



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

New Indian Model School, Sharjah

24- 27 October, 2022

Overall Effectiveness

ACCEPTABLE



إتقان ITQAN

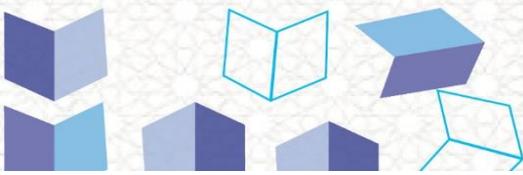




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PURPOSE AND SCOPE

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-level 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-level 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, students' attainment data, 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	Information	Value
	School ID	165
	School location	Nuaim Street, Al Azra, Sharjah
	Establishment date	6-09-1982/1982
	Language of instruction	English
	School curriculum	CBSE & Kerala Board
	Accreditation body	
	Examination Board	CBSE & Kerala Board
	National Agenda Benchmark Tests/ International assessment	TIMSS, PISA, ASSET,
	Fee range	3700 to 6300 AED
		Principal
Chair of Board of Governors		Zakir Hussain Kalmaluddin
Total number of teachers		140
Total number of teaching assistants		2
Turnover rate		19%
Main nationality of teachers		Indian
	Teacher: student ratio	1:18
	Total number of students	2597
	Number of Emirati students	Nil
	KG: number and gender	160 Girls: 190 Boys
	Primary: number and gender	496 Girls : 567 Boys
	Middle: number and gender	262 Girls: 268 Boys
	High: number and gender	349 Girls :300 Boys
	Nationality groups	1. Indian 2. Pakistani
	Total number of students with special educational needs	62

PROGRESS JOURNEY

Previous Inspection in 2018:	Current Inspection:
ACCEPTABLE	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of seven reviewers' who observed 180 lessons, 24 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The overall performance of the school is acceptable. This is the same as the previous inspection in 2018. Leaders' clear strategic direction in providing continuous programmes of training has improved the quality of teaching and learning in Arabic-medium subjects, student achievement in KG and student achievement, especially in high phase. Other aspects of provision in the school are at least acceptable and, in some cases, good. The learning environment supports students' learning adequately. A majority of classrooms are cramped, and resources are limited which place constraints on the learning of the students.

KEY AREAS OF STRENGTH:

- Students' achievement in Islamic education and social studies, Arabic in primary and middle, English, mathematics and science in high, and mathematics in KG.
- Students' attitudes to learning and their strong relationships with their teachers.
- Students' appreciation of the role and values of Islam in UAE society and respect for its culture.
- Day-to-day management of the school.

KEY AREAS FOR IMPROVEMENT:

- The school's commitment to effectively benchmark itself against international standards.
- Effective use of assessment in all phases and subjects to influence teaching, curriculum, students' progress and school self-evaluation and improvement planning.
- Identification and support of students with special educational needs and the gifted and talented.
- The learning environment and the range of resources.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good across all phases. In lessons and in their work, the majority of students make good progress. This does not match with the school's internal data which shows students make very good progress.• Internal assessment data show attainment as very good in primary and good in middle and high. This is not seen in lessons and in students' work where a majority of students attain above curriculum standards which is good.• KG students make good gains in identifying the five pillars of Islam and the five pillars of Ima. They identify the five times of Salat. Primary students develop good Islamic values and principles. They understand the power of Allah by thinking about the universe and creation. They can mention the rules of Friday prayer and can explain the significance of the month of Ramadan. Middle and High students develop good skills in Islamic identity and humanity. They understand the importance of health, cleanliness and faith in the unseen. They develop skills in dry ablution and identify the rights of a Muslim on his brother. A minority of students in all phases do not read the Holy Qur'an and Hadeeth accurately.• Overall, all the groups of students make better-than-expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of Islamic values, principles and faith.• Students' skills in performing prayers.	<ul style="list-style-type: none">• Students' accurate reading of the Holy Qur'an and the Hadeeth.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic is good overall. It is acceptable in high. In lessons and in their work, the majority of students make good progress in primary and middle and most make the expected progress in high. This does not match with the school's internal data for the middle phase which shows acceptable progress. However, it matches with primary and high.• Internal assessment and MOE examination data show attainment as good for Primary and acceptable for middle and high, including Grade 12. This is not seen in lessons and in students' books which shows most students attain in line with curriculum standards.• The majority of students make good progress. Primary and middle students read and comprehend texts and develop skills to speak confidently using appropriate vocabulary, when expressing their ideas. However, they found it difficult when they read new texts and when they try to engage in social conversation. Most students in high make acceptable progress in developing speaking, listening and reading skills in line with curriculum standards. Students' extended writing skills are less well developed across all the phases.• Overall, the majority of student groups make better than expected progress. Higher-attaining students do not progress as well as they could, particularly in high.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' listening, speaking and comprehension skills in primary and middle.• Students' use of appropriate vocabulary in primary and middle.	<ul style="list-style-type: none">• Students' technical reading skills and social conversational skills in primary and middle.• Students' extended writing skills in primary, middle and high.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make good progress in all phases.• Internal assessment data show student attainment is very good in primary and middle. This is not seen in lessons and in students' work where the majority of students attain above curriculum standards which is good.• The majority of students make good progress. Primary students develop different means of communication. Their respect for the Emirates national identity and appreciation of UAE culture are good. In middle, students develop secure knowledge about national identity and citizenship. They identify the important role of museums and Majalis in promoting culture. Students in high make good progress in their understanding of consumer rights and responsibilities. Progress is slower in their knowledge of cultures around the world in all phases.• Overall, the most groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' strong sense of respect for the Emirates' national identity.• Students' appreciation of United Arab Emirates culture.	<ul style="list-style-type: none">• Knowledge of other cultures around the world.



English	<ul style="list-style-type: none">Students' achievement in English is acceptable in KG, primary and middle and good in high. The school's internal data shows most students make acceptable progress over time. This matches with what is seen in lessons and students' work in all phases except high where progress seen is good.Internal assessment and external ASSET data show attainment is acceptable in all phases. Students' attainment in Grade 10 and Grade 12 CBSE examination is outstanding, This matches the acceptable attainment in the lesson observations in KG, primary and middle. Attainment in lessons is good in high.Students' speaking, listening and reading skills develop as expected as students like to read the text aloud and in silent reading tasks. In KG, children are beginning to develop their understanding of phonics. They use these to support their early reading skills and to learn unfamiliar words. They develop confidence in speaking, using basic vocabulary. Primary students build on these foundations and develop skills to read and comprehend basic texts and to use simple spelling and punctuation in writing. Middle students develop complex vocabulary, and this supports their confident speaking and their writing. Extended writing skills are less well developed. High students critically analyse different texts and use convincing arguments in discussions to justify opinions. In all phases, grammar errors are made when writing.Overall, most groups of students make expected progress. High-attaining students do not always progress as well as they could, mainly in Primary.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' speaking and listening skills in all phases.Older students' use of a range of vocabulary in speaking and writing and their ability to critically analyse texts.	<ul style="list-style-type: none">Extended writing in primary and middle.Accurate use of grammar conventions and correction of written work in all phases.



Mathematics	<ul style="list-style-type: none">• Overall, students' achievement is acceptable. Students' progress in lessons is good in KG and high and acceptable in primary and middle.• Students' attainment is acceptable in external examinations (TIMSS, PISA and CAT4). The school met its targets. However, in ASSET, only 50% of students participated and attainment was weak from grade 3 to 9. In recent board examinations, students' attainment is acceptable in grade 10 and good in grade 12. In lessons and recent work, most students attain in line with curriculum standards in primary and middle and above in KG and high.• Children in KG make good progress reading numbers and performing addition and can relate their understanding to real life. Primary students extend the four operations and this understanding of money, fractions and volume. Their skills in mental mathematics, spatial reasoning and solving real-life problems are less developed. Middle students in make acceptable progress applying numerical operations to solve money and time problems. High students progress well understanding new concepts of ratio, probability, trigonometry, scalar and vector quantities.• A majority of groups make expected progress. The progress of girls is better than boys in primary and high. Students with special educational needs and the gifted and talented make slower progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' attainment in number sense and in performing basic operations.• High students' understanding of new mathematical concepts.	<ul style="list-style-type: none">• Students' mental mathematics skills and spatial reasoning in Primary.• Solving real-life problems in primary and middle.



