



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

Sharjah Indian School
4th to 7th November 2024

Overall
Effectiveness
GOOD

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

- 1.1 Attainment
- 1.2 Progress
- 1.3 Learning skills

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

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

Performance Standard 3: Teaching and assessment, comprising:

- 3.1 Teaching for effective learning
- 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

- 4.1 Curriculum design and implementation
- 4.2 Curriculum adaptation

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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



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

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

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



SCHOOL INFORMATION

School	School ID	174
	School location	Al Ghubaiba, Sharjah
	Establishment date	1979
	Language of instruction	English
	School Curriculum	CBSE
	Accreditation body	CBSE
	Examination Board	CBSE
	National Agenda Benchmark Tests/ International Assessment	Programme for International Student Assessment (PISA); Progress in International Reading Literacy Study (PIRLS); Trends in International Mathematics and Science Study (TIMSS); Assessment of Scholastic Skills through Educational Testing (ASSET)
Staff	Fee Range	AED 3,600 to AED 6,500
	Principal	Pramod Mahajan
	Chair of board of governors	Nissar Thalangara
	Total number of teachers	450
	Total number of teaching assistants	14
	Turnover rate	2.5%
	Largest nationalities	Indian
	Teacher: student ratio	1:20
Students	Total number of students	8,999
	Total number of students per cycle	KG: 2,475 Primary: 3,366 Middle: 1,608 High: 1,550
	Number of Emirati students	0
	KG: number and gender	Boys: 1,189 Girls: 1,286
	Primary: number and gender	Boys: 0 Girls: 3,366
	Middle: number and gender	Boys: 0 Girls: 1,608

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	High: number and gender	Boys: 0 Girls: 1,550
	Nationality groups	1. Indian
	Total number of students with special educational needs	98



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 8 reviewers' 190 lesson observations, 86 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is the same as the previous review visit. The school has developed strategic plans for school improvement. The plan rightly emphasises key aspects of the school's performance for review and action. The board of governors and parents fully support the school through strong collaboration and a focus on key priorities. Students' attitudes to learning are a strength of the school as is the caring and supportive nature of the whole school community. Students' performance in external examinations and an accurate evaluation of this data, requires more work. The school has good procedures in place for the safeguarding and protection of all students. The school's learning environments and facilities are well maintained but require up-grading to support all students' learning effectively.

KEY AREAS OF STRENGTH:

- Students' learning skills in all phases
- Students' personal and social development, understanding of Islamic values and awareness of Emirati and world cultures in all phases
- Partnerships with parents and the community.

KEY AREAS FOR IMPROVEMENT:

- The inconsistency in teaching for effective learning, particularly in the KG and the Primary.
- Teachers' insufficient adaptation of curriculum in lessons, across all phases, to ensure the needs of all groups of students are met.
- Leaderships' focus on the pace of school improvement and the upgrade of facilities.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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

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Islamic Education

- Students' achievement in Islamic Education is good overall. In lessons observed and students' work, most students in Primary make acceptable progress and the majority of students in Middle and High make good progress. This does not match the school's internal data which shows progress as outstanding in Primary, Middle and High. Islamic Education is not evaluated in KG.
- The school's internal assessment data shows students' attainment is outstanding overall in Primary, Middle and High. This does not match that observed in lessons, and in students' work. Most students' attainment in Primary is in line with curriculum expectations. The majority of students attain above curriculum expectations in Middle and High. There are no externally benchmarked assessments in Islamic Education.
- Overall, students make acceptable progress in Islamic Education in Primary and good progress in Middle and High. In Primary, students can correctly recite short Surahs of the Holy Qur'an. They understand and appreciate Islamic values, manners of Islam and can relate it to their lives. Recitation and memorization of the Holy Qur'anic verses of the Holy Qur'an and the Noble Hadeeth is less developed. In Middle and High, students have well-developed understanding of Islamic teaching and can apply the Noble Hadeeth advice not to threaten others. Their knowledge of the Prophet Muhammad's (PBUH) life-story as well as the 4 Caliphas' lives, are less developed. Middle and High students can recite verses of the Holy Qur'an as 'Surah Yaaseen' and 'Arahman' during lessons and at morning assembly. Not all students fully and accurately grasp the rules and conditions of getting married and forming a family. In High, students can classify and explain the idea of 'Shura' and 'Istikhara' prayer.
- Overall, the majority of groups of students make similar rates of progress.

