



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Ryan International Private School

17-20 OCTOBER 2022

Overall Effectiveness

GOOD



إتقان ITQAN

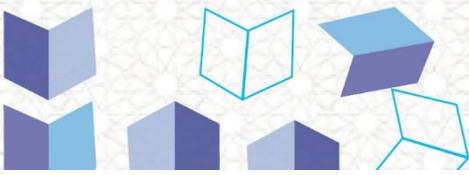




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PURPOSE AND SCOPE

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-level scale.

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

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

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



SCHOOL INFORMATION

School	School ID	153	
	School location	Muwelliah Sharjah	
	Establishment date	31/10/2006	
	Language of instruction	English	
	School curriculum	Dual Curriculum	
	Accreditation body	Not accredited	
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	ASSET	
	Fee range	8000 – 14800 AED	
	Staff	Principal	Ms Daizy Paul
		Chair of Board of Governors	Mr Xavier Ryan Pinto
Total number of teachers		87	
Total number of teaching assistants		13	
Turnover rate		16%	
Main nationality of teachers		Indian	
Students		Teacher: student ratio	1:25
	Total number of students	1220	
	Number of Emirati students	0	
	KG: number and gender	M 186 F 99	
	Primary: number and gender	M 362 F 291	
	Middle: number and gender	M 152 F 98	
	High: number and gender	M 39 F 34	
	Nationality groups	1. Indian 2. Pakistani	
	Total number of students with special educational needs	7	

PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review:
ACCEPTABLE	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 159 lesson observations, 30 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good, mainly because students' overall achievements and progress are good. This is an improvement since the previous inspection in 2018. Teachers teach good lessons often. The great majority of students are highly engaged and keen to learn new things. Their attendance is good and has improved steadily since the disruptions of recent years. The curriculum has been enhanced in many areas with the aim to enable more active learning. The learning environment is well-developed with many specialist areas. The senior leaders have a detailed picture of the school's strengths and areas of development. Plans are in place and being used increasingly to address key areas for improvement. As a consequence, the school is effective in delivering improved outcomes for students.

KEY AREAS OF STRENGTH:

- Good attainment and progress with strengths in many subjects, especially in English and reading.
- Good improvements over time, especially since the previous inspection of April 2019.
- Good development of innovatory learning, for example, in scientific advances in sensory products and in artificial intelligence.
- Many opportunities for students to take the initiative, for example in very good quality assemblies which they usually lead.
- Good leadership and management, which ensures that the school is a smoothly run and effective learning environment.
- The leadership of the principal since her appointment in 2019.
- Good governance which is successful in appointing and supporting key personnel.
- Good capacity for improvement especially in teaching, learning and the curriculum.
- A fruitful partnership with parents as well as with the community, locally, regionally and internationally.

KEY AREAS FOR IMPROVEMENT:

- Future planning for improvement by prioritising what aspects of school development need to be addressed and in what order over the next three years.
- The range and quality of work which closely matches students' learning needs.



- The provision for students with special educational needs (SEN) by making sure that sufficient human resources are in place.
- The quality of assessment students receive so that they understand what they need to do next.
- The quality of teaching and the curriculum in KG, and the range and variety of opportunities for learning.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. The majority of students attain levels above expected standards.• The progress of students is good, as a majority show progress that is better than expected progress towards their learning objectives.• In lessons and in their recent work, students can communicate Islamic values and principles successfully and they make a strong connection between the verses of the Holy Qur'an and the Noble Hadeeths. Across all phases, students' lives and daily routines reflect their faith and Islamic identity well. In primary, students are familiar with the daily Five Prayers of Islam and perform ablution correctly. They also know that God is the creator, who creates everything around us. In middle, students demonstrate good skills in reciting the Surah (Al-Mulk). They apply 'Tajweed' rules and the new terms used in the Surah. The students in high can relate the stories from the Seerah to the Sunnah and the Noble Hadeeths of the Prophet. They also understand the importance of following the proper marriage protocol in Islam. The use of critical thinking to analyse the verses and the Noble Hadiths is underdeveloped. Also, students' ability to recite successfully according to 'Tajweed' rules is not fully developed by all students in all phases.• Most groups make good progress. Higher-attaining students do not make the progress of which they are capable.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Students' abilities to connect Islamic concepts with their daily life events.• Students' skills in high to understand the Holy Qur'an.	<ul style="list-style-type: none">• Analysis of the verses and the Noble Hadeeths.• Ability to recite successfully according to 'Tajweed' rules.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a second language (ASL) and Arabic as a first language (AFL) is good overall. The majority of students attain levels above expected standards.• There is no external examination data for the primary, middle, and high phases. School internal assessment shows attainment as good in primary and high while it is acceptable in middle. In lessons and in students' books, the majority of students attain above curriculum standards.• Students' progress is good, in both AFL and ASL in all phases. Primary ASL students can distinguish between types of verbs and conjugate them correctly. However, a few struggle when they conjugate verbs. Middle ASL, students use simple structures when speaking and writing sentences and paragraphs about the topic of the lesson. The majority can analyse the text and evaluate the style of the sentences and their effectiveness in the text. High ASL students distinguish the adverbs of time and place in the sentence and can point at things using the appropriate adverb of place. They also can employ the adverbs of time and place in meaningful sentences. Overall ASL students are less skilled at reading for comprehension and speaking with a wider range of vocabulary.• Primary AFL students distinguish between the adverbs of time and the adverbs of place; they also write sentences including such adverbs. Middle students can discuss the meaning of the vocabulary and explain their types. They can use different vocabulary in meaningful sentences. There are no AFL classes in High. Overall students are less successful in their extended writing.• All groups of students make good progress.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• ASL students' listening, speaking and writing skills.• AFL students' listening and reading skills.	<ul style="list-style-type: none">• ASL students' reading and comprehension, wider use of Arabic vocabulary when speaking.• AFL students' writing skills for different purposes in more complex sentences with richer vocabulary.



