



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

**RADIANT INDIAN SCHOOL FOR GIRLS & BOYS**

20 to 23 January 2025

Overall  
Effectiveness  
Rating:  
**ACCEPTABLE**

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## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement**, comprising:

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

**Performance Standard 2: Students' personal and social development, and their innovation skills**, comprising:

- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

**Performance Standard 5: The protection, care, guidance and support of students**, comprising:

- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

**Performance Standard 6. Leadership and management**, comprising:

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

### Judgements



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

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

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

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



## SCHOOL INFORMATION

School	School ID	199
	School location	Al Yarmouk, Sharjah
	Establishment date	28/08/1986
	Language of instruction	English
	School Curriculum	Indian
	Accreditation body	Central Board for Secondary Education (CBSE)
	Examination Board	CBSE
	External Assessments International and Curriculum Benchmark Assessments	International Benchmark Tests (IBT) Cognitive Abilities Test (CAT4) Assessment of Scholastic Skills through Educational Testing (ASSET) Programme for International Student Assessment (PISA)
Staff	Fee Range	AED 3,550 to AED 8,110
	Principal in Charge	Alka Suxena
	Chair of board of governors	Her Highness Shaika Jamila Mohammed Sultan Al Qasimi
	Total number of teachers	48
	Total number of teaching assistants	2
Students	Turnover rate	68%
	Teacher: student ratio	1:16
	Total number of students	783
	Total number of students per phase	Phase 1: 157 Phase 2: 374 Phase 3: 185 Phase 4: 67
	Pre-KG: number and gender	Boys: N/A      Girls: N/A
	KG: number and gender	Boys: 72      Girls: 85
	Primary: number and gender	Boys: 206      Girls: 168
	Middle: number and gender	Boys: 113      Girls: 72
	Secondary: number and gender	Boys: 41      Girls: 26
	Total number of Emirati students	0
	Pre-KG: Emirati number and	Boys: 0      Girls: 0

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	gender	Boys: 0	Girls:0
	KG: Emirati number and gender		
	Primary: Emirati number and gender	Boys: 0	Girls:0
	Middle: Emirati number and gender	Boys:0	Girls:0
	Secondary: Emirati number and gender	Boys: 0	Girls:0
	Nationality groups (largest first)	1. Indian 2. Pakistan	
	Total number of students with special educational needs	15	



## PROGRESS JOURNEY

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

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 139 lesson observations, 83 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 at the previous review. The school's leadership has focused on strategic planning involving all stakeholders. The school is realistic about its priorities. Stakeholders work together constructively to bring about improvements as reflected in children's improving achievement in English in KG and students' improved progress in social studies in all phases and in Islamic Education in Secondary. Students have positive attitudes to their learning and a clear understanding and appreciation of Islamic values and the heritage of the UAE. Relationships between staff and students and students and their peers are good. The school ensures the care, welfare and safeguarding of all students. Although the school building is old, its facilities are well maintained and exceptionally clean. The ongoing improvements made by the school make a helpful contribution in supporting students' learning.

#### KEY AREAS OF STRENGTH:

- The improvements in students' progress in social studies in all phases, and in Islamic education in Secondary.
- The improvements in children's attainment and progress in English in KG.
- Students' positive relations with their teachers and peers and their attitudes to learning.
- Students' respect and appreciation for the heritage and culture of the UAE.
- The care, welfare and safeguarding of students.

#### KEY AREAS FOR IMPROVEMENT:

- Students' attainment in international benchmarking examinations.
- The quality of teaching, learning and assessment to become at least good.
- Students' attendance to improve so that it is good or better.
- The capacity of all middle leaders to be accountable for improving students' attainment.
- The school's plans for improvement to develop further to enable governors and senior leaders to raise the performance of the school to the next level.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is acceptable overall.**

Indicators:		KG	Primary	Middle	Secondary
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Good
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Good	Acceptable	Acceptable
	Progress	N/A	Good	Good	Good
English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	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

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## Islamic Education

- Students' achievement in Islamic education is acceptable overall. The school's internal data shows that students' progress is acceptable in Middle and Secondary and good in Primary. This does not match with what is seen in lessons and students' work where most students in Primary and Middle make expected progress and the majority of students in Secondary make better than expected progress over time.
- The school's internal data shows that attainment is good in Primary and Middle and very good in Secondary. This does not match what is seen in lessons and in students' work, which shows that most students attain in line with curriculum expectations across phases. There is no external data for Islamic Education.
- In Primary most students make expected progress in understanding the significance of the migration to Madinah in Islamic history and its impact on Muslim society. They identify and appreciate the value of telling the truth all the time. They can recite verses from the Holy Qur'an and interpret their meaning, although a few cannot recite with accuracy. In Middle, most students recognize the rulings of a traveller and the sick in Islam. They appreciate Prophet Muhammad's (PBUH) wife, Aisha bint Abu Bakr, who is the mother of all Muslim believers and a symbol for women. A few cannot infer and give examples of how women play a vital role in building Muslim societies. In Secondary, the majority of students make better than expected progress in recognising the concept of social laws and divine social laws. They can conduct research about social laws in the Holy Qur'an and the Noble Hadeeth. They learn about Islamic Justice and economic laws in Islam and how they benefit society. Only a few cannot interpret some words in the Noble Hadeeth. In all phases the majority of students have difficulty in applying their knowledge to contexts they are familiar with in their own lives.
- All groups of students make similar rates of progress.