Areas of Strength

- Students' recitation and memorization of "Suar Al-Quran Al-Kareem" in Middle and High.
- Students' knowledge of Islamic values and their application to their daily lives across phases.
- Students' understanding of 'Shura' principle, and (Istikhara) prayers in High.

Areas for Improvement

- Students' recitation of the Holy Quran and Noble Hadeeth in Primary.
- in-depth understanding of Islamic law related to rules and conditions of marriage in Middle and High.
- Students' understanding of Prophet Muhammad's (PBUH) life, and the four Caliphs in Middle and High.



Arabic

- Students' achievement in Arabic as a second language (ASL) is good overall. In lessons and in their work seen during the review, the majority of students make better than expected progress. This does not align with the school's internal data which shows that students make very good progress.
- The school's internal data shows that students' attainment is very good. This does not match what is seen in lessons and in students' work, where the majority of students attain above curriculum standards. The school's external data indicates that test results for Grades10 and 12 are very good. This does not align with what is seen in lessons and in students' written work, both of which are good.
- Overall, the majority of ASL students make good progress. In Primary, they can read and understand new vocabulary and form simple sentences. They can recognize family members and correctly name different animals. They can accurately recall the days of the week. Middle students can read a short story and extract key parts, decide which part of speech for each word, for example, a verb or a noun, and describe a location using the adverb of place. Students in High can listen attentively and watch a video, then answer the comprehension questions confidently related to children's rights and protection. They can also accurately read texts and discuss the author's intentions. Primary and Middle students' ability to analyze text is not as well developed. Students' writing and oral communication skills are underdeveloped across all phases.
- Overall, the majority of groups of students make similar rates of progress. High-attaining students do not always make the progress of which they are capable because the work they are set lacks challenge.

Areas of Strength

- Students' ability to construct sentences using new vocabulary learned in Primary.
- Students' reading and discussion skills in Middle.
- Students' ability to read and analyse texts in High.

Areas for Improvement

- Students' oral communication skills in Primary, Middle and High. Students' ability to analyse text in Primary and Middle.
- Students' writing skills in Primary, Middle and High.



Social Studies

- Students' achievement in social studies is good overall. In lessons and in their work seen during the review, the majority of students in Primary and Middle make better than expected progress. This does not align with the school's internal data which shows outstanding progress overall.
- The school's internal data shows that attainment is outstanding overall. This does not match what is seen in lessons and in students' work, where the majority of students in Primary and Middle attain above curriculum expectations. There is no external assessment data for social studies.
- The majority of students in Primary and Middle make good progress. In Primary, students show good knowledge of the environment and sustainability. They can describe methods to conserve resources by reusing, recycling, and reducing. Their understanding of the negative impact of human population growth on conservation of resources is less well developed. Students can discuss the significance of the UAE's Flag Day and identify key historical figures. In Middle, students can analyse historical events in depth. They understand the impact on society of different events for example, when exploring the UAE's unification and its effects on national identity. Most students demonstrate broad knowledge and understanding of the UAE's environmental challenges and geographical features.
- The majority of groups of students make better than expected progress. High attaining students and gifted and talented (G&T) students are not challenged or supported to consistently make the progress of which they are capable.

Areas of Strength

- Students' understanding of historical events and societal structures in Primary.
- Students' analytical skills in examining historical events and understanding their societal impact, particularly in Middle.

Areas for Improvement

- Students' understanding of global environmental issues, in Primary.
- The progress of high-attaining and gifted and talented (G&T) students in Primary and Middle.