Social Studies	<ul style="list-style-type: none">Students' achievement is good in UAE Social Studies in all phases. The majority of students perform at levels which are above expectations.Attainment is good in primary and middle in internal assessment and year-end internal exams. The levels of attainment observed during the review match with the school's internal data. Overall, the majority of students make more than the expected progress overall.In lessons and in their work, the majority of students make more than the expected progress in all phases. In primary and middle, students use key vocabulary related to the GCC region accurately when discussing issues pertaining to the UAE and the relationships the UAE has with neighbour states. For example, when students discuss moral and social issues. In high, older students make good progress when researching politics and government structures in the UAE. They can talk knowledgeably about local and national political issues. In both phases, students are less able to use authoritative information sources to research and present information.Overall, the majority of groups of students make good progress.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">Discussions which enable students to make links with real life issues in the region.Students' use of specific vocabulary about society.	<ul style="list-style-type: none">Students' independent use of expert texts to formulate their views.

English	<ul style="list-style-type: none">Students' achievement in English is good overall. Their attainment and progress is good.Students' attainment in ASSET and CBSE examinations is broadly in line with expectations. In lessons and their recent work, students' attainment was seen to have improved. The school's internal assessment data is an accurate reflection of the attainment of students.Overall students make good progress in primary, middle and high, and acceptable progress in KG. KG children's handwriting develops well, but their listening, speaking and reading skills are only acceptable. In primary, students' speaking, listening and comprehension skills improve more than their extended and creative writing skills. Primary students develop their speaking skills and begin to talk confidently. Middle and High students build on their speaking skills and they become confident speakers who can present well using a range of multimedia techniques. Their reading for comprehension develops well, so that they can research and infer. Overall, students extended and creative writing skills are less well developed.The majority of groups of students make good progress. Lower-attaining students make less progress overall.	
	Areas of Strength	Areas of Improvement



	<ul style="list-style-type: none">• KG children's handwriting skills.• Students listening, speaking and reading skills	<ul style="list-style-type: none">• KG children's listening, speaking and reading skills.• Students' extended writing skills.
Mathematics	<ul style="list-style-type: none">• Students' achievement is good in mathematics in all phases. The majority of students perform at levels which are above curriculum expectations.• Most students' attainment in mathematics, as measured against national and international standards and assessments such as ASSET are broadly in line with expectations. In CBSE examinations attainment is in line with expectations. In lessons, most students attain above curriculum expectations, which represents a recent improvement.• Most students make good progress over time in relation to mathematical concepts and learning objectives. For example, younger students confidently count and use decimals in money exchange. They have a sound understanding of the significance of patterns and use of shapes and colours. They can sequence numbers and transfer these skills seamlessly into their work. The progress of students in their mathematical development is good in middle. They can accurately draw lines of symmetry in relatively complex shapes. In high, older students have a good understanding of multiplication and use these skills to calculate areas and perimeters of shapes. Grade 10 students can find the volume of more complex 3D shapes. Grade 11 students can analyse information, draw conclusions, and solve linear equations. Overall, students' skills in mental mathematics in primary and middle are less well developed than other skills.• There are no marked differences in the progress of different groups of students.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Students' ability to solve mental mathematics problems and apply their knowledge in high.• Critical thinking and comparison skills for the better understanding of more complex mathematical concepts.	<ul style="list-style-type: none">• The mental mathematics skills of students in primary and middle.