### Areas of Strength

- Students' understanding of the impact of migration to Madinah in Islamic history and its impact on Muslim society in Primary.
- Students' knowledge of the ideas of social and divine laws in Islam in Secondary.

### Areas for Improvement

- Students' skills in reciting the Holy Qur'an accurately in Primary.
- Students' ability to give examples of how women play a vital role in building Muslim societies in Middle.
- Students' ability to apply their knowledge to real-life contexts in all phases.



Arabic	<ul style="list-style-type: none"><li>Students' achievement in Arabic as a second language (ASL) is acceptable overall. The school's internal data shows that students make acceptable progress across all phases. This matches what is seen in lessons and in students' work. where most students make expected progress in Primary, Middle and Secondary over time.</li><li>The school's internal data shows that attainment is acceptable across all three phases. which matches their attainment in lessons and in their work. Most students in Primary, Middle and Secondary attain in line with curriculum standards. IBT examination results indicate weak attainment in all phases.</li><li>Students in Primary can read at an age-appropriate level. In speech they use simple sentences to explain or share ideas. They can read unfamiliar words and change them from singular to plural, although a few cannot use them in their own sentences. Their written work contains grammatical errors and spelling mistakes. Students in Middle can describe pictures showing traditional clothes in the UAE although sometimes with errors in grammar. They can read words and simple sentences. They can write simple sentences, although these often contain grammatical mistakes. Their handwriting is neat. In Secondary, students can talk about famous sports players and can deduce what the lesson is about. They can combine letters to form words. Their writing skills are less well developed.</li><li>Overall, all groups of students make similar rates of progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' speaking and reading skills in all phases.</li><li>Students' neat handwriting in Middle.</li></ul>	<ul style="list-style-type: none"><li>Students' use of new words in their own sentences in Primary.</li><li>Students' ability to apply grammar rules in reading and speaking in Primary and Middle.</li><li>Students' writing skills across all phases.</li></ul>



Social Studies

- Students' achievement in social studies is good overall. The school's internal assessment data shows that students make good progress in Primary and acceptable progress in Middle and Secondary. Results in CBSE examinations are good overall. In lessons and in students' work over time, the majority of students make better than expected progress across Primary, Middle and Secondary.
- The school's internal assessment data shows that attainment is good in Primary, Middle and Secondary. In lessons and in students' work, the majority of students in Primary attain above curriculum standards while most students in Middle and Secondary attain in line with curriculum standards. There is no external data for social studies.
- The majority of students make better than expected progress overall. In Primary they recognize and appreciate UAE rulers and significant places in the UAE such as Burj-Khalifa. They understand their social responsibilities in society. They know the reasons for recycling and why it is important. They also know how this can help the environment. In Middle, students understand the features of physical geography, climate, resources and human activities in North Africa. While they can make links to these matters' impact on the region's culture, economy, and environment, a few cannot locate some countries on maps. In Secondary, students are aware of sustainability in the UAE and how it affects the environment. They are aware of the importance of using non-conventional energies and their contribution to the country's environmental goals. In all phases, a few cannot give examples from their daily life where they could apply their knowledge to solve environmental problems.
- Overall, the majority of groups of students make better than expected progress.

**Areas of Strength**

- Students' recognition and appreciation of UAE rulers and significant place in the UAE in Primary.
- Students' awareness of sustainability and how it affects environments in the UAE in Secondary.

**Areas for Improvement**

- Students' mapping skills in Middle.
- Students' ability to implement their knowledge from daily life in solving environmental problems in their surroundings in all phases.



