



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Al Sabah Indian Pvt. School

5 - 8 February 2024

**Overall
Effectiveness:
ACCEPTABLE**





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	Information	Value
	School ID	103
	School location	Al Dhaid, Sharjah
	Establishment date	2003
	Language of instruction	English
	School curriculum	Indian
	Accreditation body	-
	Examination Board	Central Board of Secondary Education (CBSE)
	National Agenda Benchmark Tests/ International assessment	ASSET, PISA
Fee range	3,500 to 6,500 AED	
	Principal	Sreekumar Kesavankartha
	Chair of Board of Governors	Abdul Hakeem Kolot
	Total number of teachers	67
	Total number of teaching assistants	2
	Turnover rate	15%
	Main nationality of teachers	Indian
	Teacher: student ratio	1:18
	Total number of students	1198
	Total number of students per cycle	Phase 1: 238 Phase 2: 538 Phase 3: 236 Phase 4: 186
	Number of Emirati students	0
	Number of Emirati students per cycle	0
	KG: number and gender	Boys: 113 Girls: 125
	Phase 2 number and gender	Boys: 279 Girls: 259
	Phase 3: number and gender	Boys: 123 Girls: 113
	Phase 4 Grade 9 = 59	Boys: 101 Girls: 85
Nationality groups	1. Indian 2. Pakistani 3. Bangladeshi	
Total number of students with special educational needs	140	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 168 lesson observations, 47 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL: ACCEPTABLE

The principal and leadership team have a clear vision for the school shared with all stakeholders. They have implemented a range of improvement actions which are focused on increasing students' academic attainment and enhancing their personal development. Students' achievement overall remains acceptable. Students' achievement in English, mathematics and science remains good in Phase 4 in particular. Most teachers demonstrate secure knowledge of their subjects which helps them to deliver learning which facilitates the development of students' knowledge and skills. Teachers' understanding of how students learn varies across phases, and it is better in Phase 4. The school's premises are adequate to meet the learning needs of students and the day-to-day management and operation of the school is appropriately organised. Leaders at all levels make adequate use of self-evaluation to assess the school's performance. They use the findings of self-evaluation as the basis of their improvement planning. Leaders' current evaluation of some aspects of the school's current performance is over-generous. Teachers' and students' relationships and interactions are positive, and students' attendance and punctuality are good.

KEY AREAS OF STRENGTH:

- The commitment of the principal, leaders and governors to provide an inclusive learning environment which promotes and facilitates students' academic progress and their personal development.
- The positive working relationships with parents.
- The self-discipline of students, their courteous relationships with each other and their teachers and their very good attendance.

KEY AREAS FOR IMPROVEMENT:

- The rigour and consistency of self-evaluation so that leaders accurately grade the school's performance against the criteria in the UAE School Inspection Framework.
- The quality of teaching and learning to improve students' achievement, including in all key subjects across Phases 1, 2 and 3.
- The rigorous use of assessment information to influence best practice in teaching and learning, making adaptations to the curriculum and accurately monitoring students' progress over time.
- Students' access to, and use of, learning technologies.