Science	<ul style="list-style-type: none">• Students' overall achievement is acceptable. It is acceptable in KG, primary and middle and good in high. Progress over time is acceptable in KG, primary and middle and good in high in the school's internal assessments.• Attainment is acceptable overall. It is acceptable in KG, primary and middle in internal assessments and good in High. External assessment data indicate that students' attainment is below national and international standards in ASSET from grades 3 to 9. The school met its targets in TIMSS in grades 4 and 8. Students' performance in board exams is very good in grade 10 and outstanding in grade 12. There are no external assessments in KG. In lessons, most students attain in line with the curriculum standards in KG, primary and middle and a majority attain above in high.• Most students make acceptable progress in KG, primary and middle. KG, children extend their knowledge when identifying and naming Jungle animals. Primary students explore friction and understand the force and gravity that applies to the falling objects. In middle, when exploring magnets, most students evaluate the natural and artificial magnets and relate learning to the Metro in Dubai. A majority of the students in high show better than expected progress when the students extract DNA from a strawberry and banana in a biology lab class and relate it to human DNA. Primary and middle students' learning is mostly based on theoretical information and so practical investigation skills are less well developed. Primary and middle students' skills in analysing and interpreting outcomes from investigations to draw accurate conclusions are less well developed.• Most student groups make acceptable progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' investigation skills in high.• Students' ability to link their knowledge to real-life.	<ul style="list-style-type: none">• Students' investigation skills in KG, primary and middle.• Students' ability to analyze and interpret investigation outcomes to draw conclusions in primary and middle.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. Internal assessments in art and PE shows that students' progress is very good over time. This is not supported by the lessons observed.• Students' attainment seen in lessons and in their work in PE and art is acceptable. In the native languages offered by the school, Malayalam is good, Hindi is weak and Urdu is acceptable.• Primary, middle and high students make acceptable gains in PE in their knowledge, skills and understanding for example, with developing their ball control and learning quick footsteps. Most students across the phases, develop their skills working as a team. In accountancy, High, students develop a good understanding of concepts such as fluctuations, depreciation and appreciation of land value and investment. In Indian social studies, students discuss in detail food crisis and offer possible solutions. In ICT, they develop appropriate IT skills; for example, grade 5 students discuss confidently the types of graphs and their interpretation. Only a majority make the expected progress in Hindi. In Urdu, students make acceptable progress but reading, writing and speaking skills of a minority are underdeveloped. In art, students do not gain sufficiently wide range of skills as they imitate their teacher and do not use different art techniques.• Most student groups make the expected progress. Across the school, higher-attaining and lower-attaining students do not always progress as rapidly as they could, especially in primary and middle.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' progress in Malayalam and accountancy.• Students' ICT skills in designated lessons.	<ul style="list-style-type: none">• Students' use of different techniques in art and extension of skills in PE.• Students' reading, writing and speaking skills in Hindi and Urdu.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall. Learning skills are good in Islamic education and social studies.• Students enjoy learning and engage in an enthusiastic manner.• Students interact with each other and their teachers in a very positive way. When given the opportunity, they collaborate well with and support one another such when high students discuss and debate different approaches. In other phases, only a majority of students answer questions and explain their learning with clarity, Only, a few take their communication skills further by presenting ideas at greater length or having a dialogue with each other.• Across the school, most students relate what they are doing to the world around them in most subjects. Students make links across areas of learning when given the opportunity. KG children consistently expand their understanding by making connections across areas of learning.• High students learn to think critically when working on problem-solving tasks and adopt an innovative or creative approach. They use learning technologies and research to find things within an activity. However, this way of working for students is not apparent in students' work across the rest of the school.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills to collaborate and work in groups.• Most students make relevant real-life links.	<ul style="list-style-type: none">• Students' ability to have dialogue and communicate extensively.• Students' critical thinking, innovation and research, particularly in KG, primary and middle.