English

- Students' achievement in English is good overall. In lessons seen, and in their work, most children in KG and most students in Primary make expected progress. The majority of students in Middle, and a large majority in High, make better than expected progress. This does not fully reflect the school's internal data which indicates that students make good progress over time in all phases.
- The school's internal data shows outstanding attainment across all phases, but this level of attainment is not reflected in lessons and students' work. In KG and Primary most children and students attain in line with curriculum standards. The majority of students in Middle attain above curriculum standards and a large majority of students in High attain above curriculum standards. External benchmarking data shows weak attainment in Primary, Middle and High. No external data is available for KG.
- In KG, most children are able to differentiate between vowels and consonants. They use phonics to accurately read common words and construct simple sentences. They are developing the ability to apply their phonetic knowledge to support writing. Primary students demonstrate confident listening and speaking skills in oral presentations, role plays and mock interviews and share original ideas in acrostic poems. In Middle, students engage in thoughtful group discussions on the environment, memory loss, and the conflict between wealth and personal fulfilment. Their skills in extended and independent writing remain underdeveloped. In High, students demonstrate well-developed linguistic abilities, creating original poetry, drama, and impromptu speeches. Grade 11 students can analyse and think critically about social issues, such as the impact of ignorance and corruption, and propose solutions. Grade 12 students apply emotional intelligence and sensitivity in role plays and use technology extensively for research and presentation. Students' problem-solving and innovative thinking skills in comprehension are less developed in all phases.
- Overall, the majority of children and students in each phase make better than expected progress.

Areas of Strength

- Children's ability to apply phonics to support reading in KG.
- Students' linguistic abilities in High and oral presentation skills across all phases.

Areas for Improvement

- Students' independent extended writing skills, particularly, in Middle.
- Students' problem-solving and innovative thinking skills in comprehension, across all phases.



Mathematics

- Students' achievement in mathematics is acceptable overall. In lessons and in their work, most children in KG and students in Middle and High make expected progress. The majority of students in Primary make better than expected progress.
- External assessment data shows students' weak attainment in Primary, Middle and High. External data for KG is not available. This does not match with that seen in lessons and students' work, where most children in KG and students in Middle and High attain in line with curriculum standards. The majority of students attain above curriculum standards in Primary.
- Children in KG learn to count and add single digits using objects. Few children work independently. In Primary, students can identify and read the time in analogue and digital. They can arrange objects and numbers in ascending and descending order. Few students can apply a formula to calculate the perimeter of a square. In Middle, students can use formulas to calculate surface areas of prisms, cones, spheres and compound 3-Dimensional shapes. In High, students can apply their knowledge of differentiation and integration of polynomial functions to solving differential equations. Students' skills in mathematical communication of ideas and solutions are well developed across the school. Students' ability to apply their mathematical skills to real life situations are less well developed in all phases.
- Overall, groups of students make similar rates of progress across phases.

Areas of Strength

- Students' application of formula to calculate area in Middle.
- Students' skills in mathematical communication of ideas and solutions across the school.

Areas for Improvement

- Students' independent application of number facts in KG.
- Students' application of formulae in Primary.
- Students' application in lessons of mathematical skills to real life situations in all phases.



Science

- Students' achievement in science is good overall. The school's internal data show that students make very good or outstanding progress. This does not align with observations in lessons seen and students' work; where most children in KG and students in Primary make expected progress, with the majority of students in Middle, and a majority in High, making better than expected progress.
- The school's internal data indicate that attainment is very good in all phases. This does not align with observations in lessons seen and students' work; where most children in KG and students in Primary attain in line with curriculum standards, with the majority of students in Middle, and a majority of students in High attaining above curriculum standards. External ASSET benchmarking tests indicate that attainment is weak in Primary and Middle. CBSE examination results in High are very good in biology, physics and chemistry and outstanding in home science.
- Children in KG develop their scientific skills in sorting and classifying forms of transport and animals. In Grade 1, students can identify health and safety risks in and out of school and propose practical solutions. Grade 5 students know that forces of attraction hold atoms and molecules together in the three states of matter. Students' ability to draw conclusions and communicate their ideas is less developed. In Grade 7, students use indicators for pH testing and demonstrate their knowledge clearly when explaining how acids are used commercially in the UAE. Grade 8 students capably use mirrors and light sources to measure and demonstrate angles of incidence and reflection, using their skills to produce neat diagrams. Students in High show good understanding of chemical composition. For example, in Grade 12 students explain how they write formulae of coordination compounds and use Ohm's Law to determine resistivity. Students' use of the scientific method is less developed in KG, Primary and Middle than in High.
- Overall, most groups of students make better than expected progress. However, the high attaining and G&T students in Primary and Middle do not consistently make the progress of which they are capable.

