the learning objectives and success criteria.
  - promoting students' extended writing skills in KG, Primary and Middle.
  - giving greater priority to the accuracy and clarity of students' pronunciation of Arabic in Secondary.
  - developing students' writing skills in Arabic, particularly in Secondary.
  - creating more opportunities for students to develop their reading and comprehension skills in Arabic in all phases.
  - ensuring that the marking of students' work is consistent, rigorous and constructive.
- Improve the quality of teaching by:
  - deploying more effective questioning skills to explore students' understanding.
  - making consistently effective use of assessment to provide appropriate levels of personalised academic challenge for all groups of students.
  - ensuring the systematic and effective development of students' critical thinking, problem solving and innovation skills across the school.
  - insisting that the marking of students' work on a daily basis is consistent, rigorous and diagnostic.
- Improve leadership and management by:
  - significantly improving the level of resourcing, particularly in KG provision and in science.
  - alleviating cramped accommodation where possible.
  - increasing access to technology to enhance both teaching and students' learning in lessons across the curriculum.



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](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.