English	<ul style="list-style-type: none"><li>Students' achievement in English is acceptable overall. The school's internal data shows that pupils make acceptable progress across all phases. This matches with what is seen in lessons and students' work in Primary and Middle where most make expected progress though not in KG and Secondary where the majority make better than expected progress over time.</li><li>The schools' internal assessment data indicates that attainment is acceptable overall, and very good in KG, grades 2, 7 and 8. This does not align with what is seen in lessons and students' work where the majority of children in KG and students in Secondary attain above curriculum standards while in Primary and Middle most students attain in line with curriculum standards. Students' performance in the GL assessment has improved to an acceptable standard overall. Students' achievement in CBSE examinations shows a majority in grade 10 and a large majority in Grade 12 gaining distinction.</li><li>In KG, children start school with no or limited English language skills. They quickly develop a strong understanding of phonics and learn to form initial sounds correctly. Most can use Consonant Vowel Consonant (CVC) and double vowel words such as hen, cat, and igloo in simple sentences. By the end of KG2, the majority make better than expected progress particularly in developing their speaking skills. In Primary, students' reading and speaking skills improve enabling them to write imaginative stories. They use grammar and punctuation accurately when writing about a wide range of topics including family life, and leisure activities. Their critical thinking skills are not sufficiently developed to enable them to infer meaning. In Middle, students use their well-honed listening and speaking skills to present ideas and opinions to others, employing persuasive language to debate topics such as personal safety. Students engage enthusiastically in role play scenarios from stories such as the 'Hidden Garden'. They are confident to explore the relationships between the main characters and relate this to their own life experience. In Secondary, students enhance their critical thinking, and their personal writing on topics develops further. They create well-structured and detailed essays on a range of matters including mental health, ecology, social interaction, and family life. In all phases, students' extended writing skills are not as good as their speaking skills.</li><li>Overall, there is no significant variation in the progress made by different groups of students, including those with special educational needs (SEN).</li></ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Children's learning of phonics, initial sounds and speaking skills in KG.</li> <li>Students' speaking skills in all phases.</li> </ul>	<ul style="list-style-type: none"> <li>Students' critical thinking skills to infer meaning in Primary.</li> <li>Students' writing skills on specific topics in Secondary.</li> <li>Students' extended writing skills in all phases.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Students' achievement in mathematics overall is acceptable. Internal assessment data in KG and Primary indicates good progress with acceptable progress in Middle and High. This does not entirely match with what is seen in lessons and students' work over time, where most students make expected progress.</li> <li>The school's internal assessment data indicates good attainment in KG and Primary and acceptable attainment in Middle and Secondary. This does not align with what is seen in lessons and students' work, where most make expected progress across all phases. External data show weak attainment in Primary, Middle and Secondary. External CBSE board examination results are weak. There is no external data for KG.</li> <li>In lessons most children and students across all phases demonstrate expected progress. In KG, children learn to count consistently and to add single digits using real-life objects. They sometimes struggle to apply the number facts they have learnt when working independently. In Primary, students can identify and read time using analogue and digital clocks. They can describe the shape of a triangle, or a circle using the number of sides and corners and apply formulae to calculate the perimeter of a square. In Middle, students can use a formula to calculate the sum of interior angles of a polygon and construct angles using a protractor. In Secondary, students can apply their knowledge of differentiation to investigating polynomial functions. In all phases, students use mathematics effectively to communicate ideas and solutions. At times, tasks in lessons in all phases do not offer sufficient challenge to develop students' mathematical critical thinking or investigative skills.</li> <li>Overall, all groups of students make at least expected progress with boys slightly outperforming girls.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' skills in application of formulae in Primary and Middle.</li> <li>Students' skills in mathematical communication of ideas and solutions in all phases.</li> </ul>	<ul style="list-style-type: none"> <li>Students' independent application of number facts in KG.</li> <li>Students' mathematical critical thinking skills across all phases.</li> <li>Students' investigative skills across all phases.</li> </ul>
Science	<ul style="list-style-type: none"> <li>Overall, students' achievement in science is acceptable. In lessons and their work, most students make expected progress over time across phases. This does not align with the school's internal data which indicates that progress is stronger in KG, Primary and Middle.</li> <li>Internal data indicates that attainment is very good in KG, good in Primary and Middle, and acceptable in Secondary. This does not match with what is seen in lessons and students' work where most attain in line with curriculum standards across the school. External examination results for ASSET and IBT assessments show weak attainment across all phases. PISA assessments and external CBSE board examination results are weak overall.</li> <li>Most students make expected progress across all phases. Children in KG and students in Primary demonstrate a solid understanding of physical and life sciences. In KG, children learn about the parts of a plant. In Primary students closely study the functions of roots. In Middle students explore the parts of a flower and its seeds. In physics lessons, grade 5 students can construct models of simple machines, classifying them as first-, second-, and third-class levers by identifying the load, effort, and fulcrum. In Middle laboratory sessions, students can identify acid-base reactions using natural and synthetic indicators. In biology, grade 8 girls study biodiversity, linking it to the UAE green agenda and global sustainability initiatives. In Secondary, students investigate cell structures by preparing stained onion peel mounts and presenting detailed, labelled diagrams observed under a microscope. Grade 12 students can examine DNA in plant cells and explore refraction using prisms. Across all phases, students demonstrate strong scientific observational, labelling and drawing skills, effectively relating scientific concepts to real life. Scientific thinking, investigative skills, and laboratory techniques are not consistently well developed in Primary and Middle. In Primary, students do not consistently interpret the data they collect effectively.</li> <li>Overall, student groups make similar rates of progress from their starting points.</li> </ul>	
	Areas of Strength	Areas for Improvement

