



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Indian Excellent Pvt School
29 January - 1 February 2024

**Overall
Effectiveness:
ACCEPTABLE**





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

| School | School ID | 164 | |
|---|---|---|--------------------|
|  | School location | Al Azra, Sharjah | |
| | Establishment date | 1991 | |
| | Language of instruction | English | |
| | School curriculum | Indian | |
| | Accreditation body | - | |
| | Examination Board | CBSE | |
| | National Agenda Benchmark Tests/ International assessment | TIMSS, ASSET, PISA, CAT4 | |
| | Fee range | 450-900 AED | |
| | Staff | Principal | Mrs Mangala Pillai |
| |  | Chair of Board of Governors | Mr Ramachandran |
| Total number of teachers | | 64 | |
| Total number of teaching assistants | | 2 | |
| Turnover rate | | 10% | |
| Main nationality of teachers | | Indian | |
|  | Teacher: student ratio | 1:21 | |
| | Total number of students | 1342 | |
| | Total number of students per cycle | KG: 300 Primary: 561 Middle: 253 High: 228 | |
| | Number of Emirati students | 0 | |
| | Number of Emirati students per cycle | 0 | |
| | KG: number and gender | Boys:150 Girls:150 | |
| | Primary: number and gender | Boys: 327 Girls: 234 | |
| | Middle: number and gender | Boys: 136 Girls: 117 | |
| | High: number and gender | Boys: 126 Girls: 102 | |
| | Nationality groups | 1. Indian | |
| Total number of students with special educational needs | 6 | | |



PROGRESS JOURNEY

| Previous Review: 2022-23 | Current Review: |
|--------------------------|-------------------|
| ACCEPTABLE | ACCEPTABLE |

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 155 lesson observations, 36 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. There has been no change since the last review in November 2022. Whilst the school has made improvements, they are insufficient to raise the overall judgement. English in the High Phase remains good and social studies in Middle and High phases have moved from acceptable to good. Achievement in all other subjects has remained acceptable in all phases, though assessment results have improved a little. Students' learning skills in KG and High phases have moved from good to acceptable. The quality of students' personal development remains good. Teaching remains acceptable and the need for improvement in the review of students' data means that assessment remains acceptable. The CBSE curriculum is followed and remains acceptable. Health and safety, including arrangements for child protection and safeguarding, are now good from acceptable because the school has placed a specific focus on developing this aspect. The care and support of students remains acceptable, as there are still underdeveloped systems to identify students with special education needs (SEN) and Gifted and Talented students (G&T). Leaders demonstrate some capacity for school improvement though further training is required for middle leaders. The newly appointed governing body is having an impact on improving the school's management.

KEY AREAS OF STRENGTH:

- Students' achievement in English in CBSE in the High Phase.
- Students' achievement in social studies in the Middle and High phases in lessons.
- The school's arrangements for child protection and safeguarding.
- Students' responsible and respectful attitudes.
- The board of governors and its positive impact on school improvement.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in virtually all subjects and in all phases.
- The standard of teaching to improve outcomes for students.
- The identification of and support for students with SEN and those who are G&T.
- The use of assessment data to plan teaching that responds to the needs of all students.
- School self-evaluation and improvement planning to further improve all students' achievement.

School Performance Review of Indian Excellent Pvt. School
29 January - 1 February 2024



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

| 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 | Acceptable |
| | Progress | N/A | Acceptable | Acceptable | Acceptable |
| Social Studies | Attainment | N/A | Acceptable | Good | Good |
| | Progress | N/A | Acceptable | Good | Good |
| 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 | | Good | Acceptable | Acceptable | Good |



