



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)

SPRINGDALE INDIAN SCHOOL

20 to 23 January 2025



إتقان ITQAN

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.

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

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

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



SCHOOL INFORMATION

School	School ID	125
	School location	Al Azra, Sharjah
	Establishment date	1991
	Language of instruction	English
	School Curriculum	Central Board of Secondary Education (CBSE)
	Accreditation body	CBSE
	Examination Board	CBSE
	External Assessments International and Curriculum Benchmark Assessments	Assessment of Scholastic Skills Through Educational Testing (ASSET) 3 to 9 mandatory CBSE (G10)
	Fee Range	AED 4,850 to AED 6,450
Staff	Principal	Shyla John
	Chair of board of governors	Jasan Deep Singh and Gurminder Singh
	Total number of teachers	55
	Total number of teaching assistants	6
	Turnover rate	42%
Students	Teacher: student ratio	1:20
	Total number of students	1,073
	Total number of students per cycle/phase	KG: 179 Primary: 459 Middle: 339 Secondary: 96
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 102 Girls: 77
	Primary: number and gender	Boys: 251 Girls: 208
	Middle: number and gender	Boys: 199 Girls: 140
	Secondary: number and gender	Boys: 54 Girls: 42
	Total number of Emirati students	0
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0 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. Pakistani
		2. Afghani
	Total number of students with special educational needs	0



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 154 lesson observations, 82 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as the previous review visit. Students' achievement is generally acceptable, with notable strengths in Islamic education, where progress is good. Attainment has also improved to good in the Secondary Phase. English achievement in the Secondary Phase remains strong. Mathematics has declined to acceptable and achievement across other subjects, including Arabic, social studies and science remains acceptable. Students' learning skills are also acceptable although they need to develop independence and higher-order thinking skills. Personal development is acceptable with students showing positive attitudes and active engagement in lessons. Teaching, assessment and the curriculum are acceptable. Teachers do not effectively use assessment data to ensure that all students achieve their potential and curriculum adaptation is weak. Health, safety, and child protection are acceptable overall, although care and guidance are weak in the Secondary Phase and acceptable in others. Leadership and management are acceptable. Relationships with local, national, and international stakeholders are not yet effective enough to enhance students' learning experiences. Governance is ineffective, limiting the school's overall progress. Daily operations are strong although weaknesses in staffing, facilities and resources persist. Leaders agree on the need to foster a more inclusive and supportive learning environment.

KEY AREAS OF STRENGTH:

- Students' progress in Islamic education across all phases and English in Secondary.
- Students' positive attitudes and engagement in lessons.
- The daily management of the school's operations.

KEY AREAS FOR IMPROVEMENT:

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- Governance to ensure that staffing, facilities and resources support high-quality inclusive teaching and learning to enable all students to achieve their full potential.
- The quality of teaching, learning, assessment and of curriculum design and adaptation to bridge the gaps in progress between different groups of students.
- Leaders' capacity to overcome barriers such as the high turnover of staff and the lack of tutorial support for new starters to ensure full implementation of the review's recommendations.
- The provision of high-quality professional development, informed by rigorous monitoring of teaching and learning practices to support the retention of staff and to raise standards for all students.



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	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
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 good overall. The school's internal data does not match what has been seen in lessons and students' work. Lesson observations and students' work show that a majority of students make better than expected progress over time across Primary, Middle and Secondary.
- Students' attainment in Primary and Middle is acceptable and good in Secondary with most students attaining in line with curriculum expectations. There is no external benchmarked assessment data in Islamic education.
- Primary students demonstrate secure knowledge of Islamic etiquettes and the importance of cleanliness, supported by examples from the Holy Qur'an and the Noble Hadeeth. They perform well in learning basic acts of worship such as understanding and practising the five daily prayers, although their ability to articulate the broader spiritual benefits requires further development. In Middle, students demonstrate a developing understanding of Islamic principles such as observing Allah (SWT) and practising sincerity in worship. They can explain these concepts with practical examples. Students' ability to interpret and apply the teachings from the Holy Qur'anic verses and the Noble Hadeeth to enhance their comprehension and practical application is underdeveloped. In Secondary, students demonstrate good comprehension of the teachings of Prophet Muhammad (PBUH) especially in topics such as family values and historical events, for example, the Seerah. Their understanding of the Holy Qur'anic teachings is evident, although their recitation skills following Tajweed rules requires improvement.
- Overall, Primary, Middle and Secondary students make good progress and there is no difference between the levels of progress made by different groups.

