School Performance Review

REPORT | **(SPR)**

Ryan International Private School
4th to 7th November 2024

ITQAN إتـقـان

Overall
Effectiveness
GOOD

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

Purpose

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

Scope

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

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

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

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

Outstanding	The quality of performance substantially exceeds the expectations of the UAE

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

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

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

School	School ID	153
	School location	Muwelliah, Sharjah
	Establishment date	26/12/2006
	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	Cognitive Abilities Test (CAT4) Programme for International Student Assessment (PISA) Assessment of Scholastic Skills through Educational Testing (ASSET) International Benchmark Tests (IBT) Structured Assessment for Analyzing Learning (SAFAL)
	Fee Range	AED 1,800 to AED 14,000
Staff	Principal	Daizy Paul
	Chair of board of governors	Xavier Ryan Pinto
	Total number of teachers	144
	Total number of teaching assistants	22
	Turnover rate	30%
Students	Teacher: student ratio	1:11
	Total number of students	1687
	Total number of students per cycle/phase	Phase 1: 437 Phase 2: 689 Phase 3: 408 Phase 4: 153
	Pre-KG: number and gender	Boys: Girls:
	KG: number and gender	Boys: 245 Girls: 192
	Primary: number and gender	Boys: 407 Girls: 282
	Middle: number and gender	Boys: 232 Girls: 176
	High: number and gender	Boys: 87 Girls: 66
	Total number of Emirati students	N/A
	Pre-KG: Emirati number and	Boys: N/A Girls: N/A

KG: Emirati number and gender	Boys: N/A	Girls: N/A
Primary: Emirati number and gender	Boys: N/A	Girls: N/A
Middle: Emirati number and gender	Boys: N/A	Girls: N/A
High: Emirati number and gender	Boys: N/A	Girls: N/A
Nationality groups (largest first)	1. Indian	
	2. Pakistani	
Total number of students with special educational needs	15	

PROGRESS JOURNEY

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

These findings draw from our team of 6 reviewers' 132 lesson observations, 62 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. The school continues to maintain the judgement of good reported by the previous review in October 2022. There is good student achievement across all subjects and all phases. Additionally, there is an improvement in achievement from acceptable to good in KG. Teaching and learning skills are also good across all phases. Students' personal and social development is good overall, with good understanding of Islamic values. Teachers plan and deliver good quality learning activities using the Central Board of Secondary Education (CBSE) curriculum for India. This provides good curriculum design across all phases. The protection, care, guidance and support for all children and students is very good. The principal and other leaders provide good leadership and management which supports a positive learning environment for all students. Links with parents and local and international communities are very good. The effectiveness of governance is good. The quality of the premises and resources for learning is good.

KEY AREAS OF STRENGTH:
- Students' good achievement in all subjects.
- Students' behaviour, personal and social development.
- The good quality of teaching and learning in all subjects.
- The very good protection, care, guidance and support for students.
- The positive relationships between teachers and students.
- The very strong partnerships with parents and the local and international community.
- The overall leadership of the school, under the guidance of a committed and focused principal, ensures a strong capacity to improve in all aspects.

KEY AREAS FOR IMPROVEMENT:
- The development of the role of middle leaders to ensure a greater awareness of data analysis to improve children's and students' performance.
- The attainment of international standards across core subjects.
- Students' attendance and punctuality.
- The improvement of the recruitment and retention of teachers to reduce the high turnover.

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		KG	Primary	Middle	High
Islamic Education	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as an additional Language)	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	**Attainment**	Good	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Mathematics	**Attainment**	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	**Attainment**	Very Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Learning Skills		Good	Good	Good	Good

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Islamic Education	
	• Students' achievement in Islamic Education is good across the school. Lesson observations and students' work show good progress in Primary, Middle and High. This does not match the school's judgement, which states progress is very good in Primary, Middle and High.
• There are no externally benchmarked assessments in Islamic Education. Internal assessment data indicates outstanding attainment in Primary, Middle and High. This was not observed during the review, where the majority of students attain above curriculum standards.
• The majority of students in Primary, Middle and High demonstrate good knowledge and skills of Islamic Education. In Primary, students understand Islamic values; for example, they can explain the meaning of tolerance. Students explain the meaning of the keywords in Surah Al Qadr. Students' recitation skills of the Holy Qur'an are less developed. In Middle, the majority of students demonstrate good levels of knowledge, skills, and understanding as they draw from the values of good deeds from the Noble Hadeeth, such as donating food and clothing. Students connect charity and forgiveness with related verses of the Holy Qur'an but the speech of the Prophet Muhammad (PBUH) is less developed. Students' skills in the recitation of the verses of the Holy Qur'an, applying Tajweed rules are also less developed. In High, students demonstrate an understanding of the meaning of Surah Al Noor vocabulary. Students' skills in the recitation of the verses of Surah Al Noor, applying Tajweed rules are less developed.
• The majority of students, including different groups, make above expected progress overall.