Areas of Strength

- Students' understanding of chemical composition in High.
- Students' knowledge, understanding and skills derived from practical investigations in Middle.

Areas for Improvement

- Students' ability to draw conclusions and communicate their ideas in Primary.
- Students' use of the scientific method in KG, Primary and Middle.



Other subjects

- Students' achievement in other subjects is good overall. In lessons and in their work, most students make expected progress in Primary. The majority make better than expected progress in Middle and High. Other subjects are not assessed in KG.
- The school's internal data shows that attainment is outstanding overall. This does not match with what is seen in lessons and in students' work. In Primary, students' attainment is acceptable and in Middle and High, students' attainment is good. There is no external assessment data for other subjects.
- The majority of students in Middle and High make good progress. In PE, students in Middle and High exhibit strong technique and effective teamwork and participate actively in physical activities and competitions. Students in Primary display foundational movement skills and are less proficient in balance and spatial awareness. In Music, they maintain rhythmic accuracy. They have a limited understanding of musical notation or proficiency to read basic musical symbols Art students in Middle and High show creativity. In Primary art students have few opportunities to be innovative beyond basic designs.
- Overall, most groups of students make similar rates of progress. Higher-attaining students do not progress as well as they could, particularly in Primary.

Areas of Strength

- Students' participation in physical activities and competitions in PE in Middle and High.
- Students' creativity and use of materials in Art in Middle and High.

Areas for Improvement

- Students' understanding of musical notation and the ability to read basic musical symbols, particularly in Primary.
- Students' innovation in art in Primary.



Learning Skills

- Students' learning skills are good overall. Across all phases almost all students are motivated and responsible learners. They seek out learning opportunities in and beyond the classroom. They are eager to improve and to take advice from their teachers.
- In all phases, students work well together and communicate with each other easily and collaboratively. In small groups they work productively, sharing and refining their ideas and directing their own learning. They enjoy presenting their findings in lessons and to wider audiences. Most communicate with confidence and clarity.
- Students usually take the opportunity to bring their learning to life with references to the world they know and from other curriculum subjects. Students in Middle and High make skilful use of technology to broaden and reinforce their learning. In Grade 8, students use computer simulations to enrich their practical work. Grade 9 students use their devices to research and inquire.
- Students self-directed, independent learning is underdeveloped across all phases. Students in KG, Primary and Middle have few opportunities in lessons to develop their skills in innovation, critical thinking and creativity. In extra-curricular clubs, competitions and school societies, students produce innovative project work.

Areas of Strength

- Students' strong motivation and desire to learn, across all phases.
- Students' ability to work collaboratively and communicate effectively across all phases.

Areas for Improvement

- Students' self-directed, independent learning across all phases.
- Students' critical thinking, problem-solving, research and inquiry-based learning, particularly in KG, 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 very good overall.

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

- Students' personal and social development are very good overall. Students across all phases exhibit strong personal development and positive attitudes towards learning. They demonstrate a willingness to engage with others and receive feedback. They are proactive in lessons and assemblies. They exhibit positive behaviour and are respectful and cooperative. Bullying is very rare and usually effectively dealt with when it occurs.
- Relationships between students, and between students and teachers, are highly respectful and supportive. Students are accepting of diversity, embracing differences and supporting each other's achievements and wellbeing.
- Awareness of healthy lifestyles is promoted actively. Primary students engage in 'Healthy Habits Week' activities, and Middle school students maintain health charts. Home science students create awareness around healthy eating, sharing projects with younger students. Events such as 'Dental Awareness Week' and 'Hygiene Awareness' for Grade 5 students reinforce their understanding of healthy habits.
- Attendance is very good at 96%. Students almost always arrive punctually.

Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
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- Students demonstrate a secure understanding and appreciation of Islamic values and their role in UAE life. Initiatives include recitation of the Holy Qur'an in morning assemblies and involvement in the Tarbea club. High students show a particularly strong engagement with these activities, reinforcing their values and knowledge.
- Students show an elevated respect for Emirati culture and heritage, participating in national events such as National Day, Martyrs' Day, and Flag Day. During National Day celebrations,



students take part in traditional Emirati dance performances, dress in national costume, and create art projects that reflect UAE landmarks and symbols.

- Students gain understanding of world cultures through diverse school events, including an international costume day, traditional cuisine competitions, and community service projects with labour camps. Direct links to global cultural knowledge are insufficient in lessons, with most coverage occurring during extra-curricular activities.

**Social responsibility
and innovation skills**

Good

Good

Good

Good

- Students actively participate in various community and environmental initiatives, such as clean-up campaigns, tree planting with the HOPE Club, and the Emirates Environmental projects. Students organise recycling drives, where they collect and sort materials from classrooms to promote sustainable habits across the school. They participate in Earth Day events by creating posters and making presentations on environmental conservation.
- Innovation skills are developed through clubs and initiatives, including the Media Club, Science Club, and school science exhibitions. Students in the Science Club collaborate to design and test simple robotics projects, showcasing their inventions at the school's annual science exhibition. The Media Club encourages creative thinking, with students producing short films on environmental conservation. While these extra-curricular activities provide valuable innovation opportunities, there is insufficient integration of similar projects in regular lessons.
- Entrepreneurial skills are being developed gradually, with some students in entrepreneurship lessons presenting projects. Home science students practise their skills by cooking and selling products, such as dumplings, to peers. These activities help develop entrepreneurial skills, and expanding such opportunities across more subjects and phases would benefit all students.

Areas of Strength:

- Students' positive attitudes, respectful relationships, and strong support for diversity across all phases.
- Students' respect for Islamic values, Emirati heritage, and cultural understanding across the school, actively demonstrated through school events.

Areas for Improvement:

- Students' access to a broader range of innovation projects integrated into lessons across all phases.
- Students' greater opportunities to develop their entrepreneurial skills across all phases.



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

- The quality of teaching and assessment is good overall. Most teachers have a secure knowledge of their subjects and understand how children and students learn in all phases. Lessons are usually planned to provide variety and choice of learning activities. Students often work together effectively in small groups. In most lessons, teachers maintain a good pace and make good use of the lesson time available.
- The implementation of lesson plans and the quality of teaching is inconsistent, particularly in Primary. In the best lessons, teachers listen carefully to students' ideas and deepen students' knowledge and understanding with skilful questioning, especially in High. In other lessons, teachers restrict learning and progress with whole class choral responses to questions with insufficient extended dialogue. There are not always sufficient opportunities for students to explore and question their own grasp of topics.
- Lesson plans show levels of differentiation including provision for students with specific learning needs. These are not consistently delivered in all lessons. In most lessons students can choose learning tasks using the choice board, although these are occasionally different tasks rather than differentiated tasks. In Primary and Middle, teachers do not consistently identify and make provision for the learning needs of higher attaining students. Students' individual learning needs are not always sufficiently attended to in every lesson.
- In KG, Primary and Middle, teachers do not consistently enable students to develop higher order thinking skills. Students' use of learning technologies across the school enables them to make good levels of progress in lessons in Middle and High.

Assessment	Good	Acceptable	Good	Good
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- Internal assessment processes across all phases are mostly linked to curriculum standards. They enable the school to collect accurate assessment information about students' academic

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progress as individuals and as groups of students. These processes are less well developed in Primary.

- The school conducts external assessment linked to curriculum expectations and participates in a range of tests to benchmark students' performance to international standards. The quality of analysis of available assessment information is better developed in KG than other phases. The use of assessment data in teaching is an emerging feature in all phases. Teachers are aware of the individual strengths and weaknesses of their students, although less so in the Primary. Teachers in KG, Middle and High use formative assessment well during lessons. Teachers' written feedback to students on their work to identify next steps in learning and progress is inconsistent, particularly in KG and Primary.