Areas of Strength

- Students' understanding of Islamic values and principles across Primary, Middle and Secondary.
- Students' application of the Holy Qur'anic teachings and the Noble Hadeeth to real life situations in the Middle and Secondary.

Areas for Improvement

- Students' comprehension of the teachings of the Holy Qur'an in Middle.
- Students' practical application of the teachings of the Holy Qur'an in Middle.
- Students' ability to recite and use Tajweed rules accurately in Secondary.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a second language (ASL) is acceptable. The school's internal data does not match what has been seen in lessons and students' work. Lesson observations and students' work show that most students make expected progress over time across Primary, Middle and Secondary.In lessons and students' books, most students in Primary, Middle, and Secondary attain in line with curriculum expectations. There is no external assessment data available for ASL.In Primary, students develop foundational vocabulary skills by recognising and using simple Arabic words supported by activities such as matching pictures with vocabulary and writing words on the board. These activities help reinforce learning. There are few opportunities for independent writing and reading to enhance their skills further. In Middle, students show progress in understanding and applying grammar rules such as prepositions and expand their vocabulary through guided activities. Students participate in group activities and discussions. Work is not matched closely enough to the needs of all students to improve their speaking and writing fluency. In Secondary, students demonstrate comprehension of advanced topics such as the cultural significance of landmarks through activities involving videos and discussions. Students engage in contextual vocabulary building and discussions. They do not have enough opportunities to fully develop their independent writing skills.Most groups of students make expected progress although boys and higher-attaining students make less progress when compared to their peers.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' foundational Arabic reading and phonetic skills in Primary.Students' grammatical skills such as the accurate use of prepositions in Middle.	<ul style="list-style-type: none">Students' reading comprehension and writing fluency skills in Primary.Students' speaking and writing fluency in Middle.Students' analytical and extended writing skills particularly in Secondary to meet curriculum goals.



Social Studies	<ul style="list-style-type: none"> Students' achievement in social studies across Primary, Middle, and Secondary is acceptable overall. They make progress over time in acquiring knowledge and understanding in line with curriculum expectations. Their attainment as seen in lessons and work does not fully align with the school's internal data. This often indicates higher levels of achievement. There is no external assessment data for social studies. The internal data indicates good attainment and progress while the achievement seen during lessons and in students' work indicates that it is acceptable. In Primary, most students demonstrate an understanding of famous UAE landmarks. They successfully identify locations and show emerging confidence in explaining historical or cultural significance. Students do not have a sufficient knowledge of the broader implications and context of these landmarks. In Middle, students display an understanding of civic principles and the role of constitutions in governance. They can recall factual details about constitutional assemblies. They do not connect these ideas to global governance and societal contexts, helping to develop their critical thinking skills. In Secondary, students exhibit knowledge of Islamic civilisation during its Golden Age, particularly cultural and scientific advancements. Their analysis of the relevance of these contributions to modern society are less well developed. All groups of students make expected rates of progress overall, although high-attaining students do not consistently achieve their full potential. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' understanding of UAE landmarks and cultural symbols in Primary. Students' understanding of civic principles and the role of constitutions in governance in Middle.. 	<ul style="list-style-type: none"> Students' ability to explain the cultural and historical significance of UAE landmarks in Primary. Students' broader understanding of civic principals and constitutions to global governance and societal contexts in Middle. Students' ability to analyse the relevance of cultural and scientific contributions to modern society in Secondary.



