



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**AL SABAH INDIAN PRIVATE SCHOOL**  
30 January - 2 February 2023

**Overall Effectiveness**

**ACCEPTABLE**



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-level scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement**, comprising:

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

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

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

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

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

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

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

**Performance Standard 6. Leadership and management**, comprising:

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





## Judgements

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




<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	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	103
Staff		School location	Al Dhaid, Sharjah
		Establishment date	2003
		Language of instruction	English
		School curriculum	Indian
		Accreditation body	-
		Examination Board	CBSE
		National Agenda Benchmark Tests/ International assessment	ASSET, PISA
		Fee range	AED 3,500 to 6,500
		Principal	Mr. Sreekumar Kesavankartha
		Chair of Board of Governors	Mr. Abdul Hakeem Kolot
Students		Total number of teachers	59
		Total number of teaching assistants	2
		Turnover rate	15%
		Main nationality of teachers	Indian
		Teacher: student ratio	1:20
		Total number of students	1249
		Number of Emirati students	0
		KG: number and gender	Total: 234, Boys: 116, Girls: 114
		Phase 1: number and gender	Total: 517, Boys: 256, Girls: 261
		Phase 2: number and gender	Total: 278, Boys: 145, Girls: 133
Phase 3: number and gender	Total: 220, Boys: 119, Girls: 101		
Nationality groups	1. Indian 2. Pakistan, Bangladesh		
Total number of students with special educational needs	140		

## PROGRESS JOURNEY

Previous Inspection (2019):	Current Review:
<b>ACCEPTABLE</b>	<b>ACCEPTABLE</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 170 lesson observations, 11 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 since the previous inspection in 2019. School leaders have a clear vision shared with all stakeholders. They have introduced positive change in the school, which is evident in improvements to students' personal and social development, and the good level of health and safety. The school is inclusive with regard to welcoming, identifying and working with students who have special education needs (SEN). Students' achievement remains acceptable overall, and good in English, mathematics and science in Phase 3. The school premises are adequate to meet the learning needs of students. Curriculum modification and adaptation has improved but more developments are needed to meet the needs of all groups of students. Assessment processes and benchmarking students' achievement are developing features.

### **KEY AREAS OF STRENGTH:**

- Students' achievement in Arabic Second Language in KG and Arabic First Language in Phase 1.
- Teacher and student relationships and interaction.
- Effective provision for the safety of students.
- Strong links with Emirati culture and society.

### **KEY AREAS FOR IMPROVEMENT:**

- Students' achievement across key subjects, especially in KG and in Phases 1 and 2.
- Analysis and use of assessment data to inform lesson planning to meet the needs of all groups of students.
- Curriculum adaptation to enhance students' learning across all phases, particularly in KG.
- Comprehensive systems to identify and support students with special educational needs and those who are gifted and talented.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement overall is Acceptable**

Indicators:		KG	Phase 1	Phase 2	Phase 3
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	Good	N/A	N/A
	Progress	N/A	Good	N/A	N/A
Arabic (as a Second Language)	Attainment	Good	Acceptable	Acceptable	N/A
	Progress	Good	Acceptable	Acceptable	N/A
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
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	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Good