| | | |
|--------------------------|--|--|
| Islamic Education | <ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable overall. The school's internal data shows that students' progress in the Primary Phase is outstanding, good in the Middle Phase and very good in the High Phase. This does not match with what is seen in lessons and in students' work, where most students make expected progress.• The school's internal data shows that attainment is outstanding in the Primary Phase, good in the Middle Phase and very good in the High Phase. This does not match with what is seen in lessons and in students' work, which shows most students reach levels of attainment that are in line with curriculum standards. There is no external data for Islamic education.• Most students make acceptable progress overall. In the Primary Phase students understand and appreciate Islamic values; they follow Islamic etiquette while reciting Holy Qur'an verses. Their understanding of the vocabulary in the Noble Hadeeth is less well developed. In the Primary Phase, most students demonstrate knowledge of the Prophet's (PBUH) guidance and its impact on the individual and society. Students' deep knowledge of Prophet's (PBUH) Seerah is less well developed. In the High Phase most students have a deep understanding of Shariah rules. A few students' understanding of women's rights according to Shariah rules is less well developed in the High Phase.• Most groups of students make the expected progress with no differences between groups. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' understanding and appreciation of Islamic values across the school.• Students' generally deep knowledge of Shariah rules in the High Phase. | <ul style="list-style-type: none">• Students' understanding of the vocabulary in the Noble Hadeeth in all phases.• Students' deep knowledge of the Prophet's (PBUH) Seerah.• Students' understanding of women's rights according to Shariah rules in the High Phase. |



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| Arabic | <ul style="list-style-type: none">Students' achievement in Arabic as a Second Language (ASL) is acceptable overall. The school's internal data shows that students make outstanding progress in Primary, good progress in Middle and very good progress in High phases. This does not match with what is seen in lessons and in students' work, where most students make expected progress.The school's internal data shows that attainment is outstanding in the Primary Phase and good in Middle and very good in the High phase. This does not match with what is seen in lessons and in students' work, which shows most students attain in line with curriculum standards. External data for the CBSE examination indicates outstanding attainment for a very small number of students in Grade 10.Most students make acceptable progress. In the Primary Phase, most students develop their literacy skills competently. Although they have learnt to identify new vocabulary they struggle when using new words in a full sentence. In the Middle Phase most students can read accurately, identify the main idea and figures of speech. Their writing skills are less well developed. In the High Phase, students develop good comprehension, listening and speaking skills. They can scan texts to locate answers to questions. Students' confident speaking skills in the Primary and Middle phases are less well developed.Most groups of students make expected progress in all phases. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">Students' confident speaking skills in Arabic in the High Phase.Students' reading skills in the Middle Phase. | <ul style="list-style-type: none">Students' use of new vocabulary when writing in full sentences in the Primary Phase.Students' Arabic writing skills in the Middle Phase.Students' confidence when speaking Arabic in the Primary and Middle phases. |



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| Social Studies | <ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. The school's internal data shows students' progress in the Primary Phase is outstanding and good in the Middle and High phases. This matches with what is seen in lessons, and in students' work in the Middle and High phases although in the Primary Phase most students make expected progress.• The school's internal data shows that attainment is outstanding in the Primary Phase and good in the Middle and High phases. This matches that seen in lessons and in students' work in Middle and High phases where most students attain above curriculum standards, although in the Primary Phase most students attain in line with curriculum expectations. External data for CBSE examination indicates very good attainment for students in Grade 10.• Most students make acceptable progress overall. Students across phases demonstrate understanding and appreciation of the UAE culture, heritage values and its leaders. Most students in the Primary Phase can identify the history of national industries and distinguish between the past and present. They also understand the importance of keeping healthy although their knowledge about specific health care in the UAE is less well developed. Students' detailed knowledge of the historical structure of the Roman Empire is less well developed. In Middle Phase, most students can explain the medical value of spices, although their knowledge of spice trading and the economy is less well developed. In the High Phase, most students develop good knowledge of Sheikh Zayed bin Sultan Al Nahyan's (RIP) life and achievements.• The majority of students make expected progress overall with few differences between groups. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' understanding and appreciation of the UAE culture, heritage values and leaders across all phases.• Students' good knowledge of Sheikh Zayed bin Sultan Al Nahyan's (RIP) life and achievements in the High Phase. | <ul style="list-style-type: none">• Students' detailed knowledge of health care in the UAE in the Primary Phase.• Students' detailed knowledge of the historical structure of the Roman Empire in the Primary Phase.• Students' detailed knowledge of trading and the economy in the UAE in the Middle Phase. |