English	<ul style="list-style-type: none"> Students' achievement in English is acceptable. The school's internal data shows that students' progress is good in Primary and Middle and very good in KG and Secondary. This does not match with what is seen in lessons and students' work where most students make expected progress over time. The school's internal data for attainment is very good in KG and Secondary and good in Primary and Middle. In the external CBSE national examination for 2024, students' attainment was acceptable in Grade 10. In ASSET benchmarking tests from Grades 3 to 9, students' attainment was weak. There is no external data for KG. Most students' English language skills are in line with curriculum standards. Across all phases, students listening and comprehension is better than their reading and writing. In writing, students build their vocabulary by learning new words although they make errors in spelling and grammar. In KG1, children can pronounce and write the letters 'S' and find words that start with it. In KG2 they can decode short three letter words. Primary students in Grade 2 know the different seasons and can link their understanding to science and make effective real-life links by discussing the climate. In Grades 3 and 4, students are more confident in speaking and most can read from the text under their teachers' guidance. In Middle, students can recite poetry and find rhyming words. They link the poem to wider issues of environmental protection and sustainability. Reading skills are not consistently well developed. By the time they come to Secondary, students speak and read with confidence and communicate their learning effectively in discussions. Students discuss prose, appreciate poems and relate them to societal issues of inequality and biases. Writing is an area for improvement across the school. Students in Secondary do not often have the skills to write effective pieces independently. All groups of students make similar rates of progress except for girls who perform slightly better in Middle and Secondary. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' ability to listen and comprehend across all phases. Students' speaking skills in Primary, Middle and Secondary 	<ul style="list-style-type: none"> Students' reading skills, especially in Primary and Middle. Students' writing skills across the school. Students' independent writing in Secondary.



Mathematics	<ul style="list-style-type: none"> Achievement in mathematics is acceptable across the school. In lessons and students' work, most students make expected progress over time aligned with curriculum standards. The school's internal assessment data indicates very good attainment in KG. This does not align with observations in lessons or students' work where attainment is acceptable. In Primary, Middle and Secondary acceptable attainment is consistent across internal data, lessons, and students' work. ASSET data for Grades 3 to 9 and CBSE Grade 10 examination results show weak attainment levels. In lessons and their work, most children and students make expected progress in all phases. Students demonstrate secure knowledge of mathematical concepts such as number skills and geometry. In KG, children count beyond 20 using manipulatives. In Primary, students calculate the perimeter of shapes although they struggle with measurement tools in real-life situations. In Middle, students understand circles and the relationship between radius and diameter. In Secondary, students compare the properties of quadrilaterals. Students struggle with reasoning-based problem-solving. Most students make expected progress although high achievers lack sufficient challenge to fully accelerate their progress. Girls' progress is slightly better than boys across all phases. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Children's number skills in KG. Students' knowledge of mathematical concepts, particularly in number skills and geometry across all phases. 	<ul style="list-style-type: none"> Students' application of measurement skills to real-life situations in Primary. Students' reasoning and problem-solving skills in Secondary. Boys' progress across the school.



Science	<ul style="list-style-type: none"> Students' achievement in science is acceptable overall. In lessons and over time, most students in all phases make acceptable progress. This does not align with the school's internal data, which indicates very good progress in KG, Primary, and Middle, and acceptable progress in Secondary. Progress over time is acceptable across all phases. The school's internal assessment data indicates very good attainment in KG and good attainment in all other phases. This is not reflected in lessons or students' work, where most students attain in line with curriculum standards in all phases. External CBSE examination data for Grade 10 shows very weak attainment, while ASSET data indicates steady progress over 3 years with noticeable performance gaps between Grades 3 to 9. In lessons, students make acceptable progress over time in all phases. In KG2, children explore and observe their surroundings, identify different community helpers, explaining their roles. In Primary, students understand the distinction between living and non-living things and their characteristics. In Middle, students can classify objects as transparent, translucent, or opaque. In Secondary, girls demonstrate a stronger understanding of electric circuit characteristics than do boys. Across all phases, students lack sufficient experimental and practical skills. They develop an adequate understanding of basic scientific terms and concepts in physical and earth sciences. Overall, girls make better progress than boys across all phases. Significant gaps between lower- and higher-ability students highlight the need for targeted support and development initiatives. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' knowledge and skills in physical and life sciences across all phases. Students' ability to classify objects which are transparent, translucent or opaque in Middle. 	<ul style="list-style-type: none"> Secondary boys' understanding of electrical circuits Students' practical, experimental and investigative skills across all phases. Students' understanding of basic scientific terms and concepts across all phases.



Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is acceptable. In lessons and their work, most students make acceptable progress over time across KG, Primary, Middle, and Secondary. There are no scheduled lessons in music. Internal assessment data indicates that students attain in line with curriculum standards. There is no external assessment data available for other subjects. Most students make acceptable progress. In Physical education (PE) in Primary, students demonstrate abilities in running and agility, particularly in jumping over obstacles. They follow instructions well and enjoy the competitive aspect of running activities. In art, most girls in Middle develop good skills such as pencil control and the use of colours to enhance visuals in their work. In other phases, students have limited opportunities to develop creativity. In Urdu, girls in Middle and Secondary, can express themselves without hesitation, though this requires further development for boys. In information and communication technology (ICT), most Middle students understand computer functions although they struggle with their application in lessons. Girls make better progress in art and Urdu in Middle and Secondary. More able students are not sufficiently challenged to achieve their potential in other subjects. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' oral skills in Urdu in Middle and Secondary. Students' motor abilities, endurance, coordination, and flexibility in PE in Primary. 	<ul style="list-style-type: none"> Students' development of independent creativity and drawing skills in all phases. Boys' ability to express themselves in Urdu in Middle and Secondary. The application of students' ICT skills and digital literacy in Middle.



Learning Skills	<ul style="list-style-type: none"> Students' learning skills are acceptable across KG, Primary, Middle, and Secondary. They demonstrate positive attitudes towards learning and can sustain focus for short periods without their teachers' intervention. Despite receiving only general feedback, most students remain engaged with their tasks. Across the school, students' interactions and collaboration vary between subjects. In Islamic education, English, mathematics, and Urdu, students in Middle and Secondary demonstrate effective group work and adequately communicate their learning. Girls exhibit stronger collaboration and communication skills compared to boys. Students occasionally connect their learning to real-world contexts when the curriculum allows. For instance, in Indian social studies in Secondary, students compare systems of governance in different countries. Opportunities for students to make such connections are inconsistent across phases. The use of digital technologies is minimal in lessons. Skills such as independent learning, critical thinking, problem-solving, and innovation remain underdeveloped across all phases and subjects. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' engagement and positive attitudes towards learning across all phases. Students' collaborative and communication skills in Islamic education, English, mathematics, and Urdu, especially in Middle and Secondary. 	<ul style="list-style-type: none"> The integration and application of digital technology in lessons across all phases. The consistency of students' interactions and collaboration across all subjects. The development of students' independent learning, critical thinking, and problem-solving skills across all phases.



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

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

Indicators:	KG	Primary	Middle	Secondary
Personal development	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Students across the school demonstrate responsible attitudes towards learning, showing self-reliance and responding positively to critical feedback. They actively contribute to school life through planned responsibilities, volunteering activities, and social contributions. They understand their roles as citizens from opportunities provided by the school. Students respect and follow school rules both inside and outside the classroom. They are courteous and respond well to peers, with very rare incidents of bullying that are promptly dealt with. Some students take on leadership roles in lessons and extra-curricular activities and organise events at school.Students demonstrate respect and consideration for peers and staff, fostering a positive learning environment. They help one another consistently and Student Council members support peers inside and outside classrooms.Students have a general understanding of safe and healthy living, although their choices are sometimes inconsistent. Their participation in healthy lifestyle activities is infrequent. The school provides a canteen that prohibits chocolate and chips, and health awareness sessions are led by the nurse.Attendance is at least 91%, which is weak and students arrive late for school.				
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Students demonstrate an adequate appreciation of how Islamic values influence their society. Students respect one another, perform prayers at school, participate in Islamic events, deliver				



speeches and recite verses from the Holy Qur'an during morning assemblies. They actively celebrate the Holy Month of Ramadan and embrace the Islamic values that they learn.

- Students exhibit a basic understanding of UAE heritage, culture, and values. They express pride in their country, respect UAE leaders, and participate in school displays celebrating UAE culture. Students sing the national anthem respectfully during assemblies, which feature presentations on sustainability and the UAE's leadership vision. Students enthusiastically celebrate National Day, Flag Day, and Martyrs' Day.
- Students have a limited understanding and appreciation of their own culture and that of others overall. The school's diverse student body fosters respect and awareness of different cultural backgrounds.