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Overall, students' personal and social development are good. Their innovation skills are still developing.• Students display positive attitudes to learning and take responsibility.• Students' behaviour is positive. They are courteous to adults and other students and are friendly and supportive of each other. Relationships amongst students, staff and parents are good.• Students have a general understanding towards healthy eating and maintaining active lifestyles. They mostly follow the school's advice by selecting healthy choices for snack and meals. Most are active, willing participants in PE classes and sports.• Attendance at 97% is very good and reflects students' enjoyment of learning. Students are usually punctual.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students demonstrate a good understanding of Islamic values and the way they influence life in the UAE through lessons and assemblies.• Students have a good knowledge and understanding of the UAE's heritage, culture and history. They celebrate National Day and other UAE festivals, and regularly visit museums and cultural events.• Students develop good knowledge about their own identity and culture.				
Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Students contribute to the life of the school and wider communities through planned responsibilities, volunteer activities and social contribution. They understand their roles as citizens and respond willingly to opportunities provided.• Students enjoy their work and are happy to be involved in activities which they sometimes initiate. However, they are seldom enterprising or innovative.• Students understand the importance of environmental sustainability through the curriculum. They take care of their school environment and participate in schemes to support conservation.				



Areas of Strength:

- Students' positive attitudes, behaviour, relationships and self-discipline.
- Students' attendance and punctuality.
- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.

Areas for Improvement:

- Adoption of a healthy lifestyle for a few students.
- Students' innovation and enterprise skills.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none">• The overall quality of teaching and assessment is acceptable; it is good in high.• Most teachers have secure subject knowledge but their understanding of how students learn best is inconsistent, except in High. Lesson planning generally follows a consistent format and are sufficiently detailed.• Lesson plans identify different ability groups, but do not often identify activities to meet all learning needs. Often the pace of lessons is slow, resources to support learning are limited and classroom environments are often too small for the number of students. This limits the range and variety of learning opportunities for students. The lack of practical knowledge in the absence of science laboratories for primary and middle, slows progress.• Teacher and student interactions are positive. In KG, children learn by play. In primary and middle questioning strategies are inconsistent. In high, questioning strategies require students to explain their answers and give their own solutions to problems which along with group activities extends dialogue between students and teacher.• Teachers provide general support to all groups of students but systems to track their individual needs are not yet embedded firmly.• Except in high, teachers only occasionally develop students' problem solving and critical thinking. The development of research and innovation skills is less consistent.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The school has internal assessment processed and is beginning to use them regularly to track and monitor the progress of students against curriculum standards.• The school accurately analyses students' performance against CBSE standards, particularly in High. External standardised assessment is analysed to provide comparative data in ASSET, and TIMSS along with CAT4.• Most teachers do not use assessment data effectively to influence planning and teaching to meet the needs of all student groups. The school has a marking policy, but it is not embedded fully as the verbal feedback and written comments provided by teachers are limited. Lack of opportunities for students to develop self and peer assessments in lessons prevents students' ability to take responsibility for their learning.				



Areas of Strength:

- Teachers' secure knowledge of their subjects.
- Teachers' interactions with students and students' positive attitude towards learning.