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	<ul style="list-style-type: none"> <li>Students' understanding and knowledge about physical and life sciences in KG and Primary.</li> <li>Students' scientific observation, drawing and labelling skills effectively relating scientific concepts to real life across all phases.</li> </ul>	<ul style="list-style-type: none"> <li>Students' scientific thinking, investigative skills in Primary and Middle.</li> <li>Students' laboratory techniques in Primary and Middle.</li> <li>Students' interpretation of data in Primary.</li> </ul>
Other subjects	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is acceptable overall. It is good in information technology. In lessons and in their written work over time, students make acceptable progress in all phases.</li> <li>Students' attainment is acceptable overall. Internal assessment data for languages indicates acceptable attainment overall and good attainment in Malayalam. External CBSE board examination results for business, accounting, economics, computer science are weak overall.</li> <li>In Middle and Secondary, the majority of students develop their understanding of information technology concepts and applications and become increasingly confident in their use. In Grades 6 to 10, students can access information from a spreadsheet using software to enter data into tabular form, use HTML script to construct closed-loop commands, and use industry-standard coding for websites. In art, most students in Middle can use recycled materials to construct collages that explore lines, colours, and shapes. In physical education, most Middle and Secondary students enjoy participating in team games and improving their individual fitness levels. In all phases, students' development and progression in team games is limited due to a lack of challenge and a weak understanding of competitive sports. Across all phases, students' innovative and creative skills are not well developed in art. Most Secondary students in the commerce pathway can relate business concepts effectively to global issues. Most students in Secondary can speak with sustained fluency and understanding in all Indian languages.</li> <li>Overall, all groups of students make acceptable progress.</li> </ul>	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> <li>Students' increasing understanding, confidence and application of information technology in all phases.</li> <li>Students' understanding of business concepts and how they relate to global issues in Secondary.</li> </ul>	<ul style="list-style-type: none"> <li>Students' development of team skills in physical education in all phases</li> <li>Students' development of creative skills in art across all phases.</li> <li>Students' development of innovative skills across all phases.</li> </ul>
Learning Skills	<ul style="list-style-type: none"> <li>Students' learning skills are acceptable overall. Students demonstrate positive attitudes towards learning and can work independently to complete tasks without guidance from teachers. In some subjects, students tend to be passive learners and require direction by a teacher to make progress in their lessons. In a few subjects, such as science, students are beginning to develop good learning skills as they increasingly take responsibility for their own learning and initiate planning for their next steps.</li> <li>Most students take pleasure in working cooperatively in pairs and small groups, completing shared tasks with enthusiasm. They can appoint a leader to record the findings of the activity and present their work to both the teacher and the class.</li> <li>In KG and Primary, children and students learn about environmental issues such as recycling and water conservation. They do not consistently connect their learning to real life or see the links between their lessons and the world around them. As they progress through the school, students begin to make clearer connections. For example, in Middle, students reviewing a story with an underlying moral, such as "The Elves and the Shoemaker", can relate the story to everyday relationships in which people demonstrate kindness to one another.</li> <li>In all phases, students can discover information about a topic they are studying. The school library provides a range of reference materials that support this. In Primary and Middle, students inconsistently build research and innovation skills. Students generally build their mathematical and scientific enquiry skills with critical thinking a developing feature of their learning. Students carry out online research at home as they do not have access to digital technology in classrooms.</li> </ul>	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' positive attitudes towards learning across all phases.</li> <li>Students' enthusiastic cooperation when working on shared tasks across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Students' connection of learning with their own life and the world around them in KG and Primary.</li> <li>Students' research and innovation skills in Primary and Middle and critical thinking across all phases.</li> <li>Students' opportunities to use technology to support learning in lessons in all phases.</li> </ul>

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

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

Indicators:	KG	Primary	Middle	Secondary
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>

- Students' personal and social development is good overall. Students demonstrate positive and responsible attitudes towards their learning. They are self-reliant and respond well to critical feedback. In morning assembly and in lessons when teachers give instructions they responded positively. Students typically show self-discipline and respond well to others. They exercise self-control and follow school rules. Students behave well. They enter and leave their classrooms in an orderly and respectful manner
- Students are aware of the needs and differences of others and value each other. As a result, relationships amongst students, staff and parents are mutually respectful and cordial. Students and staff help younger students with their bags when moving around the school.
- Students show a sound understanding of safe and healthy living. They make appropriate choices about their own health and safety. They participate in activities that promote safe and healthy lifestyles such as cleaning their classrooms. They take an active part in physical education and morning assemblies. They have positive attitudes towards healthy eating.
- Students' attendance is acceptable at 92%. Students arrive on time to school and lessons.