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is acceptable overall. In lessons and in their work, most students make expected progress across all phases. This does not match with the school's internal data which shows most students make outstanding progress across the school.</li><li>• Internal assessment data shows students' attainment is acceptable in Phases 1, 2 and 3. These match with what is seen in lessons and in students' books, where most students attain in line with curriculum standards. There is no external data in this subject.</li><li>• Students make gains in knowledge and understand Islamic values adequately. In Phase 1, students understand Islamic laws and etiquettes. They understand Islamic principles and values and their application to real life, for example, in keeping their environment clean. Phase 2 students gain an understanding of the high status of scholars in Islam. In Phase 3, students are able to understand the importance of obeying the ruler as one of the Islamic laws. Students' skills in the accurate reading of the Holy Qur'an, and their understanding of meanings of Nobel Hadeeth, are limited.</li><li>• Overall, all groups of students make at least expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of Islamic laws and etiquettes.</li><li>• Students' reflection of Islamic values in their daily practices.</li></ul>	<ul style="list-style-type: none"><li>• Students' accurate reading of the Holy Qur'an.</li><li>• Students' understanding of the meaning of the Nobel Hadeeth.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a first language (AFL) is good in Phase 1. It is not taught in other phases. Achievement in Arabic as a second language (ASL) is good in KG and acceptable in Phases 1 and 2. In lessons and their work, students make good progress in AFL in Phase 1, and in ASL in KG. Students in Phases 1 and 2 in ASL make acceptable progress.</li><li>• Internal assessment data, shows attainment in AFL is outstanding in Phase 2 and very good in ASL across all phases. This is not seen in lessons and students' work, where students' attainment in AFL is good in Phase 2 and in KG for ASL. Attainment in ASL is acceptable in Phases 2 and 3. There is no external data for AFL or for ASL.</li><li>• In AFL, students develop strong literacy skills, such as letter-sound recognition, segmenting and blending. Their listening, speaking and reading skills are developed above curriculum standards. They can express their ideas and answer closed questions but their ability to write independently is limited. In ASL, the majority of children in KG develop strong phonic skills and respond correctly to questions on familiar topics, but their accuracy in the pronunciation of words is less well developed. Most students in Phase 2 develop adequate comprehension skills and express their learning in full sentences with minimal grammar mistakes. Most students in Phase 3 demonstrate appropriate reading and speaking skills. The independent and paragraph writing skills of students in Phases 2 and 3 are limited.</li><li>• Overall, the majority of groups of KG children and Phase 1 AFL students make better than expected progress. All groups of students make at least expected progress in ASL.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' listening and reading skills across phases.</li><li>• KG children's phonic skills.</li></ul>	<ul style="list-style-type: none"><li>• Students' appropriate pronunciation in all phases.</li><li>• Students' independent and extended writing skills in Phases 1 and 2 in ASL.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is acceptable overall. Most students make the expected progress in lessons and in their work. This does not match with the school's internal data which shows all students make outstanding progress across the school.</li><li>• Internal assessment data indicates that attainment is acceptable which agrees with the acceptable attainment observed in lessons and in students' work across the school.</li><li>• In Phase 2, students gain knowledge about the actions taken to develop and strengthen the national economy. For example, students can trace the journey of a product from a producer to consumer and show their understanding of the importance of being a productive country. However, their knowledge of historical facts like trade routes in classical times is limited, particularly in Phase 2. Phase 3 students can identify the problems of food insecurity and the initiatives taken by various governments to resolve this problem globally. They show appreciation of the role of the UAE government in supporting different countries to reduce food insecurity. Students are able to interpret graphs and track the changes in the population of the UAE since the 1970's. However, their skills in analysing maps are less well developed.</li><li>• Overall, all groups of students make at least the expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Phase 2 students' knowledge and understanding of a strong economy.</li><li>• Phase 3 students' understanding of the role of the UAE government in solving global problems.</li></ul>	<ul style="list-style-type: none"><li>• Students' knowledge of historical facts, in Phase 2.</li><li>• Students' skills in analysing maps in Phase 3.</li></ul>