Areas of Strength:

- Teachers' effective teaching in High.
- Students' use of learning technology in Middle and High.
- The school's use of a range of assessments to benchmark students' outcomes.

Areas for Improvement:

- Improvement in the quality of planning for teaching, particularly in Primary.
- The analysis of assessment data to obtain an accurate, detailed understanding of students' progress across the school.
- Teachers' use of assessment data in activities to support the learning needs of all groups of students, particularly in KG and Primary.

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



- Curriculum design and implementation is good across all phases. The curriculum has a clear rationale and is broad, balanced and well planned to prepare students for external examinations. The curriculum meets statutory requirements of the affiliating board and the MoE. Older students are adequately prepared for their next phase of learning.
- A range of curricular options provides older students with a broad choice and opportunity to develop their interests and aspirations. The students are guided well in making subject and course choices to enable them to be successful in future endeavours. Cross-curricular links are central to the CBSE curriculum but are less well promoted in lessons. Teachers across all phases occasionally use real-life examples and the UAE context to extend learning.
- Annual reviews update curriculum content, teaching and processes. These reviews sometimes consider students' internal and external assessment performance data although this is not routinely done.

Curriculum adaptation

Acceptable

Acceptable

Acceptable

Acceptable

- School leaders make adequate modification to the curriculum to meet the needs of most groups of students although teachers do not consistently make these modifications in all lessons. A range of co-curricular activities also supports this development.
- The curriculum lacks an emphasis on enhancement, enterprise and innovation. Students with special educational needs (SEN) have few opportunities in these areas of learning. Students who are G&T rarely benefit from enrichment activities.
- Appropriate learning of Emirati culture and UAE society and values are promoted within the curriculum to develop students' awareness and understanding.

Areas of Strength:

- The range of curricular choices that help develop students' interests and aspirations, especially in High.
- The promotion of links with Emirati culture and UAE society across the school.

Areas for Improvement:

- Teachers' implementation of the modification of the curriculum in lessons to provide effectively for the needs of all groups of learners across the school.
- Teachers' provision in lessons for challenge and extension for the higher attainers, G&T students and students with SEN across the school.
- The curriculum provision for enhancement, enterprise and innovation.



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

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

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

- The quality of the protection, care, guidance and support of students are good overall. The schools' procedures for safeguarding are built on effective implementation of policies for child protection. These are shared with all stakeholders. As a result, of effective management and supervision, incidents of bullying and other issues of child protection are managed well.
- The school provides a secure environment. There are regular fire drills. Facilities for students with SEN include a ramp. Comprehensive records show the documentation of incidents and subsequent actions to resolve issues. The school's premises generally provide a safe, clean and secure environment. The buildings and facilities are generally well-maintained. The school's risk assessments require further up-dating to deal promptly with concerns such as the classroom library boxes and the low-level exit door of the main building.
- Healthy living is consistently promoted through lessons across the school. There is a personal support system in place to ensure students receive personal and academic guidance. The school's social worker provides careers guidance. Most students feel confident to ask adults for assistance and support as they need.

Care and support	Good	Good	Good	Good
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- Staff have very positive relationships with the students. There are effective systems to manage students' behaviour. Students and parents value the dedication of staff in supporting students' learning. Teachers care for students' social, emotional, academic and physical wellbeing.



- The school's tracking system accurately records students' attendance and punctuality. Students' attendance at 96%. is very good. The school keeps daily records of students' absences and lateness. Parents are immediately notified of any concerns about their children.
- The school's commitment to inclusive education ensures it adopts and provides a range of support for students with SEND and G&T students. The school is committed to the identification of these students and to provide appropriate support, although this is not yet consistent in all phases.
- Students who are G&T are provided with appropriate support to ensure they meet their needs, securing their wellbeing. Students are generally given individual support in lessons and in school as needed. However, not all steps are taken to consistently attend to their needs.
- Personal support systems are in place for all students to ensure that they receive personal and academic guidance. The school's social worker provides careers guidance for students' individual progress. Most students feel confident to ask adults for assistance and support when they need this.