Areas of Strength	Areas for Improvement
• Students' development of a secure knowledge and understanding of Islamic values in Primary.
• Students' development of secure knowledge and understanding of the new terms of the verses of the Holy Qur'an in Primary and Middle.	• Students' skills in the recitation of the verses of the Holy Qur'an, applying Tajweed rules in Primary, Middle and High.
• Students' ability to connect charity and forgiveness with related verses of the Holy Qur'an and the speech of the Prophet Muhammad (PBUH) in Primary and Middle.

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Arabic	- Students' achievement in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is good across the school. The school's internal data shows that students in AFL make very good progress in Primary and Middle, and students in ASL make very good progress in Primary, Middle and High. This does not match with what is seen in lessons and in students' work, where the majority of students make better than expected progress. - The school's internal data shows that attainment in ASL is very good across the school. This is not matched with that seen in lessons and in students' work, which shows that the majority of students attain above curriculum standards. The school's external data shows that attainment in ASL is weak. This does not match with that seen in lessons and students' work, which shows that the majority of students attain above curriculum standards. There are no internally or externally benchmarked assessments in AFL. - In AFL, students develop a secure understanding of story elements. They gain a clear understanding of how to analyse the events of a story. Students develop secure skills in reading but their ability to find creative solutions to the story's central theme is less developed in Primary. In ASL, the majority of students make good progress across the school. They can read short sentences, analyse new words and explain the meaning of new vocabulary. Students' reading skills are less developed. In Middle, students can define new words. They can express their ideas about lessons. In High, the majority of students develop a secure understanding of writing paragraphs. Students' reading skills are less developed in Middle and High. - The majority of students, including different groups, make better than expected progress across the school.

Areas of Strength	Areas for Improvement
- Students' progress in ASL in reading short sentences, analysing new words, explaining new vocabulary and understanding story elements in Primary. - Students' writing skills including the use paragraphs in ASL in High.	- Students' further development of skills in reading stories and finding creative solutions to the story's central theme in AFL in Primary. - Students' reading skills in ASL in Middle and High.

Social Studies	- Students' achievement in social studies is good across the school in Primary, Middle and High. In lessons and in their work, the majority of students in these phases make better than expected progress. This does not match the school's internal data, which shows very good progress across the school. - The school's internal data shows that attainment is outstanding in Primary and Middle. There is no internal data for Middle. This does not match with that seen in lessons and in students' work, which shows that the majority of students in Primary, Middle and High attain above curriculum expectations. There is no external data for social studies. - In lessons and in students' work, the majority of students make better than expected progress. In Primary, students develop their knowledge and understanding of the geographical extent of the Roman Empire. They can explain the difference between needs and wants. Students develop a secure knowledge and understanding of sustainability, although their ability to link it to the National Agenda is less developed. In Middle, the majority of students can identify the names of some of the countries on the map of the world. Students develop a secure knowledge and understanding of key aspects such as the daily life of sailors in the 15th and 16th centuries in Primary; in Middle, this knowledge is less well developed. In High, the majority of students understand the transition of the UAE from fishing, trading and pearls to an oil-producing economy. - Overall, the majority of students, including those in different groups, make better than expected progress.

Areas of Strength	Areas for Improvement
- Students' knowledge and understanding of the geographical extent of the Roman Empire in Primary. - Students' knowledge and understanding of the transition of the UAE economy in High.	- Students' development of a secure knowledge and understanding of sustainability and its links to the National Agenda in Primary. - Students' development of a secure knowledge and understanding of the daily life of sailors in the 15th and 16th centuries in Middle.