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	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	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. The school's internal data shows that students made outstanding progress in Phases 2 and 4 and good progress in Phase 3. This does not match with what was seen in lessons and in students' work, where most students in Phases 2 to 4 make progress that is in line with curriculum standards.• The school's internal assessment data shows that attainment is good in Phases 2 and 3 and very good in Phase 4. This does not match with what is seen in lessons and in students' work, which shows that most students in Phases 2 to 4 make progress in line with expectations. There are no international exams for Islamic education.• Most students make acceptable progress across all the phases. In Phase 2, most students show understanding of Islamic principles and values, and this is reflected in their daily lives and routines such as memorising bedtime supplication, and permission etiquettes in Islam. In Phase 3, most students understand Seerah and can talk about the life of the Prophet Muhammad (PBUH). They can recite and memorise Surat Ar-Rahman and talk about the general ideas derived from them. Their recitation skills and their ability to apply Tajweed rules are underdeveloped. In Phase 4, students can extend their discussions about various concepts such as equity and equality and 'Al Muharramat' in Islam. They can communicate and interpret the Noble Hadeeth successfully although a few cannot support their answers with verses from the Holy Qur'an and the Noble Hadeeth.• Most groups of students make expected progress. Higher and lower attaining students, including some special educational needs (SEN) students do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic principles and values, reflected in their daily lives and routines in Phase 2.• Students' knowledge of the life of the Prophet Muhammad (PBUH) in Phase 3.	<ul style="list-style-type: none">• Students' recitation skills of the Holy Qur'an verses in Phase 3.• Students' application of Tajweed rules in recitations in Phase 3.• Students' ability to support answers by referring to verses from the Holy Qur'an and the Noble Hadeeth in Phase 4.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a Second Language (ASL) overall is acceptable. The school's internal data shows that students make outstanding progress throughout all phases. This does not match with what was seen in lessons and in students' work where most students make progress that is in line with curriculum standards.• The school's internal assessment data shows that attainment is outstanding in Phase 1 (KG) and Phase 2 and very good in Phase 3, while it is outstanding in Phase 4. This does not match with what was seen in lessons and in students' work, which shows that most students in Phase 1(KG2) and Phases 2, 3 and 4 make progress that is in line with expectations. There are no international exams for ASL.• Most students make acceptable progress throughout each phase. In KG2 most children listen carefully and can identify, pronounce, and write different letters, including letter sounds. They can identify words with the same beginning and comprehend their meaning and use new vocabulary when speaking. In Phase 2, by Grade 4 most students build their phonetic skills and can read short texts correctly and infer the meaning of new vocabulary. In Phase 3, most students can select the right verbs and conjugate them accurately. Students make progress in reading texts, especially in Phase 4. They can use adverbs of time and place in a sentence and place them correctly in the text. A few students cannot read texts expressively with right intonation and diacritics and their reading for meaning skills are underdeveloped in Phase 2. In Phase 4, students develop their reading skills even more and can elicit specific information. They can use adjectives correctly in sentences. Students' communication skills in Arabic during lessons are less well developed, particularly in Phases 2 and 3. Students' extended writing skills in Phases 3 and 4 are underdeveloped.• Most groups of students make expected progress. Higher and lower attaining students, including students with SEN do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' pronunciation of phonetic sounds in KG2.• Students' ability to identify syllables and their use in spelling words in Phase 2.	<ul style="list-style-type: none">• Students' comprehension skills and fluency in reading in Phase 2.• Students' consistent use of Arabic as a means of communication throughout lesson activities in Phases 2 and 3.• Students' extended writing skills in Phases 3 and 4.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. The school's internal data shows that students make outstanding progress in Phase 2 and good progress in Phase 3 while it is very good in Phase 4. This does not match with what was seen in lessons and in students' work where most students in Phases 2, 3 and 4 make progress that is in line with curriculum standards.• The school's internal assessment data shows that attainment is good in Phases 2 and 3 and very good in Phase 4. This does not match with what is seen in lessons and in students' work, which shows that most students in Phases 2, 3 and 4 make progress in line with expectations. There are no international exams held for social studies.• Most students make acceptable progress across all phases. In Phase 2, most students can identify the Emirates of the UAE and ways to conserve resources by reusing, recycling, and reducing. Most Phase 3 students develop in-depth knowledge and understanding of geography, government and the national economy. They can talk about the geographical features of the UAE, describe the natural characteristics of the UAE, talk about the importance of its strategic location and the effects these have on the nation's economy. Students' skills in using maps are less developed. In Phase 4, most students show secure knowledge and understanding of the current UAE economy and can discuss the impact of the discovery of oil in the development of the economy. Their knowledge of UAE international relationships and the role of the UAE working in partnership internationally to advance global civilisation is less developed.• Most groups of students make expected progress. Higher and lower attaining students, including SEN students, do not always make the rates of progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 2 students' knowledge and understanding of environmental conservation.• Students' knowledge and understanding of the current UAE economy in Phase 4.	<ul style="list-style-type: none">• Students' skills in using maps in Phase 3.• Students' knowledge of UAE international relationships and the role of the UAE working in partnership internationally to advance global civilisation in Phase 4.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Students' achievement in Phase 4 is good. In lessons and in their work, most students make acceptable progress in Phases 1, 2 and 3, and good progress in Phase 4. This does not match with the school's internal data which shows good achievement in all phases.• Internal assessment data shows good attainment in all phases. External ASSET results show weak attainment in Phases 2 and 3 from Grades 3 to 9 and acceptable in the CBSE internal national examination. This is not seen in lessons and in students' work where most students attain in line with curriculum standards in Phases 1, 2 and 3 and the majority attain above curriculum standards in Phase 4.