Areas of Strength:

- The rigorous procedures for safeguarding students.
- The systems to manage students' behaviour.

Areas for Improvement:

- The potential risk of injuries resulting from poor risk assessments and action taken to address issues.
- The identification and appropriate support for different groups of students including students with SEN and lower and higher attaining students across the school.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- Leadership and management are good overall. Leaders at all levels set a direction and vision for the school that is shared with the whole community. Relationships and communication are effective. Leaders have established a positive learning culture and strive for high standards of students' achievement and personal development. Leaders show commitment to the UAE national and Emirate priorities which are part of the school's vision and strategic plans. Teachers' turnover rates are low. A more targeted approach to the roles and responsibilities of senior leaders would result in more focused improvements.
- Most leaders demonstrate good understanding of the curriculum. Leaders have a clear understanding of the UAE School Inspection Framework and how this leads to further improvement. They are developing an understanding of the effective use of data to raise standards to ensure high quality outcomes throughout the school.

Self-evaluation and improvement planning

Good

- The school is systematic in its self-evaluation and leaders at all levels take part in the process. The self-evaluation aligns to the school's development plan to provide the direction for school improvement. Internal and external data is included. Key priorities have been identified. There is a teaching and learning policy. Monitoring and evaluation of teaching and learning is ongoing. Continuous professional development for teachers is wide ranging and a top priority as part of improvement planning. There has been insufficient progress in resolving the recommendations of the previous review, as leaders have improved some aspects of the school and maintained adequate performance.

Partnerships with parents and the community

Very Good



- There are highly successful partnerships with parents and the community. The views of parents are regularly sought, are comprehensively considered, and are valued by the school. Communication is thorough and regular, both formally and informally. Parental involvement in all aspects of the life of the school are positive and constructive. Communication between parents and the school is regular and contributes to effective partnerships. Parents are regularly informed of students' achievements, progress and their personal development.
- The school is actively involved in the local community with other schools through a mutually beneficial network and through national and international partnerships. Partnerships play an important role in promoting students' healthcare such dental care and hygiene.

Governance

Good

- Governance includes a wide range of stakeholders. Members of the board regularly engage with school leaders regarding support for the school's improvement. They seek the opinions and contributions of all stakeholders in the school. They have a broad understanding of all aspects of the school and are proactive in supporting the school in its endeavours for improvement. They ensure that staffing is compliant with requirements and that the school's leadership is held to account.

Management, staffing, facilities and resources

Good

- Day-to-day operations and management of the school are efficient. The school is well-organised. The procedures and routines have a constructive impact on students' wellbeing and learning. Staff are suitably qualified and appropriately deployed. Professional development is regular. The premises are satisfactory. There are a few planned enhancements to the learning environment and the school currently has a vegetable garden to promote children's learning in KG and Primary. Facilities and resources are limited considering the number of students. The role of teaching assistants in lessons is unclear.

Areas of Strength:

- The well-organised management of the day-to-day life of the school.
- The strong effective partnerships with parents and the community.
- The pro-active board of governors.

Areas for Improvement:

School Performance Review of Sharjah Indian School 4 to 7 November 2024



- The delegation of leadership roles and responsibilities to individuals and teams in a strategic manner to ensure maximum development of the leadership team and improved accountability for the school's improvement.
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- Appropriate and sufficient resources and facilities to cater for the learning needs of all groups of students.
- The clarification of the role of teaching assistants in lessons.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 35 full-time Arabic teachers who cover Arabic as Second Language. The student-teacher ratio overall is 1:186.
- The library contains 15,639 books covering various subjects, of which 273 in Arabic. About 124 are fiction and about 121 non-fiction books, the remaining 28 are reference books. The library weekly timetable is for 34 classes. Students can access the library online. An annual budget is allocated for the purchase of books.
- Some teachers display stories electronically. There are no book corners in classrooms. Students participate in cultural events in many forums and competitions in the UAE. Grade 12 students participated in a competition related to water conservation at the American University. Students are encouraged to participate in Reading Arabic competitions.
- Parents are encouraged to motivate their daughters to participate in competitions that are held in Arabic.

