School Performance Review REPORT | (SPR)

ASPAM INDIAN INTERNATIONAL PRIVATE SCHOOL LLC
25 to 28 November 2024

Overall Effectiveness Rating
GOOD

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

Purpose

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

Scope

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

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

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

The 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	107
	School location	Al Azra, Sharjah
	Establishment date	02/06/2013
	Language of instruction	English
	School Curriculum	Indian
	Accreditation body	Central Board of Secondary Education (CBSE)
	Examination Board	CBSE
	External Assessments International and Curriculum Benchmark Assessments	Assessment of Scholastic Skills through Educational Testing (ASSET) Programme for International Student Testing (PISA) Cognitive Assessment Tests (CAT4)
	Fee Range	AED 12,300 to AED 18,450
Staff	Principal	Sheela George
	Chair of board of governors	Ayush Goel
	Total number of teachers	63
	Total number of teaching assistants	2
	Turnover rate	10%
Students	Teacher: student ratio	1:16
	Total number of students	1,013
	Total number of students per cycle/phase	KG: 219 Primary: 385 Middle: 200 Secondary: 209
	Pre-KG: number and gender KG: number and gender	Boys: 12 Girls: 9 Boys: 116 Girls:82
	Primary: number and gender	Boys: 197 Girls: 188
	Middle: number and gender	Boys: 108 Girls: 92
	Secondary: number and gender	Boys: 110 Girls: 99
	Total number of Emirati students	0
	Pre-KG: Emirati number and gender KG: Emirati number and gender	Boys: N/A Girls: N/A Boys: N/A Girls: N/A
	Primary: Emirati number and gender	Boys: N/A Girls: N/A

	Middle: Emirati number and gender	Boys: N/A Girls: N/A
	Secondary: Emirati number and gender	Boys: N/A Girls: N/A
	Nationality groups (largest first)	1. Indian
		2. Afghan
	Total number of students with special educational needs	24

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

These findings draw from our team of reviewers' 142 lesson observations, 61 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is rated as good maintaining the same rating as in the previous review. Students generally reach good levels of achievement across most subjects and phases. Achievement in English in Secondary is very good. The achievement of Secondary students in mathematics and science is not yet good and remains at acceptable. Primary students' attainment in Islamic Education is acceptable. Students demonstrate good learning skills and very strong personal development. Teaching, learning, and assessment are good overall. Teaching strategies and the curriculum are not fully adapted to make the best use of assessment data to sharply attend to the needs of all ability groups. The school ensures very efficient health and safety measures. Leadership is effective and an open-door policy for parents has played a vital role in continuous improvement. Strengthening the capacity of middle leaders to improve teaching and learning in their subjects and enabling governing members to act as critical friends would further support the school's development.

KEY AREAS OF STRENGTH:
- Students' strong progress in most subjects throughout the school.
- Students' personal development.
- The effective health and safety and pastoral care.
- The robust partnerships with parents.

KEY AREAS FOR IMPROVEMENT:
- Lessons that meet the needs of all groups of learners, including the most able, particularly through the sharply focused use of valid and reliable internal and external assessment data.
- The quality of teaching to reflect recognised best practices, enabling all students, especially in Secondary, to achieve their full potential in all subjects.
- The capacity of middle leaders to effectively tackle the challenges posed by limited resources to improve the quality of education in their departments so that all students achieve well.

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PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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

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Islamic Education	• Students' achievement in Islamic Education is generally good. The school's internal assessments show that students in Primary make very good progress, while students in Middle and Secondary make good progress. This progress is not fully reflected in lessons or in students' work over time, where students make good progress across all phases. • Internal assessment data indicates that students' attainment in Primary is very good, while in Middle and Secondary it is good. This is less evident in lessons, where most students in Primary demonstrate attainment that is in line with curriculum expectations, and the majority of students in Middle and Secondary show attainment that is above curriculum expectations. There is no external assessment available for this subject. • In Primary, Middle and Secondary the majority of students make better than expected progress. Primary, students recite prescribed Surahs from the Holy Qur'an, understand the vocabulary of the Noble Hadeeth, and infer their overall meaning and values. In Middle, students have an understanding of Islamic values, interpret the prophetic guidance in the Noble Hadeeth and recite the Holy Qur'an with age-appropriate Tajweed rules. In Secondary, students are able to recite the Holy Qur'an, applying the Tajweed rules accurately, and deduce the etiquettes of markets, as discussed in the Noble Hadeeth. Only a minority of students are able to support their answers and discussions with evidence from the Holy Qur'an and the Noble Hadeeth across all phases. • Overall, most groups of students, including boys and girls, make better than expected progress. Lower-attaining students make less progress.