• Most children in Phase 1 listen attentively and can follow instructions. They communicate with their teacher and peers in simple sentences and sing rhymes. In Phase 2 students can decode words and write simple sentences. They can identify types of sentences and know the syntax of sentence formation along with the themes of stories. In Phase 3, students can summarise a story and write its main theme although only a minority can effectively communicate it to their peers. In Phase 4, students can write a range of informative and descriptive texts using the correct grammar and punctuation and make good use of literary devices. In Phases 2 and 3 students' extended writing skills are underdeveloped.• Most groups of students make expected progress. Girls in Phase 3 make better progress than boys. The majority of students in Phase 4 make good rates of progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to speak and write confidently on a wide range of topics in Phase 4.	<ul style="list-style-type: none">• Students' speaking skills in Phase 3.• Students' extended writing skills in Phases 2 and 3.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is acceptable overall. It is good in Phase 4. In lessons and in their work, most students in Phases 1, 2 and 3 make the expected progress. In Phase 4, the majority of students make good progress. This is not fully aligned to the school's internal data where progress is judged to be good in Phase 1 and acceptable in Phases 2 and 3.The school's internal assessment data shows attainment as outstanding in Phase 1, good in Phase 2 and acceptable in Phase 3. ASSET external data for Phases 2, 3 and 4 show attainment to be weak, although only a small minority of students took the exam. CBSE assessment data in mathematics show attainment to be acceptable in Phase 4. This is not reflected in lessons or in students' work where attainment is acceptable across all phases but good in Phase 4.The majority of students make good progress in Phase 4. In Phase 1, 2 and 3 most students' attainment are in line with curriculum standards. In Phase 1, most children can subtract single digit numbers orally, though a minority are not able to place the larger number first before subtracting. In Phase 2 most students understand the difference between 'like' and 'unlike' fractions and can add fractions with the same denominator. In Phase 3, most students develop proficiency in factorising polynomial equations although a few students struggle to factorise independently, especially when manipulating inverse proportion equations. In Phase 4, most students can use geometric coordinates to calculate the distance between two geographical points and can work together to calculate probabilities of events using dice and cards.Overall, most groups of students make the expected progress. The majority of students in Phase 4 make good rates of progress. High attaining students are not appropriately challenged in lessons to make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' understanding of how to add and subtract fractions with the same denominator in Phase 2.Students' use of geometric coordinates to calculate distance between 2 geographical points in Phase 4.	<ul style="list-style-type: none">Children's ability to subtract single digit numbers in Phase 1.Phase 3 students' ability to factorise polynomial equations independently.Phase 3 students' ability to manipulate inverse proportion equations.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. In Phase 4, it is good. The school's internal data shows that students make acceptable progress in Phase 1 and good progress in Phases 2, 3 and 4. This does not match with that seen in lessons and in students' work, where most students make progress which is in line with curriculum expectations.• Internal assessment data shows acceptable attainment in Phase 1 and very good attainment in Phases 2, 3 and 4. External ASSET results show weak attainment in Phases 1 and 2 but outstanding attainment in Phase 3, although only one student took the test. The CBSE results show Grade 10 students attain above curriculum standards. This is not seen in lessons and in students' work where most students attain in line with curriculum standards in Phases 1, 2 and 3. The majority of students in Phase 4 attain above curriculum standards.• Most students develop age-appropriate knowledge and understanding about life and the Earth. KG children can draw and label parts of a plant. In Phase 2, students learn the purposes of the different parts of a plant, and they can distinguish between fibrous and tap roots. In Phase 2, students make insufficient use of learning technologies for independent research. In Phase 3, students can identify components of an electric circuit. Students in Phase 4 can apply chemical reactions like neutralisation to produce salt in the laboratory. In the better lessons, students make real life connections and transfer learning to other areas, using accurate scientific terms. For example, in Grade 3 students understand the importance of plants to clean the environment. Students' skills in experimenting, recording and interpreting results are less well developed across the school. Their skills of scientific thinking, enquiry and investigation in laboratories are not well developed in Phases 1,2 and 3; they are better in Phase 4 where the majority of students conduct practical investigative laboratory work in physics, chemistry and biology lessons.• Overall, in Phases 1, 2 and 3 students make at least the expected progress. The majority of students in Phase 4 make better than expected progress. A few students with SEN make less than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' basic knowledge and understanding of scientific concepts across the school.• Students' use of accurate scientific terms, especially in Phase 4.	<ul style="list-style-type: none">• The use of learning technologies to improve research skills and independent learning in Phase 2.• Students' skills in experimenting, recording and interpreting results across the school.• Students' scientific thinking, enquiry and investigation and increased laboratory work in Phases 1, 2 and 3.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. In lessons and in their work, most students make expected progress across all phases. This concurs with the school's internal data which show that most students make acceptable progress.• There is no external data presented by the school for other subjects. Internal assessment data show attainment is acceptable. This is reflected in lessons and in students' work where most students attain in line with curriculum standards.• In Phase 1, children develop basic drawing skills through colouring pictures of fruits and vegetables, although their colour mixing skills are less well developed. In Phases 2 and 3 students develop basic artistic skills in unstructured lessons in art. For example, in Grade 6, students can connect art with real life through designing a poster about saving the environment. In Phase 4, students in ICT develop well their programming skills and can write simple programmes using specialist software. Students in all phases develop their linguistic skills in Hindi and Urdu. They can read, comprehend texts and communicate their understanding. Hindu and Urdu writing skills are weak in Phase 3. In PE, most students improve their agility, strength, speed, and power through exercises such as push-ups, planks, crunches, stretching and running. In accountancy, Grade 12 students understand cash flow and its effect on businesses; although their ability to calculate cash flow, using standard formulas is underdeveloped.• Overall, all groups of students make at least expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' coding skills in Phase 4.• Students' linguistic skills in Hindi and Urdu in all phases.	<ul style="list-style-type: none">• Children's colour mixing skills in Phase 1.• Students' writing skills in Hindu and Urdu in Phase 3.• Students' ability to calculate cash flow using standard formulas in Grade 12.