<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Students demonstrate a clear understanding of Islamic values and how they influence contemporary society in the UAE. Students in morning assembly and in Islamic lessons listen attentively to the Holy Qur'an and have two prayers. They participate in all Islamic and UAE occasions such as the Holy Month of Ramadan, National Day, and Red Crescent Society activities. They respect the national anthem, behave well, and respond positively to teachers' instructions. There are many displays promoting understanding of awareness of Islamic values and Emirati cultures in the Islamic activity room.</li><li>Students appreciate Emirati heritage and culture. They discuss the history, literature, arts, celebrations, and sports in the UAE. They celebrate the Flag Day, Martyr Day, and all other national occasions. They have a national UAE social study activity room with many displays promoting understanding of awareness of Emirati cultures. They visit the Al-Noor Mosque.</li><li>Students have an understanding and appreciation of their own culture and can describe the aspects in which their culture is similar to, and different from, a variety of other cultures. They celebrate Indian Independence Day, have special assemblies for Gandhi, Jayanti, Republic Day, Diwali and Children's Day. They conduct Hindi Diwas to enhance students' awareness about India. They celebrate the annual day where students from different countries come to school wearing their traditional dresses and speaking their own languages. Students give respect to their teachers and students from different nationalities. Students' understanding of other world cultures is not well enough developed.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>Students are aware of their responsibilities as volunteer members of the school and local community. Students contribute to helping Syrian people by donating clothes, blankets, and food. They participate in charity campaigns via the UAE Red Crescent to Lebanon. They actively volunteer to clean their classrooms.</li><li>Students enjoy work although they lack initiative outside of lessons. They can be creative and enjoy taking part in projects, though often rely on others when making decisions. Their innovation and enterprise skills are under-developed. Students enjoy participating in the Shakespearean competition and Ryan Inno fest receiving awards.</li></ul>				

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- Students care for their immediate surroundings and are aware of the importance of improving the environment. They participate in activities that promote sustainability and conservation locally. Students participate in cleaning the school environment and looking after the small garden. They recycle materials to use in their learning.

#### Areas of Strength:

- Students' positive attitudes, respectful relationships and behaviour across all phases.
- Students' clear understanding and appreciation of Islamic values and UAE culture across all phases.

#### Areas for Improvement:

- Students' attendance across all phases.
- Students' understanding and appreciation of other world cultures across all phases.
- Students' ability to develop skills in innovation and enterprise throughout the school.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

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

- The overall quality of teaching and assessment is acceptable. Teachers have a secure knowledge of their subjects and understand how students learn them. In Middle, teachers use a range of strategies to engage students and in Middle and Secondary they successfully develop students' independent learning skills. In KG and Primary teachers do not always provide learners with appropriate challenge and support within clearly managed environments.
- Teachers plan lessons that are aligned with curriculum standards and address the needs of most groups of students. Their plans do not always specify differentiation or provide sufficient challenge for high attaining students. Across the school, the pace of learning and the use of available resources is generally appropriate.



- Teachers generally use strategies that adequately meet the needs of different groups, although low and high-attaining students' needs are not always met. Teacher-student interactions are positive and ensure students are engaged in lessons. Teachers use questioning effectively to check and correct understanding across the phases. They do not routinely use questions specifically to develop students' higher-order thinking skills.
- In all phases, teachers' promotion of students' critical thinking, problem-solving and innovation skills are at any early stage of development. When students receive challenging work, they respond positively.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"><li>Assessment is acceptable across all phases. Internal assessment processes generally link to the school's curriculum standards. although they do not accurately measure students' progress in all phases as they are over optimistic. Overall, the internal assessment of attainment across the core subjects exceeds the external assessment results, which indicate low performance, particularly in ASSET and IBT. CBSE external results in the senior phase indicate weak results in most of the core subjects except in English.</li><li>Assessment information is not used effectively enough to track students' progress across the phases. The school does not use data sufficiently well to influence teaching, for example by aligning lesson objectives to national and international expectations or to consistently meet the needs of all students.</li><li>Teachers have reasonable knowledge of the strengths and weaknesses of students who receive useful oral feedback in most lessons. The school is developing monitoring practices to ensure consistency in teachers' written relevant and informative feedback that guides students in the next steps in learning.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Teachers' knowledge of their subjects and of how students learn them in all phases.</li><li>Teachers' success in developing students' independent learning skills in Middle and Secondary.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>The use of data to track students' progress across all phases.</li><li>The use of assessment information to meet the needs of all students, particularly high attaining students, in all phases.</li><li>The assessment of students' written work with informative feedback provided to guide their next steps in learning across all phases.</li></ul>				

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## PERFORMANCE STANDARD 4: CURRICULUM