Areas of Strength	Areas for Improvement
• Students' skills in reciting prescribed Surah from the Holy Qur'an, following Tajweed rules in Secondary. • Students' knowledge of the required concepts and principles in the Noble Hadeeth to an age-appropriate level in Middle.	• Students' ability to extract evidence from the Holy Qur'an and the Noble Hadeeth and Sunnah to support their answers across all phases.

Arabic	• Students' achievement in Arabic as a second language (ASL) is good overall. The school's internal assessment data indicates that the majority of students in Primary, and most students in Middle and Secondary, make better than expected progress over time. This does not fully align with observations in lessons and in students' recent work where the majority of students across all 3 phases make better than expected progress. • Internal assessment data indicates that attainment is very good in Primary and good in Middle and Secondary, this is not fully reflected in lessons where the majority of Middle and Secondary students make better than expected progress. There is no external assessment for this subject. • In Primary, students can listen and understand the overall meaning of familiar texts. They write in the present tense using basic language structures. A minority of students have limited vocabulary and are unable to express ideas in coherent sentences. In Middle, students can read and identify the main ideas in texts on descriptive topics, apply new words in sentences and write short descriptive paragraphs about daily life. In Secondary, students can read texts, infer meanings of words, understand the main idea, including most supporting details and expressing their viewpoints with some reasoning. A minority of students are unable to produce structured writing that includes key ideas and supporting details. • The majority of groups of students, including boys and girls, make better than expected progress. Higher-attaining students are not sufficiently challenged.

Areas of Strength	Areas for Improvement
• Students' reading comprehension skills in extended texts and descriptive topics in Secondary. • Students' listening comprehension skills across the phases.	• Students' ability to speak coherently using a wide range of vocabulary in standard Arabic confidently in Primary. • Students' structured writing skills in Secondary.

Social Studies	- Students' achievement in social studies is good overall. The school's internal assessments indicate very good progress over time in Primary, Middle and Secondary. This is not fully evidenced during lesson observations or in students' recent work. - Internal assessment data indicates that the large majority in Primary and Secondary, and the majority of students in Middle, attain above curriculum expectations. This has not been observed during lessons or in students' work. There is no external assessment for this subject. - In Primary, Middle and Secondary, the majority of students make better than expected progress. Primary students can explain components of UAE heritage, such as national occasions, costumes, and songs. They can differentiate between supply and demand in the market. In Middle, students discuss the economic issues of using gold as currency and explain ways to protect the value of money. They infer the role of competition in developing a national economy. Students demonstrate secure knowledge of the founding Fathers of the UAE and its history in Primary and Middle. A minority cannot identify basic economic concepts or provide examples. In Secondary, students discuss the contributions of Abu Dhabi National Oil Company and Abu Dhabi Investment Authority to the UAE's development. They conclude the economic values necessary for national economic growth, although a minority struggle to define economic concepts with contextual examples. - Overall, the majority of the different groups of students, including boys and girls, make better than expected progress. Lower-attaining students make less progress compared to their peers.

Areas of Strength	Areas for Improvement
- Students' knowledge of the founding Fathers of the UAE and its history in Primary and Middle. - Students' knowledge of economic principles and systems, and the role of government in developing the national and global economy in Secondary.	Students' knowledge of basic economic concepts particularly in Middle.

