



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**SHARJAH INDIAN SCHOOL,
GHUBAIBA**

14 – 17 November, 2022

Overall Effectiveness

Good



إتقان ITQAN



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	17
Performance Standard 3: Teaching and assessment	19
Performance Standard 4: Curriculum	21
Performance Standard 5: The protection, care, guidance and support of students	23
Performance Standard 6: Leadership and management	25
ADDITIONAL FOCUS AREAS	27



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, students' attainment data, school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.



SCHOOL INFORMATION

School	School ID	174	
	School location	Al Ghubaiba	
	Establishment date	01 April 1979	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body	Central Board of Secondary Education	
	Examination Board	Central Board of Secondary Education	
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, PIRLS, ASSET, IBT, CAT4	
	Fee range	3600-6200	
	Staff	Principal	Dr Pramod Mahajan
		Chair of Board of Governors	Adv Y.A Rahim
Total number of teachers		459	
Total number of teaching assistants		16	
Turnover rate		5%	
Main nationality of teachers		Indian	
Students	Teacher: student ratio	1:20	
	Total number of students	8784	
	Number of Emirati students	0	
	KG: number and gender	1212 girls, 1102 boys	
	Primary: number and gender	3628 girls	
	Middle: number and gender	1457 girls	
	High: number and gender	1385 girls	
	Nationality groups	1. Indian 2.	
Total number of students with special educational needs	82		

PROGRESS JOURNEY

Previous Inspection in 2019:	Current Review:
ACCEPTABLE	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of eight reviewers' 222 lesson observations, 45 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is Good. This is an improvement since the previous inspection in 2019. Students' achievement has improved since the last review, most notably in Kindergarten provision and in the Arabic-medium subjects, while mostly very good outcomes in the CBSE examinations in Grade 10 and 12 have been sustained. This indicates that students make at least good, and accelerating, progress over time as they move through the school. Teaching is good overall, although more consistently effective in KG, Middle and High phases than in Primary. Some aspects of assessment require further improvement. Students' learning skills are good overall. Students' personal and social development is very good. The curriculum is good, meeting both the requirements of the MoE locally and the CBSE in India. Arrangements for the protection, care, guidance and support of students are good. Effective leadership at all levels underpins the improvements identified. The learning environment of the school is acceptable and meets requirements.

KEY AREAS OF STRENGTH:

- Students' attitudes to learning, their behaviour and relationships at every level.
- The cultural cohesion of the school community and students' capacity to work collaboratively.
- Students' improved achievement, particularly in the Arabic subjects and in Kindergarten.
- The effectiveness of senior and middle leaders in driving improvement since the last review.

KEY AREAS FOR IMPROVEMENT:

