



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme  
**School Performance Review (SPR)  
Report**

**SHARJAH INDIAN PRIVATE SCHOOL  
BRANCH JUWAIZA  
16 - 19 January 2023**

**Overall Effectiveness**

**ACCEPTABLE**



إتقان ITQAN





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## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement**, comprising:

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

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

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

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

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

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

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

**Performance Standard 6. Leadership and management**, comprising:

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



## Judgements

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




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

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

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



## SCHOOL INFORMATION

School	School ID	202	
	School location	Juwaiza, Sharjah	
	Establishment date	31/01/2018	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body	Central Board for Secondary Education	
	Examination Board	Central Board for Secondary Education	
	National Agenda Benchmark Tests/ International assessment	PISA, EMSAT, ASSET	
	Fee range	AED 4,400 to 6,950	
	Staff	Principal	Mr Mohammed Ameen
		Chair of Board of Governors	Adv. YA Rahim, President of Indian Association, Sharjah
Total number of teachers		310	
Total number of teaching assistants		0	
Turnover rate		5%	
Main nationality of teachers		Indian	
Students		Teacher: student ratio	1:18
	Total number of students	5514	
	Number of Emirati students	0	
	KG: number and gender	N/A	
	Primary: number and gender	Total 2970: Boys 2970	
	Middle: number and gender	Total 1204: Boys 1204	
	High: number and gender	Total 1340: Boys 1340	
	Nationality groups	1. Indian	
	Total number of students with special educational needs	60	

## PROGRESS JOURNEY

Previous Inspection (2019):	Current Review:
<b>ACCEPTABLE</b>	<b>ACCEPTABLE</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of eight reviewers' 225 lesson observations, 72 of which were carried out jointly with school leaders.

### **SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:**

The school's overall effectiveness is acceptable. This is the same judgements as the previous review. The school thrives on strong relationships and the care and personal development of students is good. School leaders are committed, with clear roles and responsibilities aligned with the requirements of the curriculum. Well organised systems and routines promote a positive learning environment, and the impact of teaching enables most students to achieve in line with curriculum expectations. While most teachers have secure subject knowledge, their understanding of the learning needs of different groups of students is more limited. The use of assessment information, including performance data, is also not well developed. The school strives to provide a safe and welcoming environment for all. However, systems to identify and support gifted and talented students, as well as those who have special educational needs (SEN), are still being established. School leaders are committed to tackling the recommendations from the previous review. However, improvement plans place greater emphasis on resources and facilities, than on improving students' achievement.

### **KEY AREAS OF STRENGTH:**

- Students' good achievement in English, mathematics and science in High Phase.
- Teacher-student relations are positive which help to promote the good behaviour of students.
- Effective provision for the safety and personal development of students.
- Strong links with the Emirati culture and society.

### **KEY AREAS FOR IMPROVEMENT:**

- Improve students' achievement, especially in Primary and Middle Phases, and in Islamic education, Arabic and UAE social studies across all phases.
- Thorough analysis and use of assessment data to inform lesson planning to meet the needs of all groups of students.
- Effective systems to identify and support students with special educational needs, and those who are Gifted and Talented (G&T).
- Systematic and rigorous data-driven self-evaluation and improvement planning.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement overall is Acceptable**

Indicators:		KG	Primary	Middle	High
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 a Second Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
English	Attainment	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Acceptable	Acceptable	Good
Mathematics	Attainment	N/A	Acceptable	Good	Good
	Progress	N/A	Acceptable	Good	Good
Science	Attainment	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Learning Skills		N/A	Acceptable	Acceptable	Acceptable





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is acceptable overall. This is not in line with the school's internal data, which shows that students make outstanding progress. Overall, most students make progress in line with curriculum expectations.</li><li>• Attainment is acceptable across all phases. School internal data shows that attainment is outstanding. This is not seen in lessons and students' work, where most students' attainment is in line with curriculum standards.</li><li>• Most students in Primary Phase develop adequate skills to read and explain verses from the Holy Qur'an and Nobel Hadeeth, but their reading accuracy is less well developed. In Middle Phase, most students learn how to apply Islamic values and principles adequately, but their understanding of how these values relate to real life needs further development. In High Phase, most students improve their skills to read accurate verses from the Holy Qur'an and link them to real life, but their ability to recite according to Tajweed rules is inconsistent.</li><li>• All groups of students make acceptable progress, although higher achieving students do not always make as much progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of the Holy Qur'an and Nobel Hadeeth Sharif in Primary Phase.</li><li>• Students' knowledge of values and principles of Islam in Middle Phase.</li></ul>	<ul style="list-style-type: none"><li>• Students' application of Tajweed rules in all phases.</li><li>• Students' abilities to memorise the Nobel Hadeeth in Primary and Middle Phases.</li></ul>