Learning Skills

- Students' learning skills are acceptable overall, except in Phase 4 where they are good. Across all phases students are enthusiastic learners. They respond well to teachers' direction and do what they are asked to do with increasing responsibility. Phase 4 students take ownership of their learning and make regular use of the laboratory to conduct experiments to develop their scientific skills.
- Students enjoy working collaboratively across all phases when given the opportunity. For example, children in KG2 work effectively together to share their ideas about the sounds baby animals make and the changes in seasons during their free play in activity time. In Phase 4, group work is a regular feature of lessons; for example, Grade 10 mathematics students work collaboratively to solve probability problems. Positive interactions are less evident in Arabic lessons in the higher phases as students' language skills are less developed, limiting their confidence to communicate with their peers in Arabic, especially in Phases 2 and 3.
- Connections between areas of learning and how these relate to students' understanding of the world is a developing feature across subjects. Students make connections to contexts that are familiar to them; for example, Grade 3 students learn about the medicinal properties of plants and make connections to the national tree of the UAE, the Ghaf tree. In Phase 4 students in English can apply an aspect of their learning to their personal experiences when reading a poem 'Father and Son' and speak about how their close childhood bonds had changed to 'hesitation and a reluctance to share', attributing it to the generation gap.
- The use of learning technologies is limited to a certain number of classes in the higher grades where, when used effectively, it enables students to demonstrate their skills; for example, Grade 12 students proficiently use the interactive whiteboard during lessons. In the lower phases, without the resource students rely on sharing small visuals and pictures which impedes the levels of students' learning and engagement. Critical thinking is an emerging feature in lessons across phases. It is evident in better lessons such as Grade 11 chemistry. Students use their critical thinking skills to investigate the levels of salts in different brands of shampoos and conduct tests to identify the type of salt affecting the quality of shampoo. In Phases 1, 2 and 3 students lack skills for enterprise and innovation.

Areas of Strength

- Students' responsible attitudes, enthusiasm and interest in their learning in all phases.
- Students' ownership of their learning and critical thinking skills in Phase 4.

Areas for Improvement

- Students' Arabic speaking skills in Phases 2 and 3.
- Students' use of learning technologies to carry out research, communicate and document their work across all phases.
- Students' skills for enterprise and innovation particularly in Phases 1, 2 and 3.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none"> Students across the school have positive attitudes towards their learning. They demonstrate self-reliance and respond well to critical feedback in lessons. Students take an active part in school life through planned responsibilities, volunteering activities and social contributions. They understand their roles as citizens and respond to the opportunities provided by the school. Students respect and follow school rules both in and outside the classroom across the school. They are courteous and respond well to other students. Students report that the incidents of bullying which are very rare, are dealt with promptly. A few students are given responsibility in lessons and in extra-curricular activities to take leadership roles in organising events at school. The Students' Council members offer help to students regularly. Students demonstrate general understanding of safe and healthy living. They receive guidance about diet from the school nurse and participate in dedicated healthy food days in KG, but occasionally make ill-informed choices about their own health and nutrition in other phases by bringing unhealthy snacks to school. Attendance is very good at 97%. During the review most students were punctual. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Students demonstrate an adequate appreciation and understanding of how Islamic values influence their society. They show respect for one another. Some students perform prayers in the school while others are involved in a variety of Islamic events. For example, in Phase 3 students can recite and memorise Surahs and speak confidently about their meaning while in Phase 4 students explore concepts such as equality. Students show a very clear understanding and appreciation of UAE heritage, culture, and values. They show their respect and appreciation to the UAE leaders and feel proud of their country. Displays in school celebrate UAE culture and heritage. Students sing the national anthem in morning assemblies respectfully. Morning assemblies include presentations about sustainability and the UAE's leadership vision. Students celebrate National Day, Flag Day and Martyr's Day. 				



