



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

AL SABAH INDIAN PRIVATE SCHOOL

27 to 30 January 2025

Overall
Effectiveness
Rating:
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	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)
	External Assessments International and Curriculum Benchmark Assessments	Programme for International Student Assessment (PISA) Assessment of Scholastic Skills through Educational Testing (ASSET) Cognitive Abilities Test (CAT 4)
Staff	Fee Range	AED 3,500 to AED 6,500
	Principal	Sreekumar Kesavankartha
	Chair of board of governors	Abdul Hakeem Kolot
	Total number of teachers	73
	Total number of teaching assistants	8
	Turnover rate	15%
Students	Teacher: student ratio	1:17
	Total number of students	1,261
	Total number of students per cycle/phase	Phase 1: 272 Phase 2: 543 Phase 3: 270 Phase 4: 176
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 131 Girls: 141
	Primary: number and gender	Boys: 277 Girls: 266
	Middle: number and gender	Boys: 132 Girls: 138
	Secondary: number and gender	Boys: 101 Girls: 75
	Total number of Emirati students	0
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0 Boys: 0 Girls: 0
	KG: Emirati number and gender	
	Primary: Emirati number and gender	Boys: 0 Girls: 0
	Middle: Emirati number and gender	Boys: 0 Girls: 0

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	Secondary: Emirati number and gender	Boys: 0	Girls: 0
	Nationality groups (largest first)	1. Indian	
	Total number of students with special educational needs	2. Pakistani	
		14	



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers and 143 lesson observations, 42 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 as the previous review visit. The school provides a safe and respectful learning environment that supports students' achievement across all phases. Leadership has taken steps to enhance the quality of teaching, planning, and to align assessment both internal and external assessments to identify students' learning needs. These efforts have contributed to steady improvements in students' progress in most subjects and phases. The school's positive ethos promotes students' personal development and wellbeing.

KEY AREAS OF STRENGTH:

- Students' progress in science, Islamic education and social studies across all phases.
- Students' attitude, behaviour and positive relationships with others.
- The relationship between teachers and students across the school.
- Students' high attendance across all phases.
- The school's work to engage and involve parents.

KEY AREAS FOR IMPROVEMENT:

- Students' progress and attainment in Arabic as a second language.
- The schools' effective use of assessment data to inform teaching, curriculum development and modification.
- The identification and support for students with special educational needs (SEN) and gifted and talented (G&T) students.
- Middle leaders' development to improve the students' outcomes.
- The impact of leadership and governance on improving provision and students' outcomes.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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

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Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic education overall is good across the school in Primary, Middle and Secondary. Children in Kindergarten (KG) do not study Islamic education. Progress is good and attainment is acceptable. In lessons and their work, the majority of students make better than expected progress over time across Primary, Middle and Secondary. This does not align with the school's assessment data which suggests that the large majority of students make better than expected progress. There are no external assessments. Internal assessment data indicates that the majority of students attain levels above curriculum expectations. This is not evident in lessons, where most students demonstrate knowledge and skills that are in line with curriculum expectations. In Primary, students make progress in the recitation of short verses from the Holy Qur'an and in understanding their meanings. Over time, they recall and recite longer verses. In Middle, students make progress memorising and reciting verses applying basic Tajweed rules. Students reference the Noble Hadeeth to support their ideas on friendship. In Secondary, students make progress in reading Surat Al-Kahf with improved recitation, explaining meanings and morals. Students' understanding and application of Tajweed rules during Qur'an recitation across all phases are less developed. The majority groups of students make similar levels of progress which is better than expected. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' recitation skills and their understanding of short and long verses from the Holy Qur'an in Primary. Students' skills in applying basic Tajweed rules in recitations and in referring to the Noble Hadeeth for guidance about their daily lives in Middle. 	<ul style="list-style-type: none"> Students' ability to apply Tajweed rules during Qur'an recitation across all phases. Students' deeper understanding of Tajweed rules in all phases.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a second language (ASL) is acceptable overall in Primary, Middle and Secondary. Children in KG do not learn ASL. In lessons and their work, most students make the expected progress. This does not align with the school's assessment data which suggests that the majority of students make better than expected progress.There are no external assessments. Internal assessment data indicates that most students attain above curriculum expectations. This is not evident in lessons where most students demonstrate knowledge and skills that are in line with curriculum expectations.In Primary, most students make the expected progress in phonics and reading familiar words and reading with expressions. Students' reading comprehension skills are less developed, and their range of vocabulary is narrow across all phases. In Middle, most students make expected progress in reading and comprehension of familiar texts. Students' spelling and writing remain underdeveloped across all phases. In Grade 9 students demonstrate insufficient linguistic skills.Most groups of students make similar amounts of progress which is at the expected rate.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' phonics proficiency in Primary.Students' ability to read familiar texts and respond to comprehension questions in Middle.	<ul style="list-style-type: none">Students' reading and comprehension skills in Primary.Students' vocabulary and their acquisition and use of new words in reading and writing across Primary, Middle and Secondary.Students' writing skills and the accuracy of spelling across all phases.