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| English | <ul style="list-style-type: none">• Students' achievement in English is acceptable overall. The school's internal data shows that students make very good to outstanding progress in all phases. This does not fully match with what is seen in lessons and in students' work, which is acceptable in KG, Primary and Middle phases and good in the High Phase.• Students' attainment in English is acceptable overall. The schools' internal data shows that most students' attainment across the phases is outstanding. This does not fully match what was observed in lessons and in students' work, which is acceptable in KG, Primary and Middle phases and good in the High Phase. External ASSET data benchmarking data for Grades 3-9 is weak. CBSE results in the High Phase are outstanding.• In KG children establish strong foundations in early literacy. Their listening and speaking skills are strong. Children are confident speakers and can understand texts, interpret and match letter sounds. They have good fine motor skills which help them with their writing. Writing and reading fluency and comprehension continue to develop at a slower pace in Primary and Middle phases. Students do not always think deeply enough about the literature they read in English lessons or produce written work of consistently good quality. Students in the High Phase engage confidently with challenging reading materials, exploring literary and structural features. They demonstrate a good understanding of various demanding literary and information sources. They analyse texts and comment on structure, tone, and character. Skills in critical thinking and literary analysis of various genres lead to high levels of understanding.• Overall, all groups of students make at least the expected progress. In lessons, there are no significant differences between girls and boys. Higher attaining students do not always make the progress of which they are capable. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Children's progress in their listening, speaking and reading skills in KG.• Students' ability in the High Phase to articulate confidently thoughtful opinions on a variety of genre.• Students' analysis of literature in the High Phase. | <ul style="list-style-type: none">• Students' comprehension skills in Primary and Middle phases.• Students' reading fluency in Primary and Middle phases.• The quality of students' written work in Primary and Middle phases. |



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| Mathematics | <ul style="list-style-type: none">• Students' overall achievement in mathematics is acceptable. The school's internal data shows that students make outstanding progress in KG, very good progress in the Primary Phase and weak progress in the Middle and High phases. In lessons across all phases, most students make expected progress.• The school's internal data shows attainment is outstanding in KG, very good in the Primary Phase and weak in the Middle and High phases. This does not fully match what is seen in lessons where most students attain levels in line with curriculum standards. External data for CBSE examination indicates weak attainment for students in Grades 10 and 12. ASSET data for external benchmarking is weak for Grades 3-9.• Most students across phases demonstrate acceptable mathematical knowledge and skills though their application to real life situations is less developed. In KG1, children can count to 40, whilst in KG2, they know basic concepts of addition and subtraction. Students in the Primary Phase use their knowledge about fractions, number and quantity to relate them to measurements of squares and rectangles. They know how to tell the time and how to use money, both notes and coins to buy items. By the Middle Phase students can gather data, manage and present data using tables and different kinds of graphs, although a minority are less secure in the analysis and interpretation of data. In the High Phase, a large minority of students can solve complex problems such as calculating the volume of cones, drawing knowledge from algebra, geometry, and trigonometry. Mathematical thinking is not as well developed in algebraic operations, data interpretation, and manipulation of equations when unknowns and givens are replaced.• There are no distinctive differences in the rates of progress of different groups of students. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Children and students' ability to count and perform basic operations in KG and Primary.• Students' ability to solve complex problems by using algebra, geometry and trigonometry in the High Phase. | <ul style="list-style-type: none">• Students' analysis and interpretation of data in the Middle Phase.• Students' ability to manipulate equations in algebraic operations in measurements in the High Phase.• Students' application of mathematical concepts to real life situations. |