<b>Arabic as a Second Language</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a second language (ASL) is acceptable overall. In lessons and in their work, most students make acceptable progress in all phases. This does not match the school's internal data which shows all students make very good progress in all phases.</li><li>• Overall, students across all phases reach acceptable levels of attainment. This is not seen in the school's internal data which shows attainment to be outstanding in Primary and High Phase, and good in Middle Phase.</li><li>• Most students make progress in line with expectations. Primary and Middle Phase students' speaking, listening, and reading skills improve in line with curriculum standards. They can read correctly, acquire new vocabulary, and use it effectively in simple sentences. In High Phase, most students can use more challenging vocabulary and use it to communicate with meaning across a variety of contexts. Nevertheless, overall, students' extended writing skills are less well developed across all phases. Students' skills to read expressively are also less well developed.</li><li>• All groups make the expected progress overall. Higher achieving students do not always make sufficient progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' listening and reading for comprehension skills in Middle Phase.</li><li>• Students' use of vocabulary to construct sentences and communicate with meaning in High Phase.</li></ul>	<ul style="list-style-type: none"><li>• Students' expressive reading skills.</li><li>• Students' extended writing skills in all phases.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is acceptable overall. In lessons and in their work, most students make acceptable progress in all phases. This does not match with the school's internal data which shows students make outstanding progress in Primary and Middle Phases, and very good progress in the High Phase.</li><li>• Attainment overall is acceptable. In lessons and in their books, most students attain in line with curriculum standards. However, this does not align with the school's internal data which shows attainment is outstanding in Primary and Middle Phases, and very good in High Phase.</li><li>• Most students make acceptable progress in their knowledge and understanding of the history, geography, and economic developments of the UAE. In High Phase, most students demonstrate at least adequate knowledge and understanding of the UAE's environmental challenges and geographical features. They develop skills to make connections to their surroundings and other subjects like science while learning about the environment. However, in the Primary and Middle Phases, most students gain limited knowledge of the impact of globalisation, including the factors that shape nations, global governing structures, and the effects of technological developments on societies and social change. Students lack skills to use maps in lessons across Primary and Middle Phases.</li><li>• Overall, most groups of students make expected progress. Higher achieving students do not progress as well as they could, particularly in Primary Phase.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge and understanding of geographical features, economic and environmental developments in the UAE in High phase.</li><li>• Students' ability to make real life connections to other subjects in High Phase.</li></ul>	<ul style="list-style-type: none"><li>• Students' understanding of globalisation in Primary and Middle Phases.</li><li>• Map work in the Primary and Middle Phases.</li></ul>



English	<ul style="list-style-type: none"><li>• Students' achievement in English is acceptable overall. It is good in High Phase. This does not match with the school's internal data, which shows most students make outstanding progress in Primary Phase and good progress in Middle Phase. However, in High Phase, the school's data is accurate.</li><li>• Students' attainment in English is acceptable overall, and good in High Phase. The school's internal data differs from this in Primary Phase and High Phase, where it is outstanding and very good respectively. The school's external data shows attainment to be outstanding in the Primary Phase, and good in the Middle and High Phases. A minority of students who took the ASSET examination attain above expectations.</li><li>• Most students make acceptable progress in lessons in Primary and Middle Phases. In Primary Phase, they make progress in listening to and reading stories and can identify and make sentences with suitable prepositions, such as those showing movement. By Middle Phase, students can read and comprehend texts such as "Seven Ages of Man" by William Shakespeare. However, their language skills are only in line with expectations. In High Phase, students' achievement accelerates, they are able to critically appreciate poetry, identifying the appropriate poetic devices. Most students, have adequate skill to express their ideas. Students in High use reported speech effectively and accurately. However, students' independent writing skills are less well developed across all phases.</li><li>• Overall, most groups of students make progress which is at least in line with curriculum standards. Higher achieving students do not always progress as well as they could across all phases.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' ability to read and comprehend texts for their age.</li><li>• Students' speaking skills in High Phase.</li></ul>	<ul style="list-style-type: none"><li>• Students' independent writing skills across all phases.</li><li>• Students' skills to express their ideas verbally with greater depth in Primary and Middle Phases.</li></ul>



