



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

PROGRESSIVE ENGLISH SCHOOL

27 to 30 January 2025

Overall

Effectiveness

Rating:

ACCEPTABLE

TABLE OF CONTENTS

<u>PURPOSE AND SCOPE</u>	2
<u>THE SCHOOL PERFORMANCE REVIEW PROCESS</u>	3
<u>SCHOOL INFORMATION</u>	5
<u>SUMMARY OF REVIEW FINDINGS</u>	7
<u>MAIN REVIEW REPORT</u>	9
<u>Performance Standard 1:</u>	9
<u>Students' Achievement</u>	9
<u>Performance Standard 2:</u>	18
<u>Students' personal and social development and their innovation skills</u>	18
<u>Performance Standard 3:</u>	20
<u>Teaching and assessment</u>	20
<u>Performance Standard 4:</u>	22
<u>curriculum</u>	22
<u>Performance Standard 5:</u>	23
<u>the protection, care, guidance and support of students</u>	23
<u>Performance Standard 6:</u>	25
<u>Leadership and management</u>	25
<u>SPEA ADDITIONAL focus areas</u>	28
<u>VIEWS OF Stakeholders</u>	29
<u>STRATEGIC RECOMMENDATIONS & NEXT STEPS</u>	30



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	175
	School location	Al Yarmouk, Sharjah
	Establishment date	1981
	Language of instruction	English
	School Curriculum	Indian
	Accreditation body	-
	Examination Board	Council for the Indian School Certificate Examinations (CISCE)
	External Assessments International and Curriculum Benchmark Assessments	Assessment of Scholastic Skills through Educational Testing (ASSET) Cognitive Abilities Test (CAT 4) Trends in International Mathematics (TIMSS) Programme for International School Assessment (PISA)
Staff	Fee Range	AED 4,500 to AED 8,000
	Principal	Neera Raveedran
	Chair of board of governors	Dr A S Judson
	Total number of teachers	109
	Total number of teaching assistants	5
	Turnover rate	20%
Students	Teacher: student ratio	1:19
	Total number of students	2115
	Total number of students per phase	Phase 1: 312 Phase 2: 916 Phase 3: 468 Phase 4: 419
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 162 Girls: 150
	Primary: number and gender	Boys: 484 Girls: 432
	Middle: number and gender	Boys: 232 Girls: 236
	Secondary: number and gender	Boys: 222 Girls: 197
	Total number of Emirati students	0
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0



	KG: Emirati number and gender	Boys: 0	Girls: 0
	Primary: Emirati number and gender	Boys: 0	Girls: 0
	Middle: Emirati number and gender	Boys: 0	Girls: 0
	Secondary: Emirati number and gender	Boys: 0	Girls: 0
	Nationality groups (largest first)	1. Indian	
		2. Bangladeshi	
	Total number of students with special educational needs	74	



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 149 lesson observations, 49 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as the previous review. The principal was appointed recently, having previously served as the school's vice-principal for many years. She has not yet established a vision and strategic direction for the school. Students' achievement is acceptable in almost all phases and subjects. Students learning skills are better developed in Secondary than the other 3 phases. There are some early signs of rising student attainment in Islamic education in Primary and science in Secondary. Students' personal development continues to be good. Teaching and assessment overall is acceptable and curriculum design and adaptation overall are good. Arrangements for health and safety, and the care, and support provided for students are overall acceptable. Opportunities for students to develop innovation and enterprise skills are too narrow. Teaching strategies do not always meet the needs of the students. School leadership and self-evaluation are mainly acceptable. The actions and attitudes of the long serving senior and middle leaders dominate relationships and morale throughout the school. The capacity of middle leaders to drive improvement in their subjects across the phases is inconsistent.

KEY AREAS OF STRENGTH:

- The improvements in students' achievement in Islamic education in Primary.
- The improvements in students' achievement in science in Secondary.
- Students' personal development.
- Students' understanding and appreciation of Islamic values in UAE society across all phases.
- The staff's positive and respectful relationships with students and the effective systems to manage behaviour.
- The continuing support of the Parents' Council.