Social Studies

- Students' achievement in social studies is good overall in Primary, Middle and Secondary. Children in KG do not study social studies. In lessons and their work, the majority of students make better than expected progress. This does not align with the school's assessment data which suggests that the large majority of students make better than expected progress.
- There are no external assessments. Internal assessment data indicates that most students attain above curriculum expectations. This is not evident in lessons where most students demonstrate knowledge and skills that are in line with curriculum expectations.
- Students in Primary demonstrate a strong sense of belonging and understand the factors shaping their National Identity. In Grade 2, students can name the 7 Emirates and can identify significant landmarks in the UAE. In Middle, students make progress in deepening their understanding of basic economic concepts that impact the development and growth of nations. They understand the environmental impact of the fur and spice trade on ecosystems. In Grade 9, students are knowledgeable about South America, identifying physical features such as the Amazon River and the Atacama Desert. Students' understanding of the inter-relationship between human societies and their physical environment across the phases is insufficient as is their ability to distinguish between natural, human and capital resources. Students' deep awareness of different global economies is insufficient.
- The majority groups of students make similar rates of progress, which is better than expected.

Areas of Strength

- Students' knowledge of the Emirates that make up the UAE including key landmarks in Primary.
- Students' understanding of the fundamental concepts that contribute to economic growth in Middle and Secondary.

Areas for Improvement

- Students' understanding of the inter-relationship between human societies and their physical environment across the phases.
- Students' ability to distinguish between natural, human and capital resources.
- Students' deep awareness of the key factors contributing to growth and development in different global economies in Middle and Secondary.