<ul style="list-style-type: none">Students demonstrate a clear understanding and appreciation of their own culture and other cultures. There are many students of different nationalities which enables them to appreciate each other's culture. The school holds a cultural day where students enjoy celebrating each country's costume, food, music and dance.				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Students are aware of their responsibilities in the school community. The Students' Council is an effective forum for students to play a positive role in the life of the school and show commitment and social responsibility. Students participate in volunteering activities to support their community.Students enjoy their work and are happy to be involved in activities but rarely initiate them. They make valid and helpful contributions to projects or other activities such as recycling, often as passive participants. Their decision-making skills are reasonable if underdeveloped. Nevertheless, they undertake some creative innovative work, such as a club for innovation where students conduct some research, projects, and experiments.Students are aware of environmental matters, including sustainability. They develop their understanding and values towards the environment through moral education and environmental science in Phase 2. They participate in projects to improve their school's environment; for example, eliminating the use of plastic cups in the school in the 'Say no to plastic' campaign. The Students' Council organises awareness projects and students participate in a limited range of activities that support sustainability and conservation in the local and wider environment.				
Areas of Strength:				
<ul style="list-style-type: none">Students' positive attitudes towards their learning.Students' self-discipline and their courteous relationships with each other and their teachers.Students' attendance and punctuality across all phases.				
Areas for Improvement:				
<ul style="list-style-type: none">Students' understanding of safe and healthy lifestyles.Activities for students to contribute to environmental awareness and volunteering to develop their enterprise and innovation skills.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none">• Most teachers demonstrate secure knowledge of their subjects which helps them deliver learning which facilitates the development of students' knowledge and skills. Teachers' understanding of how students learn varies considerably across phases, and it is better in Phase 4.• Teachers plan lessons adequately in line with most students' abilities. Classrooms support and facilitate students' knowledge and skills' development. The use of resources to support and enhance students' learning varies across the school. Teachers' use of learning technologies is underdeveloped. Teachers' time management and their use of resources varies considerably across the school, impacting negatively on students' progress.• Positive teacher and student interactions promote students' sustained engagement. For example, in Phase 4 teachers promote lively debates in subjects such as English mathematics and science. Most teachers use basic questioning techniques to assess students' understanding and to ascertain gaps in students' knowledge. In Phase 4, teachers make best use of more challenging questions which help to extend students' learning and facilitate the use of students' higher order thinking skills. Teachers use 'think, pair and share' techniques well to promote collaboration, particularly in Phase 4. Differentiated tasks for students of varying abilities are used by most teachers. Most differentiated tasks are often too brief and are not used effectively, or consistently, to facilitate students' sustained knowledge and skills' development, especially for high attaining students.• Teachers in Phases 1, 2 and 3 do not consistently promote students' skills in critical thinking, problem-solving, innovation, enterprise or independent learning. Teachers in Phase 4 use various approaches and learning activities which enable students to develop and strengthen their critical thinking skills; for example, in English lessons teachers regularly use topical discussion and debate to elicit informed responses from students that enhance their understanding and awareness of writing for different purposes.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The school conducts diagnostic tests at the beginning of the school year in Arabic, English, and mathematics, which provide teachers with information about students' starting points and				

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gaps in their knowledge, skills and understanding. This information is incorporated into action plans with few measures of how the impact on students' progress will be gauged. Regular periodic assessments in key subjects are linked to the curriculum and provide reliable information about students' academic progress aligned to CBSE and UAE standards. Students' social and personal development is graded using the CBSE five-point scale for co-scholastic areas.

- The school uses international benchmarking tests including ASSET, TIMSS and PISA, in the previous academic year, to assess their students' performance against international standards. The school's use of this information in planning for learning varies across each phase. School leaders have recognised that the number of students registering for the ASSET examination was low in the previous year, and it has made the test mandatory this year for all the relevant students, as a result. At the time of the review, the school has not yet received any published results.
- Assessment information is used to inform teaching and learning and in the planning of the curriculum in all subjects in line with CBSE standards although it is not always used consistently and rigorously by academic supervisors and heads of department to monitor students' performance in Phases 1, 2 and 3. Teachers' use of assessment outcomes is consistent, especially in planning learning to meet the needs of all students, especially high attainers and students with SEN. Most teachers know the strengths and weaknesses of individual students and provide some challenge and support. Most teachers provide basic feedback to students which enables them to assess their strengths and areas for development, The quality of this feedback lacks consistency in Phases 1, 2 and 3. In Phase 4, teachers' feedback is more constructive, enabling students to identify clearly what they need to do to improve.

Areas of Strength:

- Teachers' use of questioning in Phase 4.
- The use of baseline assessments to identify students' starting points.