Areas for Improvement:

- Effectively planned lessons with clear, specific details.
- Use of assessment to support students' learning, including sufficient verbal feedback, written comments to inform students of their next steps in learning.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Good
<ul style="list-style-type: none">The curriculum is reasonably broad and balanced and aims to develop students' skills and knowledge. The school complies with licensing and statutory requirements.The curriculum progression meets the needs of students to promote acceptable progress and prepare them for the next phase of their education.Curricular choices are provided for older students in science and commerce but not in humanities. These are targeted at developing the students' interests and aspirations.Cross-curricular links are planned in most subjects but are not yet effective in lessons in facilitating students' transfer of learning to other areas of learning.The school conducts regular reviews to ensure a broad provision in almost all subjects. Students' Arabic has improved considerably because of the review of the curriculum and introduction of programmes for students and teachers in Arabic and EAL (English as an Additional Language).				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The school makes adequate modifications to meet the needs of most groups of students. The curriculum is functional but lacks enrichment opportunities for students, particularly in art and PE. The curriculum is insufficiently adapted to provide clear opportunities targeting higher- and lower-attaining students.The curriculum provides adequate interest but there are not enough planned innovation and enterprise activities. An appropriate range of extracurricular activities and community links benefit students' academic and personal development. Students are involved in sustainability drives and competitions organized by SPEA.Well integrated learning experiences enable students to develop a good understanding of the UAE's values, culture and society. Assembly programmes, trips and local visits are planned to broaden well students' understanding of UAE culture and society.				
Areas of Strength: <ul style="list-style-type: none">The review of the curriculum in Arabic and ongoing development of the curriculum for EAL (English as an Additional Language) programme for teachers and students.Links, and understanding about, the culture and traditions of the UAE.				
Areas for Improvement: <ul style="list-style-type: none">Choice of subjects in high and planned innovation and enterprise.				



- Modification of the curriculum to meet the educational needs of all students, including SEN students and G&T.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">• The protection, care, guidance and support of students is good overall. Students feel safe and are confident to report any concerns to the nominated members of staff for child protection. The school clearly communicates its policies and procedures to staff, parents and students, including those for protecting students from bullying and potential dangers of the internet.• The school conducts thorough checks to ensure that any risks are swiftly addressed. Students are always properly supervised around the school and on school transport. The school meets all legal and regulatory requirements, including emergency evacuation drills.• Any incidents affecting students' health, safety or well-being are systematically logged and stored securely along with detail of any resultant action taken.• The school systematically promotes healthy living through workshops and health education programmes.• The school environment is accessible and supports students' learning adequately. Classrooms are cramped and this places constraints on the learning of the students. The school is clean and well-maintained.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">• Relationships are good and rigorous systems and procedures for managing students' behaviour and eliminating bullying are effective.• Systems for promoting attendance and punctuality are very effective.• The school liaises with teachers and parents to identify SEN and G&T students but procedures for identification and support are not yet thorough. Specialist staff do not provide consistently effective support to meet SEN students' needs. G&T students are supported through extra-curricular activities, but less so through the curriculum and in lessons. As a result, these students do not reach their full potential in all subjects.• Students' well-being and personal development are monitored at intervals throughout the year. Career guidance, including links to higher education, help older students to pursue their career aspirations.				
Areas of Strength:				



- Staff-student relationships and behaviour management.
- Promotion of attendance and punctuality.

Areas for Improvement:

- The precise identification and support for SEN and G&T students.
- Promoting healthier food choices and physical activity.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