Social responsibility and innovation skills

Acceptable

Acceptable

Acceptable

Acceptable

- Students show some reluctance to actively participate in activities, including volunteering. The Student Council serves as a platform for students to enhance school life and demonstrate social responsibility with some awareness of their roles.
- While students enjoy their work and are happy to participate, they rarely initiate activities and tend to remain passive. Girls contribute valid insights to projects, such as breast cancer awareness, while boys engage in Red Crescent initiatives and demonstrate some environmental awareness. Students' decision-making skills are reasonable although underdeveloped.
- Despite these challenges, students show individual creativity through participation in projects. They are aware of environmental concerns and develop their understanding of sustainability through moral education and environmental science. Their involvement includes initiatives such as sustainable homes using solar power to save electricity in school and at home. Their participation in sustainability and conservation activities remains limited, both locally and globally. Enterprise and innovation skills are not effectively developed across the school.

Areas of Strength:

- Students' positive attitudes towards learning.
- Students' celebration of Islamic values in UAE society.

Areas for Improvement:

- Students' understanding of safe and healthy lifestyles across all phases.
- Students' attendance and punctuality across all phases.



- Students' engagement in environmental awareness activities, volunteering and the development of enterprise and innovation skills.

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

- Most teachers demonstrate secure subject knowledge although not all understand how children and students learn best. Across KG, Primary, and Middle, teachers do not employ a range of strategies to enhance learning. In a minority of lessons, particularly in Islamic education and English in Secondary, teachers allow students to initiate their learning. Lesson plans are systematically developed although lack sufficient detail. When lesson implementation is effective, students enjoy learning and participate actively. The learning environment, teachers' time management, and their use of resources are acceptable overall.
- In KG, children learn under their teachers' supervision. While teachers are enthusiastic, the lack of resources and opportunities for practical play hinders learning through discovery. In the best lessons, questioning fosters positive teacher and student interactions and meaningful dialogues. Teachers maintain a friendly rapport with students, creating an environment where expectations are met. Congested classrooms present challenges for supervision and support during activities.
- Differentiation in planning to meet the needs of all groups of students is underdeveloped. Teachers often fail to provide sufficient challenge and support, resulting in missed opportunities to meet diverse needs.
- A reliance on closed questioning limits opportunities for students to develop higher-order thinking skills. Activities and teachers' questioning are rarely designed to foster critical thinking, problem-solving, and independent learning skills.



Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school follows a structured internal assessment framework and external examinations aligned with the National Agenda. Students from Grades 3 to 9 take ASSET benchmarking tests, and Grade 10 students participate in CBSE examinations. These assessments help the school to identify gaps between students' internal and external performance. Assessment data analysis remains superficial and is not effectively used to personalise teaching or track students' progress. Teachers have insufficient understanding of students' learning needs, particularly for high achievers, limiting their ability to provide appropriate challenge and support. Teachers regularly check students' work and provide generic feedback. Notebook marking lacks actionable next steps to support improvement. Students are rarely involved in self-assessment or peer-assessment activities. 				
Areas of Strength:				
<ul style="list-style-type: none"> Teachers secure subject knowledge. The structured internal and external benchmarking assessment processes. 				
Areas for Improvement:				
<ul style="list-style-type: none"> Teaching to develop students' critical thinking, problem-solving, innovation, and independent learning skills. The effective use of assessment data to track students' progress and provide tailored challenge and support for all students. Teachers' written comments on students' work to help them improve their learning. 				



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The curriculum is reasonably broad and balanced. It is aligned to the requirements and standards of the CBSE curriculum, which have clear rationale. The curriculum meets the statutory requirements, including the Ministry of Education (MoE) curriculum requirements for all subjects and promotes the progressive development of students' knowledge acquisition. The curriculum for Arabic as a Second Language is less well developed.The curriculum ensures continuity and progression, adequately preparing most students for their next educational stage. From Grade 1, all students can choose between Hindi and Urdu as their second language. While the curriculum provides some opportunities for students to connect different areas of learning and relate them to real-life situations in the UAE, these connections are not consistent across all subjects and phases.The school regularly reviews and updates its curriculum to ensure that it adequately caters for the academic and personal development needs of the majority of students across most subjects.				
Curriculum adaptation	Weak	Weak	Weak	Weak
<ul style="list-style-type: none">The school reviews and develops its curriculum every other year, introducing initiatives such as phonics in KG and extra classes for Secondary students. Participation in benchmarking ASSET tests is not mandatory for all students. The curriculum is not sufficiently well modified to meet the needs of most groups of students across all phases, including high achievers, gifted and talented (G&T) and those with special educational needs and disabilities (SEND).Innovation and enterprise are not integrated into the curriculum. The school provides some extra-curricular options such as an Innovation Club, Artificial Intelligence (AI) Club, Environmental Club and yoga sessions. Girls participate in events such as the Breast Cancer				