KEY AREAS FOR IMPROVEMENT:

- Students' achievement to be good or better in all subjects and phases.
- The development of students' innovation, enterprise, and critical thinking and problem-solving skills.
- The quality of teaching and assessment to be good or better in all phases.
- The procedures that ensure students' health and safety at all times to be sufficiently robust.
- The development of a clear strategic direction for the school shared with all stakeholders.
- The processes to produce valid and reliable measures of students' progress in line with the requirements of the UAE School Inspection Framework.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

Indicators:		KG	Primary	Middle	Secondary
Islamic Education	Attainment	N/A	Good	Acceptable	Acceptable
	Progress	N/A	Good	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	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
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	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
Learning Skills		Acceptable	Acceptable	Acceptable	Good

**School Performance Review of Progressive English School
27 to 30 January 2025**



Islamic Education

- Students' achievement in Islamic education is acceptable in Primary, Middle and Secondary. Children in KG do not take Islamic education. School data indicates that the most students make expected progress in Middle and the majority of students make good progress in Primary and Secondary. This does not match with what is seen in lessons and in students' work where the majority of students in Primary make better than expected progress while most students in Middle and Secondary make expected progress over time.
- There is no external data for Islamic education. The school's internal assessment data shows attainment in Middle is acceptable and good in Primary and Secondary. This does not match what is observed in lessons and in students' work where attainment is acceptable in Middle and Secondary, and good in Primary.
- Students in Primary, demonstrate a strong understanding of the Pillars of Faith and Islamic rules. They understand dining etiquette and the fasting protocols observed during the Holy Month of Ramadan. Their ability to explain why the poor fast is less developed. In Middle, most students show secure knowledge of Islamic values. They can identify the concept of Majlis in Islam and appreciate the value of good companionship in their own lives. Their ability to link the Noble Hadeeth on good companionship and the concept of Majlis is less developed. In Secondary, most students understand the value of mercifulness in Islam and how it is manifested in the life of the Prophet Muhammad (PBUH). They are less confident to explain the deep meaning of the Noble Hadeeth and the Holy Qur'anic verses, or how Islamic values link to their own life-situations. Across Primary, Middle and Secondary students' understanding and memorization of the Holy Qur'anic verses to reference the topics they study is limited.
- Students from different groups, including both boys and girls, make similar rates of progress. Higher attaining students are not sufficiently challenged.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"> Students' solid knowledge of fasting rules in Primary. Students' ability to connect the concept of Majlis to their life situations in Middle. 	<ul style="list-style-type: none"> Students' deep understanding of the Noble Hadeeth in Middle and Secondary. Students' ability to link Islamic values to their real-life situations in Secondary. Students' understanding and memorization of the Holy Qur'anic verses relevant to study topics in Primary, Middle and Secondary.
Arabic	<ul style="list-style-type: none"> Students' achievement in Arabic as a second language (ASL) is acceptable overall. The school's data shows that most students in Primary, Middle and Secondary make acceptable progress. This aligns with what is seen in lessons and in students' work where most students make expected progress over time. The school's internal data shows that attainment is acceptable across Primary, Middle and Secondary. This matches with what is seen in lessons and in students' work in these phases where most students attain in line with curriculum standards. There is no external data for ASL. Most students in Primary demonstrate listening and comprehension skills appropriate to their years of learning ASL. Students' listening comprehension skills in Middle are less developed. In Primary, most students can speak and communicate confidently about their favourite food. Students in Middle and Secondary speak with appropriate fluency on increasingly varied topics. In Middle, students can re-order words to form short sentences. They struggle with applying verb tense rules. In Secondary, students demonstrate a basic understanding of certain grammatical rules. Their ability to apply such rules in writing and speaking is less developed. Students' handwriting is neat in Primary and Middle. They are less confident when writing memorised words and phrases across all phases. All groups of students make similar rates of progress, including boys and girls. High-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"> Students' listening comprehension in Primary. Students' speaking skills in Primary, Middle and Secondary. 	<ul style="list-style-type: none"> Students' listening comprehension in Middle. Students' ability to apply grammatical rules accurately when forming sentences in Middle and Secondary. Students' writing skills in all phases.
Social Studies	<ul style="list-style-type: none"> Students' achievement in UAE social studies is acceptable overall in Primary, Middle and Secondary. The school's data indicate that the majority of students in Primary and Middle make good progress and that most students in Secondary make acceptable progress. This does not match with what is seen in lessons and in their work where most students make expected progress over time in Primary, Middle and Secondary. The school's internal assessment data shows that attainment is acceptable in Secondary and good in Primary and Middle. There are no timetabled lessons for Grades 10, 11 and 12. In lessons and in students' work, most students in all three phases attain in line with curriculum standards. There is no external data for this subject. Most students in Primary, demonstrate a knowledge of air transportation. They can identify airports in the UAE and UAE airlines. Their ability to relate this knowledge to the UAE's economic growth is less developed. In Middle, students have a secure knowledge of civil rights and responsibilities at home and in school. They explain political rights with less confidence. In Secondary, students show a knowledge of the concept and economics of sustainability. Their ability to compare the UAE's efforts to achieve sustainability with those of other countries is less developed. All groups of students make similar rates of progress, including boys and girls. High-attaining students do not consistently make the progress of which they are capable. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' knowledge of means of transportation in Primary. Students' understanding of civil rights and responsibilities in Middle. 	<ul style="list-style-type: none"> Students' ability to relate their knowledge of air transportation to UAE economic growth in Primary. Students' ability to clearly differentiate between social and political rights and responsibilities in Middle. Students' ability to compare the UAE's efforts towards sustainability with the efforts of other countries in Secondary.