English	<ul style="list-style-type: none"><li>• Students' achievement in English is acceptable overall. It is good in Phase 3. In lessons and their work, most students make expected progress in KG and in Phases 1 and 2. This does not match with the school internal assessment which shows students make good progress in these phases. In Phase 3, the majority of students make better than expected progress, which matches with the school's data.</li><li>• Internal assessment data shows that attainment is acceptable in Phases 1, 2 and 3 but good in KG. This does not fully match that seen in lessons and in students' books, where most students attain in line with curriculum standards, except in Phase 3, where the majority of students attain above expected standards. Results in the Grade 10 CBSE examinations show good attainment. External ASSET data indicates students' attainment is weak overall but outstanding in Phase 3, although only one student completed the test.</li><li>• KG children can identify and read simple words using their phonic knowledge. Phase 1 students can read, comprehend and discuss familiar texts. Most students show fluency in listening, speaking and understanding, but their extended and creative writing skills are less well developed and show some grammatical inaccuracy. Phase 2 students can read, orally express and explore the use of symbolism and free verse in the poem, 'Caged Bird'. However, their independent writing skills are more limited. Phase 3 students work together to identify poetic devices and critically appreciate characterisation with prompts from the teacher. However, students' fluency in expressing their views is less developed.</li><li>• Overall, all groups of students make at least the expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• The reading skills of KG children.</li><li>• Students' ability to express themselves orally in Phases 2 and 3.</li></ul>	<ul style="list-style-type: none"><li>• Extended and creative writing skills of students across all phases.</li><li>• Students' fluency in expressing their views in Phase 3.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is acceptable overall. It is good in Phase 3. In lessons and in their work, most children in KG and students in Phases 1 and 2 make expected progress. In Phase 3, the majority of students make better than expected progress. This does not match with the school's internal data, where progress is good across all phases.</li><li>• The school's internal assessment data shows attainment is acceptable across all phases and good in KG. This does not fully match with that seen in lessons and in students' work, where attainment is acceptable in KG and in Phases 1 and 2 and is good in Phase 3. A small cohort of students took ASSET tests and therefore results are not representative of the school. Grade 10 CBSE show acceptable attainment.</li><li>• In KG, most children can add single digit numbers mentally. In Phase 1 most students recognise different units of measurement and develop secure understanding of numbers. In Phase 2, most students develop proficiency in finding the lines of symmetry for complex shapes. However, a few students struggle to calculate the perimeter of complex shapes due to lack of fluency in mental mathematics. In Phase 3, students are able to solve simple quadratic equations in algebra, but their trigonometric skills are less well developed.</li><li>• Overall, all groups of students make at least the expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• KG children's ability to carry out addition mentally.</li><li>• Students' proficiency in symmetry in Phase 2.</li></ul>	<ul style="list-style-type: none"><li>• Students' fluency in mental mathematics in Phase 2.</li><li>• Students' trigonometric skills in Phase 3.</li></ul>





<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable overall. It is good in Phase 3. In lessons and in their work, most students make acceptable progress in KG and in Phases 1 and 2. In Phase 3, the majority of students make good progress. This does not match with the school's internal data which shows good progress in all phases.</li><li>• Internal assessment data shows good attainment in KG, Phases 1 and 3, and acceptable attainment in Phase 2. External ASSET results show weak attainment in Phases 1 and 2 but outstanding attainment in Phase 3, although only one student sat the test. CBSE results show Grade 10 students attain above curriculum standards. This is not seen in lessons and in students' work, where most students attain in line with curriculum standards in KG and in Phases 1 and 2. The majority of students in Phase 3 attain above curriculum standards.</li><li>• Most students develop age-appropriate knowledge and understanding about life and the Earth. KG children can draw and label parts of a plant. In Phase 1, students learn the purposes of the different parts of a plant, and they are able to distinguish between fibrous and tap roots. In Phase 2, students can identify components of an electric circuit. Students in Phase 3 can clearly infer and state the advantages of microorganisms and the functions of endocrine and thyroid glands. In the better lessons, students make real life connections and transfer learning to other areas. For example, in Grade 6, students identify ways to conserve water in different regions of the world based on the percentage of water collected, used or wasted in the respective regions. However, students' skills in experimenting, recording and interpreting results are less well developed across the school. Their skills of scientific thinking, enquiry and investigation in laboratories are limited across all phases.</li><li>• Overall, all groups of students make at least expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge and understanding of life and the Earth.</li><li>• Phase 3 students' ability to infer and communicate findings.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to make links between scientific knowledge and real-life applications.</li><li>• Students' laboratory and practical skills across all phases.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is acceptable overall. In lessons and in their work, most students make expected progress across all phases. This matches with the school's internal data which also shows that most students make expected progress.</li><li>• The school's internal assessment data shows attainment is acceptable This is also seen in lessons and in students' work, where most students attain in line with curriculum standards. There is no external data for other subjects.</li><li>• In KG, children develop basic skills, such as through drawing and colouring fruits and vegetables. However, their colour mixing skills are less well developed. Phase 1 and 2 students develop basic artistic skills in unstructured art lessons. For example, in Grade 7 Art, students are able to connect their work with real life through the depiction of emotions using shapes and colours. In their study of Hindi and Malayalam, students' linguistic skills are developed appropriately. They can read, comprehend texts and communicate their understanding. In PE, most students improve their agility, strength, speed and power through exercises like push-ups, planks, crunches and stretching. They play games like basketball, badminton, soccer and throwball, including during free-play lessons. However, their game-related skills are less well developed. In commerce subjects, Grade 11 students can debate the impact of financial variables on trading accounts. However, their ability to apply the concept to more recent situations is limited.</li><li>• Overall, all groups of students make at least the expected progress.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' enjoyment of games and exercise.</li><li>• Students' ability to collaborate and compose when creating artwork in Phase 2.</li></ul>	<ul style="list-style-type: none"><li>• Students' colour mixing skills in KG.</li><li>• Students' game-related skills in PE.</li></ul>