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| Science | <ul style="list-style-type: none">Students' achievement in science is acceptable overall. The school's internal assessment information indicates that progress is outstanding in KG and Primary Phase and good in Middle and High phases. This does match with that seen in lessons and in students' work where most students make progress which is in line with curriculum expectations.The school's internal data shows that attainment is outstanding in KG and the Primary Phase, weak in the Middle Phase and acceptable in the High Phase. This does not fully match with that seen in lessons and in students' work as in all phases, students reach levels of attainment which are in line with curriculum standards. External CBSE data for Grades 10 and 12 shows that attainment is weak in Grade 10 and good in Grade 12. In external assessment, ASSET benchmarking for Grades 3-9 shows that students' performance is weak. There is no external data for KG.Most students across all phases demonstrate an awareness of various curricular themes. They acquire age-appropriate knowledge of various topics such as transport in KG, clothing and aquatic plants in the Primary Phase, pollution, concave, and convex lenses in the Middle Phase and coordination compounds and ecosystems in the High Phase. Students can grasp and retain information related to these scientific themes. There is a noticeable gap in the development of scientific process skills among the students with a limited application of critical thinking, experimentation, and analysis. There are insufficient activities for students to connect theoretical knowledge to practical scenarios, restricting their ability to employ scientific methods effectively.Most groups make expected progress overall, including low attaining students and students with SEN. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">Children's knowledge of different scientific topics in KG.Students' understanding and retention of scientific themes in Middle and High phases. | <ul style="list-style-type: none">Students' fluency in using scientific terms and vocabulary in all phases.Students' use of scientific skills in analysis and inference in Middle and High phases.Students' use of mathematical skills in solving physics problems in High.Students' involvement in activities that enable them to connect what they have learnt in lessons to practical real-life situations. |



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| Other subjects | <ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. The school only has internal assessment data for Grades 11 and 12 in commerce subjects, psychology and home science which shows students' progress is weak. Overall, in lessons, most students in all phases make acceptable progress.• There is no external attainment data in other subjects in Primary, Middle and Grades 9-10. The external assessment data in Grades 11-12 for commerce subjects and biology in CBSE is weak, except for psychology and home science where it is acceptable. Attainment in lessons is acceptable in all phases.• Progress in lessons is acceptable in all phases. In KG, most children develop drawing, colouring and cutting with well-developed fine motor skills. In music in the Primary Phase, students can recognise different types of sounds produced by various instruments and understand basic concepts such as rhythm, melody and musical collaboration. In Hindi, most students can comprehend the text. Students' skills in information technology, in applying and using word processing software is limited in the Phase. In computer studies, in the Middle Phase students can create a new excel spreadsheet, apply conditional formatting and enter new data. In the High Phase, students understand the concept of mutable and immutable data structures in Python. In art, in the Primary Phase, students make vegetable models from clay. They have adequate understanding of art elements, but their work in lessons shows limited drawing skills and lacks original creativity. In physical education (PE), students develop suitable skills such as ball control, although they need to learn how to shoot the ball in basketball effectively. In Grades 11 and 12 in business studies, students can discuss the development processes carried out by India, Pakistan and China and how these countries have achieved their targets of growth and development in the economy. In accounting, students understand depreciation, bad debts, provision for doubtful debts and discount on debtors.• All groups of students make acceptable progress in line with their starting points. | |
| | Areas of Strengths | Areas for Improvement |
| | <ul style="list-style-type: none">• Children's skills in drawing and cutting in KG.• Students' understanding of development processes in business studies in Grades 11 and 12.• Students' computing skills and their understanding of data structures in Python in the High Phase. | <ul style="list-style-type: none">• Students' use of word processing software in the Primary Phase.• Students' drawing skills and original creativity in art in the Primary Phase.• Students' shooting skills in basketball in the Middle and High phases. |



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| Learning Skills | <ul style="list-style-type: none">• Overall students' learning skills are acceptable and in KG and the High Phase they are good. Students are motivated and take interest in their learning. They interact and collaborate well with other students and teachers. In all phases, students enjoy learning. They have positive attitudes towards learning and can work for short periods without intervention.• Students can work in groups with collaboration and communicate with their peers with confidence when discussing topics. High Phase students can draw responses together quickly to meet time requirements and present their findings to the class with fluency and self-assurance.• In a few lessons students make cross-curricular links and apply their learning to the world around them, such as in business studies where they compare theory to the reality of business. In music, students link various sounds to the natural world. In PE, students make cross-curricular links with biology and the muscular system.• In mathematics, science and English students' problem-solving skills are developing. Generally, opportunities for students to use their critical thinking, enterprise and innovation skills are limited, especially in Primary and Middle phases. The use of laptops in the Middle and High phases enable students to undertake research, which they do effectively. Primary Phase students do not use technology in school, except in computer lessons, where, at times, they require greater challenge. | |
| | Areas of Strengths | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' positive attitudes towards learning, motivation, collaboration and communication.• High Phase students' ability to draw responses together quickly to meet time requirements and their fluent, self-assured presentation skills. | <ul style="list-style-type: none">• Students' critical thinking, enterprise and innovation skills particularly in the Primary and Middle phases.• Students' use of links across areas of learning and how these relate to the real world.• Students' use of technology in the Primary Phase. |



