ITQAN
Programme

هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Radiant Indian School for Girls & Boys
29 January – 1 February 2024

Overall Effectiveness: ACCEPTABLE

إتـقـان ITQAN

TABLE OF CONTENTS

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 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	School ID	199
	School location	Al Yarmook, Sharjah
	Establishment date	1986
	Language of instruction	English
	School curriculum	Indian
	Accreditation body	-
	Examination Board	CBSE
	National Agenda Benchmark Tests/ International assessment	IBT CAT4 ASSET
	Fee range	3,500 – 7,550 AED
Staff	Principal	Alka Suxena
	Chair of Board of Governors	Her Highness Shaikha Jamela Bint Mohammed Al Qasimi
	Total number of teachers	58
	Total number of teaching assistants	0
	Turnover rate	40%
	Main nationality of teachers	Indian
Students	Teacher: student ratio	1:17
	Total number of students	957
	Total number of students per cycle	KG: 146 Primary: 423 Middle: 247 High: 141
	Number of Emirati students	0
	Number of Emirati students per cycle	0
	KG: number and gender	Boys: 74 Girls: 72
	Primary: number and gender	Boys: 233 Girls: 190
	Middle: number and gender	Boys: 155 Girls: 92
	High: number and gender	Boys: 80 Girls: 61
	Nationality groups	1. Indian
		2. Pakistani
	Total number of students with special educational needs	2

School Performance Review of Radiant Indian School for Girls & Boys
29 January – 1 February 2024

PROGRESS JOURNEY

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

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 162 lesson observations, 22 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as the previous review visit. The school has focused on strategic planning that involves most stakeholders and this approach is being adopted with some success. Leaders at most levels work towards the same key priorities. School improvement has resulted in some gains in most subjects across the school. External examination results are acceptable throughout the school. Students continue their education through a university pathway in the sciences. Students' attitudes are positive to learning. Behaviour and relationships are good throughout the school. The school has good procedures in place for the care, welfare and safeguarding of students. The school's environment and facilities are well maintained and support students' learning. Parents and partners are fully involved in the life of the school.

KEY AREAS OF STRENGTH:
- Students' positive and responsible attitudes and behaviour.
- Students' safe and healthy lifestyles.
- Students' respect for Islamic values and the heritage and culture of the UAE.
- The school's parental and partnership engagement.

KEY AREAS FOR IMPROVEMENT:
- Students' attainment and progress to the next level across all subjects in all phases.
- The monitoring of teaching strategies to meet the needs of all groups particularly students with special educational needs (SEN)and those who are Gifted and Talented (G&T).
- The school's use of assessment to inform teaching and learning and the curriculum.
  The capacity and accountability of leadership throughout the school to make a positive impact on the school's performance and lead to better outcomes for students.

School Performance Review of Radiant Indian School for Girls & Boys
29 January – 1 February 2024

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

Indicators:		KG	Primary	Middle	High
Islamic Education	**Attainment**	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
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	Acceptable	Acceptable	Acceptable
Social Studies	**Attainment**	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Good
English	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

Islamic Education	- Students' achievement in Islamic education is acceptable overall. The school's internal data shows that most students make good progress in Primary, Middle and High phases. This does not match with what is seen in lessons and in students' work, where students make acceptable progress. - The school's internal assessment data shows that attainment is very good in Primary, Middle and High phases. This does not match with what is seen in lessons and in students' work, which shows that students' attainment is acceptable. External assessment data for IBT is not yet available. - Most of the students in Primary, Middle and High phases make expected progress. Students can reflect on Islamic values in daily practices. In Primary, students memorise short Surahs of the Holy Qur'an and parts of Surah Al-Inshiqaq and know the meaning. In the Middle phase, students understand the importance of practising voluntary prayers. In the High phase, students can discuss and explain the effect of divine social laws on societies. They can determine what is permissible in dressing and adornment for both men and women. Students' skills in reading the Holy Qur'an with recitation and understanding Noble Hadeeth is less developed in all phases. - Most of the groups of students make the expected progress overall. However, some high attaining students do not make expected progress.