Learning Skills

- Students' learning skills are acceptable in all phases except in Phase 3, where they are good. Students are motivated and eager to participate in their learning. Phase 3 students are actively involved and take responsibility for their learning, based on their knowledge of their strengths and areas for improvement.
- Students consolidate previous knowledge and strengthen their learning through their interaction, collaboration, and discussions in lessons. This is more significant in Phase 3 lessons, across key subjects. However, it is less productive in KG, or in Phases 1 and 2.
- Overall, students only make limited connections between their learning and their understanding of the world in mathematics and science. However, this is more developed in Islamic Education, where students can link, for example, Islamic values to the cleanliness of the environment.
- Students demonstrate their innovative skills in projects and co-curricular activities such as creating a Library Management System, robotic alarm and a virtual assistant game to practice and improve their English grammar. They engage in research, particularly in Phase 3. However, their use of technology to support their learning within lessons is not common. Phase 2 students demonstrate well developed collaborative learning skills, for example while working out the probabilities of a dice throw, and when deriving equations. In Phase 3, students are well versed with experiential learning, as in a science lesson, where Grade 10 students engage in using microscopes to undertake research. However, across most phases, the integration of activities to develop skills of innovation, critical thinking and problem solving, are less well developed.

**Areas of Strengths**

- Students' willingness to participate in their learning, and to communicate and collaborate.
- Students' participation in projects and research activities in Phase 3.

**Areas for Improvement**

- Students' skills in making links to real life experiences and other subjects.
- Students' use of technology to find and use new information.



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

Indicators:	KG	Phase 1	Phase 2	Phase 3
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Students' personal and social development is good overall.</li><li>• Students demonstrate positive and responsible attitudes through their respectful and self-disciplined conduct. Their behaviour in lessons and around the school is good.</li><li>• Incidents of bullying are rare. Relationships between staff and students are respectful which result in students' development of positive values. Students demonstrate compassion to the needs of others. They share food with their peers who may come from underprivileged families.</li><li>• Students have a good understanding of healthy eating and maintain active lifestyles which can be seen in discussions in lessons, around the school, and in assemblies. A few students sometimes make inappropriate dietary choices.</li><li>• Attendance is good at 95%. The majority of students attend school and lessons on time.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Students demonstrate a clear understanding of Islamic principles and values that constitute an integral part of daily life in UAE society. They are able to demonstrate real life practices for example, helping and supporting people in need.</li><li>• Through their educational trips to a number of UAE places of interest, in addition to curriculum content, students have become aware and appreciative of UAE heritage and culture.</li><li>• Students' knowledge of other world traditions, values, and cultures is enhanced through diversity in school. A weekly activity for raising awareness about other cultures is organised by students from different nationalities.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• Students contribute to the life of the school through the prefectorial board and are clear about their responsibilities. They show an understanding of their roles as citizens and participate willingly in school activities. However, their involvement in voluntary work outside the school and community is relatively limited.</li></ul>				



- Students exhibit an adequate work ethic by participating in projects like planting trees and shrubs in the school. A few students donate books to the school library. However, their ability to make independent decisions and start new initiatives is underdeveloped.
- Students are aware of a range of local and global environmental issues, like water shortage and climate change. They participate in some activities, such as through the eco-club to conserve the environment.

**Areas of Strength:**

- Students' attendance and punctuality.
- Students' understanding and appreciation of the role and values of Islam in UAE society.