English	<ul style="list-style-type: none"> Students' achievement in English is acceptable overall. The school's data shows that progress is good in KG, Primary and acceptable in Middle. This does not match with what is seen in lessons and students' work where most children in KG, and students in Primary and Middle make expected progress, and the majority make better than expected progress over time in Secondary. The school's internal assessments show that attainment is good in KG, and in Primary. It is acceptable in Middle. This does not match with that seen in lessons and in students' work where most students' attainment is in line with curriculum standards in KG, Primary and Middle. In Secondary, the majority of students attain above curriculum standards. Students' results in CICSE examinations are good in Grade 10 and very good in Grade 12. External ASSET data shows attainment as weak in all Grades from 3 to 9. Children in KG develop confidence in speaking, acquire a good range of vocabulary and develop their phonics skills. In Primary and Middle, students improve their reading for enjoyment and purpose. Across Primary students' reading fluency develops well. They enjoy reading aloud and for pleasure. They do not always use punctuation pauses to read with expression and intonation. In Middle, students can understand factual information in texts. They are less able to analyse how authors use language and literary techniques to express meaning and emotion. Students in Primary and Middle build their vocabulary in lessons. They are not provided with sufficient opportunities to apply this new vocabulary in context. They also lack clear guidance on writing expectations for different styles and genres, with few opportunities for extended writing practice. In Secondary, students generally communicate well, read fluently, and extract information from texts at appropriate levels. Most students succeed in extending their vocabulary and use this knowledge to critically analyse a range of literary texts. All groups of students make similar rates of progress. 	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Children's development of phonics skills in KG. Students' reading fluency in Primary. 	<ul style="list-style-type: none"> Students' use of pauses to read with expression and intonation in Primary. Students' language analysis and higher order reading skills in Middle. Students' knowledge of different genres of writing and opportunities for extended writing in Primary and Middle.
Mathematics	<ul style="list-style-type: none"> Children's and students' achievement in Mathematics is acceptable overall. This aligns with the school's internal assessment data. In lessons and their work, most children in KG and students in the other phases make expected progress over time. The school's internal assessment data indicates good attainment in KG. This does not align with what is seen in lessons and children's work, where attainment is acceptable for most children. In Primary, Middle and Secondary, most students demonstrate attainment in line with curriculum standards. This is consistent with the school's internal assessment data. ASSET data for Grades 3 to 9 and CAT4 data for Grades 3 to 8 are weak. CICSE Grade 10 and 12 exam results show most students attain level in line with curriculum standards. In KG, children demonstrate skills in counting beyond 20 and bonding numbers to 10, using manipulatives for addition. In Primary, students develop foundational mathematical skills, focusing on basic arithmetic, geometry, measurement, and problem-solving. Grade 2 students can read the time on analogue clocks, although they find it difficult to calculate elapsed time. In Middle, students apply mathematical concepts to real-life problems. They struggle with solving complex word problems about area. In Secondary, students demonstrate an adequate understanding of advanced mathematical concepts and can manipulate mathematical formulas such as those used to calculate the circumference of a circle. They find it challenging to apply these concepts to solve real-life problems. All groups of students make similar rates of progress. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Children's number skills in KG. Students' manipulation of mathematical formulae in Secondary. 	<ul style="list-style-type: none"> Students' calculation of elapsed time in Primary. Students' complex word problem solving skills in Middle. Students' application of formulae to solve real life problems in Secondary.
Science	<ul style="list-style-type: none"> Students' achievement in science is acceptable overall. In Secondary students' achievement is good. In lessons and their work over time most children in KG and students in Primary and Middle make expected progress and the majority make better than expected progress in Secondary. This does not align with the school's internal data, which indicates good progress in KG and Primary, and acceptable progress in Middle and Secondary. The school's internal assessment data indicates that the large majority of students attain above curriculum standards in KG and Middle. In Primary and Secondary data indicates that most attain in line with curriculum standards. This is not reflected in lessons or their work, where most students attain in line with curriculum standards in KG, Primary, and Middle. The majority of students attain above curriculum standards in Secondary. External CISCE examination data for Grades 10 and 12 shows acceptable attainment. ASSET data indicates weak attainment in Primary, Middle and Secondary. In KG, children explore and observe the parts of a plant. In Primary, students can identify the different body parts of an insect and their characteristics. In Middle, students can classify objects as transparent, translucent, or opaque. In Secondary Biology lessons, boys can describe the oxygen and carbon dioxide transport in blood. Girls demonstrate a stronger understanding of the industrial production of ammonia than boys. Students' application of science and technology to environmental and societal contexts is underdeveloped in Secondary Across Primary and Middle, students lack sufficient experimental and practical skills, although they develop an adequate understanding of basic scientific terms and concepts in physical and earth sciences. Scientific thinking, the ability to predict outcomes and the skills to plan practical activities are limited across all phases. All groups make similar rates of progress. Overall, girls make better progress than boys across all phases. Significant differences in progress exist between lower- and higher-ability students. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Children's and students' abilities to observe characteristics and their classification skills in KG, Primary and Middle.. Students' strong knowledge and understanding, of scientific processes in Secondary. 	<ul style="list-style-type: none"> Students' practical, and experimental skills in Primary and Middle. Students' application of science and technology to environmental and societal contexts in Secondary. Students' ability to plan, predict and explore scientific ideas across all phases.
Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is acceptable overall. In lessons and their work in KG, and Primary and Middle most children and students make expected progress, and the majority of students make better than expected progress over time in Secondary. In lessons and their work in KG and across the other 3 phases, most children's and students' attainment is in line with curriculum expectations. External data for Year 12 indicates that students' attainment in CICSE examinations was very good in sociology, good in computer science and acceptable in accounts, commerce and economics. In formative and summative assessment attainment was good in Malayalam and acceptable in geography, history and civics, computing, Hindi, Urdu, Bengali and accountancy. Attainment data is not available for Primary and Middle in art, music and in physical education (PE). Across all phases in PE, children and students improve their strength, balance and co-ordination. They learn how to run, jump, hop, tackle, throw and handle balls. In Primary, Middle and Secondary, students learn a range of computer skills. In Primary, they learn how to start a painting programme. In Middle, students produce a moving text on computers. In Secondary, they learn programming skills using the Java computer platform. In KG and in Primary students learn how to draw and create art models. In music, in KG and Primary students can sing a new song following the rhythm and in correct tune. In Primary, Middle and Secondary students can learn Hindi, Urdu, Bengali and Malayalam languages. In Middle and Secondary, students show progress in key skills and knowledge in a range of other subjects such as accounting, history and civics, sociology, commerce, geography and economics. In all phases, students' creativity is limited by too few opportunities to express their ideas independently. Students' research skills are not well-enough developed across the school. All groups of students make at least expected progress in Primary, Middle and Secondary. In Secondary the majority of groups of students make better than expected progress. 	