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

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

| Indicators: | KG | Primary | Middle | High |
|-----------------------------|-------------|-------------|-------------|-------------|
| Personal development | Good | Good | Good | Good |

- Students demonstrate positive and responsible attitudes. In the High Phase, especially, they are self-reliant and respond well to critical feedback.
- Students' behaviour in all lessons and around the school is always positive. They follow school rules, resulting in a school that is safe and orderly. They interact well with their peers and value every opinion in lessons.
- Relationships among students and with staff are friendly, building a cordial environment in the school. Students' express opinions confidently and share concerns with their teachers and the counsellor.
- Students reported that they understand the importance of healthy eating. They follow the school's advice for selecting healthy meal choices.
- Attendance is acceptable at 92%. All students are punctual in arriving at school and lessons.

| | | | | |
|--|-------------|-------------|-------------|-------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good | Good | Good |
|--|-------------|-------------|-------------|-------------|

- Students demonstrate a good understanding of Islamic values and how these influence their life. These values are shared during lessons and assemblies by reciting verses from the Holy Qur'an.
- Students are knowledgeable and appreciative of the UAE heritage and culture. A range of cultural activities, such as designing and decorating their own models of the holy house of Allah promotes this awareness. The school strongly fosters the UAE priorities.
- The school values multiculturalism and the students demonstrate a basic understanding and appreciation of their own and other world cultures. They participate in cultural events such as International Day by arranging special assemblies and bringing food from different cultures and countries.



| Social responsibility and innovation skills | Acceptable | Acceptable | Acceptable | Acceptable |
|---|------------|------------|------------|------------|
| <ul style="list-style-type: none">• Students demonstrate an acceptable level of community involvement, volunteering and social contribution by engaging in activities and projects that support and improve the well-being of the local community. The school contributes regularly to charitable causes, the most recent one donating to the earthquake victims of Syria and war-torn areas of Palestine and Gaza, both in cash and kind, through the Red Cross.• Students create projects, led and guided by their teachers, that span a range of subjects and disciplines. Students' work ethic and enterprise skills are supported and developed by those who take on the role of leadership monitors. Children in KG experience a Market Day involving visits to supermarkets and industrial areas.• Students take care of their immediate surroundings and are aware of important environmental issues. KG children participate in an energy drive to conserve water and germinate seeds in the garden. Students in higher phases participate in initiatives such as Save the Earth Day and green club. | | | | |
| Areas of Strength: | | | | |
| <ul style="list-style-type: none">• Students' interest and participation in environmental initiatives. KG children's development of awareness of the importance of water and energy conservation.• Students' appreciation and understanding of Islamic values. | | | | |
| Areas for Improvement: | | | | |
| <ul style="list-style-type: none">• Students' wider community involvement and participation in a range of social and volunteering activities.• Students' rates of attendance. | | | | |



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

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

- Teachers have secure knowledge of their subjects and how students learn. They use available resources and plan lessons in detail although often planning does not lead to lessons that respond fully to the needs of all students.
- Positive interaction between students and teachers ensures a productive learning environment although teachers' questioning to engage students in their learning is underdeveloped. Teachers use questioning most effectively in social studies and Islamic studies.
- Most teaching is aimed at the whole class rather than meeting the learning needs of different groups of students. Differentiated activities are only evident in a small number of activities.
- Teachers use a narrow range of teaching approaches in KG, Primary and Middle phases. Higher expectations, appropriate challenge and skilful questioning to develop students' critical thinking skills and to deepen understanding are generally features of lessons in Grades 9-12.

| | | | | |
|------------|------------|------------|------------|------------|
| Assessment | Acceptable | Acceptable | Acceptable | Acceptable |
|------------|------------|------------|------------|------------|