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

Indicators:	KG	Primary	Middle	Secondary
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>Overall, the curriculum design and implementation are acceptable across all phases. The Indian CBSE curriculum has clear rationale and balance. It offers a variety of curricular and co-curricular choices that align with students' aspirations and interests, particularly for secondary students. The school ensures compliance with all statutory requirements of the licensed board and Ministry of Education regulations.</li><li>The curriculum adequately promotes continuity and progression across all subjects. It does not always support the learning needs of the higher attaining students. A recent review focused on preparing students for external benchmarking examinations. This included implementing a PISA action plan, integrating ASSET-style questions into lessons, providing additional practice worksheets, incorporating case study-based questions into class assessments, and launching "Energia," a special initiative to develop students' cognitive skills.</li><li>Cross-curricular links are planned into most lessons although their implementation is inconsistent. In the most effective science lessons, students discuss the UAE Green Agenda and SDG goals while learning about biodiversity. Students in Secondary have suitable opportunities to help guide their future education or career pathways. Events such as the SCIMA Festa, an exhibition for mathematics and science, provide opportunities for students to create meaningful connections and apply their knowledge across subjects. Regular curriculum reviews identify and address gaps in students' learning.</li></ul>				
<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The school makes adequate modifications to the curriculum to generally meet the needs of most student groups. Differentiated activities in all lessons cater to three ability levels. Students requiring additional support receive extra coaching during scheduled remedial sessions, using modified worksheets. However, in-class support for students with SEN is not</li></ul>				



consistent. Higher attaining students and those who are Gifted and talented (G&T) do not always receive adequate challenge, particularly in core subjects to maximise their learning.

- The school offers a wide range of extracurricular activities and competitions to support students' personal development and interests. Curriculum adaptations do not consistently foster enterprise, innovation, and critical thinking across all phases.
- The curriculum effectively promotes students' understanding of the UAE's heritage, culture, and Islamic values. Students regularly recite verses from the Holy Qur'an during morning assemblies. Islamic values are integrated into school life through celebrations of national festivals and events.

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

- The regular curriculum reviews to identify and address gaps in student's learning and help them prepare for external benchmarking examinations in all phases.
- The curriculum's effective promotion of students' understanding of the UAE's heritage, culture, and Islamic values across all phases.

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

- The provision of suitable challenge for high-attaining learners and those with G&T, particularly in core subjects across all phases.
- The implementation of planned cross-curricular links across all phases.
- The promotion of students' enterprise, innovation and critical thinking skills across all phases.



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

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

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

- The school has well-established procedures for safeguarding students. A child protection policy guides staff and parents on how to respond if they have concerns. Other policies, including those which cover health and safety, bullying, and promoting attendance, are appropriately in place. Social work and counselling staff collaborate well with senior leaders to ensure that all employees understand their responsibilities in keeping students safe. Students report that they feel safe within the school and know whom to approach if they have any concerns. They identify that they feel valued, and that staff listen to them when they have a worry or need assistance. Regular risk assessments identify facilities in need of repair. Records of all incidents and accidents, and subsequent actions are made and stored systematically and confidentially. The process for recruiting staff is rigorous. The building is well-maintained to ensure full compliance with all legal and statutory requirements
- The school offers a secure environment. Security staff closely supervise visitors' access to the school, and ID passes easily identify guests. Students are supervised throughout the day, including when travelling on school transport. CCTV is in place throughout the building. Medical facilities have full-time staff who support various school initiatives on healthy lifestyles. The school counsellor conducts workshops and individual sessions to support the emotional wellbeing of students. Confidential student files record treatment plans and the administration of medicines.
- The school actively promotes a healthy lifestyle for students, and physical exercise is encouraged. The school nurse monitors students' height and weight and supports students and families if they require guidance. Some students monitor the type of food that is brought into the school and advise if it is not appropriate. The school participates in a range of campaigns to promote health and activity, such as National Nutrition Week.

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Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"><li>Relationships between staff and students are positive and based on mutual respect. Everyone works hard to maintain a caring and inclusive ethos. Class and school rules remind students of the behaviour expected of them. Assemblies regularly incorporate students' contributions about the significance of respect and kindness towards one another. Students create motivational posters which are on display throughout the school, reminding everyone of their responsibilities. Consequently, students learn to manage their own behaviour effectively, and bullying is rare.</li><li>The school attendance policy emphasises to parents the importance of students attending school. Support for the policy has included workshops and regular messages to parents. Attendance has improved since the last review, reaching 92%, and collaboration with parents to increase this further is set to continue.</li><li>The school has suitable systems to identify students with SEN and G&amp;T. Arrangements for SEN students include working with an external provider where appropriate.</li><li>Students with SEN receive additional support in regularly scheduled remedial classes. Targeted support across lessons is not consistent and plans are in place to improve provision.</li><li>The school has links with universities to offer students information on courses available and entry requirements. The school runs career fairs to increase students' understanding of which courses are most suitable for the next stage of their education or career pathways.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>The positive relationships between students and staff across all phases.</li><li>The cleanliness and maintenance of the school environment.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>The targeted support for students with special educational needs to maximise their potential across all phases.</li><li>The school's collaborative work with parents to further increase rates of attendance so that they are good or better across the school.</li></ul>				