English	- Students' achievement in English is good overall and very good in Secondary. In lessons and in students' recent work, the large majority of students make better than expected progress over time across all phases - Internal assessment indicates attainment is good overall. CBSE data identifies very good attainment in Grade 10 and outstanding attainment in Grade 12. In lessons a large majority of students attain above curriculum standards across all phases. Attainment in external benchmarking tests in Primary and Middle is good. - Students make good progress in KG, Primary and Middle and very good progress in Secondary. In KG, children develop phonics skills and read key words, identify digraphs and match them to pictures from their own surroundings. Primary students can read to identify, analyse, infer and deduce information. In Middle, students analyse and co-construct presentations on topics such as sustainability. Students' use of accurate spelling, grammar and punctuation is insufficiently well developed, particularly in Primary and Middle. Students in Secondary speak fluently and with confidence and focus on the analysis of genres including the persuasive language of media advertising. Opportunities for students' creative and extended writing skills are inconsistent across the school. - Overall, the majority of groups of students make better than expected progress. Gifted and talented (G&T) students make good progress and students with special educational needs (SEN) make expected progress, although provision for the more able and G&T is inconsistent.

Areas of Strength	Areas for Improvement
- Students' speaking, listening and reading comprehension across all phases. - Students' ability to speak fluently and with confidence particularly in Secondary.	- Students' use of accurate spelling, grammar and punctuation particularly in Primary and Middle. - Students' creative and extended writing skills across the school.

Mathematics	• Students' achievement in mathematics is good in KG, Primary and Middle, and acceptable in Secondary. Internal assessment data shows very good progress over time in Primary. This is not reflected in lessons or in students' work where progress is good. Internal data for students in Middle indicates good progress, which aligns with lesson observations and students' work. Progress in Secondary is acceptable which is consistent with internal data, lesson observations and students' work. • Internal assessment data indicates very good levels of attainment overall. A large majority of students in KG, Primary and Middle exceed curriculum standards while Secondary students meet them. ASSET assessment data for 2023 and 2022 reflect very good attainment levels. This is not consistently evident in lessons or in students' work. • The majority of students make better than expected progress in KG, Primary and Middle, while most students in Secondary make expected progress. Students demonstrate secure understanding of mathematical concepts, fluency in calculations and mental mathematics. Children in KG, identify missing numbers in sequences using manipulatives. In Primary, students represent fractions yet struggle with fractions as division in real-life contexts. Students in Middle calculate area, volume, and surface area of basic shapes. Students in Secondary extend this to complex shapes and face challenges applying these concepts in problem-solving and mathematical reasoning tasks. • Most groups of students make better than expected progress. High achievers are not sufficiently challenged to maximise their potential.

Areas of Strength	Areas for Improvement
• Students' strong number skills supported by effective use of manipulatives to deepen understanding in KG. • Students' proficiency in mental mathematics, reflecting secure foundational skills across all phases.	• Students' mathematical reasoning and problem-solving skills to improve their application of mathematical concepts to complex tasks, particularly in Secondary. • The levels of challenge for high achievers so that they make accelerated progress across all phases.

Science	- Students' achievement in science is good overall. The majority of students attain above expected curriculum standards. This does not consistently match with attainment seen in lessons and in students' work over time in Secondary where most students achieve in line with curriculum standards. - The school's internal data indicates that attainment is very good in KG and Primary, good in Middle, and acceptable in Secondary. ASSET assessments, indicate that students' attainment is very good in Primary, good in Middle, and acceptable in Secondary. Attainment in the CBSE examinations for Secondary students is acceptable. - Overall, the majority of students make better than expected progress over time, although, most Secondary students make progress at the expected level. Students throughout the school effectively apply their scientific concepts to technology, the environment, and society. Their investigative skills are less well developed across the school. Children in KG explore the stages of plant growth and what plants need to live. In Primary, students enhance their inquiry skills by exploring weather patterns, such as seasons and their environmental impact, linking them to the UAE's weather conditions. Students in Middle conduct physics experiments to demonstrate circuit effectiveness and generate electrostatic forces. Students in Secondary apply laboratory skills when exploring voltage-current characteristics, blood disorders, and sustainable carbon compounds. Their ability to draw clear scientific conclusions and effectively communicate ideas scientifically is not well developed. - Overall, the majority of groups of students, including those with SEN and G&T students make better than expected progress from their starting points.

Areas of Strength	Areas for Improvement
- Students' application of scientific concepts to technology, environment, and society throughout school. - Students' enquiry and practical skills in KG, Primary and Middle and laboratory skills in Secondary.	- Students' ability to hypothesise, estimate, conclude, and communicate ideas scientifically in Secondary. - Students' investigative skills are less well developed across the school.