The school's use of external benchmarking data

- The number of students who participate in international assessments has increased significantly. Now almost all students take part in a variety of international tests and examinations. The external assessments include CBSE Board examinations, CAT4, PISA, PIRLS and ASSET.
- The school provides the students with necessary information, including the review material, in preparation for the ASSET assessment. During training sessions, students are exposed to practice questions, thus getting familiar with specifics of the style and language used in the examination questions. Discussion about common misconceptions and recommendations from previous reports enables students to avoid the mistakes frequently made in the past. Given the nature of CAT4, the school did not make any arrangements to prepare students for this assessment, except for explaining the format and the purpose of the test.
- Students receive the results of benchmark tests from their tutor.
- Parents receive information about the test results electronically.

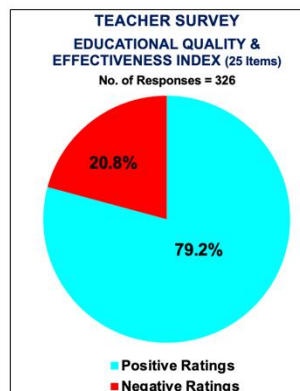
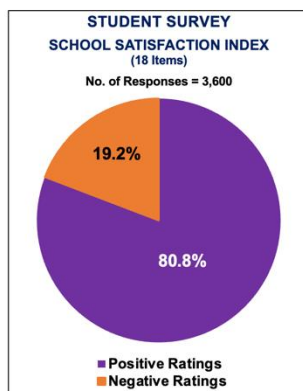
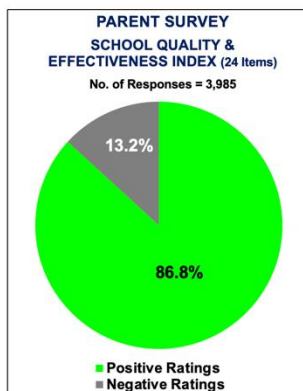


Provision for KG

- There are 2,475 children, 77 teachers and 18 teaching assistants in the kindergarten. The teacher to children ratio 1:32 not including the teaching assistants. There are 80 classes operating with a split shift system. In KG 1 there are 37 classes in the morning and 8 classes in the afternoon. In KG 2 there are 37 classes in the morning and 7 in the afternoon. Each Class Teacher teaches across subjects including English, mathematics, understanding the World, creative expression and physical development. Children are also introduced to Arabic.
- The indoor provision includes appropriately sized classrooms and furniture. There is a limited range of resources available to support children's literacy and mathematical learning and creative arts. There is also a small number of toys. There is a small activity room with fixed equipment which restricts its use.
- There is a very small dedicated outdoor play area with fixed climbing equipment for KG 1. Teachers frequently use outdoor spaces within the school for games and activities.
- When children start school, they attend a familiarisation day. Parents, teachers and counsellors complete a baseline assessment evaluating children's fine and gross motor development, their mathematical knowledge and communication skills. This is often carried out in children's first language. Parents and children attend an orientation day before they begin primary school. Boys then go to the Juwaiza branch, girls remain at Ghubaiba branch. Children's assessment information and a report card are passed to receiving teachers.



VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve teaching and learning, and resources by:
 - raising the quality of teaching, particularly in Primary.
 - analysing assessment data by leaders' and teachers to obtain an accurate, detailed understanding of students' progress.
 - using assessment data to implement activities that support the learning needs of all groups of students, particularly in Primary.
- Improve curriculum adaptation by:
 - reviewing the curriculum to ensure lessons cater for the needs of all groups of learners.
 - planning for opportunities for challenge and extension of learning for the higher attainers.
 - enriching the curriculum provision for enhancement, enterprise and innovation.
- Improve leadership and management by:
 - delegating leadership roles and responsibilities to individuals and teams to enhance accountability for the school's improvement.
 - ensuring appropriate and sufficient resources and facilities are available to cater for the learning needs of all groups of students.



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.