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English	• Students' achievement in English is good overall. In lessons seen, and in their work, the majority of students make good progress over time in Primary, Middle and High. Most children in KG make expected progress. This does not fully reflect the school's internal data which indicates that students make very good progress over time in all phases.
	• Students' attainment is good in all phases and in relation to the curriculum standards. External data indicates that students' attainment is lower. External data reflecting performance in the CBSE board examinations shows outstanding attainment at the end of Grades 10 and 12. External results have not been analysed to identify gaps and next steps in learning across phases in English to guide progression, particularly for students in Phases 1 and 2.
	• The majority of students across all phases make better than expected progress. In KG, children make good gains in building their knowledge of phonics and using these to decode and read and write a range of words. In KG, students acquire adequate reading and comprehension skills, with good gains in this area by the time they reach Middle. Students gain skills in writing for a range of different purposes across subject areas and text types. In Primary, students' reading and speaking skills enable them to recite poetry and conduct role-play with confidence. Students can articulate personal responses to various poetry through analysis and comparison in Primary. Students' writing in KG is insufficient. By the end of Primary, students can write at length with increasing complexity. Most students can read grade-appropriate texts accurately with attention to volume, pace and expression in the upper KG. Most students can build upon and continue applying previously learnt skills. They can decode and read unknown words using knowledge of syllable patterns. Most students across the upper KG can write legibly progressing from left to right; space letters, words and sentences appropriately. Writing in the lower phases is often illegible. Across the school, students develop confidence in answering questions and justifying their opinions. They work together to present their views which are well researched. They express themselves fluently, confidently and at length in class discussions and collaborative activities, particularly in Primary. In Middle, students discuss texts in-depth and also complete tasks with well-formulated and considered responses.
	• Overall, the majority students, including different groups, make good progress across the school. However, progress is slower for all groups of students in KG.
	Areas of Strength | **Areas for Improvement**

	Students' progress in reading and comprehension across all phases. • Students' listening and speaking skills across all phases.	• Children's writing skills in KG, including legibility in the lower phase. • Students' skills in extended writing in Middle.
Mathematics	• Students' achievement in mathematics is good overall. In lessons and in their work, a majority of students across all phases make better than expected progress. This does not match the school's internal data, which shows that, in KG and Middle, a large majority of children and students make better than expected progress, while most students in Primary make better than expected progress and most students in High make expected progress. • External assessment data indicates that a minority of students in Primary and Middle attain in line with curriculum standards, and that most of a small cohort of students in High attain levels in line with curriculum standards in CBSE examinations. This does not match with that seen in lessons and students' work, where the majority of students attain above curriculum standards. Children in KG can recognise and name numbers up to 31 and are able to add 2 single digit numbers. In Primary, when learning about fractions and exploring number and quantity, students understand and apply the concept of subtraction using number bonds and recognise division as equal grouping and equal sharing; in this phase, students' mathematical thinking skills are less developed. When studying space and shape, students in Middle can calculate perimeters of polygons and areas of given shapes using the appropriate formulae, and although they find it a little difficult, they can also perform inverse operations to determine dimensions. Students in High continue exploring space and shape and can calculate area and the circumference of circles and derive and use the formulae for arc length and area of minor and major segments, although not all students followed the derivation. Students at the upper end of High can evaluate the conditional probability of an event using a tree diagram. Across all phases, students' mathematical research, enquiry and innovative skills are less developed. • Most groups of students make similar rates of progress across all phases.	
	Areas of Strength	**Areas for Improvement**

	• Students' critical thinking and mathematical problem-solving skills in Middle and High. • Students' higher level mathematical skills in High.	• Students' mathematical thinking particularly for students in Primary. • Students' research, enquiry and innovative skills across all phases.
Science	• Students' achievement in science is good overall. The school's internal data, indicates that progress is very good in KG, outstanding in Primary and High and very good in Middle. This does not align with review findings in lessons and in students' work where the majority of the students make better than expected progress across all phases. Over time the rates of progress are good. • Internal data shows that children in KG have very good attainment. In Primary, attainment is outstanding and in Middle it is good and in High acceptable. ASSET external examination data shows that attainment is weak overall in Primary and Middle. A large minority of students in Primary, Middle and High attain above the international standards. In PISA, in High, students achieve level 2 of the proficiency level. In CAT4, students in Middle and High attain below international standards. Meanwhile in High in CBSE science, the large majority attain levels that are at least in line with national and international standards. • In KG, children make good gains in learning and can identify the features of seasons. In Primary, students gain secure understanding of different parts of plants through experimentation. By Grade 6, the majority can design an electric circuit to power a bulb and relate it to festival lights in the UAE. Students in Primary and Middle do not routinely develop their practical investigation skills to carry out experiments independently. In High, the majority of students gain secure understanding of concentrated and diluted solutions through scientific investigation and reasoning. • Across all phases, lower attaining students do not consistently make the progress of which they are capable, and girls typically perform better than boys.	
	Areas of Strength	**Areas for Improvement**