- The overall quality of leadership and management is acceptable.
- Leaders, including the principal, vice principal and members of the senior leadership team have as yet not succeeded in setting a clear and inclusive direction. They are successful in providing a positive learning culture so that students are happy and enthusiastic learners. Relationships and communication are strong so that all members of the school community feel valued.
- Teamwork has been successfully established with distributive leadership and clear roles. Capacity to improve is acceptable but there remains insufficient clarity as to how to address some of the barriers to improvement.
- Leaders realize the importance of following through on recent training and initiatives introduced to support staff with strategies to ensure that lessons precisely cater for the needs of different groups of students. As yet the impact is not evident. Greater focus is needed on training teachers on differentiation, questioning and improvement of learning skills of critical thinking and independent learning.
- Self-evaluation is acceptable and staff teams work together to evaluate the quality of provision across the school. However, due to insufficient evidence, the SEF is not sufficiently succinct and consistent and judgements in most cases are a grade higher from the previous report. The self-evaluation does not yet fully inform the school improvement planning process.
- Clear systems exist to monitor the quality of lessons. However, there is insufficient focus on teacher feedback and evaluation of students' progress. The monitoring of middle leaders is not yet rigorous.
- The school has established a strong partnership with parents. Good systems are in place to communicate with parents and to report to them about their children's progress.
- Governors support senior leaders through frequent onsite visits and close liaison with the principal and staff. They are aware of the need for a more robust inclusion policy and have appointed additional staff. However, as yet their policies on inclusion and national agenda are yet to have a significant impact.



- The school runs smoothly on a day-to-day basis. Resources are only adequate to support acceptable teaching and learning.

Areas of Strength:

- The commitment and positive culture for learning created by the principal and the senior leadership team.
- The strong partnership established with the parents.

Areas for Improvement:

- A consistent and realistic presentation of a school vision to inform school self-evaluation and school improvement planning.
- Further training and follow through to inform monitoring.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic department consists of ten Arabic language teachers, including three language specialists and seven other qualified licensed teachers. The teacher student ratio is 1:18. Although not mandatory in the Indian curriculum, every week KG2 has a timetabled Arabic period.
- There are two dedicated librarians, one for the boys' and one for the girls' section library. There are 727 Arabic stories, novels, scientific, and literary books, including books of fictional stories and general information. In the libraries, students have access to 8 tabs, 30 computers, 15 laptops, and 15 mini tabs for research and investigation.
- The school plays a thorough role in developing students' reading awareness. The librarian encourages students to borrow books, and to participate in reading competitions. Arabic teachers advise students to read continuously textbooks and passages. Teachers assist reading in the classroom by assigning student leaders to support reading. A small percentage of students utilize electronic devices to look up word definitions on translation sites and use electronic dictionaries to support comprehension while reading.
- The school participated in a variety of reading-related national events, including the 'Story Telling' reading and writing competition. The school hosts an Arabic language festival that includes numerous events, such as reading stories and promoting Emirati culture. As part of the school's culture, an Arabic-language morning assembly is held every Wednesday. Teachers help pupils in acquiring Arabic proficiency in reading and writing, and a new word a day is learned during the assembly. Every Thursday, the school organizes an Arabic reading club for its students. School initiatives have resulted in students becoming proficient readers and this has impacted writing positively as well. A commendable feature is the Arabic calligraphy interschool competition where five schools were invited.

National Agenda

- The proportion of students taking international tests and examinations is acceptable. In CAT4, 93% of students participated with an average of 40% securing stanine 5 and 26% stanine 6. This is good performance as there is improvement in the quantitative stanine and the school met the national target. Further improvement is required in the verbal and non-verbal stanines. In TIMSS, the school met the target in mathematics and science in 2019 for grades 4 and 8. On the contrary, only 50% students participated in ASSET 2022 and the performance is weak across all grades.
- To spread awareness about the international tests, the school analysed external benchmarking assessments and developed a National Agenda Action plan for each core subject. The action plan includes changes noted in the gap analysis in curriculum modification and assessment policy. Questions are incorporated from ASSET examination into internal school assessments. Curriculum modifications include incorporation of reading comprehension, idioms in English, and problem-solving, real-life questions and fractions in mathematics. In science, questions on visual investigation and research projects are included. However, the impact of the actions taken is not yet fully evident in lessons and work scrutiny.



