



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**INDIAN EXCELLENT PRIVATE
SCHOOL**

14 – 17 November, 2022

Overall Effectiveness

ACCEPTABLE





TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION	6
THE SCHOOL PERFORMANCE REVIEW FINDINGS	7
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	16
Performance Standard 3: Teaching and assessment	18
Performance Standard 4: Curriculum	20
Performance Standard 5: The protection, care, guidance and support of students	22
Performance Standard 6: Leadership and management	24
ADDITIONAL FOCUS AREAS	26



PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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



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

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

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school.
- reviewing important documents such as school students' attainment data, 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	164	
	School location	Alazra / Sharjah	
	Establishment date	1.10.1991	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body	CBSE	
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, PIRLS, CAT4, ASSET	
	Fee range	4200 - 8700	
	Principal	Saraswathi Mangala Kumary Narayanna Pillai Ramma Chandran	
Staff	Chair of Board of Governors	Mr. Ramachandran	
	Total number of teachers	62	
	Total number of teaching assistants	5	
	Turnover rate	10%	
	Main nationality of teachers	Indian	
	Teacher: student ratio	1:30	
	Students	Total number of students	1312
	Number of Emirati students	0	
	KG: number and gender	126 females: 154 males	
	Primary: number and gender	257 females: 327 males	
Middle: number and gender	112 females: 110 males		
High: number and gender	118 females: 108 males		
Nationality groups	1. Indian		
Total number of students with special educational needs	33		

PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review:
WEAK	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 171 lesson observations, 23 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 an improvement since the previous inspection in 2018. The school leaders' implementation of their self-evaluation and improvement plan has resulted in improving most students' achievement levels, this has been influenced by teachers providing appropriate and adequate teaching and learning in most phases, Students have positive attitudes to learning. The learning environment is supportive across the school. There are adequate specialist facilities. The curriculum is broad and balanced. Other aspects of provision are acceptable.

KEY AREAS OF STRENGTH:

- Students' progress in English in the High phase.
- Students' achievements in CBSE level examinations in English, psychology and information practices.
- Students' positive attitudes and behaviour.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement across all subjects.
- The quality of teaching and learning.
- Leadership at all levels.
- The identification and support for students with SEND and G&T students.



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 an additional Language)	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Islamic Education	<ul style="list-style-type: none">Students' achievement in Islamic Education is acceptable overall. Progress is acceptable in all phases. 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 very good progress in the Middle phase and outstanding progress in Primary and High phases.There is no external benchmark assessment for Islamic Education. The school attainment data indicates that students' attainment is outstanding overall. This does not match with what is seen in lessons and in students' work, where most students attain in line with curriculum standards.Most students make acceptable progress. In Primary, most students can recite Holy Qur'an verses; however, their recitation is less developed. They can explain the meaning of Mercy and Humanity. In Middle, most students can read and memorise the Noble Hadeeth, however a minority of students' skills in memorising and reading are less developed. They also understand how 'sick' prayer is performed. In High, most students can identify the importance of tolerance and its Shari'ah controls, however a minority can only identify some Shari'ah controls. In all phases students' understanding of Islamic values is relatively better developed.Overall, all groups of students make at least expected progress. Higher-attaining students do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Understanding of Islamic values.	<ul style="list-style-type: none">Recitation of the Holy Qur'an verses.Skills in reading and memorising the Noble Hadeeths.

Arabic	<ul style="list-style-type: none">Students' achievement in Arabic second language is acceptable overall. Progress is acceptable in the Primary and Middle phases. This does not match with the school's internal data which shows students make very good progress overall.Internal assessment examination data for the Primary and Middle phases show attainment as very good overall. This is not seen in lessons and in students' workbooks where, overall, most students attain in line with curriculum standards.In lessons and in students' work most students make acceptable progress. Most students in Primary and Middle make acceptable progress in developing listening and writing skills in line with curriculum standards. Students are less able to sustain their reading to understand texts in more depth. For example, When reading Arabic language stories, they sometimes cannot comprehend the full meaning of sentences. Students' skills to speak in full sentences, with the correct grammar conventions, are also relatively less well developed, Overall, students' extended reading and speaking skills are less well developed in the Primary and Middle phases.All groups of students make expected progress. Higher-attaining students do not make the progress of which they are capable.
---------------	--



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Writing skills and letter formation.• Listening skills and comprehension of spoken words.	<ul style="list-style-type: none">• Reading fluency and comprehension.• Speaking skills and application of speaking conventions.

Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. In lessons and in students' work, most students make acceptable progress. This does not match with the school's internal data which shows students make very good progress overall.• Internal attainment data for the Primary phase indicates that attainment is outstanding. In the Middle phase, data indicates very good attainment. This is not seen in lessons and students' workbooks where, overall, students' attainment is acceptable.• Most students make acceptable progress in lessons. They make expected progress in the understanding of aspects of national identity, citizenship, and values in society. They have acceptable knowledge of the heritage and culture of the UAE. Students gain an age-appropriate understanding of the environment, trade, resources and tourist behaviours. However, their knowledge of other cultures around the world and understanding of the geographical features of North America and South Asia is below the curriculum expectation. Students make few links to other subjects to further secure their understanding of the UAE.• All groups of students make the expected progress. Higher-attaining students do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Knowledge and appreciation of the heritage and culture of the UAE.• Understanding tourist attractions in the UAE.	<ul style="list-style-type: none">• Knowledge of other cultures around the world.• Knowledge of North America and South Asia.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. It is acceptable in KG, Primary and Middle phases. It is good in the High phase. In internal assessments students make broadly very good progress overall. However, in lessons and in their work most students make expected progress. In the High phase the majority make more than the expected progress.• CBSE examination results indicate attainment in High phase is outstanding. Students' attainment in ASSET tests in the Primary is good and outcomes are acceptable in the Middle phase. This does not match fully what is seen in lessons and in students' work, where attainment is acceptable in all phases.• In lessons, KG children build their knowledge of phonics and use this to decode and blend letters and read three letter words to an acceptable level. In Primary and Middle phases, most students develop their skills in speaking and responding to questions at the expected rate, however their writing skills lack accuracy in the application of grammar conventions. Reading and comprehension in the Primary and Middle phases focuses on building vocabulary, however the range of vocabulary that students understand is relatively limited. Primary and Middle students can critically analyse texts correctly. They can further relate their analysis to their own experiences of travelling. For example, when discussing the story of 'Gulliver's Travels'. In High phase, the majority of students' make more than the expected progress in speaking, listening, reading and writing. For example, they can discuss fluently social issues, including gender inequality, deforestation and sustainability.• Overall, all groups of students make expected progress across the phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Speaking and listening skills in all phases and particularly in High phase.• Critically analysing texts.	<ul style="list-style-type: none">• Writing skills in Primary and Middle phases.• Reading for comprehension in Primary and Middle phases.



Mathematics

- Students' achievement in mathematics is acceptable overall. Most students make expected progress in lessons and in their work. This is not aligned to the school's internal assessments which shows that students' progress is very good in KG, good in the Primary phase, acceptable in the Middle phase and weak in the High phase.
- Internal assessment data shows attainment to be very good in KG and Primary, acceptable in Middle and weak in High. The CBSE examination results in the High phase indicates weak attainment. ASSET results in Primary and Middle phases also indicate weak attainment. This is not seen in lessons and students' work, where most students' attainment is in line with curriculum standards.
- Most students make expected progress. KG children develop basic number skills in counting, writing numbers, and placing them in order. Children develop a sense of bigger, smaller and equal numbers, but a minority do not have a full understanding of how to write simple inequality statements. In the Primary and Middle phases, students make acceptable progress building their mathematical knowledge and number manipulation skills. For example, in Primary they develop their understanding of the links between repeated addition and multiplication, and in Middle they develop an understanding of how to find areas of quadrilaterals by applying a formula. Students in the High phase develop their knowledge of calculus and its application adequately. For example, when finding the area under a given curve. Overall, students are less successful at applying formulae when considering geometric shapes. For example, they lack an understanding of how to find the surface area of 3D objects.
- Overall, all groups of students make expected progress. Higher-attaining students do not make the progress of which they are capable.