- The effectiveness of teaching and the level of challenge provided, particularly in the Primary phase.
- The consistency of students' achievement in mathematics across the school.
- Internal assessment processes.
- The identification of Special Educations Needs & Disabilities (SEND) students and those who are gifted and talented (G&T) and the level of support provided.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. It is acceptable in Primary and good in the Middle and High phases. In lessons and their recent work, students make acceptable progress in Primary and good progress in Middle and High.• Internal assessment data indicates that students' achievement is outstanding in Primary, Middle and High phases. However, this is not confirmed in lessons or in students' work, where attainment is acceptable in Primary and good in Middle and High. Students make acceptable progress over time in the Primary and good progress in Middle and High.• Across the school, a minority of the students gain skills in reciting the Holy Qur'an verses confidently and accurately. Students acquire values such as morals, etiquette and Islamic manners and link these to their daily lives, for example, in their diet, hygiene, and how they deal with others. In all phases, students have difficulty memorizing the Holy Qur'an and Noble Hadeeths. They are less accurate in their application of the Tajweed rules. In Primary, most students can recognize the Pillars of Islam and recite short surahs. They can talk about the wisdom behind sending the messengers and different kinds of prayer, but, overall, they lack confidence in talking in detail about these areas. In Middle and High phases, students become more confident in how to display proper manners and in describing in detail the meaning of the Prophet's (PBUH) sayings and Islamic principles. In High phase, the majority of students' recitation skills are good and they can describe shortening and joining prayers for travellers and the importance of the soul, shura and the prayer of guidance.• Most groups of students make expected progress. However, the progress of higher-attaining students is not as good as it should be because they are insufficiently challenged by their work. Lower-attaining students sometimes struggle with the work provided and do not progress as rapidly as they should.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Students' knowledge of Islamic values.• Students' ability to make a connection with the real world.	<ul style="list-style-type: none">• Students' abilities in memorising Noble Hadeeths.• Students' recitation and application of correct Tajweed rules.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a second language is good overall. In lessons and in their work, the majority of students make good progress in all phases. This does not align with the school's internal data which shows that all students make outstanding progress over time across the school.• Internal assessment and MOE examination data for the Primary, Middle, and High phases show attainment as outstanding, including in Grade 12. This is not seen in lessons or in students' books where the majority of students attain above curriculum standards.• The majority of students make good progress. Students in the Primary phase can read texts of different types accurately and extract the key information. They develop good speaking skills as they talk about familiar topics using full sentences, with a few grammatical mistakes. Students in the Middle phase develop good discussion skills and communicate their thoughts through appropriate choice of vocabulary and sentence structures. Students in the High phase make good progress in analysing narrative texts, describing characters and events in well-structured sentences. However, paragraph writing and fluency in speaking are less well-developed for students across all phases.• The majority of groups of students make better than expected progress.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Students' reading comprehension skills in Primary phase.• Students' discussion skills in Middle phase.• Students' ability to analyse texts in High phase.	<ul style="list-style-type: none">• Students' fluency of speaking across the school.• Students' paragraph writing skills, in all phases.



Social Studies	<ul style="list-style-type: none">• Achievement in social studies in the Primary and Middle phases is good. In the lessons seen, a majority of students make better-than-expected progress overall.• Attainment is good overall. Internal assessment and MOE test data for the Primary and Middle phases show attainment to be very good. This is not evident in lessons or in students' books where, overall, the majority of students attain above curriculum standards.• In lessons and in their work, the majority of students make good progress in all phases. In the Primary phase, students can communicate their knowledge about the features of deserts and the adaptation features of plants and animals in UAE. They are learning to use mind maps to show the difference between consumers and producers. They describe the world's cultures confidently and link them to the UAE's cultures, heritage and weather. They recognise UAE currency and value and can compare it to other world currencies successfully. Students classify wastage successfully and describe UAE efforts in recycling accurately. In the Middle phase, students know the values of sustainable global goals and link them consistently to the UAE visions. They are learning about climate change in UAE, how it impacts the social and economic life cycle and the measures adopted to combat climate change. However, more focused, creative and innovative tasks, and more effective development of critical-thinking skills in the Primary phase, would enhance the depth of understanding of all students. There is limited use of technology to support research and understanding.• Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Students' knowledge of UAE history, culture and government.• Students' appreciation of the development of UAE and their pride as citizens.	<ul style="list-style-type: none">• Students' use of technology to extend their understanding.• Students' critical thinking skills in the Primary phase.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall, although it is acceptable in Primary. In lessons seen, and in their work, students make good progress over time in KG, Middle and High, but acceptable progress in Primary. This does not fully reflect the school's internal data which indicates that students make good progress over time in all phases.• Students' attainment is good in the Middle and High phases in lessons seen and in relation to the curriculum standards. Students' attainment in KG and in the Primary phase is acceptable. Data reflecting performance in the CBSE board examinations show outstanding attainment at the end of both Grades 10 and 12 for the last four years.• In KG, children make good gains in building their knowledge of phonics and using these to decode and read a range of words and write short sentences. In Primary, students acquire adequate reading and comprehension skills, with good gains in this area by the time they reach the High phase. Students gain skills in writing for a range of different purposes. They write accurately, at length and in a range of styles, by the time they reach the High phase. Across the school, students develop confidence in answering questions and justifying their opinions. They work together to present their views which are well researched. They express themselves fluently, confidently and at length in class discussions and collaborative activities. For example, in the High phase, students gave well-researched presentations on the role of Piaget in informing child development.• Overall, the majority of groups of students make good progress across the school. However, progress is slower for all groups of students in Primary.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Children's phonics skills in KG.• Students' speaking and listening skills in all phases.• The reading comprehension skills of students especially in the High phase.• Students' abilities to research, comprehend and analyse written texts.	<ul style="list-style-type: none">• Primary students' progress in English.• Students' skills in extended writing across the school.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. However, it is good in the High phase. This reflects the progress seen in lessons and the work seen in students' books. This does not fully align with the school's internal data which shows that students make broadly good progress overall.• Overall, students' attainment is acceptable. External data, which is only available for CBSE exams in Grades 10 and 12, shows acceptable attainment in recent years. In the most recent exams, this dropped to weak in both grades. Internal attainment data shows broadly good overall. However, the attainment seen in lessons and in books shows that attainment now exceeds expectations in the High phase. In the other phases, attainment, as seen in lessons and against curriculum standards, is acceptable overall.• In KG, children develop a basic awareness of numbers and their use, including adding numbers. Primary and Middle phase students develop a basic understanding of shape and measurement, such as calculating areas and perimeters of various shapes, although this could be developed at a more rapid pace. In the High phase, students develop a good understanding of concepts such as calculus. Students across the school develop the skills to speak confidently when expressing their ideas and talking about their learning. Students' collaborative and independent-learning skills are less well developed in Primary and Middle phases.• Overall, most groups of students make the expected progress. However, higher-attaining students do not progress as well as they could, particularly in the Primary and Middle phases.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Students' development of their mathematical thinking, in the High phase.• Students' collaboration and independent learning skills in mathematics across the school.	<ul style="list-style-type: none">• Students' awareness of space and shape in the Primary and Middle phases.• Students' collaborative skills in the Primary and Middle phases.