Science	<ul style="list-style-type: none">• Students' overall achievement in science is good. In lessons and in their written work, the majority of students make good progress, both in lessons and over time, in all phases.• Overall attainment is acceptable. External data indicates that attainment in middle and high is good, but this is not reflected in students' attainment in lessons. where most students attain in line with curriculum standards.• In lessons, the majority of students make better than expected progress. In KG, children make good progress learning about the five senses and how to live healthily. Students' progress in primary science is enhanced by their involvement in many practical activities which engage their interest well. For example, Grade 3 students show a good understanding of the health impacts of carbohydrates, proteins and fats in food and can speak confidently about food values. In middle and high, girls make good progress in their science investigation skills and can use specialist equipment accurately for example vernier callipers and screw gauges when making small scale measurements in physics. However, boys are less confident in the devising and implementation of modified experimental procedures. The thoroughness and quality of students' written work in science across the school is a significant strength.• Overall, most groups of students make expected progress. However, lower attaining students make less progress.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• The quality of students' written work in science abstracts.• Students' scientific research skills.	<ul style="list-style-type: none">• Boys' confidence to devise, initiate and formally record experiments.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. Attainment in KG is acceptable. Attainment in all other phases is good. Progress is good in all phases,• In art, students' attainment is acceptable in KG and good in all other phases. Children can hold a crayon or pencil correctly using a tripod grip. In the primary, students communicate how to use ART special papers to create the body of the butterfly. They are less successful at using technology to produce art products.• Students' attainment and progress in French are good throughout the school. They read French texts accurately for understanding. At times, students' pronunciation skills are insecure.• Students' musical attainments and progress are good throughout the school. Most children know a wide range of rhymes and songs. In primary, students show a clear understanding that music contains seven notes. Students' attainments and progress in dance are good throughout the school. They move their steps according to well-known steps and perform successfully in groups.• Students' attainments and progress in physical education are good throughout the school. During skating classes, they are well aware of the main moves to be performed as well as the protective equipment to be worn.• In computer science, students' attainments and progress are very good. Students can explain the concept of computer languages and digital representation. They can programme in a variety of languages.	
	Areas of Strengths	Areas of Improvements
	<ul style="list-style-type: none">• Students' reading comprehension skills in French.• Students' ability to connect ART concepts to what they experience in life.• Good attainment and progress in computer science, music and physical education	<ul style="list-style-type: none">• The use of technology to produce art products.• Students' pronunciation skills in French.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall. They are acceptable in KG and good in all other phases. Students are generally engaged and enthusiastic learners. They take increasing responsibility for their own learning, particularly when given challenging tasks and opportunities to learn independently.• Students collaborate regularly and effectively in group tasks. They enjoy discussing their ideas with teachers and peers. Most students assess their own and others' work and make improvements, but only with prompting. Students do not regularly take the initiative to identify their own progress and make their own improvements.• Students are good at making connections between different subjects across the curriculum. For example, the use of English terminology in Grade 10 science, Grade 12 computer science and in Grade 4 environmental science. Students generally understand of the context of the UAE, and they can compare and contrast between other nations and the UAE's society and culture. Students readily apply their learning between Arabic-medium subjects and Islamic Education.• In the best lessons, such as in English and science, students think critically and creatively to produce work of a high standard. In most subjects, students use learning technologies to research information independently. They do not have enough opportunities to use technology in student-led learning or in class presentations.	
	Areas of Strengths	Areas of Improvements
	<ul style="list-style-type: none">• Students' enthusiasm for collaborative learning.• Students' skills to make connection with the UAE context.	<ul style="list-style-type: none">• Students' understanding of what they need to do next to improve their learning.