Mathematics

- Students' achievement in mathematics is acceptable overall. It is good in Middle and High Phases. Most students make acceptable progress, with students in Middle and High making good progress overall. The school's internal data matches the progress seen in lessons in these two phases. However, school data for the Primary Phase shows good progress, this does not align with the judgement of acceptable progress for this phase.
- Attainment in mathematics is acceptable overall, it is good in Middle and High. The school's internal data indicates acceptable attainment, with very good attainment in the Primary Phase and acceptable attainment in Middle and High Phases. External examination data in High indicates attainment as good overall, which aligns with that seen in lessons. In the external ASSET examination, taken by a minority of students, attainment exceeds UAE expectations in Primary and High Phases.
- Students in Primary make progress in line with curriculum standards, although those in Middle and higher phases make better than expected progress. In Primary, students develop their understanding of simple mathematical operations, and go on to apply this understanding effectively in the Middle Phase. Their understanding of shape and geometry also progresses well, from accurate measurement using a variety of units, to deriving and applying the formulae for 2D shapes in Middle Phase. In High Phase, the majority of students make better than expected progress. For example, they build on their knowledge in Middle, deriving appropriate methods for calculating surface area and volumes. Most students' mathematical skills of problem-solving, mathematical thinking and interpretation are less well developed, particularly in the Primary, as they often rely on the teacher in order to solve word problems.
- Overall, most groups of students make at least expected progress, but higher achieving students do not always progress as well as they could.

**Areas of Strength**

- Students' achievement in Middle and High Phase, including their ability to derive and apply different methods and techniques.
- Students' understanding of shape and geometry in Primary and Middle Phases.

**Areas for Improvement**

- Students' ability to solve mathematical problems independently, especially in Primary Phase.
- Students' skills in mathematical thinking, problem-solving and interpretation.



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable overall. It is good in High Phase. In lessons and their work, most students make progress in line with curriculum standards. However, in High Phase, most students make better than expected progress. However, this does not fully align with the school's internal data which shows outstanding progress in Primary and good progress in Middle and High.</li><li>• Students' attainment in science is acceptable overall, it is good in High Phase. Internal assessment data shows outstanding attainment in Primary and acceptable attainment in the other phases. External examination data shows attainment is outstanding in Primary and good in Middle and High Phases, although only a minority of the students sat the examination.</li><li>• Most students make acceptable progress except in High where it is good. Students in Primary and Middle Phases develop their scientific skills of inference and investigation and apply it to issues such as water shortage or pollution and provide possible solutions. Primary Phase students demonstrate their understanding of concepts like evaporation, they are less confident in recording observations. By Middle Phase, students develop an understanding of more complex environmental issues like waste disposal and the national 3R strategy, drawing conclusions about the environment in the UAE. Practical and laboratory skills are developed in High Phase where students work independently with microscopes to prepare slides for determining cell structure. However, scientific skills of enquiry, thinking and investigating are less well developed in Primary and Middle Phases.</li><li>• Overall, most groups of students make acceptable progress, however, lower achieving students do not always make sufficient progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Younger students' skills to infer.</li><li>• Students' knowledge and understanding of scientific facts, especially in High Phase.</li></ul>	<ul style="list-style-type: none"><li>• Scientific skills of enquiry, scientific thinking, practical and investigation in Primary and Middle Phases.</li></ul>



Other subjects

- Students' achievement in other subjects is acceptable overall. It is good in P.E. and music in Primary Phase, where the majority of students make above expected progress. Overall, most students progress in line with curriculum standards.
- Attainment in other subjects is acceptable overall. The school does not gather internal data for other subjects, as most internal assessment is informal and based on observation, particularly in the Primary and Middle Phases. In the external assessments, lessons and in their recent work, students' attainment in Accounting, Business Studies, Economics and Entrepreneurship are broadly in line with curriculum standards.
- Most students in Middle and High Phases make good gains in knowledge, skills and understanding in PE. They demonstrate improving skills and understanding, such as dribbling and passing in basketball and teamwork in volleyball with effective skills of collaboration. Music lessons are taught only in Middle Phase, where students develop their choral singing skills. In Business Studies, Economics and Accounting, students gain knowledge and understanding of concepts such as the importance of resources to set up businesses, the role of supply and demand to determine prices of commodities and factors causing inflation. In ICT lessons, students develop skills to use a range of computer programs like Python confidently, especially in High Phase. In other languages like French, Hindi and Malayalam, students develop age-appropriate skills of listening, speaking and reading, but their independent writing skills are less developed. In Art and Moral Education, most students make progress in line with curriculum standards across all phases. In Art lessons, students develop their ability to draw confidently, but rarely develop appropriate artistic techniques in significant depth. In Moral Education lessons, students in Primary Phase express their feelings positively towards family, friends and school.
- Most groups of students make the expected progress, higher achieving students do not always make sufficient progress.