Areas for Improvement:

- Teachers' time management and use of resources, particularly learning technologies to maximise students' learning and progress.
- The use of assessment information to influence teaching, the curriculum and to monitor students' progress more precisely in Phases 1,2 and 3.
- The use of teachers' constructive feedback to enable students in Phases 1, 2 and 3 to identify areas for improvement and extend their learning.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is reasonably broad and balanced. It is aligned to the requirements and standards of the CBSE curriculum. The curriculum promotes the progressive development of children's and students' knowledge and skills, predominantly knowledge acquisition. The curriculum for ASL is less well-developed.
- The curriculum provides continuity and progression and meets the needs of the large majority of students. Students are adequately prepared for their next stage of education. Phase 3 and 4 students are provided with ample choices to nurture their talents, interests and aspirations. They can choose from commerce and science streams with an option of choosing PE or computer science. Marketing as a subject is introduced as an additional area of learning from Grade 9. The choice of learning a second language is offered to all students from Grade 1 in Hindi, Urdu or Malayalam for Indian and Pakistani students and students of other nationalities are offered special English.
- Across the school, the curriculum incorporates appropriate opportunities for students to link different learning areas. Students make connections between English and science along with real-life links to the UAE. The inclusion of links lacks consistency across all subjects and phases. The school conducts regular reviews to develop its curriculum. This has led to a robust reading programme, the introduction of phonics in KG and marketing as an optional subject in Phase 4. Participation of students is now mandatory in benchmarking ASSET tests.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
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- The curriculum is adequately modified to meet the needs of most students across all phases. Modifications to meet the needs of high attainers and students with SEN are underdeveloped.
- The school provides an appropriate range of extra-curricular activities such as extra lessons on a Sunday, an Innovation Club, and yoga classes. Students engage in a few community activities, for example, they have contributed to raising funds for families in Gaza. Activities to develop students' enterprise and innovation skills are under-developed.
- Teachers integrate appropriate content into the curriculum to promote students' clear understanding of UAE values and culture. For example, children learn to sing the names of the Emirates and identify the national food, attire, and leaders of the UAE. Students take part in National Day celebrations both in school and in the local Al Dhaid Club.



Areas of Strength:

- Curriculum choices for students in Phases 3 and 4.
- The additional lessons for students in Phases 2, 3 and 4 which further develop their knowledge and understanding.

Areas for Improvement:

- Further development of the curriculum for ASL.
- The modification of the curriculum to meet the needs of all groups of students, including higher attaining students and students with SEN.
- Activities to develop students' enterprise and innovation skills.
- Students' connections between subjects, and real-life links to UAE culture and national priorities.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
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 are good overall. Procedures for safeguarding are effective. There are monitors in each classroom and the teacher monitors students' well-being. All staff are trained in child protection policies and procedures.The school provides a safe environment. Students are well supervised, including on school transportation. The premises are clean and well maintained. The school does not have a lift to allow access for those students with restricted mobility to gain access to all classrooms and facilities. The school maintains accurate and secure records, including records of incidents and subsequent actions.The school promotes healthy living, predominantly through workshops and assemblies, and daily checks of lunch boxes during break time. In KG, staff usefully promote healthy eating for children through a 'sandwich day' to teach children how to prepare and eat healthy food, however, other students do not always bring nutritional snacks to school. The school canteen premises are adequate and well maintained.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships between staff and students are effective and positive. Behaviour management is consistently good with a strong prefect system in place to complement the school's policies. Students manage their own behaviour effectively and attendance and punctuality are good.The school has a system to identify SEN and G&T students through a benchmarking examination at the beginning of the school year.Specialist staff are available for SEN students. Support for SEN and G&T students is inconsistent in lessons across phases.Students' well-being and personal development are monitored throughout the year through the strong pastoral system.Career guidance, including visits to education fairs and student surveys, helps Phase 4 students to pursue their career aspirations.				
Areas of Strength:				



- The systems and procedures for managing students' behaviour.
- The school's maintenance of accurate and secure records, including records of incidents and subsequent actions.
- The positive relationships between staff and all students.
- The good maintenance of buildings and equipment.

Areas for Improvement:

- The suitability of premises and facilities for all students, including those with SEN and those with reduced mobility.
- The consistency of support for students with SEN and those identified as G&T.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall

Indicators:

The effectiveness of leadership

Acceptable

- The overall effectiveness of leadership is acceptable. The principal and his leaders and governors have set a clear vision aligned to providing an inclusive learning environment which promotes and facilitates students' academic progress and their personal development. The leadership team demonstrates a commitment to UAE national priorities and the school is inclusive for those students with SEN.
- The principal and his senior leadership team demonstrate an understanding of the curriculum and best practices in teaching, learning and assessment. Academic supervisors' and heads of departments' understanding of best practices in teaching, learning and assessment is less well developed. Leaders at all levels are clear on their roles and responsibilities and morale at the school is positive. Leaders across the school demonstrate capacity to achieve the required improvements. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Self-evaluation and improvement planning

Acceptable

- Leaders at all levels make adequate use of self-evaluation to assess the school's performance. They use the findings of self-evaluation as the basis of their improvement planning. Leaders use adequate processes to monitor the quality of teaching and learning across the school. The current lesson observation process focuses too much on teachers' performance, rather than students' progress. Leaders, generally make effective use of assessment information, including external examination results, to identify areas of underperformance and plan improvements, including providing extra lessons on a Sunday to further improve students' knowledge and skills. Leaders' evaluation of some aspects of the school's current performance is over-generous, and not aligned accurately enough to the UAE School's Inspection Framework.