Other subjects	• Students' achievement in other subjects is good overall. The progress over time seen in lessons and in students' work is good. The school's internal assessment data indicates that students make very good progress over time across all phases in physical education (PE) and art.
	• The school's internal assessment data indicates very good progress across phases. The external CBSE external assessment data indicates that attainment in economics, business studies and accounts is acceptable while in psychology, computer science and Hindi it is good.
	• Students' progress across various subjects is generally good. Children in KG demonstrate basic body movements in response to music and instructions, improving their coordination and gross motor skills. Students' agility does not consistently develop through school. Students in Primary art design posters on water conservation and recycling for plantations. In art, students tend to be over-reliant on teachers throughout school. In Middle, information communication and technology (ICT) students' understanding of basic programming supports them to create animations and step counters. Students across the school do not fully apply their ICT skills to real-world situations. In Secondary, students illustrate environmental features to design posters promoting sustainability. Secondary business studies students showcase their understanding of consumer protection laws through debates and role-play, simulating scenarios involving consumers, producers, and a jury in a dispute over a defective hair product.
	• Overall, the majority of groups of students make better than expected progress in other subjects relative to learning objectives. More able students and those with SEN achieve the expected level of progress.

Areas of Strength	Areas for Improvement
- Children's coordination and gross motor skills in KG. - Students' understanding of basic ICT programming in Middle. - Students' ability to debate real-world contexts in business studies in Secondary.	- Students' agility and ability to participate effectively in sporting activities across all phases. - Students' dependence on teachers in art lessons across all phases. - Students' application of ICT skills in real-world contexts across the school.

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Learning Skills	- Students' learning skills are good overall. Students across the school are actively engaged in their learning. Children in KG enjoy learning through group activities and play. In Secondary, students demonstrate maturity and independence. In Primary and Middle, students are overly reliant on teachers' instructions. - Students' communication and collaboration skills develop effectively across core subjects. In the best lessons in Middle and Secondary, students lead the learning thus enhancing their presentation skills and ensuring that the lesson content is respected by peers. - Real-life connections are evident when students engage in role-play, 3-Dimensional modelling, and storytelling in science, tackle word problems in mathematics and analyse source materials in English. These connections are inconsistent across other subjects and phases. - Research and problem-solving are emerging skills in Middle and Secondary and applying critical thinking to complex tasks is underdeveloped. Independent learning is emerging in KG and Primary. Use of technology to enhance learning is good in science and English; its application is inconsistent in ASL, Islamic Education, and social studies across all phases.

Areas of Strength	Areas for Improvement
- Students' active engagement in their learning across all phases. - Students' collaboration and communication in core subjects enriches learning experiences. - Students' ability to make real-life connections to their learning in English and science.	- Students' independent learning skills especially in Primary and Middle. - Students' consistent use of technology across all subjects.

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

- The quality of students' personal and social development and innovation skills are good overall. Students' personal development is very good across all phases. Children and students show positive attitudes and behave very well in lessons and around school. The large majority of students are motivated, take responsibility for their learning and interact respectfully with peers and teachers. Poor behaviour is rare, and the school promotes a friendly, inclusive and disciplined environment.
- Students build strong relationships with peers and teachers. They collaborate effectively and support each other. They contribute to a welcoming school culture where everyone feels valued. Students feel safe and report no incidents of bullying.
- Students actively engage in sports and other wellbeing activities such as sports competitions and health campaigns promoting safe and healthy lifestyles. The obesity levels among older students remain only acceptable, indicating the need for increased awareness about nutritious eating and regular physical activity.
- Students' attendance rate at 97% is very good. Students arrive on time for school and lessons.

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

- Across all phases, students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They link Islamic values to UAE contemporary society through concepts, such as honesty and tolerance. Students recite Surah from the

Holy Qur'an respectfully during morning assemblies and celebrate Islamic events and occasions such as the month of Ramadan and the Prophet Muhammad's (PBUH) birthday. Students participate in memorising and reciting the Holy Qur'an. They donate to the Red Crescent and visit the museum of Islamic civilisation and Al Noor Mosque in Sharjah.