English

- Students' achievement in English in KG and Primary overall is acceptable. Their achievement in English in Middle and Secondary overall is good. In lessons and their work, the majority of children and students make the expected progress over time in KG and Primary. The majority of students make better than expected progress over time in Middle and Secondary. The school's internal data does not always align and suggests that the majority of students in all phases make better than expected progress.
- External ASSET benchmark assessments suggest attainment is in line with curriculum standards for most students in Primary, Middle and Secondary. CBSE external examinations in Secondary indicate that most students attain levels in line with curriculum standards. There are no external assessments in KG. Internal assessment data indicates that the majority of students in KG and Primary attain levels above curriculum standards and that the large majority attain levels above curriculum standards in Middle and Secondary. In lessons and students' work, most children in KG and students in Primary demonstrate knowledge and skills in line with curriculum standards. The majority of students demonstrate knowledge and skills above curriculum standards in Middle and Secondary.
- In KG, children engage in conversations, listen attentively and communicate with peers and teachers using only simple sentences. In Grades 1 and 2, students make progress in decoding words and writing short sentences. In Primary, students make progress in writing using homophones. Students in Middle make progress in understanding poetic devices, such as imagery, symbolism, and rhyme and in Secondary, students can analyse poems. Students apply grammar and punctuation rules correctly in Middle and Secondary. Extended writing skills remain underdeveloped, especially in Primary. Students do not make effective use of the library or read books for pleasure. Consequently, they have limited exposure to diverse literary texts, especially in Primary.
- Most groups of children and students in KG and Primary make similar rates of progress at expected levels. In Middle and Secondary, students usually make similar levels of progress, which is better than expected progress. Girls make more progress than boys.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"> Students' knowledge of literary devices in Middle. Students' skills to analyse poems in Secondary. 	<ul style="list-style-type: none"> Children's communication skills and fluency in KG. Students' skills in extended writing especially in Primary. Students' skills in reading and comprehension of a wider range of literary texts in Primary. Students' skills in applying grammar and punctuation rules with accuracy and consistency in Primary.
Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics overall is acceptable. It is good in Primary. In lessons and their work, the majority of students make expected progress over time in KG and Middle and Secondary. Students make better than expected progress over time in Primary. This does not align with internal data which suggests that at least the majority make better than expected progress in all phases. External ASSET benchmark assessment data indicates that attainment for most students is in line with curriculum standards in Primary and Middle. In Secondary, external CBSE examination results indicate that only a minority attain levels in line with curriculum standards. There are no external assessments in KG. The school's internal assessment data indicates that attainment is above curriculum standards for the majority of children in KG and students in Primary and Middle. Internal assessment data indicates that attainment is in line with curriculum standards for most students in Secondary. In lessons and their work, most students demonstrate knowledge and skills that are in line with curriculum standards in KG and Middle and Secondary. A majority of students in Primary demonstrate knowledge and skills that are above curriculum standards. In KG, children make progress in counting and simple addition using single digits. In Primary, students make progress learning the concept of fractions and the basic operations of addition, subtraction, multiplication and division. In Middle, students apply formulas to find the perimeter and area of quadrilaterals. Skills in calculating and permutations enable students in Secondary to answer complex probability questions. Problem-solving skills and reasoning are underdeveloped. Students rarely apply their knowledge and skills to solve problems that enhance their conceptual understanding. The majority groups of students make similar rates of progress, which is better than expected. Girls make more progress than boys. 	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' knowledge of a range of mathematical concepts such as fractions in Primary.Students' knowledge of operations and basic formulae in Primary.	<ul style="list-style-type: none">Students' conceptual understanding and the application of their mathematical knowledge and skills in Middle and Secondary.Students' logical reasoning skills and ability to justify their answers, especially in Middle and Secondary.Students' problem-solving skills in all phases.



Science

- Students' achievement in science is good overall. It is acceptable in KG. In lessons and their work, most children make the expected progress in KG. The majority of students make better than expected progress across Primary, Middle and Secondary. This aligns with the school's assessment data which suggests that the majority of students make better than expected progress in Primary and Middle although not in KG or Secondary where internal data suggests progress is at a higher level.
- External CBSE examination results in Grade 10 indicate that only a minority attain levels in line with curriculum standards and is weak. External CBSE examination results in Grade 12 indicate that most students attain levels in line with curriculum standards. External ASSET benchmark assessment results fluctuate across the phases suggesting that most students attain levels in line with curriculum standards in Primary. Only a minority attain levels in line with curriculum standards. Attainment is weak in Middle. A large majority of students attain levels above curriculum standards in Secondary. The school's internal data indicates that most students attain levels above curriculum standards in KG, Primary and Middle and in line with curriculum standards in Secondary.
- In KG, most children make progress in distinguishing between living and non-living things. In Primary, students gain new knowledge of the scientific method and conduct simple experiments. By the end of Primary, they can analyse physical and chemical changes through experiments. In KG and Primary, students' abilities to predict, inquire, and conclude are inconsistent. In Middle, students make progress investigating and exploring phenomena such as rainbows caused by light dispersion in water droplets. In Secondary, in chemistry, students know about chlorine atom structures and determine valency. In Grade 12 in biology, students can isolate DNA with base pair arrangements.
- All groups make similar rates of progress with no significant variation.

Areas of Strength

- Students' skills to conduct experiments and investigations in Primary, Middle and Secondary.
- Students' knowledge and application of scientific methods in Middle and Secondary.