	• Children's and students' understanding and knowledge of basic observation and classification skills across all phases. • Students' use of practical and scientific skills in High.	• Students' laboratory skills in science in Primary and Middle. • Students' scientific thinking and skills in investigation and inquiry, including the recording of investigations in Primary and Middle 3.
Other subjects	• Students' achievement in other subjects is good overall across Primary, Middle and High. • The other subjects sampled in the review are performing arts, information and communication technology (ICT), music, physical education (PE), languages, including French, Tamil, and Hindi, science, technology engineering and mathematics (STEM) and economics. The majority of students' attainment and progress seen in lessons is good overall in French, PE and economics. • In Primary, Middle and High in STEM lessons, students can talk about their designs and projects articulately. Students use problem-solving and innovation to create their projects and devices across all phases. In PE in Primary, students learn how to run relay races and develop good coordination skills. In Primary and Middle in French, students speak with good pronunciation and have competent basic listening and writing skills. In Tamil and Hindi most students read and communicate well in the target languages, although the development of all four language skills is insufficient. In Primary in music, students learn to play wind instruments and understand the difference between slurred and tongued notes. In High, Year 10 students learn about internet safety. They make well researched presentations about secure passwords and types of internet challenges, such as hacking and phishing. • The majority of all groups of students, including boys and girls make better than expected progress.	

	Areas of Strength	**Areas for Improvement**
	• Students' overall attainment in French, PE and economics across all phases. • Opportunities for students to develop their innovation and problem-solving skills through STEM across all phases.	• The integration of the four skills of reading, writing, listening and speaking across the Indian languages across all phases.

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Learning Skills	• Students' learning skills are good overall across all phases. Students enjoy learning and know their strengths and weaknesses and make an effort to improve. Students take increasing responsibility for their own learning and are capable of working productively on their own. • Across the school students work collaboratively in groups, particularly in Primary and Middle. They are supportive of each other, solve problems competently and communicate their learning clearly. • Students across the phases understand the connections between the different strands of learning. This supports their understanding of the world well. • Students are resourceful and able to find things out for themselves and solve problems competently. Their critical thinking skills are less well developed. Students' use of technologies to support their learning is more limited in Primary and Middle than in other phases.

Areas of Strength	Areas for Improvement
• Students' ability to connect their learning to real world contexts across all phases. • Students' levels of enjoyment and the responsibility that they take for learning across all phases.	• Students' critical thinking skills across all phases. • Students' use of technologies to support their learning in Primary and Middle.

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

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

Indicators:	KG	Primary	Middle	High
Personal development	**Good**	**Good**	**Good**	**Good**

- Children's and students' personal and social development is good overall across all phases. Students demonstrate mature and responsible attitudes. Students are focused on learning, self-reliant and respond to critical feedback. Students demonstrate self-discipline, which is evident in lessons, assemblies and around the school. They are highly respectful of staff, and other students and follow the rules and procedures both inside and outside the classroom. Student and staff relationships are exemplary; being mutually respectful across the school. Students contribute effectively to discussions and show understanding towards others' points of view. Students show independence and work collaboratively in groups, particularly in Primary and Middle and are supportive of each other.
- Students' personal and social development is good overall. Students demonstrate positive and responsible attitudes. They generally respond well to critical feedback. They display good behaviour and self-discipline. Incidents of bullying are rare. Strong relationships between students and teachers help students to develop confidently.
- Students have a very good understanding of the importance of healthy eating and maintaining active lifestyles. Students are enthusiastic participants in PE, including swimming and skating. Few students bring unhealthy snacks to school.
- Students' attendance is acceptable at 93%. A large majority of students who attend school do so on time and almost all students are punctual to lessons.

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

- Students demonstrate a good understanding and appreciation of Islamic values and appreciate the relevance of these values in everyday life. In KG and Primary children and students listen and respond very respectfully when the Holy Qur'an is recited in assemblies and in lessons.
- They are very knowledgeable and respectful of the traditions and heritage of Emirati culture. They celebrate festivals such as the Holy Month of Ramadan, National Day, Martyrs' Day, anniversaries and Flag Day. Students can play the national anthem using a range of musical instruments and perform dances from their own and other cultures at events, assemblies, clubs and classes.
- Students are very respectful of their own and other world cultures. They participate in a wide range of events to deepen their understanding of other cultures, including model united nations (MUN) activities, corridor displays and special events.