Learning Skills	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Children's and students' skills in PE across all phases. Students' computer skills in Primary, Middle and Secondary. 	<ul style="list-style-type: none"> Students' attainment and progress across all other subjects so that they are at least good in all phases. Students' creativity in all phases. Students' research skills across the school.
	<ul style="list-style-type: none"> Children and students' learning skills are acceptable overall. They are good in Secondary. Children and students in all phases engage in their learning and sustain concentration in lessons. They display a willingness to learn, listen intently and complete tasks the teacher sets. Students work independently and in small groups. They share their ideas with teachers and peers. In the best lessons, such as in Secondary English, students lead learning at the start of the lesson. Students in Primary and Middle generally lack the skills they need to cooperate purposefully with their peers. In KG, children rarely participate in cooperative group work. Children in KG and students in Primary and Middle make basic connections between subjects and their understanding of the world. In the best lessons in Secondary, students make clearer connections in their learning. For example, they can explain how ammonia, which is produced by industry, is used both as an agricultural fertiliser and a refrigerant gas. Children and students' ability to think critically is not well-enough developed in KG, Primary and Middle. They do not sufficiently develop or use their digital technology skills for enquiry or to present their work. In the best lessons, such as in Primary mathematics, students research between standard and non-standard units of measurement. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Children's and students' engagement in learning across all phases. Students' collaboration and research skills in Secondary. 	<ul style="list-style-type: none"> Children's and students' collaboration skills in KG, Primary and Middle. Children's and students' critical thinking skills in KG, Primary and Middle. Children's and students' use of digital technology skills in KG, Primary and Middle for enquiry and presentation of work.



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

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

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

- Students across the school demonstrate positive and responsible attitudes toward learning. They show self-reliance and respond positively to critical feedback. They actively contribute to school life through planned responsibilities, volunteer activities, and by making social contributions. They understand their roles as citizens and utilise opportunities the school provides. Students respect and follow school rules both inside and outside the classroom.
- They are courteous and respond well to their peers. The school promptly deals with the very rare incidents of bullying. Some students take on leadership roles in lessons and extracurricular activities, organising events at school.
- Students demonstrate respect and consideration for peers and staff, fostering a positive learning environment. They help one another consistently. Student council members support their peers inside and outside classrooms.
- Students have a general understanding of safe and healthy living, although their choices regarding health and safety are sometimes poor. Their participation in activities which foster a healthy lifestyle is sporadic. The school canteen prohibits chocolate and chips. The school nurse leads health awareness sessions.
- Attendance is at least 94%, which is good. Punctuality is not yet good.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
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- Students demonstrate a clear appreciation of how Islamic values influence their society. They respect one another, with some performing prayers at school, participating in Islamic events,



delivering speeches, and reciting verses from the Holy Qur'an during morning assemblies. They actively celebrate the Holy Month of Ramadan and embrace the Islamic values they learn.