Areas for Improvement

- Children's and students' ability to predict and hypothesise in KG and Primary.
- Students' ability to draw accurate conclusions from their investigations, especially in KG and Primary.



Other subjects

- Students' achievement in other subjects overall is acceptable in KG and Primary and good in Middle and Secondary. Across the phases, students study a range of other subjects including art, physical education (PE), economics, computer studies, marketing, accountancy and additional languages. Most students make the expected progress over time in other subjects in KG and Primary. The majority of students make better than expected progress over time in Middle and Secondary.
- There is no external data available for these subjects. Internal assessment data indicates that most students attain levels in line with curriculum standards and expectations in most other subjects in KG and Primary. Internal assessment data indicates that the majority of students attain levels above curriculum standards and expectations in most other subjects in Middle and Secondary.
- Students in Primary, Middle and Secondary develop their information technology (IT) skills using a range of specialist software. In Secondary, students achieve well in computing. Students in Secondary gain knowledge and understanding of marketing and economics concepts. The development of all students' creative skills is insufficient due to a lack of specialist resources. Children are beginning to develop basic skills in PE in KG. Students gain new skills in a range of sports across Primary, Middle and Secondary.
- The majority of groups of students make similar rates of progress which is at expected levels in KG and Primary and is better than expected in Middle and Secondary. Students who are G&T do not always make the progress to achieve their potential.

Areas of Strength

- Students' skills in computing in Secondary.
- Students' achievements in marketing, economics and PE in Middle and Secondary.

Areas for Improvement

- Children's gross motor skills in KG.
- Students' creative and artistic skills across all phases.
- Students' progress in other subjects in KG and Primary and the achievement of students who are G&T across all phases.



Learning Skills

- Students' learning skills are overall acceptable. Children's and students' learning skills are acceptable in KG and Primary and are good in Middle and Secondary. Almost all students are ready to learn and engage in lessons. In Middle and Secondary, students take responsibility for their own learning. In KG and Primary, children and students are less independent and often unaware of their next steps in learning, relying heavily on their teachers' direction.
- In Middle and Secondary, students benefit from meaningful interactions and effective collaboration with their peers during group work. As a result, they are effective communicators. They use their well-developed speaking skills to communicate their learning. When given the opportunity, children in KG and students in Primary are enthusiastic collaborators within group activities although they require their teachers' support to guide their work. Their interactions and communication skills are less well developed.
- In Middle and Secondary, students make purposeful connections between their learning and the wider world. This is less developed in KG and Primary.
- Older students in Middle and Secondary use IT and learning technologies with much proficiency. In KG and Primary, their IT skills are developing, and students are less independent. Students' critical thinking and problem-solving skills are emerging in Middle and Secondary. Across the school, students' creativity and innovation skills are insufficient as are their entrepreneurial skills.

Areas of Strength

- Students' communication skills and their ability to effectively collaborate in Middle and Secondary.
- Students' use of IT and technology to support their learning across different subjects in Middle and Secondary.

Areas for Improvement

- Children's and students' independence, and their use of IT and learning technology in KG and Primary.
- Students' problem-solving and critical thinking skills across all phases.
- Students' creativity and innovation skills across Primary, Middle and Secondary.



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

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

Indicators:	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Good

- Students' personal and social development are good overall. Students display positive and responsible attitudes, showing self-reliance and an openness to critical feedback.
- Students behave well. Their positive behaviour and self-discipline are evident in both their interactions with others and their ability to collaborate effectively to resolve differences. Bullying is rare. Students demonstrate positive relationships with each other, contributing to a harmonious learning community. They are sensitive, helpful, and establish trust with their peers and staff.
- Most students make appropriate choices regarding healthy lifestyles. Not all students make healthy food and drink choices. Students participate in initiatives led by the Health and Physical Education Club that promote healthy lifestyles, healthy eating and yoga.
- Attendance across all phases is 98% and students are punctual to school.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
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- Students demonstrate a clear understanding of the importance of Islamic values and how these values influence their lives and society in the UAE. They showcase their knowledge and appreciation through various activities, including assemblies. Students are aware of significant days in the Islamic calendar including the Prophet's Muhammad (PBUH) birthday, the Holy Month of Ramadan and Eid Al Fitr.
- Students are knowledgeable and respectful of the heritage of the UAE and Emirati culture.