**Areas for Improvement:**

- Community involvement, volunteering and social contributions.
- Students' ability to take initiative across a range of projects.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Phase 1	Phase 2	Phase 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good

- The quality of teaching and assessment is acceptable overall. Teaching is good in Phase 3.
- Most teachers have secure knowledge of their subjects and understand how students learn. In Phase 3, teachers can develop students thinking and research skills through the use of adapted tasks like drawing comparisons between mass and weight.
- Most teachers plan lessons which have a clear purpose. However, the time allocated to different parts of the lesson is not always sufficient. Teachers use resources such as dice to teach probability. However, the implementation of planning is inconsistent across phases. Phase 3 teachers provide interesting learning activities and situations for their students.
- Teacher and student interactions are positive and usually ensure students are engaged. Questioning is used to initiate class discussions and check understanding. KG teachers rely mostly on direct and simple questions that are for recalling simple factual learning. Teachers provide some support and challenge to meet the needs of different groups of students. However, they do not always have high enough expectations of all students, which limits the progress of some high-attainers.
- In some lessons, teachers attempt to promote critical thinking, problem-solving and innovation skills. Independent learning is better promoted in Phase 3 in mathematics and science lessons where students are encouraged to formulate quiz questions and to challenge their peers.





Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"><li>Internal assessment processes are coherent and carefully aligned to curriculum standards. They provide a suitable measure of students' progress. However, feedback on students' work is sometimes too general and provides limited information about students' next steps or targets.</li><li>Benchmarking against appropriate national and international standards is ineffective. Currently, only small cohort of students take external exams each year.</li><li>Most teachers analyse assessment data to understand their students' needs and to identify their attainment. Analysis to monitor students' progress over time is less developed.</li><li>Most teachers use assessment information adequately to inform their teaching, but it is less effective in meeting the learning needs of all groups of students, including G&amp;T.</li><li>The school has a clear assessment and marking policy, but diagnostic and comprehensive feedback is rare and not fully embedded in all subjects across phases.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Teacher and student interactions to promote students' engagement.</li><li>Coherent and consistent internal assessment processes.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>Rigorous bench marking of students' outcomes against a range of external, national and international expectations.</li><li>Use of assessment information to monitor students' progress over time and analyse the progress of students from different groups.</li></ul>				

## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Phase 1	Phase 2	Phase 3
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The overall quality of the curriculum is acceptable. It is good in Phase 3.</li><li>The curriculum follows all statutory requirements. It is reasonably broad and balanced, although it is more focused on the acquisition of knowledge than skills.</li></ul>				



- Curriculum planning ensures adequate continuity and progression. It builds on prior learning and meets most students' needs, particularly in Phase 3. Recently the school has revised the KG curriculum, although the effectiveness of these changes is not yet evident.
- Some curricular choices are offered in the school, such as in languages and subjects in KG. Older students can choose from subjects like Physical Education and Computer Science offered for the science and commerce streams.
- Cross-curricular links are systematically planned and integrated into some lessons, such as in Arabic, Islamic Education and UAE social studies. However, the implementation of cross curricular links is inconsistent in most other key subjects.
- The curriculum is reviewed annually to provide adequate provision to meet needs of most students. Computer programs like "Scratch and Python" have been recently included to enhance students' development of technological skills. However, this review process is not yet fully embedded in the school.

**Curriculum adaptation**

**Acceptable**

**Acceptable**

**Acceptable**

**Acceptable**

- The school adequately modifies the curriculum to meet the needs of most learners. However, modifications to meet the needs of students from different groups remains insufficient.
- The school curriculum promotes the development of innovative skills through activities like financial and digital literacy in the learning points programs. In innovation clubs, students are able to apply coding to develop a library app or a robot for security alarms. However, entrepreneurial skills are not as well developed. The prefectorial board of student's present wellbeing programs like Al Sabah in assemblies in Arabic. However, only a minority of students engage in such activities.
- The curriculum provides appropriate learning experiences to develop students' understanding of Emirati culture and UAE values through assemblies, field trips and other school activities like celebration of Flag Day and National day.

**Areas of Strength:**

- The range of curricular choices in Phase 3.
- Links with Emirati culture and UAE society.

**Areas for Improvement:**

- Modification of the curriculum to meet the needs of all groups of students.
- The effectiveness of cross curricular links between subjects.