Areas of Strength

- Development of basic number skills in KG and Primary phase.
- Applying calculus methods to solve problems in the High phase.

Areas for Improvement

- Writing simple inequality statements in KG.
- The application of geometric formulae.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. Most students make expected progress as seen in lessons and in their work. This does not match the internal data which show students make outstanding progress in KG and Primary and broadly acceptable progress in Middle and High phases.• Internal assessment data shows attainment in KG and Primary is outstanding. Internal data indicates broadly acceptable attainment in the Middle and High. ASSET data for Primary and Middle phases indicates weak attainment. This does not match what is seen in lessons and students' work where attainment is acceptable. Students' attainment was also seen to be broadly in line with the CBSE examination results in all science subjects.• Most students make acceptable progress. KG children develop their understanding of the world adequately. For example, they can observe distinct characteristics of insects and they develop an age-appropriate understanding of scientific concepts. However, their investigation, questioning skills and practical skills are limited. In Primary, students develop their knowledge of Earth and space adequately, For example, they can classify living and non-living things using multiple characteristic traits. Students' skills to record investigative findings are less well developed. In Middle students develop adequate understand of science facts and theory, and they use science terminology accurately. For example, they understand and can describe cellular structure and the theory of genetics. However, their skills to apply this knowledge to the real world are less developed. In High, students can apply scientific ideas and concepts in experiments and present their findings clearly. For example, they can apply the concept of 'Ohms' law to solve numerical variation of current and voltage. They are less able to conduct investigations independently.• All groups make expected progress. Higher-attaining students and students with SEND do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Use of scientific terminology.• Ability to present scientific findings in the High phase.	<ul style="list-style-type: none">• Investigative and exploration skills in KG.• Application of scientific knowledge and theory to the world in Primary and Middle phases.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. It is acceptable in physical education, art, music, computer science and other languages. Most students make expected progress in all phases.• Attainment overall is acceptable in other subjects. It is acceptable in physical education, art, music, computer science and other languages The CBSE examination outcomes indicate acceptable attainment overall. However, attainment is very good in psychology and information practices.• In physical education, art and music, students make acceptable progress. In physical education students develop their motor skills through exercises in walking, running, stretching, bending and throwing and catching a ball. Students understand the importance of physical fitness and neuromuscular coordination in football, basketball and badminton. In assemblies' students know the Zumba movements to perform. In music, students can sing in harmony and display rhythm in their coordinated movements to sounds. In art students understand the art forms of collage, textile design and optical illusions.• In psychology, where students make better progress particularly in their subject specific writing skills, they understand the concepts of abnormality versus normality. They know about character disorders. In other languages, students' oral skills in French are well developed compared to their written skills. Students' computer skills and application of computer skills are less well developed.• Overall, all groups of students make expected progress in other subjects.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Ability to write evaluatively in psychology.	<ul style="list-style-type: none">• Written skills in French.• Computer skills and application of computer skills.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall. Most students enjoy learning and have good attitudes towards their work. They are more confident to take ownership of their learning in Middle and High. For example, in English, students critically think about the process involved in film making and develop vocabulary through inference, with other students assessing their presentation skills. In KG and Primary, students are often over-reliant on their teachers to tell them what to do.• Students' communication skills are acceptable. They collaborate productively in groups when guided to do so. Overall, students are less confident to lead their own collaborative activities, particularly in KG and Primary. In most subjects, students link learning to real life situations through presentations and videos that portray activities linked to everyday situations.• Middle and High phase students can undertake basic research and solve problems on their own. Students' innovation skills are generally limited in KG and Primary phases, with teachers often dominating and dictating the learning step-by-step. Students' skills to use technology across the school are underdeveloped, often due to a lack of learning opportunities.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' ownership of their learning in Middle and High phases.• Students' ability to link learning to real life situations.	<ul style="list-style-type: none">• Independent and collaborative learning skills in KG and Primary.• Students' use of technology to enhance their learning.