Social responsibility and innovation skills	Acceptable	Good	Good	Good

- Students across Primary, Middle and High are active in volunteering in the school and in the local community through working with refugees, fundraising and food drives. They help students in different competitions held in the school and they also help visitors and parents when they come to participate in events. Students across the school have conducted a penny drive event, coordinated by the School Council leaders to raise funds for Islamic charities. Children's involvement in their wider community in KG is less well developed.
- Students show a very positive work ethic. They enjoy lessons and sometimes take the initiative to organise activities and support lessons. Students' innovation and enterprise skills, while good in Middle, are less well-developed in lessons, particularly for children in KG. Additionally, students in Primary and Middle have opportunities to participate in developing prototypes for testing and innovative products for sale.
- Students demonstrate a good understanding of the benefits of sustainability. They participate in activities to promote sustainability and conservation through being school ambassadors, leading assemblies and going on trips. Students are also active in the school's Grace Garden to plant, grow, compost and recycle. Community involvement is extended to outside partnerships and inter-school competitions to further develop their skills. They are respectful of others within the school community. Students gain a comprehensive awareness of their social responsibilities through events, lessons and assemblies. All students take pride in the immediate environment and that of the school.

Areas of Strength:

- Students' positive attitudes, behaviour, relationships and self-discipline.
- Students' appreciation and understanding of Islamic values, the Emirati culture and heritage.
- Students' social and sustainable awareness across all phases.

Areas for Improvement:

- Students' attendance and punctuality across all phases.
- Children's involvement in their wider community in KG.
- Children's and students' innovation and enterprise skills in lessons in KG and Primary.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Primary	Middle	High

Teaching for effective learning	Good	Good	Good	Good

- Teaching and assessment is good overall. Most teachers have a secure knowledge of their subjects and understand how children and students learn all phases. In High, teachers use a range of strategies to engage and challenge students. However, in KG, Primary and Middle, they do not always use this knowledge as effectively as they might to provide appropriate levels of challenge or support for all children and students.
- Teachers prepare detailed lesson plans that are aligned with curriculum standards and address the needs of most children and students. The detail in these plans is not always translated into appropriately shaped support for learning and consequently teaching is not as consistently effective as it might be, especially children in KG. In High, learning is consistently planned to include the promotion of students' critical thinking and problem-solving skills.
- Teachers' and students' interactions are positive in all phases and ensure children and students are engaged in lessons. Questioning is used appropriately to check and correct understanding across all phases. Teachers do not consistently use effective strategies to support or extend students' knowledge, notably for lower attaining and higher attaining students, particularly in KG, Primary and Middle.
- In Middle and High, teachers consistently promote critical thinking, problem-solving and independent learning in lessons. This is less evident in KG and Primary.

Assessment	Acceptable	Good	Good	Good

- While assessment is acceptable in KG and good in Primary, Middle and High, internal assessment results are sometimes over optimistic and do not provide an accurate measure of learners' progress, most notably for children in KG. Internal assessment outcomes are higher than external results which indicate low performance, particularly in ASSET and PISA across the core subjects. CBSE results in Middle indicate higher results.
- Assessment data about students' attainment is analysed, but this process is not yet fully developed across the school in a way that teachers understand children's and students' achievement in subject areas and therefore it is not consistently used in lessons to meet needs, particularly in KG 1 and 2. A minority of teachers use assessment information to influence their teaching, but this does not consistently ensure well-matched provision to meet the needs of low attaining students.

- Teachers across all phases encourage learning but do not consistently provide effective written and evaluative feedback to students to support their next steps in learning.

Areas of Strength:

- Teachers' knowledge of their subjects and of how children and students learn across all phases.
- Teachers' positive interactions with children and students across the school.
- Teachers' success in developing students' critical thinking, problem-solving and independent learning skills in High.

Areas for Improvement:

- The use of assessment data to inform teachers' planning to more effectively meet individual needs, especially lower attaining students across all phases and particularly for children in KG.
- The narrowing of the discrepancy between internal and external data and improvements to processes to ensure progression for all children and students in all subjects, particularly in Primary.
- Teachers' thorough and constructive marking of students' work and the quality of feedback provided so that students know their next steps across all phases.

PERFORMANCE STANDARD 4:
CURRICULUM

The quality of the curriculum is good overall.

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

- The curriculum is good overall. Both the CBSE and MoE curricula have a clear rationale. The CBSE curriculum is designed to balance knowledge, skills, and attitudes and provides opportunities for practical and physical learning experiences.

- Learning is planned to take into account children's and students' existing knowledge and to meet the needs of most groups. As a result, children and students are generally well prepared for the next phase of learning, as they move through the school. Students completing their CBSE certificates are well prepared to continue their studies in local and international colleges and universities. The school offers a good number of curricular choices for students in the CBSE curriculum, especially in Middle and High. Cross-curricular links are central to the CBSE curriculum framework. The CBSE transdisciplinary idea is focused on and built around cross-curricular learning. As a result, collaborative planning ensures essential links in all lessons and connections between subjects are adequately integrated across all disciplines throughout the school. The range of extra-curricular activities and clubs is narrow.
- The curriculum is regularly reviewed with the cooperation of the CBSE. The school already has some data from ASSET and PISA assessments as well as internal results, which assist the review process with further external assessment processes planned.