**Areas of Strengths**

- Students' ability to collaborate, particularly in PE.
- The ICT skills of students in High Phase.

**Areas for Improvement**

- Students' skills and techniques in Art.
- Students' independent writing skills across other languages.



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are acceptable overall. Most students have positive attitudes and are keen to learn and can work for short periods of time without teacher supervision. When asked, they happily engage in discussions with their teachers and their peers.</li><li>• Most students work collaboratively in familiar groups, especially in PE lessons. Skills of collaboration are demonstrated well in Middle Phase science lessons, where students work together to experiment and discuss scientific concepts and ideas. Students understand connections between different strands of learning, such as in UAE social studies while studying the environment. Primary Phase in PE can connect their understanding of the predator/prey model in biology, to the rules of a game called 'the prey and the hunter.'</li><li>• Students acquire knowledge and skills from a range of contexts, but their application of their understanding is sometimes less well developed. For example, most students in Primary and Middle Phases demonstrate success in familiar contexts where they are required to repeat a procedure or answer in short sentences or words. By contrast, most students in High Phase can apply their learning to new contexts and find things out for themselves in a range of ways.</li><li>• Students rarely exhibit independent thinking skills and have limited or no access to digital technology within lessons. This restricts the development of their independent learning and research skills across all phases. Their ability to think critically, innovate and solve problems remains underdeveloped. Work in most lessons is limited to practicing textbook exercises or worksheets.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' positive attitudes to learning and their ability to collaborate.</li><li>• Students' ability to make links across subjects and phases, including to real-life contexts.</li></ul>	<ul style="list-style-type: none"><li>• Students' skills to think critically and problem solve independently.</li><li>• The effective use of technology to research and explore new information independently, across all phases.</li></ul>





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

Indicators:	KG	Primary	Middle	High
<b>Personal development</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Students' personal and social development is good overall. Students' understanding of Islamic values and Emirati culture is also good.</li><li>Students typically show responsible behaviour and positive attitudes. However, in the Primary Phase, students' behaviour is best when monitored by adults.</li><li>Students show respect for one another and adults. Strong relationships between students and teachers promotes good behaviour, especially in Middle and High Phases.</li><li>Students are aware of the importance of healthy lifestyles; they enjoy participating in physical and sporting activities. Students eat healthy cooked food regularly. They understand the importance of eating well and of regular exercise, this is inconsistent across grades.</li><li>Attendance is acceptable at 92%. Most students are punctual to school and to lessons.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Students demonstrate a good understanding of Islamic values and practices across all phases. In Middle and High Phases, students engage enthusiastically in Holy Qur'an recitation competitions and charitable activities, including Ramadan iftar led by the Tarbiyah club.</li><li>Students show respect for the Emirati culture. They participate in many cultural events organised by the Heritage Club which includes National Day, Flag Day, and the "I Know My UAE" initiative which further deepens their understanding of the UAE.</li><li>Students demonstrate clear appreciation and understanding of their own culture and other world cultures. They describe with pride the history, customs and traditions of their own countries. Students enjoy educational visits to local museums, mosques, and other sites.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>N/A</b>	<b>Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Overall, students' social responsibility and innovation skills are very good. Many students in each phase hold leadership roles. Students in Middle and High Phases make valued and positive contributions to the school community. The student council and innovation club members initiate activities to do with the environment and innovation through the 'HOPE' and 'COCINA' clubs.</li><li>Students have a voice in school affairs and are keen to participate in activities and events. Although the school has developed an innovation club, currently such opportunities are limited to students in High Phase only.</li></ul>				