- Students exhibit a clear understanding of the UAE's heritage, culture, and values. They express pride in their country, respect UAE leaders, and participate in school displays celebrating UAE culture. They sing the national anthem respectfully during assemblies. The school's assemblies feature presentations on sustainability and the vision of the UAE's leadership. Students enthusiastically celebrate National Day, Flag Day, and Martyr's Day.
- Students have a clear understanding and appreciation of their own culture and other cultures. The school's diverse student body fosters respect and awareness of different cultural backgrounds. Students celebrate International Day, sampling the traditional foods and wearing the traditional attires of different countries.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students understand their responsibilities as members of the school community and fully engage in a range of activities, including volunteering. The student council serves as a platform for students to enhance school life and demonstrate social responsibility.
- Whilst students enjoy their work and are happy to participate, they rarely initiate activities and tend to remain passive. Girls contribute valid insights to projects like visiting a retirement home, while boys engage in Red Crescent initiatives and demonstrate environmental awareness. Students decision-making skills are underdeveloped.
- Individual students show creativity through their participation in projects. They are aware of environmental issues and develop their understanding of sustainability through moral education. Their involvement includes projects such as the 'Go Green Initiative', involving recycling at school and at home.

Areas of Strength:

- Students' positive attitudes towards learning across the school.
- Students' understanding and appreciation of Islamic values in UAE society across all phases.

Areas for Improvement:

- Students' understanding of safe and healthy lifestyles across all phases.
- Students' development of enterprise and innovation skills across the school.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Most teachers have a secure knowledge of their subject, enabling them to explain the content of their lessons effectively. The quality of teaching is more effective in science and English lessons in Secondary, where teaching strategies typically engage students and develop their independent and collaborative learning. In KG teaching often results in children relying on adult guidance even when they are ready to be independent and seek out their own learning.Lesson planning follows a consistent format and is appropriately linked to curriculum standards. A few teachers rush through too many activities, limiting students' opportunities for reflection. Teachers do not take sufficient account of students' actual abilities in many lessons. They prescribe too narrowly what students should do, reducing the opportunities for them to build independent learning skills.Relationships between teachers and students are positive. In better lessons, teachers' use of questions, encourages discussion and promotes effective interactions. Teachers do not use data from assessments consistently to inform their lesson planning and differentiation is not a strong aspect of classroom practice. Teachers' aspirations for their students are not sufficiently high and teachers do not always challenge students, particularly the higher attainers to achieve their best.Critical thinking skills are occasionally developed through thought-provoking questions, particularly in mathematics and English. Enquiry-led learning including through students using technology to support their own learning are developing features and are most evident in Secondary.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable



- Internal assessment processes are consistent across all phases. At the beginning of each year, diagnostic baseline assessments are carried out which are linked to the school's CISCE curriculum standards. Unit tests and end of semester examinations in core subjects take place to measure attainment. Students sit ICSE and ISC examinations in grade 10 and 12 to measure attainment. The school uses external CAT4, ASSET, PISA and TIMSS assessment information to benchmark students' attainment against national and international averages. Tracking of assessment data and meetings to review progress are regular. Assessment data does not yet provide an accurate measure of progress in all subjects and across all phases.
- Teachers do not always use assessment effectively to provide appropriate targets for individual students. In Secondary, teachers use assessment data more effectively to help teaching and planning.
- Across all phases, teachers have a reasonable knowledge of their students' strengths and weaknesses. Students receive oral feedback in most lessons. This feedback provides information about correct answers and only in the best lessons does it guide students on how to improve. Teachers generally mark work although they do not provide constructive written feedback to enable students to understand their next steps in their learning.

Areas of Strength:

- Teachers' subject knowledge and the strategies used to develop students' independent and collaborative skills in Secondary.
- Teachers' use of assessment data in Secondary to support teaching, planning and revision for CISCE examinations.