Awareness Programme and boys take part in the Go Green initiative. Overall, students' participation in community activities is insufficient.

- Learning experiences that promote the UAE's values and culture lack depth. Students identify national symbols and participate in events such as National Day, Martyrs' Day, and Flag Day. These activities do not fully enhance their understanding of UAE traditions and society.

Areas of Strength

- The regularity of curriculum reviews.
- The extra classes for Secondary students.

Areas for Improvement:

- Curriculum development in Arabic as a Second Language.
- Curriculum modification to fully meet the needs of all groups of students.
- The strengthening of the curriculum by ensuring students undertake research, enterprise, innovation and use real-world applications across all subjects and phases.
- Curriculum provision that promotes the UAE's values and culture.

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

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

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



- The school has an adequate child protection policy shared with parents, staff and students along with policies on health and safety, anti-bullying, and bring-your-own-device to school. While staff receive training in child protection and safeguarding, attendance records for these sessions are not consistently maintained. The school educates students on staying safe online and takes measures to prevent bullying in all of its forms.
- The school meets health and safety requirements, ensuring staff and students are well protected. The health and safety officer conducts daily morning checks. Students are supervised throughout the school day, including in corridors, bathrooms, during breaks, and on buses. Safety measures during arrival and dismissal include allowing parents inside the school to pick up children. Risk assessment and incident records are securely kept. The maintenance of the building is below standard, for example, the old building lacks ramps or lifts, making it less accessible for those with restricted mobility. The school nurse and doctor ensure medical care and health awareness. Fire evacuation drills are conducted twice a year and meet Civil Defence requirements.
- The school promotes a healthy lifestyle by offering nutritious food in the canteen and organising workshops on hygiene, nutrition, and safety. Sports activities during assemblies encourage physical fitness. Measures are in place to protect students from the heat, including shaded outdoor spaces. Fresh drinking water is accessible on both floors and in every section. The school informs parents about students' weight concerns and offers guidance and referrals to clinics specialising in nutrition and weight management.

Care and support

Acceptable

Acceptable

Acceptable

Weak

- Students and staff interact respectfully, fostering a positive and friendly school environment. The school implements an annually reviewed behaviour policy with clear guidelines for dealing with issues such as bullying. Collaboration among teachers, counsellors, and parents effectively addresses concerns, and documented bullying cases are resolved promptly. The school emphasises resolution over pre-emptory prevention, which limits the effectiveness of its approach.
- Attendance and punctuality are consistently monitored, with students who achieve 100% attendance being recognised through certificates. This initiative encourages students to maintain positive attendance habits. Attendance remains weak.
- The school lacks a formal system to identify students with SEND. G&T students are identified using a basic checklist, which restricts opportunities for tailored support.
- Students with SEND receive no dedicated support, and G&T students' support is limited to extra-curricular activities, such as talent shows, scriptwriting, and Islamic competitions, without any focus on the specific development of talent.



- Students' wellbeing is promoted through PE, mental health workshops, and healthy eating initiatives. Career guidance is inadequate, with language electives being the only option. There is no system for tracking students' destinations after Grade 10, nor are there structured programmes to help students explore their career pathways.

Areas of Strength:

- The positive and respectful interactions between students and staff that create a supportive and safe school environment, reinforced by policies such as child protection, health and safety, and anti-bullying.
- The effective health and safety measures, including daily checks, supervision, and attendance recognition initiatives that promote students' wellbeing.