Partnerships with parents and the community

Good



- The principal and his leaders have established and maintained effective working partnerships with parents. Parents are kept well informed about their children's progress and leaders consider parents' views when planning improvement actions. For example, they have addressed parents' concerns about safety when dropping off their children at school. Parents take an active involvement in the school, including participating in 'sandwich day' to teach KG children how to prepare and eat healthy food. Leaders and teachers communicate effectively with parents, including WhatsApp groups, where they regularly inform parents of their children's progress. Parents receive formal and informal reports which inform them of how their children are progressing in all subjects. There are frequent opportunities for parents to visit the school for meetings to discuss their children's progress.
- There are a few links with other schools, for example, the school participates in the inter-school competition for all Indian schools in Sharjah. Parents also take an active involvement in the school's cultural events; for example, 'La Fiesta' where the school promotes and celebrates cultural diversity and recognises students' achievements.

Governance

Acceptable

- The governing board includes the owner's representative and a principal from a local school. They meet regularly with the principal and regularly seek the views of stakeholders, including parents. Governors have adequate knowledge of the school and are aware of their role in driving improvements and ensuring that the school meets all its statutory requirements, including compliance with health and safety procedures. They do not have a sufficiently well-developed knowledge and understanding of students' overall academic performance, and this impacts negatively on their ability to consistently challenge leaders to quicken the pace of improving students' outcomes in all subjects, especially in international benchmarking tests.

Management, staffing, facilities and resources

Acceptable

- The day-to-day management and operation of the school is appropriately organised. Routines ensure the smooth running of the school, including accurate timetabling and well-organised transportation arrangements for children and students arriving and departing from school. Most teachers are suitably qualified and receive regular, and relevant training, aligned to the key areas that require improvement. Staff complete mandatory training in safeguarding. Learning areas are mostly adequate, and classrooms are basically resourced with most having a smartboard. Most classrooms are suitable to accommodate student class sizes and are decorated with students' work and achievements. Resources and facilities are generally adequate to support students' learning needs with further improvements acknowledged for students with reduced mobility. The school includes 3 science laboratories,



a suitably resourced library, 2 computer suites and an outdoor grassed area for PE. The computers in one of the computer suites are old and would benefit from being upgraded.

Areas of Strength:

- The commitment of the principal and his leaders and governors to providing an inclusive learning environment which promotes and facilitates students' academic progress and their personal development.
- The positive working relationships with parents.
- The day-to-day management of the school.

Areas for Improvement:

- The rigour and consistency of self-evaluation to ensure leaders accurately grade the school's performance against the criteria in the UAE School Inspection Framework.
- Academic supervisors' and heads of departments' ability to analyse and use assessment data effectively and consistently to identify underperformance and increase the pace of improvement planning, including in teaching and learning.
- Governors' understanding and awareness of all the school's areas for improvement, especially students' achievement.
- Learning resources, including learning technologies, and improving some areas of the learning environment, including for students with reduced mobility to improve students' learning.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has 8 Arabic teachers with a teacher to student ratio of 1:120.
- The school has approximately 473 Arabic library books comprising 242 fiction and 231 non-fiction books.
- Students in Grades 3 to 8 are encouraged by their respective Arabic teachers to go to the library to read. A weekly period is scheduled for these grades as the school has dedicated one of the Arabic classes for improving students' reading skills. The deployment of technology to support students' reading skills is very limited.
- All students who learn Arabic have access to the library during break times. The extra-curricular activities for Arabic, including competitions and quizzes, are underdeveloped.