<ul style="list-style-type: none"> <li>Students are very aware of the global environmental priorities including sustainability, conservation, zero waste and recycling. Students are engaged in a range of activities that promote innovation and enterprise; this is less well developed in the Primary Phase.</li> </ul>
<p><b>Areas of Strength:</b></p>
<ul style="list-style-type: none"> <li>Students' positive attitudes and relationships across the school.</li> <li>Students' understanding and appreciation of their own and other world cultures.</li> </ul>
<p><b>Areas for Improvement:</b></p>
<ul style="list-style-type: none"> <li>Students' consistent understanding of the importance of healthy eating and regular exercise.</li> <li>Students' attendance, overall.</li> </ul>

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	N/A	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The overall quality of teaching and assessment is acceptable. Most teachers demonstrate secure subject knowledge and understand how students learn. In the minority of the better lessons, in English, mathematics and science in High Phase, teachers adapt their approaches more effectively to ensure all students make progress.</li> <li>Teachers plan detailed lessons that are aligned to the curriculum standards. Most teachers use a range of resources and create a positive learning climate to support students' learning.</li> <li>Teacher-student interactions are positive, students are usually engaged in lessons. Teachers use questioning to check students' understanding, but there are inconsistencies in how well questioning and dialogue are used to extend and deepen students' learning. Teachers expect students to think and respond in lessons, although students sometimes rely too much on teacher direction and guidance.</li> <li>Teaching typically provides limited support and challenge to meet the needs of different groups of students, including those with special educational needs and students who are gifted and talented.</li> <li>Teachers do not consistently promote critical thinking and problem-solving skills in lessons, as most lessons are textbook, and teacher led. Independent learning is stronger where students are preparing for national board examinations.</li> </ul>				
<b>Assessment</b>	N/A	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The school has a clear assessment policy, the data collected is matched to the curriculum. However, the data collected is only used in a limited way to improve students' learning.</li> </ul>				



- Internal and external assessments usually provide a suitable measure of students' progress. The school has recently ensured approximately 70% of students register for the upcoming ASSET exam and IBT for Arabic language. Currently, students' outcomes are benchmarked against the national CBSE results.
- The use of assessment information by most teachers to inform teaching and planning is inconsistent, including the assessment of students' critical thinking and problem solving.
- Assessment is not used consistently well to match teaching to students' needs, including for higher-attaining students.

#### Areas of Strength:

- Teachers' knowledge of their subjects.
- The quality of student-teacher interactions to promote engagement and learning.

#### Areas for Improvement:

- Teaching and assessment strategies to meet the needs of all groups of students, including those who are gifted and talented.
- Analysis and use of assessment data to inform lesson planning, including to promote students' critical thinking and problem-solving skills in lessons.

### PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>N/A</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Good</b>

- The overall quality of curriculum is acceptable. It is good in High Phase. The curriculum meets statutory requirements and is broad and balanced enough to support students' needs and aspirations. It does not always develop students' skills well enough, particularly for students in Primary Phase.
- Overall, planning for progression is acceptable overall, and good in High. The curriculum provides for continuity between phases. It builds on students' prior learning, particularly in High. However, it does not always support learning for all groups of students, including those with special educational needs and the those identified as gifted and talented.
- There is a range of curricular choices, activities, and clubs for older students to choose from and prepare for future careers. In Primary and Middle Phases, the curriculum offers a choice of languages like French, Hindi and Malayalam.



- Cross-curricular links are rarely planned effectively and are inconsistently incorporated across the curriculum. Students are more able to transfer their understanding into different contexts in High Phase.
- Annual curriculum reviews focus on students' personal development to a greater extent than their academic development. This limits the development of greater aspiration in the curriculum.

Curriculum adaptation	NA	Acceptable	Acceptable	Acceptable
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- The school makes adequate modifications to the curriculum to meet the needs of most students. In High Phase, modifications are more successful. However, overall, more could be done to meet the needs of students who have special educational needs, and those who are gifted and talented.
- Extra-curricular activities offer a range of clubs, with a variety of different themes, including innovation, media and literary studies, along with activities related to different subjects, the environment and charitable work. However, not all students have opportunities to develop their entrepreneurial skills successfully.
- The curriculum supports students' knowledge and understanding of Emirati culture and UAE society. Links are integrated into all aspects of students' lives from lesson planning to celebration of national festivals, students' take pride in UAE's culture.

**Areas of Strength:**

- Range of curricular and co-curricular choices.
- Links with Emirati culture and UAE society.

**Areas for Improvement:**

- Systematic review and development of curriculum to meet learning needs of all groups of students.
- Opportunities to develop entrepreneurial skills among all students.