Curriculum adaptation	Good	Good	Good	Good

- Meeting the diverse needs of all groups of all learners is a core aim of the CBSE curriculum. The school identifies students based on need and capability and offers targeted support in lessons and through additional support in teaching and extra lessons for students in Primary, Middle and High which further develop their knowledge and understanding. Individual Education Plans (IEP) are prepared to focus more clearly on improving students' outcomes. Opportunities for gifted and talented (G&T) students to pursue their talents further through extra-curricular activities are few. Lower attaining students receive inconsistently effective support in lessons.
- The CBSE curriculum is challenging and engaging and designed to motivate most students. Therefore, creativity, skill-based courses run in Middle and High and are also integrated across most lessons. The curriculum provides students in all phases with a range of activities both in and out of the school such as skating, music, art and clubs linked to the environment and sustainability. Mentoring and volunteering with school partners is a regular feature.
- The curriculum offers a range of learning experiences that provides a broad understanding of the UAE values, culture and society and there are cross-curricular links in most lessons. Students in all phases participate in celebrations, such as the Prophet Muhammad's (PBUH) birthday, UAE Flag Day, Arabic Week, morning assemblies and the Arabic language handwriting competition. There are very good opportunities for students to appreciate the heritage and culture of the UAE and Islamic values such as presentations in assemblies, celebration of national events, participation in the recitation of the Holy Qur'an and field trips to local heritage sites.

Areas of Strength:

- The range of curriculum choices for students in Middle and High.
- The provision of extra lessons for students which further develop their knowledge and understanding in Primary, Middle and High.

Areas for Improvement:

- The review of the curriculum to ensure that lessons are modified to meet the needs of lower attaining students and those who are G&T.
- The enrichment of the curriculum by incorporating additional extra-curricular activities to enable students to pursue their interests both for academic and personal development reasons.

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

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

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

- The protection, care, guidance and support of students are very good overall. The school provides a safe environment with effective safeguarding procedures and a child protection policy shared with all stakeholders. The school operates a comprehensive closed-circuit television (CCTV) system with security guards on all gates.
- The school fosters a very safe, hygienic and secure environment, with frequent safety checks, thorough risk assessments, regular fire drills and comprehensive and secure records which document incidents and the actions taken. The facilities are very well-maintained, including several working lifts and wheelchair ramps throughout.

- The school's promotion of safe and healthy living is very effective. The clinic doctor and nurses perform regular monitoring of students' wellbeing which focuses on reducing obesity. Records are held centrally. There are facilities available to promote sports education, and education programmes which emphasise the importance of fitness and nutrition.

Care and support	Good	Good	Good	Good

- Staff and student relationships are exemplary and contribute successfully to promoting a positive learning environment. Students value the dedication of staff in supporting their learning. Students' positive behaviour is the result of highly effective management systems which reward positive behaviour in all phases and the school's consistent and effective guidelines and procedures.
- The attendance of students is acceptable as a result of the school's effective procedures, but these are yet to result in promoting good attendance and punctuality.
- The school provides a nurturing environment for students with special educational needs (SEN). Once they start school their needs are identified, and action plans are put into place to support them. The school has identified G&T students and has taken some effective steps to meet their needs.
- The school offers appropriate support for students with SEN. The SEN coordinator and counsellor support students using IEP, with pull out and push in sessions on a weekly basis, working closely with teachers and parents. Their progress is monitored routinely, and their guidance and targets altered if necessary. Parents are informed of their child's progress and guided on how to enhance their learning at home. Steps taken to support those identified as G&T do not consistently or effectively meet their needs. G&T students frequently represent the school in external events.
- The school has reliable systems for monitoring the wellbeing and personal development of all students. All students have a member of staff with whom they can discuss any concerns. Students feel well supported as their needs and concerns are handled sympathetically. For older students, the school provides effective advice and guidance about career choice and higher education pathways.

Areas of Strength:

- The arrangements to ensure health, safety and security.
- The suitability of the premises and facilities for all students, including those with SEN.
- Staff and students' relationships and behaviour management.
- The guidance and support for all students.