Areas for Improvement:

- The maintenance and accessibility of the school building to ensure inclusivity for all students, particularly those with restricted mobility.
- The systems for identifying and supporting students with SEND.
- The career guidance and the development of structured pathways, particularly for students in Secondary.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- Most leaders, including the Principal, align the school's vision with the UAE's national priorities although full inclusivity in learning has not yet been achieved. Leaders possess a basic knowledge of best practices in teaching, learning and assessment and they foster a positive culture. Sustainable improvements in students' learning and development have yet to be realised. Relationships and communication are professional although high staff turnover impacts negatively on stability and on the continuity of students' learning.



- Leaders have defined roles and staff understand expectations. Leaders at all levels, including middle leaders, do not yet have all the resources, skills or opportunities to tackle the barriers to further improvement, including teachers' retention. The school has maintained adequate performance while striving for sustainable outcomes for students.

Self-evaluation and improvement planning

Acceptable

- The school's self-evaluation process that uses both internal and external data increasingly contributes to the school's improvement planning. The process is inconsistently followed in practice. The school has a realistic view of the majority of its key priorities and is aligning them with UAE and CBSE goals. Monitoring of teaching and learning is established, although there is scope to strengthen its focus on improving students' achievements. There has been limited progress in tackling the recommendations from the previous inspection report, for example, the provision of tutorial support for new teachers. The school has shown limited improvements over time in key areas particularly in digital and inclusive learning.

Partnerships with parents and the community

Acceptable

- The Parents Council consists of a small group, representing themselves rather than the wider parent body, limiting parental involvement in school life. Communication occurs mainly through teacher-managed social media groups and parents gain access to school leaders through an open-door policy. Termly reports are provided to parents on their children's academic and personal development.
- Partnerships with local and national organisations are minimal. This hinders broader parental contribution to school improvement and the development of meaningful external collaboration to benefit students' learning.

Governance

Weak

- The governing board, comprised solely of the school's owners, lacks stakeholder representation. While it holds senior leaders accountable, it lacks expertise in self-evaluation, improvement planning, and assessment data analysis. This limits the governing board's ability to deal with the gaps in teaching, learning, assessment, and the curriculum. Leadership of educational support is minimal. High staff turnover is unresolved and resources to ensure fully inclusive access to learning are insufficient.



Management, staffing, facilities and resources	Weak
<ul style="list-style-type: none">The school's day-to-day management is appropriately organised, with effective procedures and routines. The gaps in staffing and high staff turnover impact negatively on continuity, stability, and the learning environment and limits the effectiveness of staff training in improving consistency in teaching. Premises' maintenance is ineffective. The facilities are unsuitable for inclusive learning, with inadequate digital infrastructure to promote twenty-first century learning skills. Resources, including the library and other special facilities are limited, hindering the overall quality of education.	
Areas of Strength:	
<ul style="list-style-type: none">The alignment of the school's vision with the UAE's national priorities and the fostering of a positive culture overall.The well-organised day-to-day management with effective procedures and routines, supporting smooth operation.	
Areas for Improvement:	
<ul style="list-style-type: none">Leadership's capacity and accountability, particularly for middle leaders, to sustain improvements in students' outcomes and deal with barriers to learning effectively.Leaders' focus on monitoring the impact of teaching on students' achievement.Governance that includes representation of all stakeholders to develop expertise in data analysis.The allocation of resources to improve teaching, learning, and inclusivity.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school employs 5 Arabic teachers to serve its 1010 non-Arab students, resulting in a teacher to student ratio of 1:202. No support staff are allocated specifically for Arabic instruction.
- The library contains 11,460 books, including 210 Arabic books (145 fiction and 65 non-fiction). They are not categorised by reading levels. Students follow a fixed timetable to visit the library. Only a few students read Arabic books and provide feedback contributing to literacy, language development, and cultural understanding.
- The Arabic department promotes engagement through activities such as reading competitions to improve fluency in Grades 1 to 10, calligraphy competitions in Grades 5 to 10 to enhance artistic skills and model-making projects to encourage creativity. Arabic Week features cultural events, interactive sessions and broadcasts to boost confidence in practical language use.
- Parent and teacher meetings focus on students' progress and provide recommendations for improvement. Communication is strengthened through regular meetings. During Open House Day, students and parents collect report cards and receive detailed performance feedback including subject-specific advice. Additional classes are conducted to narrow learning gaps and support students' overall development.