- Students are knowledgeable and appreciative of the UAE culture and heritage. They celebrate national occasions such as Flag Day, Martyrs' Day and National Day. They listen attentively to the national anthem. Students made bulletin boards and UAE culture corner displays depicting UAE culture and heritage.
- Students reveal a clear understanding and appreciation of their own culture and traditions. Students participated in the cultural day event at school. Students are mainly from 4 nationalities; they are mutually respectful and have positive relationship. Students celebrate Indian, Pakistani, Afghan and Bangladeshi cultures on Heritage Day.

Social responsibility and innovation skills	Good	Good	Good	Good

- Students understand their roles in and outside the school and actively contribute to community life. They demonstrate civic responsibility through activities, such as fundraising, charity work, food donations, and supporting senior citizens in homes for the elderly. Most students show consideration and empathy toward others, including those students with SEN.
- Students show a positive work ethic, although their innovation, enterprise and entrepreneurship skills are not well developed. Students in Primary and Middle engage in a few innovative activities such as 3-D printing, coding sessions and 'sand dunes to lush greens'. Children in KG participate actively in 'garage sales' and Middle students demonstrate their enterprise and entrepreneurship skills through programmes such as 'pitch your idea'.
- Students actively contribute to improving their school environment by leading campaigns through posters, awareness sessions and competitions, although their experience of leading initiatives in other areas is insufficient. Students regularly support initiatives such as, 'plant a plant', and 'green and cyber monitors' to promote sustainability and conservation of the environment.

Areas of Strength:

- Students' self-discipline and their ability to take responsibility for their behaviour and treat others with respect.
- Students' strong relationships with peers and adults creating a supportive environment.

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. Most teachers have secure subject knowledge and understand how students learn. They create positive learning environments using a variety of activities and practical resources, particularly in KG. Many lessons focus too much on the needs of less able students and are not consistently challenging enough for the most able.
- Teachers foster engagement through effective interactions with students. In KG and lower Primary classes, they establish good learning routines. The strategies teachers use and the questions they ask do not consistently develop students' independence or choice in their learning. In contrast, English teachers' questioning skills in Middle and Secondary encourage extended dialogue and build confidence in spoken English. Source materials in English and mathematics often relate to real-life contexts which make learning meaningful.
- Providing activities to meet students' diverse needs is an emerging focus. Provision for more able and G&T students is inconsistent.
- Only a minority of lessons, for example, those in English, mathematics and science, effectively promote critical thinking, problem-solving, and independent learning skills.

Assessment	Good	Good	Good	Good

- Internal assessment processes are good overall. They are aligned with the school's curriculum and implemented coherently. A variety of tools such as baseline tests, quizzes and formative and summative assessments are used to monitor students' progress. Data from these assessments is analysed regularly to inform planning. It is not so well used by teachers to set individual targets for students who require them.
- External assessments, such as CBSE, ASSET, and CAT4 are used to benchmark students' outcomes against national and international standards. The analysis of these results helps guide curriculum reviews and lesson planning, particularly to support lower achievers. Most teachers do not yet personalise learning sufficiently to challenge the most and least able students, including G&T learners.
- In Primary, Middle and Secondary many teachers provide constructive written and verbal feedback on students' work. This is not consistent across all subjects. Students often lack clear criteria to evaluate their work effectively when self- and peer-assessing. Strategies to identify and embed the best practices of marking, feedback and students' self- and peer-assessment are not fully established and do not consistently support students to improve their own work.

Areas of Strength:

- Teaching that develops students' critical thinking and problem-solving skills in English, mathematics and science in Primary, Middle and Secondary.
- The teacher and student dialogues, including the use of questioning in English across all phases.

Areas for Improvement:

- Teachers' approaches in lessons to meet the needs of all groups of students, including students with SEN, more able and G&T.
- Teachers' sharper use of marking and feedback to enable students to improve their own work.

PERFORMANCE STANDARD 4:
CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	Secondary
Curriculum design and implementation	**Good**	**Good**	**Good**	**Good**

- The quality of curriculum is good overall. Curriculum design and implementation are good overall. It is broad, balanced and well-planned to develop students' knowledge, skills and understanding effectively. Students are well prepared for their next phase of learning in school and beyond.
- There is a wide range of curricular choices especially for older students to prepare them well for their future careers. Cross-curricular links are meaningful and planned well in most lessons to assist students to transfer their learning between subjects.
- The school conducts termly curriculum reviews involving subject leaders and teachers across phases. These reviews ensure that changes are well-considered and meet the needs of most students, including those with SEN. There is insufficient focus on high attainers and G&T students. Teachers do not effectively take into consideration students' examination results when reviewing the Secondary curriculum across subjects.