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of students' personal and social development is good. Students demonstrate responsible attitudes to learning. They respond well to critical feedback and, when guided, can complete work on their own.• Students' behaviour in classes and across the school is good. They show mutual respect to others and respond inclusively to those in the school. They comply with the school rules and bullying is rare. Relationships between students and staff are respectful. They are sensitive and supportive of the needs of others when working collaboratively.• Students demonstrate a sound understanding of safe and healthy living. This is demonstrated in assemblies when practicing morning exercises and explaining health awareness topics. They follow the school's guidance by selecting healthy choices for snacks and meals.• Overall, attendance is acceptable at 93.7%.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students demonstrate a good understanding of Islamic values and the way they influence life in the UAE. This is seen especially during assemblies and Holy Qur'an recitation where students explain how the UAE culture is influenced by Islam.• Students have a good knowledge and understanding of the UAE's heritage and culture. They talk knowledgeably in lessons and create displays of UAE achievements around the school. Students regularly take part in UAE celebrations, such as National Day and Flag Day.• Students demonstrate a basic knowledge about their own and other cultures. They appreciate the differences between cultures and celebrate other cultures, for example in the international food festival and during Culture Day.				



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Students are aware of their social responsibility to the school community and contribute well to the orderly running of the school. They understand their roles as citizens in the UAE but their involvement in regular volunteering activities is underdeveloped.• Students enjoy coming to school and enjoy participating in activities. However, they rarely initiate them or take the lead in community projects. Overall students demonstrate limited skills to independently innovate new projects or new ways of working.• Students are aware of environmental issues and take care of their surroundings both inside and outside the school. For example, they grow plants in the designated areas and are aware of the importance of environmental sustainability. For example, they collect paper and boxes and then recycle them.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' behaviour and respectful relationships.• Students' understanding and appreciation of Islamic values and UAE culture.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' innovation skills across the school.• Students' involvement as volunteers within the local community.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of teaching and assessment is acceptable. Most teachers have secure subject knowledge but their understanding of how students learn best is inconsistent across the phases. This is evident in a large minority of lessons where teachers dominate a considerable part of the lesson, with many students being passive learners for long periods. Lesson planning is consistent in most subjects. Learning objectives are generally aligned to curriculum standards. In a few Arabic lessons there is a focus on the tasks in the lesson as opposed to the intended learning outcomes. Most lesson plans define tasks to meet the needs of different groups of students however this is not always applied.
- The learning environment is generally positive as a result of the warm and friendly interactions between teachers and students, who demonstrate a willingness to learn. Most teachers, particularly in KG and Primary, have effective classroom routines that are understood and followed by the students. However, teaching strategies in these phases tend to be teacher dominated and lack consistency in developing students' collaborative and independent learning skills. In science, there are limited opportunities for Primary and Middle phase students to undertake experiments.
- The effective use of questioning and dialogue is variable across the school. In the most successful lessons, students research and present topics, asking and answering searching questions. Teachers create opportunities for students' dialogue and debate about the chosen topic. In other lessons teachers ask questions that receive short responses from students.
- Differentiated activities matched to the needs of different groups of students, including students with SEND and G&T students, are a regular feature in most lesson plans however these are not always applied. There is inconsistency in the quality of the different activities, with the range often being too narrow to provide appropriate challenge and support for all students. For example, KG children learn about a single number in numeracy lessons, with no alignment to their prior knowledge and skills in the activities.
- The development of critical thinking, problem-solving and innovation skills is inconsistent overall. It is more evident in the Middle and High phases. The increasing use of word problems in some Primary classes presents opportunities for students to develop higher order thinking skills.



Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Internal assessment processes are consistent overall. Entry level tests based on the school's curriculum standards, together with teachers' ongoing assessments are analysed to provide appropriate information about students' attainment and progress.External examination data from a range of international assessments, including CBSE, provide benchmarks against international standards. ASSET, CAT4, and other external progress measures enable the school to track student's progress against a variety of different indicators as they move through the school. The available progress data is not always used consistently by teachers to ensure learning activities provide appropriate challenge and support for different groups of students.The school makes use of appropriate methods to identify students with additional needs. The use of data analysis leads to the identification of students in need of extra support and those who need more challenge. However, support plans and programs are not always initiated in a timely way.Teachers have reasonable knowledge of their students' strengths and weaknesses. Most of the students' work is marked regularly however the provision of constructive feedback and peer and self-assessment are inconsistent across subjects and all phases.				
Areas of Strength:				
<ul style="list-style-type: none">Teachers' subject knowledge.Student and teacher interactions.				
Areas for Improvement:				
<ul style="list-style-type: none">Planning of lessons to create an environment of engagement and active learning, particularly in KG.The provision of appropriate challenge and support to meet students' identified learning needs, particularly higher-attaining students.				



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The overall quality of curriculum design and implementation is acceptable. The curriculum is reasonably broad and balanced. It develops students' knowledge more than skills. However, the curriculum does not fulfil key requirements of the school's authorised curriculum in the UAE. Specifically, it fails to comply with the timetabling requirements for Islamic Education and Arabic second language.• The curriculum is planned with adequate progression to meet the needs of most students. Students are adequately prepared for the next phase of their education. Curricular choices are provided for older students targeted at developing students' interests and aspirations. These include a science and commerce pathway with optional subjects in psychology, economics, business studies, accounting and marketing. In the Primary and Middle phases, students have a choice of languages including, Malayalam, Hindi and French along with the monthly choice of clubs for extra-curricular activities. In KG children have timetabled lessons in physical education, music, dance, yoga and art alongside their core subjects. Moral education and general studies are offered throughout the school. Each student has a dedicated form period at the end of the day.• There are cross-curricular links planned in most subjects which enables transfer of learning. For example, in social studies links are made to Islamic Education and Arabic language.• The school conducts monthly reviews of the curriculum in KG. In the Middle phase this is once a year and twice a year in the High phase. Middle leaders review and develop the curriculum. As a result, the school identifies and makes adaptations to the curriculum. From these reviews the focus on speaking and writing has increased.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The school makes adequate modifications to meet the needs of most groups of students. However, the curriculum is insufficiently adapted to provide clear opportunities targeting higher and lower-attaining students.• The curriculum is designed to engage most of the students in enriching experiences to strengthen students' learning. Opportunities to engage students in activities that promote enterprise, innovation, creativity and social contributions are inconsistent.• Appropriate links are integrated into most aspects of the curriculum to enable students to develop clear links with UAE values, culture and society.				



Areas of Strength:

- The curriculum choices provided to students.
- Opportunities to learn about the UAE are integrated in most aspects of the curriculum.

Areas for Improvement:

- Compliance in timetabled lessons in Arabic and Islamic Education.
- Modifications to the curriculum to meet the needs of all students.
- Opportunities for enterprise and innovation creativity and social contributions.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The overall quality of the protection, care, guidance, and support of students is acceptable. The school has adequate formal procedures for the safeguarding of students. The training of staff in child protection takes place, however not all parents are aware of the child protection policy. Students and teachers are trained in the school's antibullying policy.The school meets the general requirements for maintaining the health and safety of students and staff. It maintains accurate records of any incidents and action taken. The school environment is clean and maintained. There is ramp access to the ground floor and two wheelchair ramps to the first floor. However, some classrooms throughout the phases are too small to accommodate large class sizes. Supervision of students is effective around the school. There are supervisors in the corridors and in the washrooms to monitor students' behaviours and conduct. Bus transportation and supervision is compliant.The school promotes safe and healthy lifestyles systematically through workshops. The nurse and doctor conduct these sessions. Students learn about the benefits of healthy eating and exercise in assemblies. KG and Primary students have fruit breaks as part of promoting healthy eating habits.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Relationships between staff and students are promoted well. Behaviour in lessons and around the school is equally well promoted. As a result, students manage their own behaviour effectively. The school promotes attendance and punctuality through recognition in assemblies.The school has appropriate systems to identify students with SEN. There are no formal procedures in place for identifying G&T students. Specialist staff provide support for students with SEND in KG and High where students make adequate personal and academic progress. However, provision in the Primary and Middle for students with SEND and G&T students throughout the school is under-developedStudents' well-being and personal development are monitored throughout the year. The school has appropriate procedures to help the transition from one phase to another, and to universities. There is insufficient professional career guidance for students to support their career aspirations.				
Areas of Strength:				
<ul style="list-style-type: none">Staff and student relationships, and behaviour management.				