- Internal assessment processes based on CBSE guidelines are coherent and provide suitable measurement of attainment and progress of individuals and groups of students. In addition to the regular formative and summative assessments, students also take tests which prepare them for the final examination.
- The school uses external ASSET, TIMMS, PISA, and CAT4 tests to benchmark students' attainment against national and international averages.
- Teachers do not use assessment information effectively across all phases to provide a clear indication of where changes and adaptations to lessons need to be made to further students' progress. Teachers do not use data effectively to influence teaching and to match tasks according to students' ability.
- Teachers have reasonable knowledge of their students. The quality of feedback to support students' learning and progress lacks consistency of approach in Primary and Middle phases although it is better in the High Phase. Students do not routinely assess their own or their peers' work. Teachers' use of plenary assessment is insufficient.

Areas of Strength:



- Teachers secure knowledge of their subjects.
- The positive and productive learning environment.
- Teachers' level of challenge and skilful questioning of students in the High Phase.

Areas for Improvement:

- The monitoring, analysis and review of assessment data in lesson planning.
- The use of assessment data to identify and plan for differentiated activities for all groups of students.
- Teachers' effective implementation of lesson plans in lessons.
- The inclusion of a plenary session to assess students' learning during the lesson.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

| Indicators: | KG | Primary | Middle | High |
|---|-------------------|-------------------|-------------------|-------------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none">The school's curriculum aligns with the educational objectives of the CBSE and the MoE requirements and demonstrates a balance of subjects. One more period of ASL was added as recommended, and KG adopted the early years curriculum this year. Schemes of work are structured to provide continuity and progression throughout different grade levels and written with learning outcomes to ensure students acquire knowledge and skills according to age-level expectations.The school offers various curricular choices, particularly in the High phase, with subject streams, second languages and activities across grades catering to students' interests, abilities and career aspirations.The schemes of work acknowledge cross-curricular links but there is a noticeable gap in the actual implementation of these links in lessons in almost all subjects.A termly review process is in place. The process is led by the curriculum committee and the review is based on feedback from different sources, such as students and parents plus the results of internal and external assessments. | | | | |
| Curriculum adaptation | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none">The school curriculum is responsive and makes some modifications to meet the needs of most groups of students based on parents' feedback and responses from the students' questionnaire. These modifications are often inadequate in achieving higher students' outcomes. The curriculum also incorporates methods such as inter-disciplinary projects and immersive lessons to enhance students' motivation.The curriculum encourages students to only occasionally develop and apply their creativity, and critical thinking in real-world contexts through a narrow range of activities, inter-school and intra-school competitions, events, field trips and technology. These extra-curricular activities need further development to engage more students.Appropriate learning through most aspects of the curriculum, such as Islamic education, social studies, the celebration of national days and special assemblies is integrated to enable all students to develop clear understanding of the UAE's values, culture and society. | | | | |



Areas of Strength:

- Learning outcomes to ensure students' knowledge and skills match age-level expectations.
- The termly curriculum review process.

Areas for Improvement:

- The development in the curriculum of creativity and critical-thinking skills.
- The implementation in lessons of the cross-curricular links detailed in the curriculum planning.
- The programme of extra-curricular activities to involve a greater number of students.



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

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

| 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 school has effective safeguarding procedures and appropriate training in place. All stakeholders are aware of the safeguarding and child protection procedures. Students feel safe and are aware of how to report incidents of bullying or cyber-bullying. Supervision of students to ensure their safety is very effective, including on school transport. The school conducts regular and thorough maintenance and safety checks together with regular evacuation drills to ensure students' safety. Daily maintenance and repair requests are logged and are acted upon by a staff of in-house electricians, plumbers, air-conditioning technicians and security personnel to ensure the whole school is safe, clean and secure. The building is maintained to an acceptable standard. Record-keeping is secure, including records of incidents and subsequent actions. Classrooms, facilities and premises are suitable and provide a safe environment for students. A few classrooms are cramped, and some classrooms have chairs and benches that are uncomfortable. The library, KG and science laboratories are only adequately resourced. There is frequent promotion of healthy living with monitoring of body mass index (BMI), age-appropriate diet and exercise, food from home and the canteen. Students in the obese category are counselled and parents are informed. Plans to manage weight are monitored by the school nurse quarterly. | | | | |
| Care and support | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> Relationships between staff and students are positive and there are successful systems in place to manage students' behaviour. The teaching staff, the guidance counsellor and the senior leadership team are all involved in this process. The school has adequate provisions to promote punctuality and attendance. Reminders during assembly and follow-up of unapproved absences and lateness are mainly effective. The school's current system to identify students with SEN focuses more on medical and health needs than students' behavioural or learning needs. A formal system to identify G&T students has yet to be implemented. The support provided for most students is acceptable and effective in assisting those with medical and health needs enabling the majority of these students to make adequate personal and academic progress, but this is less developed for higher attaining students. | | | | |