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

Indicators:	KG	Primary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>N/A</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The protection, care, guidance and support of students is good overall. Staff understand the importance of keeping students safe and are aware of safeguarding procedures, including child protection.</li><li>• The school ensures the safety of students, including through the appropriate use of CCTV, supervision of movement in corridors, and students' safe use of transportation.</li><li>• Students feel safe in school, and the school is clean and well-maintained. Record-keeping is secure. There are ramps on the ground floor to ensure access, although there is no elevator.</li><li>• Healthy living is promoted through sessions on healthy eating and the importance of regular exercise. There are regular physical check-ups, including on eyes and teeth, and students are monitored for obesity and other health issues by the school nurses. A few students do not always follow the school's expectations with regard to healthy eating.</li></ul>				
<b>Care and support</b>	<b>N/A</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• The care and support provided for students is acceptable overall. Relationships between staff and students are positive. Students typically behave well around the school due to the consistent application of policies.</li><li>• Daily attendance is managed by heads of departments. Parents are contacted promptly on the day their child is late or absent. However, there is scope to improve attendance as the school attendance records indicate that attendance is only acceptable.</li><li>• Procedures for identification of students with special educational needs, and for students who are gifted and talented require improvement as they are dependent on teacher and parent referrals followed by psychometric evaluation reports. Support in lessons for students who have special needs, and those who are gifted and talented, is inconsistent across all phases.</li><li>• Students' well-being and personal development are reviewed regularly, and support is provided to students. This helps to promote their social, physical and emotional development. Careers guidance and higher education guidance, helps students to understand their options.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Arrangements and procedures for safeguarding students.</li><li>• Positive interactions and relationships between staff and students.</li></ul>				
<b>Areas for Improvement:</b>				



- Students' regular attendance to school.
- Support for students with special educational needs, and those who are gifted and talented.

## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

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

- The overall quality of leadership is acceptable. The principal and senior leaders are committed to improving the school. They set a clear, strategic direction, which promotes inclusion and Emirati national priorities. The vision is communicated to the school community.
- The school meets all statutory and regulatory requirements. Relationships are courteous and professional, morale is positive. Most leaders at all levels demonstrate a basic awareness of how to improve the school and develop teaching, learning and assessment. Middle leaders have not yet been successful in raising standards in all subjects and phases. The school culture generally focusses on students' achievement in summative examinations, and on their personal development.
- Senior leaders, grade supervisors and the heads of subjects have clear roles and responsibilities, they are only empowered in a limited way to make improvements. Adequate progress has been made in several areas, such as a focus on the performance of students in internal and external examinations.
- The school identifies its main key strengths and areas for development through its self-evaluation. However, the judgements are seldom data driven, or sufficiently well aligned to the UAE inspection framework. Leaders monitor teaching and learning, but the appraisals rarely focus on the impact of teaching on students' achievement. Processes to share best practice are underdeveloped.
- Improvement planning documents are in place and set priorities against the recommendations of previous reviews. Action plans with timelines, success criteria and responsibilities are included but the outcomes are yet to be seen. For example, to develop higher order thinking skills, the use of Bloom's Taxonomy and competency-based education is included in the action plans, however evidence of effective use of such strategies is inconsistent across the school.



- Leaders have addressed most of the recommendations from the previous inspection report in the improvement plans, including, for example, raising the number of students enrolled for the ASSET exam in the current academic year.
- Parents are fully supportive of the school and the 'Parent Focus Group' contributes to improvements. A range of communication channels and reporting procedures ensure timely sharing of appropriate information with all stakeholders. Positive links with local community enable students to participate in volunteering and charity activities and enhance their social and environmental awareness.
- Governance includes parents and meets frequently. Governors are committed to the school and monitor the school's actions. They have a basic understanding of the strengths and weaknesses of the school.
- The board of governors provides infrastructure and financial support to the school. The principal regularly reports to the CEO, but the governors do not yet effectively hold senior leaders to account for students' outcomes.
- The day-to-day management of the school is well organised, with clearly understood procedures and routines. Most staff are suitably qualified and receive regular professional development that is matched to the school's priorities. Learning areas and facilities are adequate to support students' learning.

#### **Areas of Strength:**

- The vision and commitment of the principal and other leaders to improve the school.
- The regular involvement of the members of the board and their commitment to the school.