- Supervision arrangements around the school.

Areas for Improvement:

- Procedures for the identification and support for G&T students and provision in the Primary and Middle for students with SEND.
- The range and depth of career guidance.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is acceptable. The Principal and senior leaders demonstrate a vision and direction that promotes a commitment to the UAE national and Emirati priorities. This is shared with most stakeholders. Leaders have a commitment to creating an inclusive learning environment, however provision in the Primary and Middle phases for students with SEN and G&T students throughout the school is under-developed. Senior leaders have an adequate knowledge of the CBSE Indian curriculum and best practices in teaching.
- Relationships and communications are professional although not always effective. There are inconsistencies in how middle leaders are held to account, particularly for student outcomes. Senior leaders demonstrate an awareness of the improvements that need to be made. They demonstrate sufficient capacity to make the required improvements. Some aspects of the school environment have been improved particularly in relation to health and safety and ensuring that the school is compliant with most statutory and regulatory requirements. However, aspects of the curriculum are not yet fully compliant.
- Self-evaluation and improvement planning does not include the views and ideas of all stakeholders. Senior and middle leaders undertake regular lesson observations however this is not sufficiently focussed on student's achievements. The school improvement plan is adequate and based on simple self-evaluations. It contains appropriate actions to meet the UAE's national priorities. This has resulted in improvements to students' achievement.
- The Parent Council meets regularly and supports the school in activities and celebrations. Communication with parents takes place regularly but clear information about their children's progress is not consistently provided. The school's online portal enables parents to view aspects of their children's learning and provides a useful communication method. Meetings with teachers provide parents with opportunities to discuss their children's learning. The school has yet to develop links with international organisations and universities but does make some contributions to the local community.



- All stakeholders are represented on the governing body, and they meet regularly, however they have limited knowledge about the school's performance. For example, they do not sufficiently review the key priorities for improvement and are not sufficiently aware of students' performance in external examinations. Governors are not yet effectively holding school leaders to account. The Governing Board lacks awareness of the resources needed to support the school's improvement and to ensure that all statutory requirements are met.
- Most of the aspects of the day-to-day management of the school are well organised. Staff are suitably qualified; however, they do not receive sufficient targeted professional development matched to the school's key priorities for improvement. The premises has adequate specialist facilities, however access to technology is limited for both teachers and students. The teaching and learning environment is adequate. The KG area has been recently refurbished and now has a garden and play area. However, some classrooms are too small to ensure an effective teaching and learning environment.

Areas of Strength:

- The general day-to-day management of the school.
- Senior leaders' commitment to UAE and Emirati priorities.

Areas for Improvement:

- Governors' understanding of school performance and their support for school improvement.
- The professional development of teachers to support to support teaching and learning.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are three Arabic teachers. The staff student ratio is 1:30. There are 94 Arabic books in total in the library with 59 fictional texts.
- Teachers regularly take students to the library to provide them with a different learning environment to motivate them to read various books. In addition to this the teacher sets the scene by providing an initial overview of the book and its themes. The students are then encouraged to come to the front to read to the class. This enables them to develop their confidence in reading aloud and reading for understanding. They develop their comprehension skills through this process.
- There is a digital library in the school which students can access in school and at home. This flexible procedure allows them to read at home and further secure their learning. Teachers collect books from the library for the reading period in the classes and the resource materials are updated regularly. As a part of the reading programme, 'Read A Minute' was introduced in the Primary, Middle and High phases.
- There are extra-curricular activities including 'Read Aloud' competitions. Phase Wise is a part of the curriculum, to promote reading and understanding of the Arabic language. Video and online books are available for students in the Blend Space section of the library.