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Students' personal and social development is very good overall. Students demonstrate positive and responsible attitudes. They generally respond well to critical feedback, but do not always use this to identify their own next steps. Students display good behaviour and self-discipline. Incidents of bullying are very rare.• Strong relationships with teachers help students to develop confidence. Students take part in the school's parliament and show maturity in discussing how to improve daily school life. They enjoy many opportunities to engage with democratic processes and a few are travelling to India to represent the school in a mock-UN style conference alongside other schools in the Ryan group.• Students have a good understanding of healthy eating, and they maintain active lifestyles. Only a few students bring unhealthy snacks to school.• Students' attendance is good at 94%. Almost all students attend school and lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Students demonstrate a very good understanding of Islamic values and how these influence life in the UAE. They are knowledgeable and respectful of the traditions and heritage of the UAE.• Students are knowledgeable and respectful of their own and other cultures. They participate in a range of events to deepen their understanding of other cultures, including participation in a global day competition.				
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Students are active in volunteering within the school and the local community. They have visited people with special needs and organized collections to help those less fortunate.• Students show a positive work ethic. They enjoy lessons but only sometimes take the initiative to organize activities themselves. Students show much initiative in creating and running charitable events and fund-raising for the less fortunate. They have a sound knowledge of environmental				



issues and take active steps to look after their immediate environment in the school. Almost all the students can identify ways to conserve the environment by participating in eco-awareness drives such as cans and waste collection. Eco ambassadors are identified in kindergarten and are assigned duties such as ensuring lights are switched off and the taps are closed after use.

Areas of Strength:

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

Areas for Improvement:

- Students' use of critical feedback to identify their own next steps.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good	Good
<ul style="list-style-type: none">Overall, the quality of teaching is acceptable in kindergarten (KG) and good in primary, middle and high. Most teachers show a thorough understanding of their subjects. This enhances students' learning experiences often. Many teachers are subject specialists. However, in KG most teachers apply their knowledge adequately. This provides those students with fewer opportunities to improve their learning skills.By using a unified planner, teachers ensure that lessons are structured in a way which builds knowledge and engages many. To enhance the teaching and learning process, most teachers make effective use of their time and resources, such as smartboards, projectors, laboratories, and the innovation lab.Their questioning techniques create a productive learning environment. It meets the needs of many groups of students and ensures they are confident when asking questions. However, in KG, teachers only occasionally encourage students to think for themselves and do not promote the learning of all children to meet higher expectations.Teachers in primary, middle and high encourage students to solve problems and think critically. However, the use of technology by students is occasionally limited. In KG, visual resources are used to assist students with understanding simple concepts but with limited impact.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The quality of assessment is acceptable throughout the school. It includes four periods of assessments (P1, T1, P2, T2), the internal assessment process is followed systematically. External assessments include ASSET and CBSE examinations.Leaders use the information gained from internal and external assessments to gain an adequate understanding of how well students are progressing. This helps them to adapt and modify the curriculum and to make sure that teachers are supporting students.Teachers use the range of assessment adequately, to gain an understanding of how much progress students are making. However, their analysis is not accurate enough to ensure that their planning takes account of all students' individual attainment levels.Students' work is checked and assessed regularly across all phases. But teachers often do not give students sufficient guidance on what needs to be improved or how to improve it.				
Areas of Strength:				
<ul style="list-style-type: none">Teachers' knowledge of their subjects.				



- Well-paced lessons in classes across primary, middle and high which support students' opportunities for learning.

Areas for Improvement:

- The teaching in KG for children to enjoy a richer learning experience.
- Feedback to students to ensure the setting of individual targets for improvement and a clear vision about the next steps for improvement.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Good	Good	Good
<ul style="list-style-type: none">• The design and implementation of the curriculum is broad and balanced. It is compliant with requirements. The curriculum focuses appropriately on building skills and understanding. It is particularly strong in high phase.• The curriculum is planned well to ensure that students make smooth transitions in their education from one phase to the next and are prepared well to move from high phase to life beyond the school. Lessons across phases are planned to ensure students build their new learning on their prior learning and make good progress over time.• The curriculum provides a relatively limited range of subjects for older students to ensure they are prepared for their future education and careers. The curriculum contains well-planned cross-curricular links which enable students to develop their learning skills across the range of subjects. However, the curriculum for KG lacks opportunities for child-led learning, outdoor experiences or learning through play.• The curriculum is reviewed periodically and adjusted to optimise its impact on students' academic outcomes and personal development. Overall, there is a lack of review related to students with special education needs.				
Curriculum adaptation	Acceptable	Good	Good	Good
<ul style="list-style-type: none">• The school is continually adapting the curriculum to provide a range of opportunities to motivate and inspire almost all students. There is an acceptable level of modification to the curriculum to meet the needs of the lower-attaining and students with SEN. Adequate inclusive support is also provided by teachers.• Opportunities to promote enterprise, innovation and creativity are incorporated in the curriculum. These help promote students' personal and academic development. Development is strongest in science, mathematics and English, at secondary and at higher phases. ICT and digital devices are used regularly in learning activities in English, mathematics and science. This has a positive impact on students' learning skills, most notably in the middle and high phases of the school.• Visits and cultural opportunities which promote understanding of the culture and heritage of the UAE are provided, particularly in primary. The school encourages students to be aware of and respect their local community through celebrations, and in social studies. The curriculum is successfully and strongly related to the UAE culture and Emirati heritage. The school has several corners with very good displays about clothing, food, and traditions of the UAE.				
Areas of Strength:				