Areas of Strength	Areas for Improvement
- Students' knowledge and understanding of Islamic values in daily practices in all phases. - Students' understanding modern Islamic issues in the High phase.	- Students' reading and recitation of the Qur'an in all phases. - Students' understanding of the Noble Hadeeth in all phases.

Arabic second	- Students' achievement in Arabic as a Second Language is acceptable overall. The school's internal data shows that students make good progress in Primary, Middle and High phases. This does not match with what is seen in lessons and in students' work where students make acceptable progress. - The school's internal assessment data shows that attainment is acceptable in all phases. This reflects closely what was seen in lessons and in students' work. External assessment data for IBT is not yet available. - Most of the students in Primary, Middle and High phases make expected progress. In Primary, students can use suitable vocabulary and apply simple grammar rules to describe pictures and express themselves in standard Arabic. In Middle and High phases, students' skills in speaking standard Arabic are developed and their handwriting is legible and neat. However, in all phases students' skills in reading comprehension are less developed. In Middle and High phases, students' extended writing skills are less well developed. - Most of the groups of students make expected progress overall. However, high attaining students do not make expected progress.

Areas of Strength	Areas for Improvement

	• Students' understanding of correct spoken standard Arabic in all phases. • Students' legible handwriting skills in all phases.	• Students' skills in reading comprehension in all phases. • Students' extended writing skills in the Middle and High phases.

Social Studies	• Students' achievement in social studies is acceptable overall. The school's internal data shows that students make good progress in the Primary and Middle phases. This does not match with what is seen in lessons and in students' work, where students make acceptable progress. Internal assessment data for High phase students does match what is seen in lessons and students' work, where progress is good. • The school's internal assessment data shows that attainment is good across the phases. This does not match with what is seen in lessons and in students' work, which shows that students' attainment is acceptable. External assessment data for IBT is not yet available. • Students in the Primary and Middle phases make acceptable progress. Students in the High phase make good progress. In the Primary phase, students understand the features of a good city and can make comparisons with modern cities in the UAE. In the Middle phase, students know about roles and responsibilities in government. High phase students can talk about sustainable environments and social responsibility in the UAE. However, students' knowledge of their responsibilities in society in the Primary phase and students' understanding of different social issues in the Middle phase are less developed. • Most of the groups of students make expected progress overall. However, high attaining students do not make expected progress.

Areas of Strength	Areas for Improvement
• Students' understanding of comparisons with modern cities in the UAE in the Primary phase. • Students' knowledge of sustainability and social responsibility in the High phase.	• Students' understanding of different social issues in the Middle phase. • Students' knowledge of their own responsibilities in society in the Primary phase.

English	- Students' achievement in English is acceptable overall. Students make acceptable progress in lessons across all phases. - The school's internal data on attainment and progress is acceptable. This matches what is seen in lessons and in students' work. External CBSE results are acceptable for Grade 10 and Grade 12 students. Most students in Primary, Middle and High phases attain in line with curriculum standards. The majority of students in Primary and Middle make good progress with their speaking skills. - In KG1 children develop their vocabulary and word formation skills appropriately. KG children can combine isolated words into short sentences. Writing skills improve from Grade 3 onwards and students in Primary and Middle phases are confident in skimming, scanning, and summarising texts on literary themes. In the High phase, language skills such as inference and prediction are less well developed. In Primary, the standard of students' handwriting contains basic errors. In the High phase, students can understand writing tasks. However, they are less confident in their extended, creative writing in both the Middle and High phases. - Most groups of students make expected progress overall.

	Areas of Strength	**Areas for Improvement**
English	- Students' speaking skills in the Primary and Middle phases. - Students' reading skills of skimming, scanning, and summarising in all phases.	- Students' writing skills in KG, Middle and High phases. - Students' extended writing in the Middle and High phases.

Mathematics	- Students' achievement in mathematics is acceptable overall. Students make acceptable progress in lessons across all phases. - Students' attainment in internal assessment is acceptable across all phases. In external examinations their attainment is weak. In lessons and students' work most students attain levels in line with curriculum standards and make expected progress across all phases. This does not match with the school's data which judges attainment as outstanding and progress as good in KG. Attainment is good in Grades 6 and 9. Attainment is weak in CBSE board examinations for Grades 10 and 12 and CAT4 tests. - In KG, most children make expected progress in recognising and counting numbers of objects and performing single digit addition and subtractions. Not all students in the Primary phase develop adequate skills in arithmetic calculations and data handling. They use their calculation skills to understand money and tell the time. In the Middle phase, students apply problem-solving skills in calculating profit and loss, and probability. Most students can calculate perimeter area and can read, interpret, and represent data. - All groups of students make at least the expected progress. Girls make better progress than the boys in the Primary and High phases.