Curriculum adaptation	**Good**	**Good**	**Good**	**Good**

- The curriculum includes some effective modifications for different groups of students. The curriculum does not always challenge high attainers and G&T students which limits them achieving their full potential.
- Students have opportunities to develop enterprise, innovation, creativity, and social contribution through initiatives, including an innovative laboratory, although these practices are not consistently embedded in lessons. The school also offers a variety of clubs and extra-curricular activities to cater to most students' interests and talents.

- The curriculum includes programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE. This includes Emirati traditions, culture and the values that influence UAE society.

Areas of Strength:

- The range of curricular choices available to senior students which supports their educational aspirations and career choices.
- The strong curriculum links with Emirati culture and UAE society.

Areas for Improvement:

- Teachers' use of internal and external examination results to ensure that the curriculum promotes the highest standards of achievement, particularly in Secondary.
- Curriculum adaptation that ensures that the learning needs of all groups of students, particularly high attainers and G&T students are met.

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

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

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

- The quality of protection, care, guidance and support of students are very good overall. The school has well-established safeguarding and child protection policies which are clearly communicated to staff, parents and students. Training is provided regularly with a strong focus on cyber safety. Awareness is reinforced during assemblies and parents receive a booklet detailing child protection policies, health and safety guidelines, and involvement

procedures. Teachers attend regular training sessions to remain informed about best practices.

- Health and safety are a priority in the school. There are detailed records of risk assessments, visitor logs, maintenance checks, and incident reports. Fire drills are conducted regularly, and fire extinguishers are well-maintained. The school consistently ensures safety on transport and the supervision of students. Medical needs are met by the school doctor and nurse. Evacuation plans are prominently displayed. General standards of safety maintenance and cleanliness are met, although the premises are not fully accessible for students with restricted mobility.
- The school promotes healthy lifestyles through various health campaigns on nutrition and hygiene particularly in KG, Primary and Middle. Efforts in Middle focus on reducing the number of overweight students by encouraging physical activity and improved eating habits, reflecting the school's commitment to students' wellbeing.

Care and support	Very Good	Very Good	Very Good	Very Good

- Relationships across the school are very positive with mutual respect between students and staff. The well-implemented behaviour policy, including clear guidelines and a colour-coded system, ensures a disciplined and inclusive environment. Reward programmes encourage positive students' behaviour and parental involvement in severe cases strengthens collaboration between home and school. This environment fosters good behaviour, appreciation for teachers and a strong sense of belonging.
- Attendance is monitored daily with prompt follow-up for unauthorised absences. Campaigns such as, 'Every Day, Every Student Matters' and reward systems, such as attendance badges and privilege cards, effectively promote punctuality. Improvement in the attendance rate following the last review visit reflects the success of these initiatives.
- The school has effective systems for identifying students with SEN and G&T students. G&T students are identified through CAT4 tests and extra-curricular achievements. While identification is strong, interventions for students with SEN are not always in place soon enough to ensure their maximum impact.
- Students with SEN have individual education plans (IEP) which include tailored activities, push-in and pull-out sessions, and access to wellness programmes and sensory rooms. G&T students benefit from leadership roles, challenging tasks, and participation in competitions. They do not always receive sufficient individual support to achieve their full potential in lessons.
- The school offers effective career and transition programmes starting in Grade 8, including careers fairs, university visits, and workshops on examination techniques. Guidance on stream selection, portfolio creation, and university admissions prepares students for future

opportunities. Transition programmes, such as peer mentoring and orientation sessions, support a smooth transfer between phases. Individual counselling for careers guidance is not well developed.

Areas of Strength:

- The safe and secure environment where students feel protected and always supported.
- The systems for safeguarding that are well-established and effectively implemented.
- The systems to identify students' individual needs.