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

Indicators:	KG	Phase 1	Phase 2	Phase 3
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The protection, care, guidance and support of students is good overall.</li><li>• Procedures for safeguarding are highly effective. There are monitors in each class as well as class teachers to monitor well-being. All staff are trained in child protection policies and procedures.</li><li>• The school provides a safe environment. Students are well supervised, including on school transportation. The school conducts thorough routine checks, and movement in and out of the school is monitored efficiently. The school maintains accurate and secure records, including records of incidents and any subsequent actions.</li><li>• The premises are clean, well maintained with maintenance records in order. The premises are suitable and meet the needs of most students. However, the school does not have a lift to allow access for those with mobility issues to the upper floor. The school moves relevant classes to the ground floor to enable students with mobility difficulties to attend the lessons.</li><li>• The school systematically promotes healthy living through workshops, a strong pastoral system and daily checks of lunch boxes. The school canteen is managed by the school support staff and is clean and hygienic.</li></ul>				
<b>Care and support</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• Teachers promote positive relationships with students. They apply effective systems for managing students' behaviour. The majority of students manage their own behaviour highly effectively. Students are regularly punctual to school and to lessons.</li><li>• The school is effective in identifying Special Education Needs (SEN) students. However, the systems are less effective for identifying gifted and talented (G&amp;T) students. Specialist staff are available but the support for SEN and G&amp;T students is less effective, both through the curriculum and in lessons.</li><li>• Students' well-being and personal development are monitored throughout the year. Phase 3 students benefit from some career guidance provided by teachers. Student surveys are carried out to ascertain career aspirations.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Quality of maintenance and record keeping.</li></ul>				



- Staff and student relationships and behaviour management.

**Areas for Improvement:**

- Suitability of premises and facilities for all students, including those with special educational needs
- Guidance and support for all students, including SEN and gifted and talented students.

## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**Indicators:**

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

- The overall quality of leadership is acceptable.
- The principal and other senior leaders are fully committed to improving the school. They set a clear, strategic direction to promote inclusion and Emirati national priorities, which is shared with the school community. Leaders at all levels demonstrate a basic awareness of how to improve the school. Middle leaders have been successful in raising standards in a few subjects and phases. Relationships are courteous and professional, and morale is positive. Distributed leadership has helped to develop leaders' capacity adequately.
- School leaders have acceptable capacity and determination to improve. However, leaders have only had an adequate impact on bringing about the changes needed, especially to students' achievement.
- Leaders at all levels identify key strengths and areas for development, informed by previous reviews of the school. Evaluations are often closely aligned to the UAE inspection framework. Improvement planning documents set realistic targets. Leaders have addressed most of the recommendations in the previous inspection report, and have successfully improved some aspects, such as KG. They have maintained an adequate level of school performance.
- Leaders monitor lessons and give constructive feedback to teachers, although lesson observations are not sufficiently focused on students' progress. Procedures to share the best



practices in teaching are not effective. Overall, there has been progress made in addressing most of the recommendations from previous reviews and improvements made in most key areas, but these are improvements are inconsistent.

- Parents are fully supportive of the school and their views are informally considered when developing school improvement priorities. Communication is good and effective reporting procedures ensure parents are kept informed of their children's learning and development. The school benefits from positive links with local Dhaid community, particularly with the municipality, the Dhaid Sports Club and the Government Hospital.
- The governing council includes parents and meets termly. They periodically monitor the school's actions and have a basic understanding of the strengths and weaknesses of the school. Governors hold senior leaders to account for students' outcomes through regular meetings with the principal.
- The day-to-day management of the school is well organised. Routines ensure the smooth running of the school. Most staff are suitably qualified and receive regular professional development that is matched to schools' priorities. Learning areas, resources and facilities are sufficient to support students' learning.

#### **Areas of Strength:**

- Partnerships with parents and local community.
- The commitment of the governors, principal and senior leaders to improve the school.

#### **Areas for Improvement:**

- Developing an ethos of collective accountability for school performance and standards.
- Impact of school self-evaluation processes.

## **SPEA ADDITIONAL FOCUS AREAS**

### **Provision for Arabic Language**

- The school has a total of seven Arabic teachers with a teacher-student ratio of 1:157.
- The school has approximately 324 Arabic library books comprising 54 fiction and 270 non-fiction books. Students in Grades 3 to 8 are encouraged by their respective Arabic teachers to go to the library to read.
- A weekly period is scheduled for these grades. All students who learn Arabic have access to the library during break times as well. In KG, Arabic is taught as a second language subject.
- The librarian conducts some activities in the library like book reviews which are recorded in students' portfolios. Reader of the week is awarded a badge by the librarian. Weekly quiz questions are posted on bulletin boards and students are encouraged to answer these. The winners are awarded certificates. Students participate in school competitions like La Fiesta and Athlos.