#### **Areas for Improvement:**

- Impact of self-evaluation processes, with contributions from all stakeholders and alignment of judgements with the UAE inspection framework.
- Systematic approaches to sharing the most effective teaching across the school.

## **SPEA ADDITIONAL FOCUS AREAS**

### **Provision for Arabic Language**

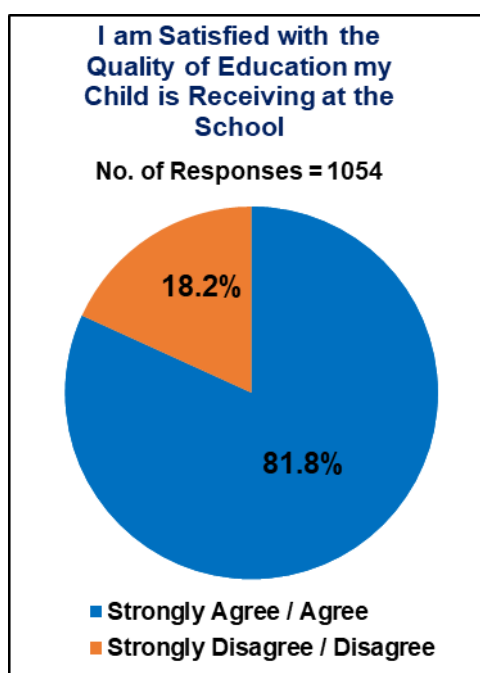
- The school has a total of 28 Arabic teachers and the teacher to student ratio is 1:32.
- The school has approximately 308 Arabic library books comprising of 180 fiction, and 129 non-fiction books. Students in the Primary Phase are encouraged by Arabic teachers to go to the library to read. All students who learn Arabic have access to the library during break times as well.
- The librarian conducts activities in the library such as book reviews, character identification and descriptions. Students participate in school competitions and make presentations during the assembly. Students' creative work in art and literary form is displayed around the school on the display boards.



### The school's use of external benchmarking data

- In compliance with SPEA requirements, the school involves students in ASSET, IBT, PISA and CBSE external examinations.
- Following the recommendation of the Improvement Review Visit last year, 80% of the students from Grades 3 to 9 have entered for the ASSET exam, the results for which are awaited. All students in Grades 10 and 12 sit for the CBSE examinations. The school has also begun to encourage students to enter for the IBT Arabic examination. The PISA exam was taken by a minority of students in 2022 (256 students).
- The school has acknowledged the National Agenda Programme and is taking appropriate steps to achieve those targets through preparing students for ASSET-type questions and 'mock' examinations. Students are kept fully informed about the preparations for, and outcomes of, these tests.
- The school keeps parents fully informed about all test procedures and results.

## VIEWS OF PARENTS







## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement, particularly in Primary and Middle Phases, and in Arabic, Islamic Education, and UAE social studies, by:
  - developing the acquisition of language skills like listening, speaking, reading and writing in Arabic across all phases, and fully developing students' skills in Islamic Education.
  - focusing more explicitly on developing students' problem solving and independent work, including their independent writing.
  - developing more effective cross-curricular links throughout the curriculum.
  - Improving students' attendance to school.
- Improve the quality of assessment to inform teaching by:
  - establishing consistent and coherent internal assessment systems linked to the curriculum which provide valid and reliable information about students' achievement.
  - rigorously analysing the internal and external assessment data and skilfully using it to identify and enhance performance for all groups of students.
- Establish comprehensive systems to identify and effectively support students who have special educational needs, and those students who are gifted and talented, by:
  - identifying the needs of individual students at an early stage
  - strengthening the entrance and induction procedures of the school.
  - providing specialist staff with expertise to lead the identification process more effectively.
  - training all staff in identifying special needs promptly and accurately.
  - providing focussed support to all students with special needs, and those who are gifted and talented, in lessons.
  - providing personalised support and guidance, particularly for students' academic progress.
- Improve the impact of self-evaluation and improvement planning by:
  - systematically and rigorously using internal and external data to plan for improvement at all levels, including through sharing best practices more effectively.
  - reviewing the work of the school in alignment with the UAE national priorities and inspection framework.
  - ensuring that monitoring processes focus on the impact of actions taken on students' achievement and adjusting improvement planning accordingly.

In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success



measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on [schools.review@spea.shj.ae](mailto:schools.review@spea.shj.ae) within three weeks of receiving this report.