- The well-being and personal development of students are tracked at regular intervals and appropriate academic support is provided. Career seminars are given in the Middle Phase. Education fairs are held in school for the High Phase where international universities recruit students. Students' destination data is not tracked by the school.

Areas of Strength:

- Effective systems and procedures to ensure the health and safety of students and staff.
- Positive relationships between students and staff.
- Successful systems to manage students' behaviour.

Areas for Improvement:

- Effective identification of and support systems for all students with SEN.
- Premises and facilities that meet the needs of all, including science laboratories and the library.
- Appropriate systems to identify G&T students.
- Effective tracking of students' destination data.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- The leaders have a vision for the school based on the personal, inclusive and social development of students to create innovative future leaders. They are committed to the vision and priorities of the UAE. The principal, vice-principal and middle leaders demonstrate some knowledge of how to improve the school. Some key areas are the focus of training in best practice for teachers and leaders. The impact of this has yet to raise standards of students' achievement effectively.
- Relationships are generally professional. Communication across the school is from senior leaders to middle leaders, who are responsible for their teams of teachers. All are held accountable, and morale is generally positive. Leaders have identified areas for improvement and demonstrate the capacity to realise them. There is a need for further innovative focus, especially on raising outcomes for students. The school is compliant with all requirements.

Self-evaluation and improvement planning

Acceptable

- The school has begun to develop skills in self-evaluation using external and internal subject data. Judgements are not yet consistently accurate. A few key priorities for development are identified. The monitoring of teaching and learning to capture data is undertaken regularly, although the review process and next steps for improvements are insufficient. Middle leaders require time and training to focus better on reviewing best practice in teaching and students' outcomes.
- School improvement plans are based on general priorities from the self-evaluation process and previous review reports. The school has set realistic goals, although time scales and the appropriate monitoring of outcomes are lacking in detail. The impact on the school's performance is consequently not identified.

Partnerships with parents and the community

Good

- Parents work in partnership with their children's teachers and are involved in their learning. Their views are sometimes sought for the school's development plan. Communication with parents is regular. They are kept informed on school matters and their concerns are

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| | |
|--|-------------------|
| <p>addressed. There is an annual report in which parents are informed about students' achievement both on curriculum outcomes and international assessments in three yearly academic meetings. Links with the local community are insufficient and there are no links with international communities.</p> | |
| Governance | Acceptable |
| <ul style="list-style-type: none">The recently formed governing body includes representation from various roles in the community, parents and the head boy. They meet three times a year. They monitor the work of the school through regular visits, review aspects of school life and hold leaders accountable. They manage staff recruitment and address key areas of weakness. They are starting to have a direct influence on the school's improvement. | |
| Management, staffing, facilities and resources | Acceptable |
| <ul style="list-style-type: none">Day-to-day management and the routines of the school are generally organised well and are reflected in the positive attitude of students, although the timetable is not always adhered to strictly. The recruitment process is being monitored closely to ensure appropriately qualified teachers are now appointed. Middle leaders have no time to observe their teams. Training in best practice has yet to take place to help raise students' achievement in lessons. The premises and the resources are sufficient for students' learning needs. More technology in Primary is needed to enhance students' learning. | |
| Areas of Strength: | |
| <ul style="list-style-type: none">The leaders' commitment to the UAE vision and priorities.The process of employing new teachers.The newly established governing body formed from the community, parents and a student are starting to make improvements. | |
| Areas for Improvement: | |
| <ul style="list-style-type: none">All leaders' knowledge on how to manage school improvement and raise students' achievement.Best practice training for teachers to raise students' achievement in lessons.Time for middle leaders to train and support their teams.The process of self-evaluation and contents of the self-evaluation form and school improvement plans. | |