	Areas of Strength	**Areas for Improvement**
Mathematics		

• Students' skills in reading, interpretation, and data representation in the Middle phase. • Students' knowledge of arithmetic operations and problem-solving in all phases.	• Students' skills in mental arithmetic and computation in the Primary and Middle phases. • Students' mathematical thinking and abstract reasoning in all phases.

Science

- Students' achievement in science is acceptable overall. Students make acceptable progress overall, which is in line with the school's internal data.
- Students' attainment is acceptable across all phases based on the lesson observations and work scrutiny. This does not match with internal assessment data for KG, which shows attainment is very good. The attainment is weak in external examinations for Grades 10 and 12.
- In KG, children develop a reasonable understanding of seasons, road transport and traffic signals. In the Primary phase, they gain enquiry skills while learning the concepts of skeletal and muscle systems, air, and water pollution. In the Middle phase, students develop practical and investigative skills with the help of experiments in finding out about a magnetic field with different magnets and producing electrical charges with homemade electroscopes. In the High phase, students develop practical skills while calculating the refractive index of different lenses and glass slabs. Students in Middle and High phases demonstrate real-time application while learning the concepts of satellites and water pollution. However, they do not consistently develop their scientific skills across all phases.
- Overall, most groups of students make acceptable progress. Girls in the Primary and Middle phase make better progress than boys in lessons. However, high attaining students do not make rapid progress.

Areas of Strength	Areas for Improvement
• Students' understanding of the natural world and environment in KG. • Students' knowledge and understanding of scientific facts related to physical, life, and space science in all phases.	• Children's scientific thinking and enquiry skills in KG. • Students' scientific methods to develop practical, research, laboratory, and investigative skills across all phases.

Other subjects	- In other subjects, students' attainment and progress are acceptable. Most students' attainment in computing is acceptable and this aligns with school data except in KG. Attainment in physical education and art are also acceptable. - In the High phase subjects of business studies, economics, and accountancy, students' level of attainment is acceptable. This does not align with external data where students' performance is weak. School data indicates that attainment in languages varies across phases. In observed lessons, attainment was seen as good in primary which aligns with school data. - In KG, in physical education (PE), children develop their gross motor skills in a dedicated play space. In Primary and Middle phases, students' age-appropriate PE skills are acceptable. However, there are limited opportunities for basic ball skills and team games. In art. students' creativity is encouraged and they use different media for collage. In computing, students across phases can use complex programmes. They can create greeting cards in the Primary phase, using a paint programme and in the High phase, they can produce PowerPoints about COP 28 but overall, their use of artistic techniques is less well developed. - Most groups of students make acceptable progress from their starting points. Boys make better progress than girls in computing in the High phase.

Areas of Strength	**Areas for Improvement**
- Students' knowledge and skills in computers in all phases. - Students' speaking and listening skills in other languages particularly in Primary.	- Students' physical skills development in all phases. - Students' artistic skills and techniques in all phases.

Learning Skills	- Students' learning skills are acceptable overall. In science and social studies in the Middle and High phases, learning skills are good. Students can work independently for short periods of time. High phase students can work independently creating presentations in computing. In KG, children's independence and learning skills are less well developed. Almost all students demonstrate a positive attitude towards their learning, and many are keen to share their learning and achievements with others. - Students work cooperatively in groups. In the Primary phase, students support their peers and discuss their learning. This feature is less well developed in KG. In the High phase, students collaborate well in experimental work to calculate the refractive index of lenses. - Students make some connections between areas of learning. In KG science children talk about various types of vehicles and understand that cycling can keep their bodies healthy. - Students use technology, and their mathematical and scientific enquiry skills competently to solve problems. Students' research and innovation skills are relatively less well developed in all phases.