They participate in UAE National Day and Flag Day. Students understand the meaning of Al-Hajj. Children in KG can recognise traditional Emirati dress.

- Students are knowledgeable of their own culture and demonstrate an adequate understanding of other world cultures. They participate in the annual event of the World in the Classroom. Students participate in cultural celebrations and festivals such as Onam and Diwali.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students make some positive contributions to their school and demonstrate an awareness of the importance of making social contributions to their community. Students raise funds for the Red Crescent, supporting worthy causes in Lebanon. Younger students honour nurses on World Nurses' Day.
- Students demonstrate a positive work ethic and are motivated to learn. Opportunities to develop their innovation, enterprise, and entrepreneurial skills are insufficient in KG, Primary and Middle. These skills are more effectively promoted in Secondary.
- Students make helpful contributions to conservation initiatives through participation in projects such as tree planting and vegetable gardening initiated by the Eco Club. They celebrate Earth Day and Biodiversity Day in demonstrating their awareness of conserving water and the importance of biodiversity. Students across the school participate in a range of initiatives as part of World Environment Day.

Areas of Strength:

- Students' positive attitudes and behaviour across the school.
- Students' consistently high levels of attendance and punctuality in all phases.
- Students' knowledge and appreciation of the heritage of the UAE and Emirati culture.

Areas for Improvement:

- Students' social contributions and active participation in volunteering in all phases.
- Students' understanding and appreciation of other world cultures in all phases.
- Students' innovation and entrepreneurial skills in all phases



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment are acceptable overall.

Indicators:	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Good	Good

- The quality of teaching for effective learning and assessment is acceptable overall. These are good in Middle and Secondary. Most teachers have secure knowledge of their specialist subjects and how students learn, especially in Middle and Secondary. Lesson plans usually set clear learning objectives. Appropriate resources are generally used effectively, particularly in science. Teachers ensure there is a positive learning climate that promotes collaboration. This is more effective in Middle and Secondary.
- Teachers engage with students although they often neglect to ask probing questions to identify knowledge gaps in KG and Primary. In Middle and Secondary, effective questioning extends learning and occasionally promotes critical thinking skills. Differentiated tasks usually respond to diverse needs, although inconsistently in lessons in different subjects and phases.
- Most teachers identify students with SEN and those who are G&T. They provide limited support to meet their specific needs in lessons. Although teachers recognise the need for personalised learning, adaptations in teaching methods and resources are few.
- In KG and Primary, teachers rarely promote critical thinking, problem solving, or independent learning. In Middle and Secondary, teachers use varied approaches, such as topical discussions and debates to strengthen students' critical thinking and problem-solving skills.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- Internal assessment processes provide comprehensive information about students' attainment and progress in most subjects across all phases. Students participate in external ASSET benchmark assessments in English, mathematics and science in Primary, Middle and Secondary. Students participate in the PISA international assessments in English, mathematics and science in Secondary. Students in Secondary take external CBSE examinations aligned with national curriculum standards in Grade 10 and Grade 2.
- The school's management information system enables school leaders to analyse the range of



internal and external assessment information to measure students' attainment and progress. The use of this information to inform teaching to meet the needs of different groups of students is yet to become embedded across all subjects and phases.

- Teachers generally recognise the strengths and weaknesses of their students. There are newly implemented feedback policies for teachers although this is not yet embedded across the school.

Areas of Strength:

- Teachers' secure knowledge in most specialist subjects in Middle and Secondary.
- Teachers' lesson planning that sets clear learning objectives, especially in Middle and Secondary.
- Teachers' knowledge of students' strengths and weaknesses, especially in Middle and Secondary.