- The links the curriculum makes to the UAE and Emirati heritage and culture.
- The curriculum is planned well to support students' transitions.
- The promotion of students' personal development.

Areas for Improvement:

- The range of subjects for older students to choose from.
- Opportunities for child-led learning, outdoor experiences or learning through play in KG.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of protection, care, guidance and support is good. There are rigorous procedures for the safeguarding of students and the school is very effective in alerting students to the risks associated with cyberbullying and social media.All staff, students and parents are made aware of the school's child protection policy. The school building, with its well-appointed and extensive facilities, is secure, modern, clean and very well maintained. There are frequent and thorough safety checks, supported by comprehensive records and risk assessments. Any weaknesses are addressed without delay. The school bus provision is highly organised.The school building is a safe physical environment. All areas other than the laboratories are accessible to those with disabilities, an issue which is currently being addressed. The clinic staff maintain detailed records and are readily accessible to students. Students are made aware of the importance of healthy lifestyles and diet and those who may, for example, be overweight are supported.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Staff-student relationships are very good. There is a consistently calm atmosphere in the school. A very effective positive behaviour management policy has been implemented successfully by staff across the school. It is well supported by parents and students. The school is effective in promoting good attendance and punctuality, although there is some variability, associated with preparation periods for public examinations.The school does not identify the nature or needs of students with SEN enough. Only a very small number of students are identified. There are no appropriately qualified teachers who are specialists in SEN. There is also a lack of specifically trained teaching assistants in Primary, Middle or High Phases. Targets for learning for students with SEN are either absent or not specific enough. Class teachers require additional professional development so that they understand fully the needs of the full range of students with SEN. Gifted or talented students are supported well in classes as well as in clubs and activities at the weekend.The personal development of all students is monitored routinely. The school's provision for careers education has been scaled up, with recent increases in the older age-range of students. Counselling staff are increasingly involved in giving guidance about subject choices and supporting students in their university applications.				



Areas of Strength:

- The effective pastoral care and support for all students.
- Very positive relationships between staff and students.
- Modern, well-appointed premises and well-chosen resources which meet the needs of almost all students.

Areas for Improvement:

- The identification and support of students with SEN and teachers' awareness of the strategies and resources necessary to support these students.
- The resolution of access issues to the laboratories by all students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The quality of leadership and management is good. The school's senior leadership team has established and shared a very clear vision for the school's future development. Turbulence in standards during the disruptions of recent times has been stabilised. School leaders show a very good understanding of the Indian curriculum and are collectively raising standards across the school. Middle leaders of subjects and phases provide good, well-coordinated leadership. Relationships are positive among staff and morale is good.
- Senior leaders carry out an appropriate range of activities which contribute to well-informed and accurate self-evaluation. Their regular monitoring visits and constant daily learning walks are closely focused on securing improvement in learning, teaching and achievement. The school's improvement plan is focused on making high-impact changes to the curriculum and learning and is bringing about positive change, particularly in the primary phase. It now needs to include planning for the longer term with criteria for success, personnel allocated to specific priorities, improvement of resources and realistic timescales. The school has made good progress in addressing the recommendations of the previous inspection. Its capacity for improvement is good.
- The school communicates regularly with parents about their children's progress and values their views. It has been successful in gaining support to improve attendance and punctuality in the middle and high phases. The school makes good use of its links with India and the wider group of Ryan schools to provide a rich range of learning. Parents are represented well on the PTA group but not yet represented on the governing board that controls resourcing. The school encourages a healthy dialogue with parents through a range of communications such as monthly and annual newsletters. Parents are well informed about their children's progress.
- The governing board provides good governance, especially in the appointment of key personnel such as the Principal. It is seeking to reduce the 16% turnover in other staff now that recent Covid disruptions are stabilising. It holds the school accountable for improving standards and is currently addressing the staffing provision to support the school's new priorities.