Areas for Improvement:

- The strengthening of the school's approach to promoting attendance and punctuality so that it is at least good.
- The consistent and regular support for all SEN and G&T students so that they make the progress of which they are capable.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership	Good

- Leadership and management is good overall. Under the guidance of a committed and focused principal, leaders ensure a shared strategic direction for the school, which encompasses all UAE national priorities, including inclusion and innovation. Leaders at all levels strive to establish a positive learning culture by promoting knowledge of the curriculum and effective teaching, learning and assessment practices. This results in maintaining high levels of performance in Primary, Middle and High and an increase in performance from acceptable to good in KG.
- Good professional communication and relationships result in positive morale throughout the school. The leadership takes necessary actions to ensure that the school is compliant with all statutory requirements. Middle leaders are not sufficiently involved in data analysis which impedes their ability to improve students' performance.

Self-evaluation and improvement planning	Good

- Leaders promote a whole school approach to reflective self-evaluation involving all stakeholders. This results in the school knowing its strengths and weaknesses and the establishment of appropriate priorities, which have led to improvement in several areas since the last review. The process of self-evaluation is embedded into school systems and is based on the use of both internal and external data. There is a well thought out policy on teaching and learning, which forms the backbone of the school's comprehensive programme of professional development. The principal and the senior leaders effectively monitor teaching and learning and organise weekly professional development sessions on Saturdays. The school's improvement plans are

comprehensive and contain well-focused goals, which enable the school to meet UAE priorities. There has been progress in several areas since the last review, notably in the improved performance in KG, but the school has not yet resolved its high turnover of teachers.

Partnerships with parents and the community	Very Good

- Parents are fully engaged as partners in their children's learning and their views on improvement priorities are considered by the school. Most parents are very positive about the school and their involvement contributes to raising standards. They feel that the leadership and teachers always find time to help them resolve any issues that they may have. Parents with children with SEN feel particularly well supported. The school reports regularly on students' academic progress and personal development and the reports are easily understood. Parents value having concise information about areas for improvement and the next steps in their children's learning**.**
- The school makes regular social contributions to the local community and there are very extensive partnerships with the local and international community which have a highly positive effect on students' learning, development and achievements, especially in sport and innovation. There is much interaction with other schools, locally and internationally, through competitions, competitive sporting events and twinning arrangements.

Governance	Good

- The governing body comprises representatives from all school stakeholders, including the school's owner, who collectively have a wide range of relevant experience. The members regularly visit the school to meet leaders, teachers and students. From their discussions and observations of lessons, they gain a detailed knowledge of the school, which enables them to hold the school to account, meet all statutory requirements and have a positive impact on performance. Governors also ensure that the school has sufficient staffing and resources. Currently, there is a high turnover of teachers, and the governors are devising strategies to improve recruitment and retention.

Management, staffing, facilities and resources	Good

- Almost all aspects of the day-to-day management of the school are very well organised and everybody respects the effective daily routines. This efficient organisation impacts positively on students' wellbeing. The school has sufficient staffing to align with its vision, but 30% of teachers are new to the school this year. This imposes a considerable burden on capacity building and senior leaders have developed an extensive programme of professional development matched to teachers' needs and the school's priorities to help manage change. The premises are clean and well maintained. There are many specialist areas for sport, music, art, dance, science, mathematics, enterprise and innovation. There are also specialist areas for languages and there is also a garden for the cultivation of a wide range of plants for children and students in KG and Primary. The sports facilities include a 25-metre swimming pool, skate track, several playing fields, indoor and outdoor play areas for KG learners.

Areas of Strength:

- The shared strategic direction for the school set by a committed and focused principal and involving the constructive support of the governing body.
- The very good partnership with the community and the full engagement of parents as partners in their children's learning.
- The very well organised day-to-day management of the school which impacts positively on both staff and students' wellbeing.

Areas for Improvement:

- The training of middle leaders in data analysis.
- Improvements in the recruitment and retention of teachers to reduce the high turnover.

Provision for Arabic Language

- 10 teachers teach Arabic across the school. The teacher to student ratio overall in Arabic is 1:168.
- There are 61 books in the school library for Arabic readers, 23 fiction and 38 non-fiction.
- Teachers always encourage students to go to the library and borrow Arabic books and to read them to improve their reading skills. Arabic teachers help students to gain access to appropriate reading material in lessons. There is a reading class every week and books are updated regularly.
- The school uses Words Academy as a pilot and by next month students will have access to this. Each month teachers run a competition in lessons by checking the tracker on students' reading progress, choosing the one with the best progress. Parents are engaged in their children's reading by buying some Arabic books to help them to read at home.