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

### Indicators:

#### The effectiveness of leadership

#### Acceptable

- Leadership and management are acceptable overall. Partnerships with parents and the community are good. The recently appointed principal-in-charge sets the school's direction. This is to be a leading institution providing academic excellence and embracing the key priorities of the UAE. Alongside a newly formed senior leadership team the principal drives to enhance the strengths and maximise the potential of all students. The school is inclusive and promotes its core values of honesty, cooperation, and respect. Through its partnership with the Sharjah City for Humanitarian Services it provides affordable education and support for families with school fees. The school maintains a positive and caring environment resulting in strong morale among students and staff. The turnover of staff has increased since the last review to a rate of 68%. The school faces unprecedented economic challenges which are not within its control.
- Most leaders demonstrate an understanding of the CBSE Indian curriculum. The school is beginning to see best practice emerging in teaching, learning and assessment across the school. Leaders are focussing on how to improve the school although their use of data to inform priorities is inconsistent across the school. The school follows a pattern of distributed leadership. Middle leaders are responsible for English, social studies and Islamic education. Although they have been successful in bringing about improvements in students' progress, they have not yet had the same impact on attainment. Leaders understand the UAE School Inspection Framework. The school recognises the importance of international benchmarking and has taken steps towards staff training in PISA for science and mathematics. The school is experiencing potential barriers to its capacity to improve through its high turnover of staff.

#### Self-evaluation and improvement planning

#### Acceptable

- A whole school approach has been adopted for self-evaluation, involving all stakeholders. The monitoring of teaching takes place at a basic level but is not focused on the impact of teaching on students' learning outcomes. The school's strengths, weaknesses, opportunities and threats aligned to school improvement planning are based on simple self-evaluation and is not fully accurate. Some improvement issues have been identified along with an analysis of

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parent and student surveys. The school focus is on the key areas for improvement from the previous review. Although the school has made some improvements, they have been inconsistent.

**Partnerships with parents and the community**

**Good**

- The school continues to be successful in engaging with parents, including through the successful parent council. Parents have put forward views on school timings and suggestions for extra-curricular clubs. Although students do not use digital devices in classrooms, parents are happy to support their use in research carried out at home. Parents are increasingly working with the school to ensure their children attend regularly and on time. Parents receive timely reports on their child's progress and any concerns that their child is experiencing. They praise the school for offering an extensive range of languages in the curriculum.
- The school works in close partnership with a special educational needs provider. Potential students with support needs are referred for diagnostic and behaviour assessments. A partnership with Skyline University supports students with careers guidance concerning university degrees in science and commerce. An international link provides support to the school with counselling and guidance for students.

**Governance**

**Acceptable**

- The governing body includes the owner, parents, and educationalists from the organisations with which the school has partnership links. The presence of a governor on-site assists the principal on aspects related to finance and recruitment. The influence of the governors is not strong enough to address the key weaknesses and there is too little impact to improve school performance. The responsibility for defining senior leadership roles and setting priorities for the school rest with the principal, which is unsustainable.

**Management, staffing, facilities and resources**

**Acceptable**

- The school's building dates back 1986 and leaders have to ensure procedures and routines are adequately organised. The school is not well-equipped and so parents and teachers work together to support the use of recycled resources for teaching. Dedicated rooms for mathematics, Arabic and Islamic education, laboratories for science, and a dedicated library enhance learning. The outside sports area and play areas facilitate learning in physical education. These are of adequate quality. Digital technology for students to use is



yet to be introduced in classrooms due to budget restrictions. In its place, dedicated computer rooms enable student to develop their skills in information technology. A garden area where students can learn about plants and vegetables is under development.

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

- The school's positive and caring environment resulting in the strong morale among students and staff despite the high staff turnover.
- The good partnership with parents that supports students' learning and pro-active parents' council.

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

- The reduction in the turnover of staff so that students benefit from continuity in their learning.
- The impact of leadership and governors' improvement planning, including the use of reliable data to raise school performance.
- The development and empowering of middle leaders so that they have more impact on raising students' attainment across all phases.

### **SPEA ADDITIONAL FOCUS AREAS**

#### **Provision for Arabic Language**

- Four teachers in the school, teach and support Arabic subjects. The ratio is 1:157 students.
- The school library has 150 fiction books and 100 non-fiction books. The use of digital slide presentations in teaching Arabic enhances the effectiveness of language learning by providing a visually engaging, well-structured, and interactive experience. It supports various learning styles, encourages active participation, and facilitates a deeper understanding of the Arabic language and culture. Through the integration of multimedia, interactive elements, and cultural context, slide presentations serve as a valuable tool for both teachers and students in the Arabic language classroom. This support extends to Islamic education and social studies.
- Student regularly present readings from the Holy Qur'an and deliver speeches in Arabic at the school assembly. An Arabic Club and Arabic week events provide students with opportunities to practice and improve their Arabic language skills in an interactive environment. Teachers share links and worksheets with students through the school portal and in class groups.
- Parents support and contribute to students' development of their Arabic reading skills by reading to them and encouraging them to read at home. Competitions in the morning assembly encourage reading.