Areas for Improvement:

- Teachers' stronger focus on enabling children in KG and students in the other phases to learn independently.
- The effective use of assessment in KG and Primary, Middle and Secondary and of benchmarking data across all phases to inform teaching strategies and identify gaps in students learning across the school. The quality of feedback which teachers give to students to help them identify their next steps in learning.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

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

- The curriculum is reasonably broad and balanced. It is aligned to the requirements and standards of the CISCE curriculum which have a clear rationale. The curriculum meets statutory requirements including those of the Ministry of Education. The offer for nearly all subjects promotes the progressive development of students' acquisition of knowledge. The curriculum for Arabic as a second language is less well-developed.
- The curriculum ensures continuity and progression, adequately preparing most students for the next stage in their education. From Grade 1, all students can choose between Hindi and other regional languages as their second language. Whilst the curriculum provides opportunities for students to connect different areas of learning and relate them to real-life situations in the UAE, these connections vary in consistency across subjects, particularly in Primary and Middle.
- The school reviews and updates its curriculum each term to ensure it adequately addresses the academic and personal development needs of students across most subjects. It includes, introducing initiatives such as the teaching of phonics in KG. Participating in benchmarking tests such as ASSET and PISA is not mandatory for all students.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
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- The curriculum is routinely modified to adequately meet the needs of most students. The adaptations made do not consistently meet the needs of some groups, including high attainers, gifted and talented (G&T) students, and those with special educational needs (SEN).
- The curriculum is designed to engage most students. The school provides some extracurricular options, such as an Oratory Club and promotes events like Sharjah Beach



cleaning, waste management campaigns and visits to Old Age Homes to support students' personal development. Innovation and enterprise are not well integrated into the curriculum.

- The curriculum supports students' knowledge and understanding of the heritage and culture of the UAE and Islamic values successfully. Students regularly recite verses from the Holy Qur'an in morning assemblies. Islamic values are well integrated in all aspects of students' lives through assemblies, lessons and the celebration of national festivals and events, such as National day and Flag Day.

Areas of Strength:

- The rationale, balance and compliance of the curriculum.
- The extent to which the curriculum prepares most students for their next steps in education.

Areas for Improvement:

- The opportunities for students to connect different areas of learning and relate them to real-life situations in the UAE across all subjects and in Primary and Middle.
- Modification of the curriculum to meet the needs of all groups of students, including the G&T and students with SEN.
- The promotion of students' enterprise and innovation skills.

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	Secondary
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The school has adequate procedures for safeguarding students, including child protection.



Child protection and safeguarding arrangements are outlined in a written policy shared with stakeholders. The school provides training for all employed staff in child protection and safeguarding. Staff are routinely notified of scheduled training although their attendance is not recorded. The school takes appropriate steps to ensure that students are protected from all forms of bullying, including cyberbullying. Students receive information and guidance on how to stay safe while using the internet and social media.

- The school generally meets health and safety requirements, ensuring the safety of all members of the school community. The health and safety committee meets regularly to review policies annually. The school maintains appropriate records of incident and accident reports, The log of maintenance needed does not provide sufficient and necessary details to enable robust tracking and compliance. Risk assessments are conducted for buildings. Risk assessments for trips and school events are not in place. Health and safety checks are insufficiently rigorous. They failed to identify the regulatory approval of the school clinic had lapsed. This prevents the doctor from treating students on the school site. Students are always supervised around the school and on school transport to ensure their safety. This supervision is not always consistent and thorough. The school conducts fire drills twice a year, and five staff members are trained to use fire equipment. The school building is secure, with all gates its locked. Chemicals are stored safely in locked cabinets. Accessibility for students with mobility issues is limited, as there are no ramps, except for one in the new building, and no lift access.
- The school promotes a healthy lifestyle through awareness sessions. Students are encouraged to eat healthy snacks and drink water regularly. The school nurse provides information to students and parents about the importance of personal hygiene and self-care, including dental health.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Staff develop positive and respectful relationships with students, and there are effective systems in place to manage students' behaviour. As a result, students behave well.• The school has established effective protocols for recording student attendance. Procedures to ensure punctuality are not always effective, and a few students arrive after assembly.• The school has an appropriate process to identify students with SEN. with 74 students currently identified. G&T students are identified through benchmarking examinations (CAT4) and extra-curricular activities, with 37 students currently recognized as G&T.• The school social worker and two counsellors assess students and develop Individual Learning Plans (ILP) and Individual Education Plans (IEPs), which are shared with teachers for implementation. The school does not have a specialised SEN teacher or classroom. G&T students are encouraged to participate in internal and external competitions, as well as				



organisational testing such as Shastra Pratibha and Olympiad examinations for mathematics and science.

- The wellbeing of students and their personal development is a school priority. Awareness classes are offered to address various aspects of mental health, including stress management and emotional regulation for upper-phase students. For Primary students, sessions focus on self-esteem, building positive relationships with classmates, and understanding anxiety, depression, mood changes, and hormonal shifts, with provision for open discussions. The school also provides effective guidance on career choices and higher education, beginning in Grades 9 and 10. Additionally, the school tracks the progress of its alumni, ensuring ongoing support for their future success.