The school's use of external benchmarking data

- Around 80% of students take the ASSET examinations in English, mathematics and science. These are taken in Grades 3 to 9. Students in Grades 10 and 12 also take the CBSE examinations in a range of subjects.
- In preparation for the tests, sample worksheets are provided to the students in all phases. Questions are also introduced into the curriculum to familiarise students with the types of language they are likely to face in the various tests. Students are also provided with the relevant information and adaptations are made to fully prepare them to take the tests. The targets and information for these tests are communicated to the students and further information is placed on notice boards.
- Parents are informed about these tests through the online portal where they can ask questions for clarification. The results of external benchmarking tests are communicated to students and parents through email.
- The examination department has received the required training to administer these tests under the required regulatory compliance. The principal takes a leading role in promoting students' involvement in external assessments.

Provision for KG

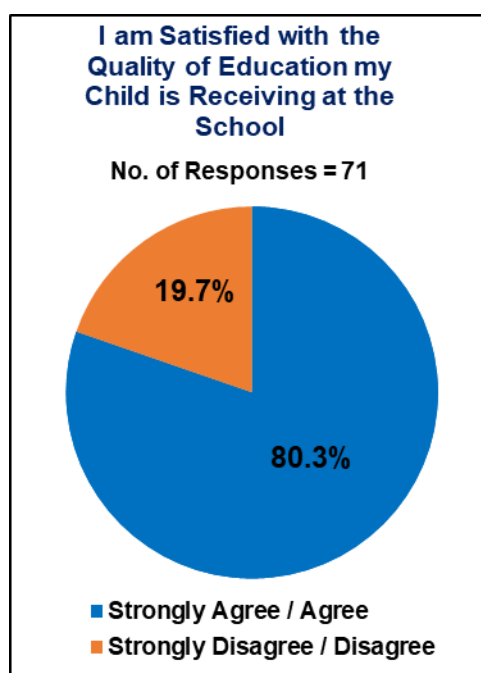
- Along with the KG supervisor, the number of teachers is ten. There are four teachers for KG1 and six teachers for KG2. In addition, there is a dance teacher who has timetabled classes. There are five teaching assistants alongside three 'nannies,' for four sections of KG1 and six sections of KG2. All the teachers are qualified with a graduation degree with six of them being Montessori trained.



- The indoor environment and learning resources include ten classrooms in the KG section along with a dance and activity room. There are two washrooms with three cubicles each for KG1 and KG2. The classrooms have resources that include shapes and manipulatives in mathematics and flash cards to tell stories, along with reading corners to promote reading.
- Outside learning resources include a secure and spacious playpen area with safe flooring and a designated area for gardening. This area also has a small sand pit and water play area.
- Arrangements for the induction of new children include two days of an orientation programme for the parents. This is when school guidelines are shared through a school information brochure. Parents can also accompany their children during the first two days of school for an hour each day. During the initial two weeks the Grade 1 teachers and KG teachers complete scaffolding tasks for a smooth transition.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement across all subjects by:
 - identifying and sharing good practice in lesson planning
 - undertaking themed observations that target specific aspects of students learning
 - providing a wider range of resources to motivate students and secure learning
 - reviewing and developing students' higher order learning skills
 - increasing the use of technology to enhance learning.
- Improve the quality of teaching and learning by:
 - providing targeted continuous professional development for all teachers
 - making more consistent use of data in lessons to target activities at an appropriate level.



- Improve leadership across all levels of the school by:
 - providing targeted continuous professional development for all leaders
 - creating clearly defined responsibilities for leaders in monitoring and evaluating key improvement targets.
- Improve the identification and support for students with SEND and G&T students by :
 - developing systems to identify students who are G&T
 - creating clearly written individual educational plans for each student which define their learning needs
 - monitoring teachers to ensure that they consider students' learning needs in their lesson planning
 - monitoring the progress of identified students and the impact of teaching.

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

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

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

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