The school's use of external benchmarking data

- All students participate in a variety of international tests and examinations. External assessments include the ACER Arabic, ASSET for English, mathematics and science and CBSE examinations for Grades 10 and 12. CAT4 tests are conducted for Grades 3, 5, 7 and 9 annually.
- Preparation of students for these examinations and tests includes communicating with parents to ensure that they are well-informed of the requirements. Teachers provide past examination papers and benchmark test questions for students to practise, and additional classes are offered in Middle.
- Results are communicated to parents through reports and parent and teacher sections. Additionally, students attend 1:1 data sessions, where they receive their results with teachers.
- During these sessions, students triangulate their results. They then set goals and action plans for improvement. To ensure parental involvement, these action plans are reviewed and signed by parents before being returned to teachers for inclusion in the students' profiles.
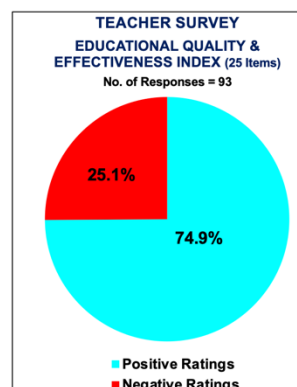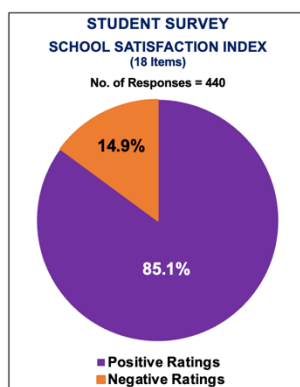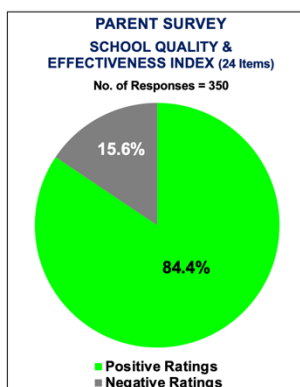
Provision for KG

- The school has 437 children in KG. There is a total of 22 teachers for 22 classes with an equal split between KG1 and KG2. Each class has an assigned teacher. Teachers are supported by 17 teaching assistants across the phase. The teacher to child ratio is 1:20 across the whole of KG and a ratio of 1:11 when teaching assistants are factored in.
- The indoor provision has spacious classrooms and range of learning resources. There are learning activity stations for all subjects in the corridors, as well as a number of role-play areas, sensory centres and reading corners. The auditorium is used for weekly KG assemblies. A large indoor play space is also available when weather does not permit children to play outdoors.
- There are two large playgrounds with play equipment, including climbing frames, seesaws and slides. Each playground hosts a planting area and daily sensory activities such as water play. All classes are timetabled and supervised with teachers or classroom assistants in the outdoor area.
- There are effective induction arrangements when children start school and for transition to Grade 1. Parents are invited to an induction meeting on enrolment and baseline tests are completed to assess children's development, for example communication and motor skills. Parents are informed weekly on their child's achievements through the sharing of QR codes to view learning plans and photographs. Report cards and parent meetings take place on a termly basis. Parents are happy with the induction and transition processes.

PARENT SURVEY
SCHOOL QUALITY & EFFECTIVENESS INDEX (24 Items)
No. of Responses = 350

84.4%
15.6%

- Positive Ratings
- Negative Ratings

STUDENT SURVEY
SCHOOL SATISFACTION INDEX (18 Items)
No. of Responses = 440

14.9%
85.1%

- Positive Ratings
- Negative Ratings

TEACHER SURVEY
EDUCATIONAL QUALITY & EFFECTIVENESS INDEX (25 Items)
No. of Responses = 93

25.1%
74.9%

- Positive Ratings
- Negative Ratings

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Develop the role of middle leaders to ensure a greater awareness of data analysis to improve children's and students' performance by:
  - making them more aware of the importance of using performance data to inform teaching and learning.
  - involving them routinely in the collection and analysis of data to improve students' performance.
  - involving them closely in the school's self-evaluation and the production of the school's improvement plan.

- Attain international standards across core subjects by:
  - ensuring that the appropriate teachers are fully aware of the relevant examination syllabuses, marking schemes and grade cut-off points, utilising examination board advice and recommendations.
  - preparing students for the specific tests or examinations through the use of past papers and sufficient practice under examination conditions.

- Improve students' attendance and punctuality by:
  - updating the school's policies.
  - introducing incentives to encourage attendance and punctuality.
  - tackling the absence and lateness through the parent and teacher association and with other parents.

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- Improve the recruitment and retention of teachers to reduce the high turnover by:
  - making greater use of the Ryan International network.
  - offering a structured career progression.
  - improving salary packages.
  - offering a wider range of benefits.

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.

School Performance Review of Ryan International Private School
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