Areas of Strength	**Areas for Improvement**

	• Students' positive attitudes to learning in all phases. • Students' relationships and interactions between each other and staff in all phases.	• Children's independence and collaborative skills in KG. • Students' research and innovation skills in all 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' personal and social development, and their understanding of Islamic values and Emirati culture are good overall. Their innovation and entrepreneurship skills are acceptable across all phases.
- Students have positive and responsible attitudes and need little reassurance. They are self-reliant but may not be risk-takers. Most students respond well to critical feedback.
- Students' positive behaviour prevails throughout the school. They exercise self-control and follow school rules. Student and staff relationships are friendly and respectful. Bullying incidents are rare and consequently the school is safe and orderly.
- Students demonstrate a sound understanding of healthy eating and maintain active lifestyles. They follow the school's advice by selecting healthy choices for snacks and meals. They participate in activities that promote safe and healthy lifestyles. Most are active and participate in physical education lessons and sports.
- Students' attendance at around 84% is weak and has not improved since the last review.

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

- Students demonstrate a clear understanding of Islamic values and how they influence contemporary society in the UAE. UAE values and culture feature prominently in school assemblies, including Holy Qur'an recitation.
- Students are knowledgeable and appreciative of Emirati heritage and culture. They can discuss the history, literature, arts, and sports of the UAE. They celebrate National Day, Flag Day, and other national occasions. They regularly visit museums to witness the culture of the UAE.
- Students have a clear understanding and appreciation of their own culture and can describe the aspects in which their culture is similar to, and different from, other cultures. Students in the school come from different nationalities and much mutual respect is shown. They demonstrate interest in learning more about other cultures and have a good understanding of diversity.

Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students have a well-developed sense of civic responsibility and contribute to the wider community in a variety of ways, including volunteer activities. They participate in fund raising to help those less fortunate. Most show consideration and empathy to other students.
- Students are happy to be involved in activities which they occasionally initiate. They take personal pride in completing their work, which they are keen to share. Initiatives such as Digital Fest and SCIENMATICS enable students to explore their ideas and show creativity. Innovation and entrepreneurship are developing skills across phases.
- Students are aware of environmental concerns, including sustainability. They link their activity to sustainable developmental goals, wherever appropriate.
- The student council organises awareness projects and makes presentations to increase students' awareness and attitudes towards sustainability. They also take part in projects beyond school that promote ecological awareness and conservation in the community. They help to plant trees, create art from waste and have replaced plastic with paper cups made from recycled materials.

Areas of Strength:

- Students' positive attitudes, behaviour, and relationships with staff.
- Students' adoption of safe and healthy lifestyles.
- Students' understanding and appreciation of Islamic values, and Emirati heritage and culture.

Areas for Improvement:

- Students' ability to take the lead in activities.
- Students' attendance at school.
- Students' innovation and entrepreneurship skills.

The quality of teaching and assessment is acceptable overall.

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

- Most teachers have secure subject knowledge. They follow a common lesson structure. However, they are not always aware of how students of different abilities learn best.
- Most teachers plan appropriately to meet students' learning expectations. They manage time appropriately and plan for plenary tasks. Teachers make effective use of digital resources to support learning. In most lessons, relationships between teachers and students are positive and this promotes students' concentration, engagement, and leads to meaningful discussions.
- Teachers question individual students appropriately, but learning is sometimes not shared fully in the classroom. This restricts teachers' capacity to make a full ongoing assessment of how well students are progressing and to extend their learning.
- Teachers use an adequate variety of teaching approaches. They direct their teaching to the middle-ability students and consequently the needs of lower and higher attaining students are supported less well.
- Teachers have recently started to incorporate critical-thinking and problem-solving tasks in key subjects, especially in mathematics and science lessons but the outcomes from these tasks vary considerably across phases. Provision for innovation and research skills is a developing feature of many lessons.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school conducts regular assessments in core subjects and is compliant with the CBSE assessment policy. In addition, skill-based tests are conducted monthly to prepare students for external benchmarking examinations. Written assessments are validated internally.
- The school has begun to benchmark students' outcomes against appropriate external and international expectations. Insufficient numbers of students take ASSET, IBT and CAT4 tests to arrive at a valid assessment of attainment. The present data available for benchmarking examinations is based on a few students and is not fully representative of the age groups of students.
- Assessment data is organised efficiently. Analysis is undertaken to a reasonable depth to identify broad trends and patterns of attainment in ability groups. The information, however, is too superficial to ascertain the progress of individuals.
- Teachers make some use of data to plan and adapt the curriculum to meet the needs of groups of students of differing abilities. The use of data is insufficient, inadequate at times and not effective enough to consistently meet the needs of all groups of students.
- Students receive oral feedback on their work in the lessons. Notebooks are marked regularly but teachers provide little constructive feedback on how students can improve their work and make better progress. Self-assessment by students is occasionally used in some work samples in the Primary and Middle phases.