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

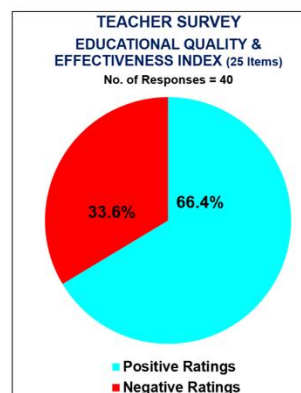
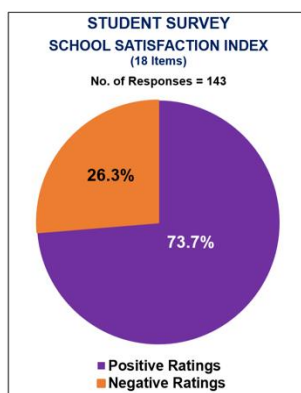
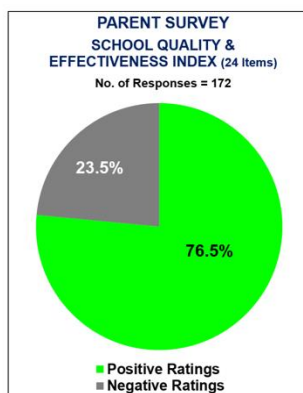
- Almost all students take part in a variety of international tests and examinations. The external assessments include CBSE Board examinations, CAT 4, PISA, IBT and ASSET.
- The school provides the students with the information they need, including review materials, to prepare for the IBT and ASSET assessments. During training sessions students practise questions, becoming familiar with the style and language used in examination questions. Teachers discuss common misconceptions and recommendations from previous reports to enable students to avoid the mistakes frequently made by others previously. Appropriately for CAT 4, the school prepared students by explaining the format and the purpose of the test.
- Students receive the results of benchmark tests through the school portal. They can also see details on the portal related to their strengths and areas for improvement.
- Parents receive information about the test results electronically through established ways of communication. Additionally, the school organises open-house sessions to explain the significance of international benchmarking.

### Provision for KG

- The KG has a total of 157 children, seven class teachers and two associate teachers. The teacher-to-child ratio is 1:22.
- The classrooms are designed to foster hands-on learning and development, with age-appropriate furniture and indoor learning spaces. Each classroom is equipped with digital resources to enhance children's learning. Dedicated learning centres for art, mathematics, English, environmental science, and a computer laboratory offer opportunities for interactive and extended activities. Additionally, children have access to a well-stocked library that promotes early reading and exploration.
- There is a rumpus room, and an indoor play zone. The outdoor environment includes a designated play area with suitable equipment such as swings and climbing frames. These, together with a small garden, provide children with opportunities for physical activities, creative exploration, and to connect with nature.
- At the start of the academic session, a parent-orientation programme ensures a smooth transition into KG for children and parents. During this programme, families take a guided tour of the school to familiarise themselves with the facilities. The school provides its prospectus, contact details, and details of its communication channels. These include emails, the school portal, and provision for telephone updates. Parents also sign a contract acknowledging their understanding of the school's guidelines. Teachers present an overview of the curriculum. For the transition to Grade 1, the school adopts a gradual approach to help children adapt to the new expectations and curriculum. Regular meetings with parents and frequent communication enable a seamless progression to the next stage of learning.



## VIEWS OF STAKEHOLDERS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment in international benchmarking examinations by:
  - providing training to teachers and leaders from external examination bodies.
  - enabling students to take the lead in their learning.
  - providing daily, weekly and monthly assessments.
  - establishing partnership working to develop best practices.
- Improve the quality of teaching, learning and assessment to the next level by:
  - enabling teachers to make full use of reliable data to track students' progress.
  - ensuring that teachers consistently make sure that all students receive the support or challenge required to make the best rates of progress of which they are capable.
  - planning lessons that develop students' critical thinking and their skills in innovation, enterprise, and creativity.
  - incorporating extended writing into lesson plans and their delivery.
  - providing high-quality written and oral diagnostic feedback that extends students' knowledge and understanding and guides their next steps in learning.
- Improve students' attendance to the next level by:
  - establishing strategies to facilitate enhanced parental co-operation.



- using motivational strategies to encourage students to attend school regularly and punctually.
- reviewing the school's attendance policy and sharing it with all stakeholders.
- Improve the capacity of middle leaders to be accountable for improving attainment by:
  - providing external training on barriers to learning faced by all groups of students.
  - providing external training on data analysis and systems to cascade to all teachers.
  - ensuring they implement appropriate teaching methodologies.
- Improve the impact of governors' and senior leaders' improvement planning to raise school performance to the next level by:
  - implementing the school's improvement priorities systematically.
  - identifying actions and specific, measurable, realistic and time limited targets for all teachers, head of departments and supervisors.
  - reviewing and developing all priorities monthly.
  - working effectively to stabilise staffing.

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

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

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

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