- The school is well organised, and day-to-day routines run very smoothly. Regular high-quality professional development supports the school's improvement plans well. The school benefits from a good range of quality resources which have been specifically developed to support students' learning. There is no qualified, specialist teacher to lead development of SEN. Facilities are well-developed. This includes many specialist areas for sport, music, art, dance, science, mathematics, enterprise and innovation.

Areas of Strength:

- The school's capacity for improvement.
- The quality of governance.
- Middle leaders of subjects and phases provide good, well-coordinated leadership.

Areas for Improvement:

- The leadership of special educational needs provision.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The number of teachers of Arabic is 8. There are no support staff. Overall the ratio of teachers to students is 1:25
- Arabic books in the library are too few (about 5% of the books). They are mostly a range of short stories. Reading in classrooms is practised a little by individual students but not through any form of technology.
- While extra-curricular activities are limited, there are some competitions, mostly in the school.

The school's use of external benchmarking data

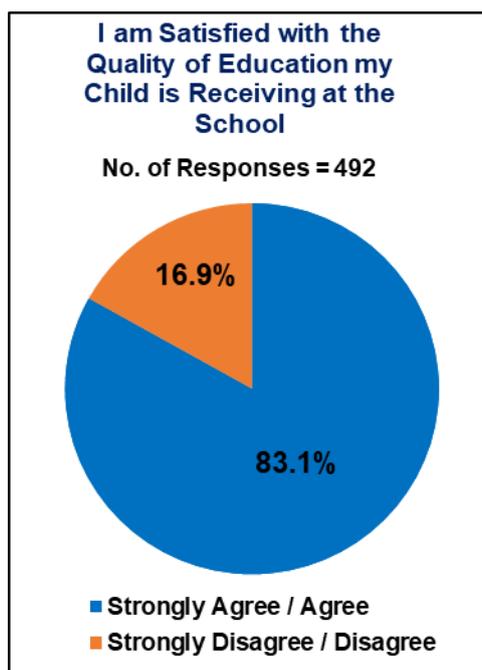
- As the proportion of students in high phase is very small and developing (5.7% of the entire school cohort), no students have been entered yet for CBSE examinations.
- The school is compliant with SPEA requirements and is preparing students well for the small range of CBSE examinations they will be sitting. Processes are in place and running smoothly.
- Students in primary (51.6%) undertake ASSET assessments at the appropriate stage and the information on their abilities is used to identify their abilities and address their needs in lessons.
- The communication of test results with students and parents is an integral part of the process of assessment.

Provision for KG

- Staffing provision for KG is sufficient for children's needs except that there are not enough trained teaching assistants for students with SEN.
- The indoor environment is spacious enough, but children are too often grouped by tables rather than being engaged in free-flow activities. Learning resources are adequate but lack richness or excitement.
- Arrangements for induction are good as are arrangements for their transition to Grade 1. These are communicated to parents well.
- Outdoor facilities are large in size but the resources are focused on gross motor development, such as climbing frames and slides. The school plans to re-introduce opportunities for children's sensory development.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Develop future planning for improvement by:
 - prioritising what aspects of school development need to be addressed and in what order over the next three years
 - allocating sufficient resources to the areas of high priority
 - identifying who will take responsibility for each priority area
 - agreeing the criteria for successful completion of priorities
 - setting realistic timescales for these developments and monitoring regularly how well improvement is happening.
- Improve the range and quality of work which closely matches students' learning needs by:
 - using a broad range of teaching strategies to cater for all groups of students
 - addressing the learning needs of individual students in every lesson.



- Develop the provision for students with special educational needs (SEN) by:
 - appointing a suitable qualified teacher to lead SEN development
 - introducing systems to identify those students with SEN and clarify how best they can learn in every subject
 - ensuring planning in lessons and schemes of work includes specialised activities for those with SEN and those who are gifted or talented
 - making sure that sufficient human resources are in place to sustain and support the school’s provision for SEN.

- Improve the quality of assessment students receive by:
 - identifying what needs to be improved and how to improve it
 - providing written and verbal feedback so that students understand what they need to do next
 - providing opportunities for students to read the comments teachers have written and act on those comments
 - teachers monitoring students’ responses to written feedback often.

- Improve the quality of teaching and of the curriculum in KG1 and KG2 by:
 - increasing the range and variety of opportunities for learning which are best suited to the ages of the children involved
 - enabling more child-led learning and more self- and peer assessment.

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

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

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

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