Areas for Improvement:

- The suitability of the premises and facilities to meet the needs of students with restricted mobility.
- Systems to support and challenge higher achievers, including careers guidance, so that they reach their potential.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership	Good

- The quality of leadership and management is good overall. Under the principal's guidance, leaders at all levels communicate and collaborate to establish a strategic vision prioritising students' outcomes, wellbeing and inclusion. A positive school culture is nurtured through strong professional relationships and shared leadership. In some subjects, leaders in Middle and Secondary are not consistently effective in ensuring sustainable improvements are made to students' achievements due to limitations to their time and resources.
- While many leaders exhibit a solid understanding of the curriculum, senior leaders have identified inconsistencies in middle leaders' knowledge of effective teaching practices and

particularly in the use of data to effectively attend to the needs of all groups of students to improve students' performance and standards.

Self-evaluation and improvement planning	Good

- The school has a systematic self-evaluation process that uses both internal and external data, although it is not always accurate enough. While the school consistently monitors teaching and learning to identify strengths and areas for improvement, it is not sharply focused on raising achievement. The improvement plan identifies key priorities and some of the recommendations from the previous review report have been resolved. Leaders show an adequate capacity to continue improving outcomes at the school.

Partnerships with parents and the community	Good

- Parents' views are valued by leaders and parents contribute through a range of events and projects. The Parents' School Association identifies and raises concerns, such as language improvement and the marking of students' notebook. Communication through social media and detailed reports keep parents well informed about their children's academic and social progress. Parental representatives for each grade and termly reports help highlight areas for improvement.
- A few local and national partnerships enrich students' learning experiences, offering valuable collaboration with schools and universities. Links and initiatives that involve Primary and Middle school students are insufficient.

Governance	Good

- The governing board represents all stakeholders and considers parents' views in decision-making. It is yet to benefit from having members with educational expertise to hold school leadership fully accountable for improving students' achievement. The board takes accountability for the school's action and outcomes and regularly reviews students' progress. It is not fully involved in the self-evaluation and improvement planning process. The board supports the execution of improvement strategies, the cost of which falls within planned budgets. The allocation of resources for staff recruitment and retention and a budget to ensure effective middle leadership is not in place.

Management, staffing, facilities and resources	Good

- The principal and her leadership team manage the school's daily operations effectively, creating a positive learning environment through well-organised routines and procedures. Students and staff are familiar with these systems. Staff recruitment and retention are key challenges. Teachers receive regular training to underpin their professional development. Most learning areas are clean and well maintained, and access to school premises is suitable for most students. Resources are generally insufficient to support effective and high-quality teaching and learning.

Areas of Strength:

- Leaders' clear overall vision and strong commitment to raising standards.
- The effective partnerships with parents and the wider community.

Areas for Improvement:

- The capacity of middle leadership to provide appropriate resources including time.
- The role of governors in developing the school's self-evaluation and improvement planning.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 5 teachers of Arabic as a second language across Grades 1 to 9. The ratio of student to teacher is 1:159.
- The school has a library of 1957 books, including 1531 fiction books and 426 non-fiction books. The total number of books includes 250 in Arabic, of which 196 are fiction and 54 are non-fiction books.
- Reading skills are developed in ASL lessons with further enhancement of reading skills through 2 reading rooms for students, in which they have an extra weekly reading activity lesson where they read and write summaries to express their opinions.
- Arabic reading is supported in the school through the Arabic Spelling Bee Competition to build students' vocabulary, and interactive activities such as 'A journey through words' to improve students' reading precision. Parents contribute to promoting reading habits by reading stories to students in the reading rooms, enriching students' experience with interactive discussion.