Areas for Improvement:

- Teachers' knowledge of best practices in how young children learn in KG and Primary.
- Teachers' use of strategies to meet the needs of different groups of students, particularly those with SEN and those who are G&T.
- Teachers' use of assessment data to inform lesson planning and personalised learning for students in lessons across all phases.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The quality of the curriculum is acceptable overall. It is broad, balanced, relevant and meets the requirements and standards of the CBSE curriculum. The curriculum supports the



acquisition of knowledge rather than skills. The curriculum provides adequate progression and continuity in most subjects.

- There is an adequate range of subject choices for students, enabling them to follow their interests and aspirations. In Secondary, the school offers students opportunities to study marketing, economics, accounts, computer studies, art and PE. The school offers students choices to learn different languages including Urdu, Malayalam, Hindi and more recently special English. There are some planned cross-curricular links, although these do not fully help students to transfer knowledge and skills from one subject to another.
- The school conducts regular reviews of its curriculum. This informs some enhancements to the curriculum to meet the needs of students and their interests in languages.

Curriculum adaptation

Acceptable

Acceptable

Acceptable

Acceptable

- The school has modified some aspects of the curriculum to meet the needs and interests of students. Special English has been introduced along with other languages, including Urdu, Hindi and Malayalam. The curriculum is not yet adequately modified to meet the learning needs of different groups of students and those of different abilities.
- The curriculum provides a limited range of activities to enhance students' skills. The curriculum is not yet adequately modified to develop students' enterprise and entrepreneurship skills. Innovation is not yet effectively promoted across the school.
- The school has some appropriate links to support students' understanding of the UAE's heritage and Emirati culture.

Areas of Strength:

- The implementation of a broad, balanced, and relevant curriculum that ensures adequate progression and continuity in most subjects.
- The enhanced curriculum matched to students' interest in languages and the introduction of specialist English lessons.

Areas for Improvement:

- The modification of the curriculum to promote the development of skills in all phases.
- The establishment of purposeful cross-curricular links across subjects in all phases.
- The review and adaption to the curriculum to meet the needs of different groups of students, particularly students with SEN, higher-attaining students and those who are G&T.



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

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

Indicators:	KG	Primary	Middle	Secondary
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. Students, staff and parents are aware of the procedures for child protection and safeguarding at school. The school is effective in protecting students from all forms of abuse, including through the internet and social media.There are appropriate arrangements for health and safety. The school keeps a record of incidents affecting students' health and safety along with information about the actions taken. The school is clean and well maintained. The school premises meet the needs of the current student population, including those with SEN. The safety arrangements on school transport have been recently further improved.The school is insufficiently pro-active in the promotion of healthy lifestyles. The school organises Nutrition Week and Fruit and Salad Days although there is not yet sufficient positive impact on students' healthy food choices. Appropriate measures are taken to provide protection from the sun, including shading and ready access to fresh drinking water.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">The relationships between students and staff are positive and based on mutual respect. The whole school community works hard to maintain a caring and inclusive ethos. Class and school rules remind students of the expected behaviour. Assemblies regularly incorporate students' contributions about the significance of respect and kindness towards one another. Consequently, students learn to manage their own behaviour effectively.The school keeps accurate records of attendance and processes are effective. Parents are notified promptly of any concerns about individual students. There are effective measures in place to recognise and reward students who have consistently high levels of attendance.				



- The school has implemented a process to identify students with SEN and those who may be G&T. The procedures for the identification of students' additional learning needs are not always rigorous and need further refinement to ensure all students' additional learning needs are clearly identified.
- The support for students with SEN and those who are G&T is evident although it is inconsistent in lessons and interventions across phases.
- The school monitors the wellbeing and personal development of all students. Older students receive career and academic support in making choices about careers and further study pathways.

Areas of Strength:

- The procedure and processes for child protection and safeguarding.
- The positive relationships that exist in the school and the effective behaviour management processes.
- The effective processes to manage and sustain high levels of attendance and punctuality.