Areas of Strength:
• Teachers' subject knowledge, time management and interactions with students. • Teachers' use of digital resources in lessons.
Areas for Improvement:
• Teachers' inclusion of innovation, research, and differentiation in lessons. • Teachers' use of assessment data to plan teaching and manage the curriculum to meet the needs of all students. • Teachers' written constructive feedback on students' work.

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 curriculum is compliant with the requirements of the Ministry of Education and Indian CBSE standards. It is broad and balanced. Across all phases, the curriculum places greater emphasis on knowledge and understanding than on the acquisition of subject-specific and wider skills. Physical education does not follow a structured approach throughout each phase.
- The curriculum meets the needs of most students adequately and promotes their personal development well in Grades 1 to 12.
- In the High phase students have suitable opportunities to pursue two clear pathways (science and commerce) to enable them to select preferred subjects with a view to future educational and career options. Students from Grades 1 to 12 can take classes in other languages, including Hindu, Urdu, and Malayalam and can attend remedial support classes weekly.
- Cross-curricular links are sometimes planned, but they are not a prominent feature of the curriculum. Staff review the curriculum regularly, but adaptations are not always implemented successfully.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school adequately meets the needs of most students, but the curriculum is not always suitably modified to challenge high- and support low attaining students.
- Planned opportunities for innovation and creativity are limited. Students can pursue their interests and develop their talents in a range of extra-curricular activities, such as dance theme days, elocution and 'Spelling Bee' competitions, Digital Fest, and eco-clubs.
- The school promotes key features of Emirati and UAE society well, particularly in subjects taught in Arabic.

Areas of Strength:

- Students' learning of Islamic values and the heritage and culture of the UAE.
- Students' access to the dual pathways of science and commerce for the next stages in the High phase.

Areas for Improvement:

- Teachers' inclusion of more opportunities for higher-order skills, especially innovation and creativity.

- Teachers' planning for cross-curricular links so that students can transfer their learning between different subjects.
- Leaders' modification of the curriculum to meet the needs of high- and low attaining students.

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	High
Health and safety, including arrangements for child protection /safeguarding	**Good**	**Good**	**Good**	**Good**

- The school has effective formal procedures for safeguarding students, including well-defined child protection and health and safety policies. The school has conducted workshops for parents, teachers, and students to create awareness of cyber-bullying and anti-bullying strategies.
- The school provides a safe and secure environment including a wide range of medical facilities that effectively meet the requirements for maintaining the health and safety of students. Students are monitored closely in all prominent places of the school, including school transport. The school meets all legal and regulatory requirements including fire safety, safe drinking and building safety and emergency evacuation drills.
- Building and equipment are maintained in a timely way with regular repairs and replacement. The school maintains records with regularly updated policies for health records of students, behaviour management and safety procedures. Important school policies and confidential documents are maintained digitally, which results in a well-maintained set of records throughout the school.
- School premises, equipment and resources are suitable and provide a safe environment for students to meet their medical and physical needs, including ramps, priority parking, and wheelchairs. Identification and support for students with SEN are beginning to be consolidated across the school.
- The school provides systematic opportunities for students to benefit from healthy lifestyles through awareness campaigns on healthy food and mental well-being by conducting regular events such as National Nutrition Week, Cancer Day, obesity and healthy eating awareness.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Teacher and student relations are positive, staff respond well to the physical and emotional needs of students. Students are aware of whom to approach when they need support with teachers, the nurse, and social workers working closely to support students' personal needs. The school has a well-structured behaviour management policy. of which teachers and students are aware including how misbehaviour is handled.
- The school has an attendance policy and is taking some measures to improve the attendance and punctuality of students by including details about unapproved leave and lateness. The school has increased awareness of the importance of attendance by conducting sessions for parents. However, the impact is yet to be seen. The attendance percentage has not increased since the previous review.
- The admission policy does not allow the enrolment of students with SEN, the identification of students with SEN is beginning to be tackled by the school and interventions are in place for

students with moderate learning difficulties. The school has identified students with SEN and G&T needs.