- The Arabic department has initiated Learning Points program to enable students enhance their linguistic skills and understanding. Students make presentations during the assembly and participate in UAE National Day celebrations in and outside the school. Students' creative work in art and literary form is displayed around the school on the display boards.

### The school's use of external benchmarking data

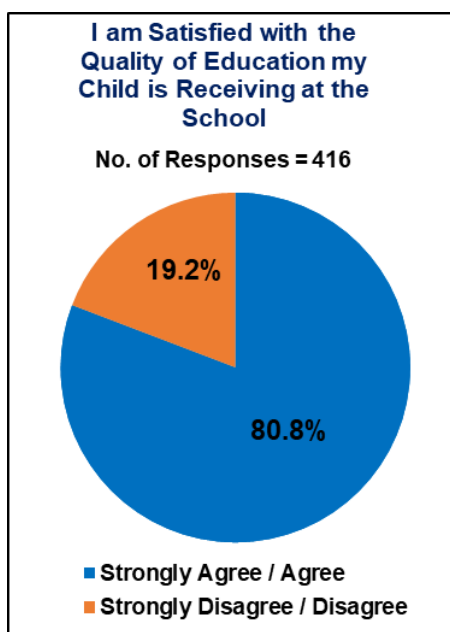
- In compliance with SPEA requirements, the school involves students in ASSET and TIMSS examinations. However, only 20% of the students in the relevant age groups who are required to sit the ASSET examinations take part in them. The TIMSS examination has been taken by all students of Grades 4 and 8 in the current academic year, the results of which are awaited. However, target setting practice is yet to be developed effectively to support students to attain above UAE and international scores.
- The school has a National Agenda Programme. The students, and parents are aware and kept fully informed about all the processes and preparations. Students prepare for these examinations through the AQAD (A question a day) based on English, science and mathematics. Subject questions and concepts are regularly discussed, and students prepared through practicing previous question papers.
- The school keeps students and parents fully informed about all test results.

### Provision for KG

- The school currently has nine KG classes, with same number of teachers and two learning assistants. The learning assistants help with resource preparation and support children with personal needs. The adult to child ratio is 1:26.
- Classrooms are spacious, adequately equipped and limited to an average of 25 children per class. A range of resources like aids and manipulatives enable children to learn to engage in learning, both through collaboration and independently.
- The outdoor resources promote learning through well-equipped, spacious play areas for free play, such as slides, swings and other play equipment. A sand pit has been created for development of appropriate motor skills.
- Clear induction strategies are organised by the KG department for all children starting at the school. This includes face-to-face meetings for parents and their children with staff, prior to children starting. Orientation, including a school tour, and staggered first day attendance along with regular communication with parents supports children's settling into the school environment.
- Transition to grade 1 is facilitated through a range of approaches. These include a graduation ceremony for KG 2 children, preparing them with basic oral language skills in Hindi and Arabic, and orientation sessions for parents.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement, including in all key subjects across KG and Phases 1 and 2, by:
  - developing students' skills in English, mathematics and technology.
  - developing students' ability to make links between different subject areas.
  - developing students' skills to research, think critically, hypothesise, infer and apply their learning to familiar and non-familiar contexts.
- Benchmark students' attainment against national and appropriate international standards, by:
  - implementing rigorous procedures to ensure almost all students in the appropriate age range complete the relevant benchmarking exams.
  - providing opportunities for students to prepare for external, national and international tests.
  - enhancing the curriculum to meet the standards of national and international benchmarking tests.
- Improve the use of assessment data to ensure lesson planning meets the needs of groups of students, by:
  - regularly monitoring students' performance in order to set whole-school and individual targets for students.



- regularly checking that teachers use assessment information to adapt lesson planning to meet students' needs.
- Modify and adapt the curriculum innovatively, by:
  - including an interesting, motivating and diverse range of activities, particularly in KG.
  - extending the opportunities for students to create, innovate, and develop scientific and entrepreneurial skills.
  - providing wide and stimulating programs of extra-curricular activities.
- Identify and support students with special educational needs, and those who are gifted and talented, by:
  - establishing comprehensive and rigorous identification systems.
  - providing effective and appropriate support to enable students to make good progress.
  - closely monitoring the progress of each student and providing effective guidance and support for future pathways, particularly for older students.

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

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

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

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