Science	<ul style="list-style-type: none">Students' achievement in science is good overall, but very good in the High phase. In lessons and in their work, the majority of students make good progress in KG, Primary and Middle phases but very good in the High phase. This does not fully align with the school's internal data which shows attainment to be outstanding in Primary, acceptable in Middle and good in the High phase. Students make good progress over time.Attainment is good in KG, Primary and Middle phases and very good in the High phase against the curriculum standards. Grade 10 external CBSE examinations show attainment to be very good in science. At Grade 12, external results in physics and chemistry are good and in biology they are very good. This is mostly reflected in lessons and in students' books where, overall, a large majority of students in high school attain above curriculum standards.The majority of students make good progress. In KG, children learn to understand about land transport and can identify all modes of transport and their uses. In Primary, students can identify safety hazards at school and how to avoid them. In the Middle phase, students can define a water cycle and understand the difference between evaporation and condensation. In the High phase, students learn to identify a given organic compound using Fehling's solution. In all phases, students develop good experimental and scientific skills. However, their skills in recording observations and using predictions to strengthen their investigative skills, are less well-developed.The majority of students make better than expected progress across all phases. Higher-attaining students make particularly good progress in the High phase.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">Students' understanding and application of basic scientific principles.Students' capacity to collaborate effectively in lessons.	<ul style="list-style-type: none">Students' practical and laboratory skills.Students' scientific thinking, inquiry and investigative skills across the school.



Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is acceptable in the Primary phase and good in the Middle and High phases. In Kindergarten, there were no scheduled lessons in other subjects. Several subjects, such as music and IT, are taught only in certain grades or phases. Internal data indicates that students make good progress in Primary, but this is not evident in the lessons seen, other than in IT and PE. In the Middle and High phases, progress in lessons and over time is good overall, which matches the school's data. Attainment is good overall which matches the school's internal assessments. There is no external data for most of these subjects, other than in the High phase, where subjects such as business studies and Hindi have robust CBSE data. Internal data in Primary indicates good attainment in art, music, Hindi and Malayalam, although attainment is only acceptable in lessons. However, the majority of students attain above the curriculum standards in PE and IT. In the Middle and High phases, attainment in accountancy, economics, business studies and psychology is good. Progress in Primary is acceptable in music and art because of the limited opportunities to develop specific skills. The majority of students develop good IT skills but the use of learning technologies to support learning is limited. High phase students can lead compelling group discussions and presentations on business ethics. In business studies and economics in the High phase, students demonstrate well-developed critical thinking skills. The majority of groups of students make above expected progress in these subjects, most consistently in the Middle and High phases. 	
	Areas of Strengths	Areas of Improvements
	<ul style="list-style-type: none"> Students' confidence and well-developed skills in PE and IT. Students' achievement in a range of subjects in the High phase. 	<ul style="list-style-type: none"> Students' progress in the Primary phase. Students' creative skills in music and art.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good in all phases. They enjoy learning and become increasingly independent in being responsible for their learning as they move through the school. This is particularly strong in the High phase. Students enjoy working together in groups and collaborating to support each other's learning. They are confident when talking about their learning. Students make clear connections between areas of learning but do not consistently relate these to their understanding of the world. Students enjoy finding things out for themselves and solving problems. Their use of technology and innovation skills are less well developed. 	
	Areas of Strengths	Areas of Improvements



	<ul style="list-style-type: none">• Students' enjoyment of learning and ability to take responsibility for their learning.• Students' interaction and collaboration in lessons, especially in High phase.	<ul style="list-style-type: none">• Students' use of technology in all phases.• Students' innovation skills across the school.
--	--	---



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

Indicators:	KG	Primary	Middle	High
Personal development	Very good	Very good	Very good	Very good
<ul style="list-style-type: none">Students' personal and social development is very good overall.Students demonstrate positive and responsible attitudes. They generally respond well to critical feedback. They display good behaviour and self-discipline. Incidents of bullying are rare. Strong relationships between students and teachers help students to develop confidently.Students have very good understanding of the importance of healthy eating and maintain active lifestyles. A few students bring unhealthy snacks to school.Students' attendance is good at 94%. The majority of students attend school and lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
<ul style="list-style-type: none">Students demonstrate a very good understanding of Islamic values and how these influence life in the UAE. They are very knowledgeable and respectful of the traditions and heritage of the UAE.Students are knowledgeable and respectful of their own and other cultures. They participate in a wide range of events which deepen their understanding of other cultures, including participation in the National Day and Flag Day events.				
Social responsibility and innovation skills	Good	Good	Good	good
<ul style="list-style-type: none">Students are active in volunteering within the school and the local community. They help students in different competitions held in the school and they also help visitors and parents when they come to participate in events. They recently organized a collection of books to help less fortunate students in India.Students show a positive work ethic. They enjoy lessons and sometimes take the initiative to organize activities themselves. However, their innovation and enterprise skills, while good overall, are less well developed in lessons.				



- Students demonstrate a good understanding of the benefits of sustainability. They participate in activities to promote sustainability and conservation in the community by planting trees and garden plants. Occasionally there is some evidence of rubbish left behind after the daily breaks.

Areas of Strength:

- Students' positive attitudes, behaviour, relationships and self-discipline.
- Students' community involvement, volunteering and social awareness.
- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.

Areas for Improvement:

- Students' innovation and enterprise skills in lessons.
- Students' care for their immediate surroundings.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of teaching and assessment is good.Most teachers have a secure knowledge of their subjects and understand how students learn. In the High phase, teachers use a range of strategies to engage and challenge students. However, in KG, Primary and Middle schools, they do not always use this knowledge as effectively as they might, to provide appropriate support.Teachers plan detailed lessons that are aligned with curriculum standards and address the needs of their students. The detail in these plans is not always translated into appropriately-shaped lessons, meaning that learning is not as consistently effective as it might be, especially in the Primary phase.Teacher-student interactions are positive and ensure students are engaged in lessons. Questioning is used appropriately to check and correct understanding in the High phase but is less effective in KG, Middle and Primary phases. Teachers do not consistently use effective strategies to extend students' knowledge, particularly for higher-attaining students.In the High phase, teachers consistently promote critical thinking, problem-solving and independent learning in lessons. This is less evident in the Primary and Middle phases or in KG.				
Assessment	Good	Acceptable	Good	Good
<ul style="list-style-type: none">While assessment is good overall, internal assessment processes are sometimes over-optimistic and do not provide an accurate measure of students' progress in the Primary phase. The internal assessment processes are more accurate in the other phases.The school benchmarks students' outcomes against CBSE where appropriate. Currently, there is no other recent external data upon which to base comparisons. Data is either awaited or tests are not yet due.Assessment data about students' attainment are analysed, but this process is not yet fully developed, so that teachers' understanding of students' achievement is not consistent.Most teachers use assessment information to influence teaching but this does not consistently ensure well-matched provision to meet the needs of higher-attaining students.The school does not consistently provide effective written and evaluative feedback to students to support their next steps of learning.				
Areas of Strength:				
<ul style="list-style-type: none">Teachers' knowledge of their subjects and of how students learn, particularly in the higher grades.				



- Teachers' success in developing students' critical thinking, problem-solving and independent learning skills, particularly in the High phase.

Areas for Improvement:

- The use of assessment data to inform teachers' planning to meet individual needs, particularly in Primary.
- The marking of students' work and the feedback provided.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of the curriculum is good. Curriculum design and implementation is good, while curriculum adaptation is acceptable as it does not always make adequate modification in order to adequately meet specific needs. Similarly, opportunities for enterprise, innovation, creativity and social contribution are limited and inconsistent.The curriculum follows all statutory requirements. It is broad and balanced and develops students' skills sufficiently on entry.Curriculum planning ensures continuity and progression. It builds on prior learning at each stage and meets the learning needs of most students, particularly in the High phase. However, it does not always fully support the learning needs of the higher-attaining students, the gifted and talented and those with SEND.There is a wide range of curricular choices for older students in the school, preparing them well for future learning.Cross-curricular links are planned well and integrated into lessons. This helps students to link areas of learning and relate their studies to the UAE context. However, implementation is inconsistent across subjects and phases. Regular review of the curriculum includes the modifications based on the previous year's implementation to ensure smooth transition.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Curriculum modifications do not fully meet the needs of all students, especially those who are higher-attaining and those with SEND.Extra-curricular activities offer a range of clubs and activities. However, students have limited opportunities to be innovative and develop their enterprise skills sufficiently.The curriculum supports students' good knowledge and understanding of Islamic values and UAE society.				
Areas of Strength:				
<ul style="list-style-type: none">The breadth and balance of the curriculum.The range of curricular choices to support students' talents, interests and aspirations.The well-developed cross-curricular links.				
Areas for Improvement:				



- The effective modification of the curriculum to meet the needs of all students, particularly those who are higher attaining and those who are SEND.
- Opportunities for enterprise and innovation.



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	Good	Good	Good	Good
<ul style="list-style-type: none">• The protection, care, guidance and support of students is good overall.• Procedures for safeguarding are effective. All staff, students and parents understand the child protection policies and procedures. The school has arrangements to protect students from all forms of verbal, physical and emotional harm, including bullying.• The school provides a safe environment. Students are effectively supervised during the school day. However, parents and the school have some concerns about supervision of students on school buses.• Records are kept of fire drills, evacuation procedures and other incidents. Buildings and equipment are maintained in good condition. The school has ramps which allows partial access for those with mobility issues.• The school promotes healthy living effectively through the curriculum and assemblies and students are well-informed about the importance of diet and exercise. There is extensive shading outdoors and ready access to fresh drinking water.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">• Relationships between staff and students are very positive. Behaviour management systems are effective. Almost all students manage their own behaviour highly effectively.• Attendance and punctuality are managed effectively.• The school has appropriate systems to identify SEND students, through liaison with teachers and parents. However, the provision to support these students in lessons is less consistently effective. While gifted and talented students are identified to some extent, a complete register is not in place and provision is incidental, rather than planned.• Students' well-being and personal development is closely monitored. Students have regular health checks throughout the year. Preparation is made at all transition points within the school. There are effective links with universities in the UAE and India, and access to careers fairs, to helps secondary students to pursue their career aspirations.				
Areas of Strength:				
<ul style="list-style-type: none">• Staff-student relationships and exemplary discipline in all classes.• The school's effective procedures for safeguarding.				