- The school provides opportunities for older students to attend career fairs for suitable guidance while choosing the career pathways that meet their aspirations.

Areas of Strength:

- The quality of facilities and learning environments.
- Students' relationships with their peers and teachers and the school's behaviour management arrangements.
- The school's promotion of safe and healthy living.

Areas for Improvement:

- The monitoring of students' attendance and punctuality.
- The support and provision for students with SEN and G&T.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership	Acceptable

- The senior leadership team is led by the principal and newly appointed vice principals who set a direction and vision that demonstrates a commitment to the UAE national and Emirate priorities. Leaders are developing a commitment to becoming inclusive and embracing students with SEN.
- The school's ethos is to provide a strong learning environment that fosters academic excellence. Senior leaders have a basic knowledge of the school's performance and awareness of the Indian and MoE curriculum. They know about the best practices in teaching and assessment, but they have been unable to see more rapid improvement due to staffing instability throughout the school.
- Leaders throughout the school promote professional working relationships and communication that support the positive morale Leaders have started to devolve responsibilities to bring about necessary improvements, with newly qualified teachers and newly appointed staff beginning to understand the importance of their roles. The previous inconsistency of staffing has created more barriers to overcome and reduced the school's capacity to improve. Leaders have made improvements to some aspects of the school through the need for statutory and regulatory compliance.

Self-evaluation and improvement planning	Acceptable

- The school has in place processes for capturing self-assessment information involving all staff, using the school's internal and external data. Currently, improvement planning is not sufficiently robust and has resulted in inconsistency across the school. Middle leaders have yet to identify barriers to students' learning.
- The school is compliant with statutory requirements and national agenda priorities. The school has worked through the priorities of the previous inspection review. There remain significant improvements to be addressed to bring about improvements in overall performance.

Partnerships with parents and the community	Good

- Parents take an active part in school activities, welcome the communication received from teachers and value thet timely information they receive on their child's progress and achievements through the school portal.
- The school has partnerships with the local community for Sharjah City, the Humanitarian Centre, national links with the Easa Saleh Al Garg Charity and international links with the Red Crescent.

Governance	Acceptable

- Governance arrangements are acceptable with parents as successful stakeholders in the school. Through the parents' council, parents can ensure that their views are considered. Governors demonstrate appropriate knowledge of the school and its challenges and the need to increase levels of accountability across the school's leadership.

Management, staffing, facilities and resources	Acceptable

- The school's environment is managed adequately, and all members of the school comply with the daily routines and procedures. Leaders have made some adjustments to ensure that bus transportation, arrivals and departures are monitored more closely outside the school. Staffing is adequate and most staff are well qualified. They are supported with a programme of continuous professional development. The school environment is appropriately resourced to meet the needs of most students, except those with SEN.

Areas of Strength:

- Leaders' vision and commitment to the UAE agenda.
- The school's partnerships and parental engagement.

Areas for Improvement:

- The accountability of leadership throughout the school.
- The induction of new staff so that they are more effective in their roles.
- The quality of self-evaluation and the robustness of self-improvement planning that leads to better outcomes for all students.

Provision for Arabic Language

- There are (4teachers across the school. (2 Primary phase, 1 Middle phase and, 1 High phase). The teacher to student ratio is 1:230.
- The total number of Arabic language books in the library is 100 (30 Fiction books and 70 non-fiction), textbooks are used during lessons. For research, the students can access the internet in the library (one PC and one smart board). Teachers use their laptop to present videos, stories, songs, and pictures, which supports teaching and learning during lessons. There are weekly scheduled sessions in the library for reading across the phases.
- The school participates in the 'Little Author' competition. Teachers have also been authors of published poems. There is an internal competition in writing (The faster writer and reader) (Grade 4- Grade12): Reading the Holy Qur'an competition both internal and with other schools; (Grade3 - Grade12): Celebration of Arabic language, a date with parents. Reading Arabic in school assembly.