Areas for Improvement:

- The implementation of impactful initiatives that promote healthy eating.
- The implementation of a more rigorous and robust identification process for students with SEN and those who are G&T.
- The implementation of more personalised support for students with SEN that meets their needs in lessons and small group interventions.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- The quality of leadership and management is acceptable overall. The principal and senior leaders are committed to improving the school. They share their vision across the school's community. They demonstrate knowledge and understanding of the CBSE curriculum and



effective practices in teaching and learning. Senior leaders are strengthening the procedure for using assessment. Communication is professional and the principal ensures that there is accountability for students' achievements.

- Leaders are gradually removing barriers to sustain improvement. Leadership effectiveness is assessed through an appraisal system and regular meetings informed by assessment data. This has yet to have a positive impact on the quality of teaching in lessons. Although middle leaders are leading subject departments, they need further development to have a sustained, measurable impact on the quality of teaching and learning. Leadership capacity is acceptable at all levels to improve the school overall.

Self-evaluation and improvement planning

Acceptable

- The school has identified key priorities in its self-evaluation form (SEF) and has communicated the areas for improvement with its community. A structured improvement plan is now in place with designated leaders taking responsibility for leading specific actions. The leadership team has initiated a monitoring and evaluation system, which is systematically followed. Comprehensive action plans with clear actions and targeted goals are slowly producing a more positive impact on students' achievement in some subjects over time. The school has remedied some of the previous recommendations, resulting in notable improvements across a few subjects.

Partnerships with parents and the community

Good

- The school actively involves parents as partners in their children's learning and school activities. Parents are involved in shaping improvement priorities. Parental influence plays a key role in improving aspects of provision such as the use of IT and technology in the curriculum. Effective communication strategies, including regular formal and informal meetings and an open-door leadership policy, ensure parents are well informed about their children's progress. Regular reports highlight their child's achievements and next steps in learning.
- The school frequently engages parents and the local community in events and builds community ties, enabling students to make good contributions and take part in competitions. The school has very few international links.

Governance

Acceptable



- The governing board represents key stakeholders and actively seeks their input to understand the school's needs. Governors monitor the school's performance, holding senior leaders accountable for students' achievements and their personal development. The governing board ensures sufficient staffing and provides some appropriate resources in most subjects. Governors ensure the school meets all statutory requirements.

Management, staffing, facilities and resources

Acceptable

- The school's daily operations are efficiently organised, contributing to the smooth running of the school. Staffing is aligned with the school's vision, with most staff being qualified and benefiting from professional development opportunities. The school is equipped with science laboratories and an IT suite. The school lacks an inclusion room and appropriate resources to support students with SEN.

Areas of Strength:

- Parents active involvement in the school where their views are considered important.
- The effective modes of communication for parents.

Areas for Improvement:

- Leadership's impact on improving the quality of teaching, especially in KG and Primary.
- The processes of self-evaluation and improvement planning.
- The establishment of national and international links so that teachers and students can benefit from a wider range of learning experiences.
- The sufficiency of resources in all subjects across all phases and the provision of a well-equipped specialist inclusion room.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic team has 7 members of staff who teach Arabic as a second language to students from Grades 1 to 9. There are 871 students with a ratio of teachers to students of approximately 1:124.
- The school's library is resourced with 242 fiction books in Arabic. There is a timetable for library visits although this has not been fully implemented.
- Reading is addressed as 1 of the 4 language skills and there are extra reading lessons to improve students' fluency and comprehension in reading in Arabic. The use of technology is not evident in lessons in Arabic as a second language.
- There are activities and competitions such as Arabic reading challenges. The school organises National Arabic Day which takes place annually. Parents and families are encouraged to be involved.

The school's use of external benchmarking data

- Eligible students in Secondary participate in the PISA international assessments in reading, mathematical and scientific literacy. In accordance with SPEA requirements, students participate in external benchmark assessments in English, mathematics and science from Grades 3 to 9. There is 97% participation in external ASSET assessments.
- Students are prepared for this examination, and tests are through a specialised timetable, focusing on critical thinking skills for English, mathematics, and science for Grades 3 to 9. ASSET style questions are integrated into periodic and term assessments. Sample questions are regularly discussed and shared with students. Lessons are conducted to explain benchmark assessment terms, for example, stanine, verbal, non-verbal, spatial and quantitative reasoning.
- Students are informed of the results in external assessments and students record these in their target sheets. Teachers analyse results to plan interventions, providing feedback to help students understand strengths and areas for improvement.
- Parents attend sessions to inform them about external international and benchmark assessments. Results are sent through electronic communications and discussed during open day sessions. Detailed reports are shared with parents.