The school's use of external benchmarking data

- Almost all students participate in a range of international tests and examinations. The external assessments include the CBSE, taken by 100% of Grades 10 and 12 students, Cognitive CAT 4, taken by 80% of students in Grades 3 to 9 in the academic session 2022 to 2023, ASSET taken by 100% of students in Grades 3 to 9 and PISA, taken by 100% of students aged 15+.
- Teachers modify the curriculum to align with the requirements of the external assessments. Students are prepared for assessments through the curriculum and through extra workshops.
- Students are well-informed and prepared for these assessments. Information on the assessments is integrated into the school's reporting system and assessment policy. Intervention support is offered during weekends and through an intensive course offered a week prior to the start of the academic year for students entering Grades 10 and 12. They participate in monitoring sessions, triangulating their external, internal and CAT4 results with individual targets set.
- Communication with parents takes place through end of semester reports and at parent and teacher information and support meetings.
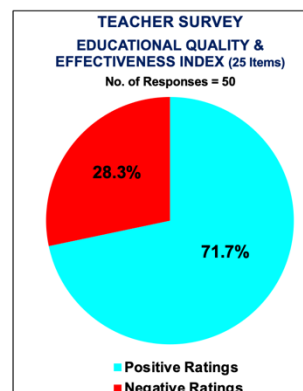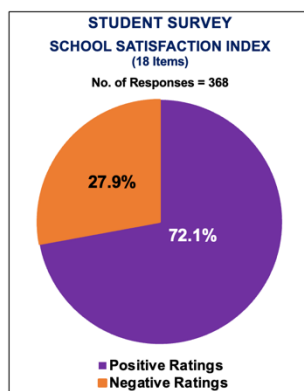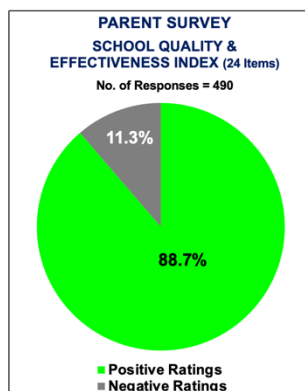
Provision for KG

- KG includes 219 children, 9 teachers, 6 shadow teachers, and 15 support staff, ensuring a staff-to-student ratio of 1:24 overall. Children with SEN are expertly supported and cared for. All teachers are well-qualified and trained in the KG curriculum. Shadow teachers and support

staff receive training from the school's inclusion team and external institutions to ensure high-quality support.

- The KG department offers spaces for role-play, reading, and outdoor learning and PE. Classrooms feature learning centres for construction, investigation, reading, and creativity spaces, with Arabic sections in KG2. A storage room houses recycled materials for activities. Indoor tasks emphasise hands-on learning, supported by digital screens, whiteboards, and display areas. A UAE heritage area is showcased in the main hallway.
- The outdoor provision includes a well-equipped play area to promote outdoor exercise and the development of gross motor skills. A nature exploration area, complete with sensory garden, magnifying glasses, and binoculars, fosters scientific inquiry.
- The school ensures KG children a smooth transition into Grade 1 through meetings between KG2 and Grade 1 teachers and parents. KG2 children review key curriculum standards and gradually adapt to Grade 1 routines through classroom visits and introductions to teachers and peers. Initial time adjustments in Grade 1 support adaptation. Monthly newsletters keep parents informed, and individual meetings provide personalised guidance for any individual needs.

VIEWS OF STAKEHOLDERS

PARENT SURVEY
SCHOOL QUALITY & EFFECTIVENESS INDEX (24 Items)
No. of Responses = 490

- 11.3%
- 88.7%

■ Positive Ratings
■ Negative Ratings

STUDENT SURVEY
SCHOOL SATISFACTION INDEX (18 Items)
No. of Responses = 368

- 27.9%
- 72.1%

■ Positive Ratings
■ Negative Ratings

TEACHER SURVEY
EDUCATIONAL QUALITY & EFFECTIVENESS INDEX (25 Items)
No. of Responses = 50

- 28.3%
- 71.7%

■ Positive Ratings
■ Negative Ratings

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement in lessons across all subjects, particularly in mathematics and science in Secondary by:
    - setting higher expectations for all students, especially the more able.
    - creating opportunities for students' independent learning.
    - personalising learning to address diverse abilities and ensure effective differentiation.

- Improve the quality of teaching, learning, curriculum, and assessment by:
    - adapting the curriculum to meet the diverse needs of SEN, more able, and G&T students.
    - embedding critical thinking and innovation consistently into lessons and lesson planning.
    - using data systematically to track and improve students' progress over time.
    - implementing best teaching practices to ensure all students reach their potential.

- Improve leadership capacity to secure school improvements by:
    - allocating sufficient resources to enable leaders to improve teaching, learning, and curriculum delivery.
    - building leaders' expertise in self-evaluation, lesson observation, and the development of effective improvement plans.
    - ensuring the use of valid and reliable data to plan the next steps in learning for all groups of students to ensure sustained achievement.

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.