Areas for Improvement:

- The monitoring of safe practice, including the use of seatbelts, on school buses.
- The identification and support of students who are gifted and talented and those with special educational needs.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is good.
- Senior and subject leaders have successfully improved students' achievement, particularly in the KG, Middle and High phases. Leaders demonstrate commitment to the UAE and national priorities. Leaders have a secure understanding of best practice in teaching, learning and the curriculum. There is commitment to inclusion, so that the school embraces students of all social and economic backgrounds. However, some aspects of provision to support SEND students and those who are gifted or talented are less well-developed. Relationships and communication are professional. There is effective delegation of key responsibilities to enable this very large school to function smoothly. Staff have a clear view of their roles and responsibilities and morale in the school is positive.
- Despite the disruptions of recent years, school leaders know what needs to be done to improve the school, have ensured a good rate of improvement, and demonstrate good capacity for further improvement. Statutory and regulatory requirements are met.
- The school's self-evaluation provides a broadly accurate view of students' achievement, in the context of the limited external data available, and leaders have analysed the school's performance accurately. References to students' achievement are not always evaluated with sufficient clarity. The development plan identifies appropriate priorities for improvement, but requires updating. There is a well-structured programme of monitoring and evaluation of lessons, although the improvement of consistency of teachers' practice, particularly in Primary, is more challenging.
- The school informs and involves parents well in supporting their children's learning. There are detailed written reports termly. Parents have open access to teachers, in person or by message. There are extensive systems for communicating with parents. There are very good community and national partnerships, particularly through the Indian Association networks, and many school, university and commercial connections in India.



- The wider Governing Board includes parental representatives, although a small group of three members, representing the Indian Association, have Power of Attorney on behalf of the owner. There are good opportunities for parental views to be shared through surveys and meetings. Governors have a good knowledge of the school. School leaders are held accountable for school performance, although this aspect could be more formalised.
- Day-to-day management is very good. Lessons, activities and the extensive arrangements for the transportation of students run very smoothly. Staff have access to online training, and regular weekend courses, to improve their skills and effectiveness. Current school premises provide adequate accommodation with mostly suitable specialist facilities, although there is a significant shortage of laboratory space and access. Resources available to support teaching and learning are limited in some subjects.

Areas of Strength:

- The school's engagement with parents and the community and national partnerships.
- The management of the day-to-day life of the school.

Areas for Improvement:

- The clarity and recording of school self-evaluation processes.
- The updating of school improvement planning.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 33 full-time teachers who cover Arabic Second Language. The student-teacher ratio overall in Arabic is 1:32.
- There are 1234 books in Arabic in the school library. Around two-thirds of the texts are fiction. There are weekly class visits to the library. The Arabic teachers allow one period per week for students to read stories from the internet or from online libraries.
- The provision for reading in classrooms in Arabic is under-developed. There are no book corners in Arabic. There are no Arabic readers readily available. However, online reading resources can be accessed.
- Some parents access out-of-school activities to support their children's knowledge of Arabic. Students participate in assemblies and in the national, cultural, and Islamic celebrations. They are also encouraged to participate in intra- and inter-school reading competitions.