Provision for KG

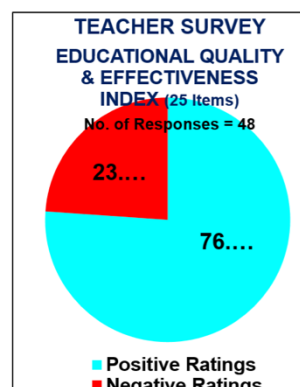
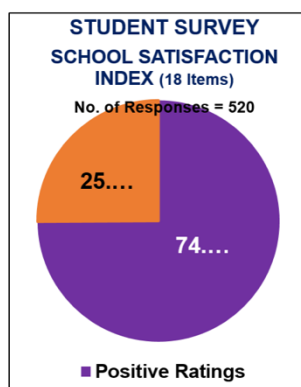
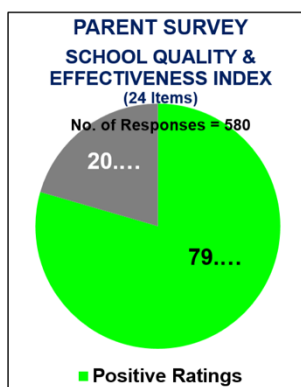
- KG has 11 qualified teachers and 8 assistant teachers. The teacher and child ratio is 1:25 across KG.
- The indoor provision has classrooms which are of sufficient size. Each classroom is equipped with a smart board, a reading corner and a role play area.
- There is a shaded play area outside which has a hard surface covered with artificial grass. This area is used for physical education sessions as well as a whole school assembly. A staged area



has been installed for assembly time. Adjacent to this is a small, shaded area with large play equipment, appropriately selected for this age group. Sand has been used to cover the ground under the equipment for safety. A small garden has been established by the teachers and children.

- An orientation session is organised for KG1 and KG2 parents to introduce new teachers, explain the KG curriculum and uniform requirements. Parents who require bus transportation for their children are provided with the necessary documentation. Any child travelling on the bus is supplied with a special lanyard for identification purposes. Parents are invited to join their children on the first day of school in the classroom. At the end of the academic year, an induction session is organised for parents to receive relevant information about the new transition arrangements. For those children transferring to Grade 1, parents are invited to a separate event to meet the new teachers and visit the classrooms.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement by:
 - ensuring children in KG make more progress in English, mathematics and science and that their learning skills improve.
 - improving students' attainment in Islamic education and social studies.
 - ensuring that students make more progress in Arabic as a second language.
 - ensuring that students achieve at higher levels in English and develop their reading, reading comprehension and writing skills, especially in Primary.
 - ensuring that students achieve at higher levels in mathematics and develop their problem solving and reasoning skills, especially in Middle and Secondary.
- Improve the quality of teaching and assessment, especially in KG and Primary by:
 - supporting teachers in how young children learn best.
 - improving teachers' skills in understanding and using assessment information in lesson planning.
 - strengthening teaching practices in both English and Arabic.
- Improve the support provided for students by:
 - strengthening the processes to identify students with SEN and those who are G&T
 - improving the support in lessons and interventions for students with SEN so that they make more progress.
 - improving the support for higher attainers and those who are G&T so that they excel in learning.
- Improve leadership and management of the school by:
 - ensuring the work of middle leadership has more impact on improving teaching.
 - strengthening the processes for the use of assessment information in leaders' decision making.
 - implementing adaptations to the curriculum to meet the needs of different groups of students.
 - ensuring improvement planning is focused on improving students' achievements.
 - ensuring sufficiency of resources in all subjects.
 - appointing qualified staff and providing resources to improve the provision for students with SEN.



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.