Areas of Strength:

- The staff's positive and respectful relationships with students and the effective systems to manage behaviour.
- The school prioritisation of students' wellbeing through awareness sessions on mental health and career guidance and tracks alumni progress.

Areas for Improvement:

- The procedures for health and safety to ensure licensing that allows on-site medical treatment is up to date and that risk assessments for trips and events are routinely carried out.
- The implementation of effective strategies to ensure students arrive at the school on time.
- The enhancement of inclusivity through provision of a specialised SEN teacher and classroom to improve support for students with SEN and the addition of more ramps and installing lifts to ensure better accessibility for students with mobility challenges.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable



- Overall, the quality of the leadership in the school is acceptable. The recently appointed principal, who was previously the vice principal, has not yet established a vision and clear strategic direction for the school. Leaders are nevertheless committed to delivering the UAE's national priorities and creating an inclusive school.
- Senior leaders know that improvements in students' achievement are required in all phases and all subjects. An acceptable knowledge of the curriculum and suitable practices in teaching and learning are evident in the recent improvements. Relationships and morale throughout the school are driven by the actions and attitudes of the long serving senior and middle leaders. Two middle leaders have improved some aspects of the school. Overall, the capacity of the middle leaders to drive improvement in their subjects across the phases is inconsistent.

Self-evaluation and improvement planning

Acceptable

- Self-evaluation processes and improvement planning are at an early stage of development. Leaders do not yet fully appreciate their value in supporting the drive to raise standards of student achievement. Leaders sometimes seek the views of staff and parents. School assessment data is gathered frequently. There is no clear and valid system of deriving progress measures from the school data. School improvement plans contain appropriate and achievable goals. Senior leaders, under the direction of the principal, have not implemented changes in many aspects of the school. Senior leaders are now aware that significant improvements in teaching and students' achievement are required. Middle leaders collect information about what goes on in lessons. Limited action results from this information. The document used by the school to record the outcomes of lesson observations focuses entirely on the actions of the teacher and not on any improvements in students' attainment and progress. Improvements over time are inconsistent and do not impact sufficiently to raise school performance.

Partnerships with parents and the community

Acceptable

- Parents express positive views of the school and are involved in a few aspects of school life. They report that the school provides good value for money. They appreciate the support most teachers provide to their children and feel their views are mostly listened to and acted upon. The views of a wide range of parents are not formally sought or considered when shaping the school's priorities. The Parents' Council welcomes the opportunity to become actively involved in events and celebrations. Parents indicate that they are happy with the reports and



communication channels that they have available to them and the responses in the SPEA survey indicate adequate satisfaction levels.

- Links with other schools in the UAE are seen in the cross-school competitions which students attend. Other partnerships exist through the Indian community group of schools. Partnerships with the organisation to which the students transfer at the end of Grade 12 are well developed.

Governance

Acceptable

- The school's governing body includes representatives from a wide range of stakeholders including the owner and educational professionals. The members' roles and responsibilities are clear, and they attend the scheduled series of annual meetings. The governing body appointed the long-serving vice principal as principal to ensure stability of senior leadership. It does not yet have a sufficiently positive and constructive influence on the school's leadership team. Its ability to hold the senior leaders to account for students' achievements is underdeveloped. Its members are involved in the preparation of the school evaluation form and improvement planning processes. Governors do not always ensure that the school meets regulatory and statutory requirements.

Management, staffing, facilities and resources

Acceptable

- The school's daily procedures and routines are effectively organised. The school is staffed with teachers who are qualified and appropriately deployed. Senior leaders and maintenance staff generally ensure a safe and secure environment which is conducive for learning. Resources to support students' learning across the curriculum limit the rate of students' progress. Students lack access to computer equipment limits their ability to demonstrate their capability in research, investigative work and independent learning. Qualified staff benefit from regular continuing professional development. Outdoor space is restricted and not always used effectively. A large number of classroom spaces are too small to enable the number of students using them to engage in active and independent learning activities.

Areas of Strength:

- The continuity in senior leadership over many years bringing stability in strategic decision-making.
- The involvement of the Parents' Council in school events and celebrations.
- The guidance provided to Grade 12 students about their future education.