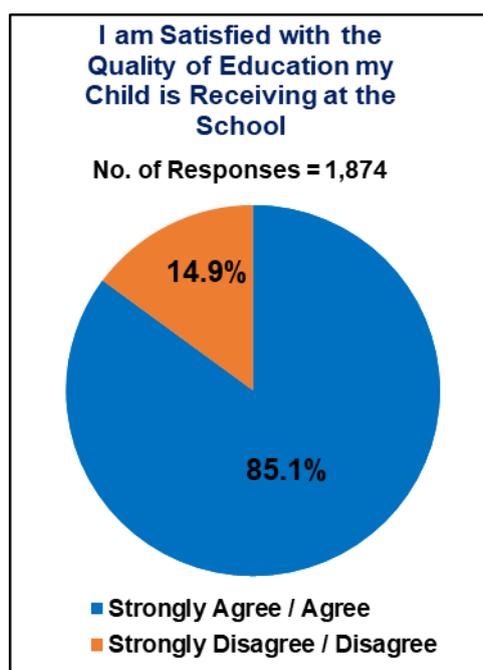
- The school conducted orientation programmes to communicate international test results to help students understand the importance of external exams. Students know their scores, prepare their own learning trackers, and set targets for upcoming assessment.
- Communication with parents on international test results is regular. National agenda priorities and external benchmarking examinations are printed in the school diary. Awareness programmes are conducted for parents to inform them about external benchmarking assessments. The school also communicated information about National Benchmarking through Educare, the school portal and circulars. Student individual target sheets are shared and signed by the parents and results are shared through LMS (Learning Management System) and on parent app with detailed feedback during open houses after each term examination.

Provision for KG

- There are 14 teachers in the two KG1 and 2 classes, along with two assistant teachers. Under the SPEA guidelines, it is not mandatory for all teachers to have a degree in early years. Hence, while ten have degrees in early childhood education, others hold bachelor degrees in English, science, or psychology. All the teachers have a license and a work permit to work in UAE. The teacher/student ratio is 1:21. Every term, there is an open house where teachers share KG information with parents in an effort to promote and encourage parental involvement.
- Each classroom has a TV and an art and craft learning corner. There are fourteen sections, six for KG1 and eight for KG2. Each class has an attached designated washroom with seven cubicles, including one for the disabled. In addition, there is an indoor play area if weather prevents children from outside play. The equipment in the resource room enables children to develop motor skills. Resources are adequate and age-appropriate enough to improve children's reading and provide opportunities to explore, use hands-on activities and learn independently.
- The outdoor yard has swings and slides and a sand pit area to support children's outdoor play and activities. This space has soft flooring but needs extensive maintenance. Each class has a timetabled schedule for their time outside.
- Induction is through an open house during which the curriculum is introduced to parents. All day-to-day activities and guidelines are shared with them. Admission is through a lot system and preference is giving to siblings. In the transition period, from KG2 to Grade 1, there is a handing and taking over of children. Class teachers have one-to-one meetings with the children to build familiarity and ensure smooth transition from KG to primary.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the school's commitment to benchmark itself effectively against the international standards by:
 - improving the participation of students in ASSET
 - using data to impact teaching and learning outcomes
 - improving teachers' questioning by making it more open-ended and leading to critical thinking.
- Make effective use of assessment at all levels to influence teaching, curriculum and students' progress by:
 - providing differentiated tasks
 - improving the teachers' effective written and oral feedback
 - effective tracking of students' progress to inform the next steps in their achievement.



- Improve the identification and support of students with special educational needs, and gifted and talented students by:
 - ensuring well-planned and personalised support by specialist staff
 - providing suitable opportunities both within and outside classrooms
 - modifying the curriculum to meet their individual learning needs
 - providing suitable resources for SEN students
 - have a whole-school collaborative strategy from leaders and teachers to improve and monitor the effectiveness of support
 - developing partnership with parents to create awareness and IEPs.

- Improve the learning environment and students' learning experience in lessons by:
 - providing a wider range of resources
 - including more hands-on activities, especially in science, mathematics and computer science.

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 schools.review@spea.shj.ae within three weeks of receiving this report.