- Links with local and international communities to improve students' outcomes.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- Arabic is taught as an additional language to 855 students in the Primary, Middle and High Phases. There are 3 teachers of Arabic and the teacher to student ratio is 1:285.
- The library contains 126 fiction books in Arabic and 146 non-fiction books.
- Students are given internet links to explore Arabic fiction and non-fiction books at home. There is also a digital library containing books at different reading levels which students can access. Students are also given reading sheets to expand their understanding of the language.
- Extra-curricular activities include 'Spelling Bees' in Arabic, calligraphy practice and presentations in Arabic. Students can also join in with Arabic dance and music.

The school's use of external benchmarking data

- In 2023, 100% of selected students in Grade 10 took the PISA assessment in reading, mathematics and science. All students in Grades 4 and 8 sat the TIMSS benchmark assessment in 2023. Results are not yet available. All students in Grades 3 - 9 take ASSET assessments in English, mathematics and science. Results for 2022-23 are weak overall. PIRLS was taken in 2023 by Grade 4 students. The school is compliant with SPEA regulations.
- The ASSET/ TIMSS/ PISA teams train teachers on the requirements of the assessments and share the training videos. Information on benchmarking assessment is sent to parents through an information sheet with instructions about assessments. There are orientation programs for students, and they are given worksheets on which to practise. Sessions are held outside normal lesson times for students to practise assessment techniques with challenge questions given at the start of lessons. Benchmark questions are included in lesson planning to give students further practice in the required skills.
- Students receive their individual results from their teachers. These results are discussed with students in class and general feedback is given, based on the information from the various assessment boards.
- Results are given to parents during their child's performance review meetings with teachers.

Provision for KG

- There are 5 classes in KG1 and 6 in KG2, with 300 children. There are 11 teachers and 2 assistants, with a teacher to child ratio of 1:27.
- The indoor environment is laid out in classrooms with no flow between them. The corridors' walls are covered in mostly colourful displays of children's work. The classrooms all contain reading corners, numeracy corners and creative corners. Resources are adequate and appropriate, although teachers can only use PowerPoint and there are no technology facilities for the children.

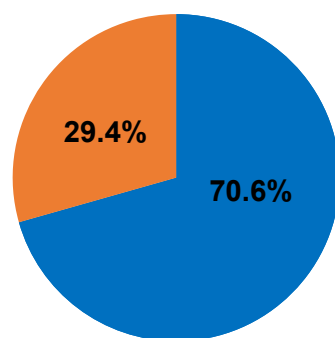


- The outdoor environment is a safe contained play area. There is safety matting on the floor, pillars are padded, and canopies cover the whole area. Play equipment is adequate with slides, playhouses, rocking toys, a bicycle, scooter and pedal cars. The children look after a garden where they successfully grow a variety of vegetables and fruit.
- There is an orientation day for interested parents before children are enrolled. Parents are informed about school life and activities which their children will participate in. The children join on their first day with no prior introduction. There is no formal programme of transition from KG2 to Grade 1.

VIEWS OF PARENTS

Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 211



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve self-evaluation and school improvement processes by:
 - collating and analysing data from a range of sources, involving all staff and including feedback from parents and students.
 - setting clear, comprehensive, achievable and measurable time-limited targets which are linked closely to student outcomes.
 - involving all staff in the implementation, monitoring and review processes.
- Improve achievement in all subjects and in all phases by:
 - training middle leaders on best practices, so they can confidently support the teachers they manage to improve their classroom skills.



- implementing a robust data analysis, monitoring and review system which identifies trends and patterns, so teachers can evaluate their performance and adjust accordingly to meet all student needs.
- holding all teachers accountable for good quality outcomes in every lesson, by building effective teams who work together for successful outcomes for students.



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

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

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

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