Areas for Improvement:

- The establishment of a clear strategic direction for the school.
- The capacity of all middle leaders to drive improvement, and the development of the lesson observation recording document to focus more closely on students' learning in all phases.
- The implementation and use of reliable and valid measures of student progress.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 9 Arabic as a Second Language (ASL) teachers for almost 2,000 students enrolled in G1 to G12. The ratio of teachers to students is 1:222.
- The library has total of 4,091 books comprising both fiction and non-fiction volumes. There are 615 volumes of Arabic fiction and 140 of non-fiction. There are also 77 Islamic titles, 1325 English fiction, 1212 academic references books, and 48 titles on life and culture in the UAE.
- Students' textbooks and teachers' slides are the two main resources used during Arabic subject lessons to promote reading.
- Students in Grade 6 to Grade 12 go to the library once a month. Parents' involvement in reading with their children is not evident and shared as best practice.

The school's use of external benchmarking data

- All Grade 4 and 8 students sat TIMSS in 2023, and all students born in 2006 sat PISA examinations in 2022. In 2023-2024 47% of students in grades 3,4,6 & 8 undertook ASSET tests. In 2024-2025 all students in Grades 3 to 9 took ASSET tests in English, mathematics and science.
- In 2023, 61% of students in Grades 5,7 and 9 sat CAT4 tests. In 2024, all students in Grades 3 to 9 took Cat-4 tests.
- The school has taken specific action to prepare students to sit the ASSET tests. This is through practice of past papers and through incorporating daily ASSET-style questions into the school curriculum. In mathematics lessons, students have extended opportunities to apply knowledge they already have.
- All results of external tests are shared with students and parents.

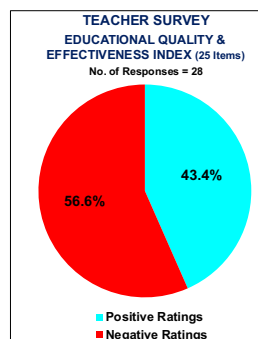
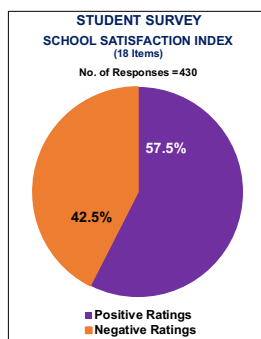
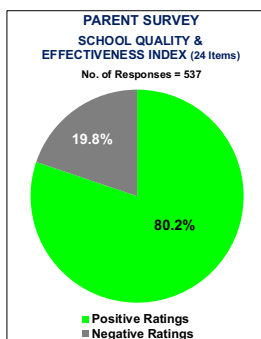
Provision for KG

- The school has 314 children in KG. There is a head of department and 12 teachers, split between 6 classes for KG1 and 6 for KG2. A teaching assistant and 5 nannies provide support to the KG provision. The teacher to child ratio is 1:26.



- The indoor provision comprises compact classrooms. A separate activity room with a sufficient amount of play resources is used by children for up to 2 periods per week. An indoor auditorium is sometimes used for the provision of PE.
- There is a small playground and gardening area for KG. This is equipped with a slide and a seesaw. Only part of the area is shaded. All classes are timetabled and supervised by teachers. The larger main outdoor area is used if available.
- There are sufficient induction arrangements when children start KG. Parents are invited to a meeting at enrolment and provided with information about the curriculum and daily routines. Diagnostic assessments are completed to establish children's starting points. Parents are updated on their child's progress through parent meetings, conversations and digital messages. Report cards are sent by email to parents 6 times per academic year. When children move up to Primary, Year 1 teachers visit KG children in their class to enable a smooth transition.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement to good or better in all subjects in all phases by:
 - setting a clear strategic plan for improvement, shared with all staff in each department.
 - ensuring teachers plan lessons which promote students' attainment above curriculum standards.
 - ensuring the pace of lessons maximises all students' rate of progress in their learning.
 - making sure that teachers' planning of lessons promote the development of students' independent enquiry and research skills.
 - preparing students' more overtly for external benchmarking tests.
 - undertaking regular and detailed analysis of students' attainment and progress.
- Improve the quality of teaching and assessment by:
 - planning lessons and activities that develop students independent learning skills and support collaborative learning.
 - raising the level of challenge of the activities in lesson, especially for the high attaining students.
 - making more effective use of assessment data in lesson planning to match learning activities to the learning needs of all groups of students.
 - ensuring that all internal assessment of students' attainment and progress is accurate.
 - sharing the best practice across subjects to improve teaching methods.
 - providing focussed training for middle leaders so that they know how to monitor and support the quality of teaching in their subject.
 - ensuring that all leaders have the capacity to evaluate the quality of teaching accurately, and to assess the impact of teaching on students' progress.
- Improve the leadership and management by:
 - establishing a clear strategic direction for the school.
 - developing the capacity of all middle leaders so that they can secure improvement.
 - strengthening the procedures that ensure students' health and safety at all times to be sufficiently robust.
 - tightening the processes to produce valid and reliable measures of students' progress in line with the requirements of the UAE School Inspection Framework.



In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build 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.