The school's use of external benchmarking data

- The school is compliant with the national agenda. Students from Grades 3 to 9 take external benchmarking ASSET tests in English, mathematics, and science.
- To enhance students' performance, the school actively involves parents by informing them about ASSET success criteria through circulars and providing mock worksheets and pretest revision materials.
- Teachers regularly engage students with AQAD (A Question A Day), incorporating ASSET-related questions and sharing detailed analysis with them. Appreciation certificates are awarded during morning assemblies to encourage and motivate students.
- Results and updated testing patterns are communicated to parents during Open House sessions, ensuring transparency and collaboration.

Provision for KG

- The school has 6 KG classes, comprising 2 in KG1 and 4 in KG2. Teachers teach subjects including English, mathematics, science, Arabic, Islamic education, art, and PE across the KG phase. There are 179 children: 35 boys and 33 girls in KG1, and 62 boys and 49 girls in KG2. The KG section is staffed by 6 qualified teachers with early-years diplomas including Montessori teaching and 6 teaching assistants, 2 of whom are Montessori-trained. The overall

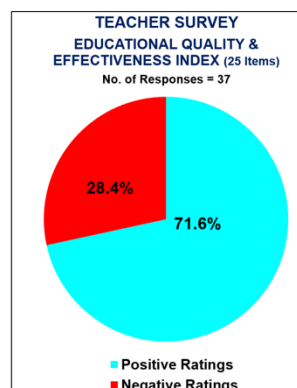
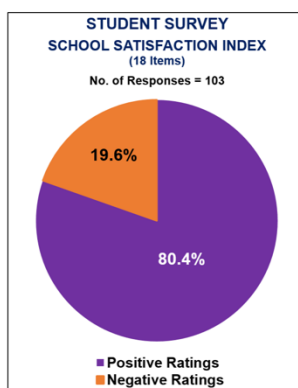
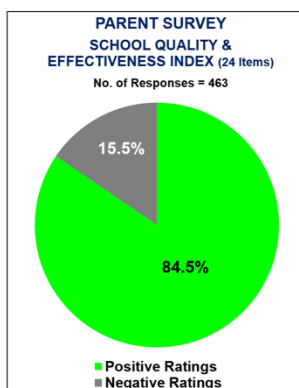


child-to-teacher ratio is 1:30.

- Classrooms are small which limits the creation of a challenging discovery-learning environment. Resources are insufficient to support free-flow and child-centred activities. The activity room contains some toys and games. These are insufficient for children to play freely and comfortably.
- The outdoor play area is accessible to children only twice each week, restricting opportunities to enhance their physical development through play.
- Induction arrangements for new children are appropriate. Parents are invited for orientation visits in groups and informed about school rules, the child protection policy, assessment procedures, and fee structures. Children complete baseline assessments upon entry, with assessment processes shared with parents.



VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in all subjects by:
 - ensuring effective teaching practices across the school and systematically using the external and internal data to identify gaps in learning, plan targeted interventions and track progress.
 - providing opportunities for students to develop inquiry, critical thinking, creativity, and innovation skills by integrating learning technologies into lessons and fostering independence.
- Improve teaching and use of assessment to enhance learning by:
 - planning and implementing challenging lessons that make effective use of the assessment data to meet the needs of all students and groups of students particularly the more able.
 - raising expectations to challenge all students using effective questioning techniques to develop higher-order thinking skills and differentiating tasks to stretch diverse learners.
- Enhance leadership and management to accelerate the school's improvement by:
 - strengthening the capacity and accountability of leadership, particularly middle leaders, to remove barriers to improvement and drive sustained progress in students' outcomes.
 - ensuring the effective use of valid and reliable data for self-evaluation and improvement planning, with a focus on aligning actions to UAE and CBSE goals.



- expanding parental representation, including developing communication systems, and fostering partnerships with local and national organisations to enrich students' learning.
- establishing a more representative governing board with stakeholder input, improving expertise in self-evaluation and data validation, and ensuring adequate resources for staffing, facilities, and inclusive learning.

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.