The school's use of external benchmarking data

- CAT4 registrations (522) and attendance (482). IBT registrations (522) and (501) attendance. The examination covers English, mathematics, science, reasoning, and Arabic assessments.
- In preparation, teacher's complete curriculum mapping to ensure a seamless alignment between classroom instruction and the assessed content. Subject teachers further contribute by providing sample questions specific to each assessment area.
- To ensure seamless communication of international test results with students, the school's portal facilitates direct access to individualised results. Students can securely log in using their unique ID and password, gaining immediate and confidential access to their performance. This approach enhances transparency and empowers students to track their academic progress. Regular result updates on the portal provide timely insight into students' strengths and areas for improvement.
- The school's portal ensures effective communication of international test results with parents. Using their personalised login credentials, parents can securely access the portal to view and monitor their child's performance. This platform provides a comprehensive overview of test outcomes, allowing parents to be informed about their child's academic achievements and areas that require attention.
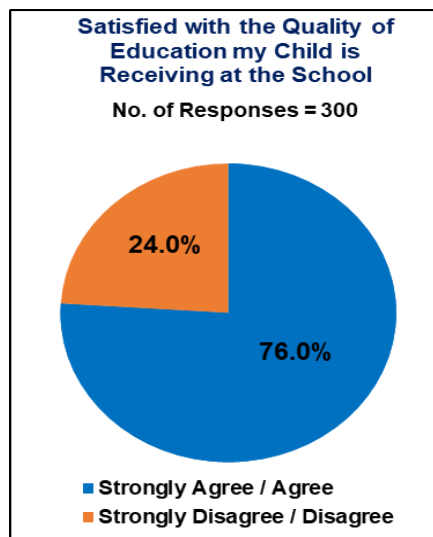
Provision for KG

- There are 6 classes in Kindergarten, 3 in KG 1 and 3 in KG 2. There are 6 homeroom teachers and currently 146 students on roll. The teacher to student ratio is 1:25. There are currently no teaching assistants. Specialist teachers teach computing, physical education and second languages including Urdu, Hindi, and Malayalam.
- The indoor learning environment includes 6 classrooms and a small play area. Displays support and celebrate children's learning. Learning resources include notebooks, textbooks, worksheets PowerPoint, videos and teacher-made resources and models. Children also have access to the school library. Learning centres for art, mathematics, English, and science have recently been introduced to enable extension activities.
- The outdoor learning environment includes a dedicated KG play area including physical play equipment such as swings and two climbing frames. Classes also use the garden area and astroturf. KG children enjoy field trips to the Islamic Museum, Sharjah Museum, and Science Museum.

- When starting school, an orientation programme for parents and children ensures a smooth start. They explore the school's facilities and teachers discuss the curriculum. The school shares its prospectus and contact details. Parents sign a parent contract. Communication with parents is by email, the portal and by telephone.

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

No. of Responses = 300

- 24.0%
- 76.0%

■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment and progress by:
    - using internal and external data to inform lesson planning.
    - providing more opportunities for students to take responsibility for their own learning.
    - understanding the barriers to learning, particularly for students in Primary and Middle phase.

- Improve teaching strategies to meet the needs of all groups by: -
    - targeting activities to develop G&T students.
    - developing best practices in teaching and learning.
    - developing effective feedback both oral and written.
    - creating targeted development plans for SEN students.

- Improve the use of assessment to inform teaching and learning and the curriculum by: -
    - planning enterprise, innovation, creativity and social skills development within the curriculum.
    - systematically planning coherent learning experiences for all students.
    - rigorously implementing assessment opportunities identified in planning.

- Improve the capacity and accountability of leaders to impact positively on school performance by:
    - increasing the monitoring of students' attendance throughout the phases.
    - building confidence in leaders to make accurate judgments on lesson observations.
    - building capacity in all leaders to understand the importance of data to help raise standards.

School Performance Review of Radiant Indian School for Girls & Boys
29 January – 1 February 2024

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.