The school's use of external benchmarking data

- The school used international benchmarking tests including ASSET, TIMSS and PISA in the previous academic year to assess students' performance against international standards. Student participation in the ASSET test in the previous academic year was significantly low due to a range of reasons including parents on low incomes having to pay for the test, and their lack of understanding of international benchmarking tests. School leaders have recognised this and agreed to subsidise the cost of the test for some parents. They have also made the test mandatory for all the relevant students. All students (619) from Grade 3 to Grade 9 sat the ASSET examination in January 2024. The school has not yet received any published results.
- Leaders have implemented a range of supportive strategies to better prepare students for external benchmarking exams. For example, they have provided weekly sessions which focus on developing students' higher-order thinking skills, so they are best prepared to interpret, and understand the style of questioning in the international benchmarking examinations. Leaders have also implemented the 'HOTS' programme, where teachers develop students' higher-order thinking skills by asking key questions in lessons related to questions derived from their analysis of previous ASSET examinations. Academic supervisors have created WhatsApp groups where teachers share resources, including previous examination questions and learning activities which promote key skills, including critical thinking and inquiry skills.
- Students are made aware of their international test results through informal discussions with academic supervisors and teachers. This includes informative constructive feedback which helps students identify their areas of strength, as well as specific areas of knowledge and understanding that they need to further develop.
- Leaders ensure that parents receive timely and informative information relating to their children's performance in international benchmarking tests. This includes receiving information through social media applications, for example, WhatsApp, where they can access the examination board's website to view their children's results. Meetings with parents confirm that they receive timely information relating to their children's performance.

**School Performance Review of Al Sabah Indian Pvt. School
5 - 8 February 2024**

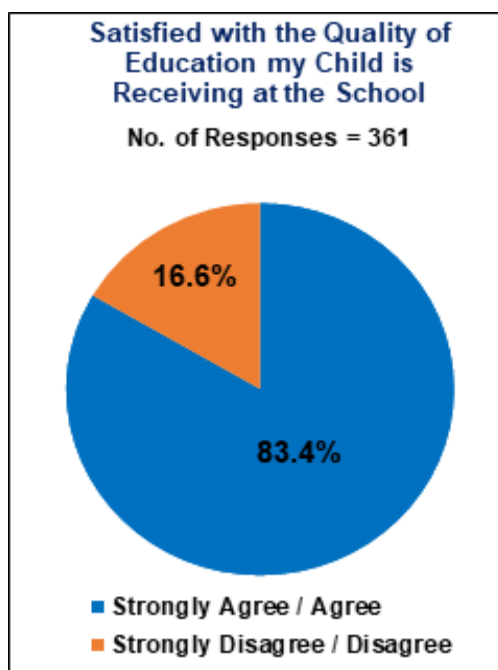


Provision for KG

- The school has 10 teachers in the KG section, 5 for KG1 and 5 for KG2 classes. There are 2 additional assistant teachers and 4 support staff to provide a child ratio of 1:25. The assistant teachers are used for covering classes and are timetabled to provide additional support for teachers.
- Classes sizes are adequate, and children have space to move freely around the environment, which is limited to 25 children per class. Corridors and classrooms have age-appropriate and well-presented displays which reflect the areas of learning and showcase children's work. Resources in classrooms are limited; a reading corner with one set of reading books is accessible and an activity room is available which is timetabled for use by all KG classes.
- The shaded outdoor environment has a range of resources which promote physical development such as a large sand area, slides, swings, and a climbing frame which has protective materials fitted to prevent injury. A limited number of additional resources such as chutes, hoops and spades are also available for outdoor play.
- Clear induction processes and procedures are in place; parents attend welcome tours to become familiar with the school and receive information through WhatsApp voice messages. Effective school systems support smooth transitions to Grade 1 which include information sharing meetings with KG2 and Grade 1 teachers. Children and parents also have opportunities to meet their new teacher and show and tell sessions have been introduced specifically to improve children's English speaking and listening skills in readiness for Grade 1.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Further improve students' achievement, including in all key subjects across Phases 1, 2 and 3 by:
 - developing students' skills in English, mathematics, science and Arabic.
 - developing students' ability to make links between different subject areas.
 - developing students' skills to research, think critically, and apply their learning to familiar and non-familiar contexts.
 - improving students' communication skills in Arabic in Phases 2 and 3.
 - improving students' knowledge of UAE international relationships and the role of UAE partnering internationally to advance global civilisation.
- Continue to improve the rigour and accuracy of school's self-evaluation and improvement planning through:
 - increasing further the rigour and consistency of self-evaluation by accurately measuring the school's performance against the criteria in the UAE School's Inspection Handbook.

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- increasing academic supervisors' and heads of departments' ability to focus sharply on the impact of specific improvement initiatives on students' academic achievement and personal development.
- improving governors' understanding and awareness of all the school's areas for improvement, especially students' achievement.
- Further improve teaching, learning and assessment in all subjects by:
 - raising expectations of what students can achieve across the school by sharing accurate assessment information and knowledge of best practices in teaching and learning, especially in Phases 1, 2 and 3.
 - enhancing students' innovation, enterprise critical thinking and problem-solving skills by planning and implementing a range of inquiry-based activities.
 - implementing effective supportive strategies for learners with less well-developed knowledge and skills, including those with SEN, to enable them to make progress in line with their peers.
 - providing regular opportunities for high attaining students to extend their knowledge and skills through challenging learning activities.
 - sharpening teachers' time management and more effective use of resources, particularly learning technologies to maximise all students' learning and progress.



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.