The school's use of external benchmarking data

- The school is compliant with SPEA requirements in offering several international tests: ASSET, CAT4 and IBT, in addition to PISA, TIMSS and PIRLS. However, CAT4 has not been held since 2018 and the planned resumption in 2022 has been delayed for financial reasons. IBT is being held as an alternative to ASSET in 2022, for some classes, but no data is yet available. ASSET testing has been offered in 2020, 2021 and 2022, but the numbers taking the tests, for reasons of cost, are very low and provide no data of statistical significance. PIRLS testing was held in 2021 but no data is available. Consequently, the only external data currently available derives from the CBSE examinations at grades 10 and 12.
- The Principal indicates that a programme of preparation was provided ahead of the international tests in 2021, with some additional online sessions at the weekend, particularly in the period leading up to the tests.
- The school indicates that the test results are made available to students although this has not been relevant recently, as no results from the testing undertaken have yet been received.
- Both ASSET and CAT4 provide detailed analysis of the performance of the few individual students who opt in to these tests. The school shares this information with parents.

Provision for KG

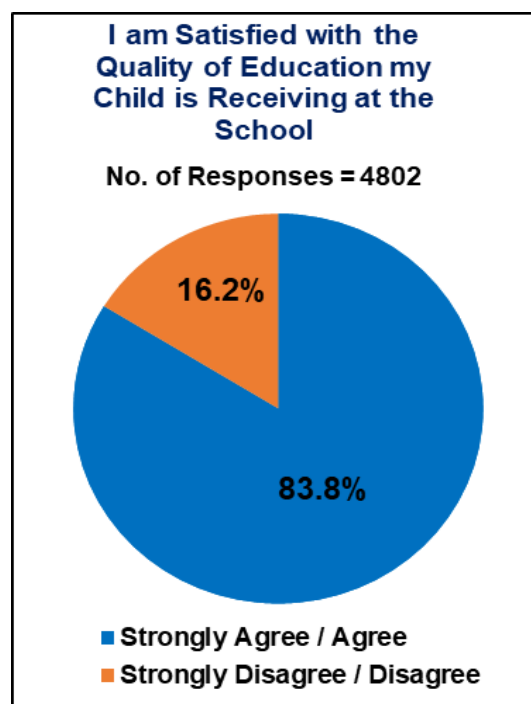
- There are 2311 children in the 80 KG classes, distributed as KG1 (37) and KG2 (43). The ratio of teachers to children is 1: 26. There are 16 full-time assistants, working across groups of classes, who support children's personal and social, rather than learning, needs.
- The indoor environment is bright and colourful, with appropriately-sized tables and chairs. There are basic learning resources to support the key areas of language, mathematics and creativity. Resources are, however, relatively restricted in range and quantity.
- There are colourful outdoor play areas which are used occasionally, under supervision.
- Children have familiarisation visits when they are about to start school and orientation visits for parents are offered. Parents are interviewed prior to a child's entry to ascertain any information relevant to their children's development. There are planned visits when children



move from KG2 to Grade 1, with boys moving to the Juwaiza branch, while girls remain at Ghubaiba. Students are assessed on entry against the Early Years standards, which evaluate fine and gross motor skills, social and communication skills. All relevant records are passed on when children enter Grade 1.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Strengthen the impact of teaching, particularly in Primary, to ensure that students are challenged more effectively by:
 - teachers using a range of structured questioning, which will promote and develop deeper thinking
 - improving the consistency of identification and support for students with special educational needs (SEN) and those who are gifted and talented
 - developing teachers' skills in differentiating the activities and learning intentions in their lessons to meet the needs of all students in their class.
- Develop more consistency in students' achievement in mathematics by:
 - providing professional development to staff on how to develop mathematical thinking in lessons
 - ensuring that monitoring of the teaching of mathematics continues to support staff in their planning and delivery of effective lessons.



- Improve the quality and accuracy of internal assessment procedures by:
 - ensuring that assessment procedures and aspects are closely linked to the requirements of the school's curriculum
 - moderate the writing and marking of assessments to ensure that they provide an accurate picture of where each student is in their learning.

- Enhance the impact of leadership by:
 - ensuring that strong systems are developed, across leadership teams, to accurately evaluate the quality of work across all subjects and phases
 - using self-evaluation information to inform the writing of a concise school development plan, based on the school's needs.

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.