School Performance Review

REPORT | **(SPR)**

SHARJAH INDIAN SCHOOL – Branch 1
27 to 30 January 2025

Overall
Effectiveness
Rating:
GOOD

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

Performance Standard 1: Students' achievement, comprising:

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

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:
- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:
- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:
- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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

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

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

School	School ID	202
	School location	Juwaiza, Sharjah
	Establishment date	2018
	Language of instruction	English
	School Curriculum	Central Board of Secondary Education (CBSE)
	Accreditation body	CBSE
	Examination Board	CBSE
	External Assessments International and Curriculum Benchmark Assessments	Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Assessment of Scholastic Skills through Educational Testing (ASSET) International Benchmark Tests (IBT) Cognitive Ability Tests (CAT 4)
	Fee Range	AED 4,440 to AED 6,950
Staff	Principal	Mohammed Ameen Moorkan
	Chair of board of governors	Nissar Thalangara
	Total number of teachers	320
	Total number of teaching assistants	7
	Turnover rate	3%
Students	Teacher: student ratio	1:16
	Total number of students	5,156
	Total number of students per cycle/phase	Elementary: 2,553 Middle: 1,284 Secondary: 1,319
	Pre-KG: number and gender KG: number and gender	Boys: 0 Girls: 0 Boys: 0 Girls: 0
	Primary: number and gender	Boys: 2,553 Girls 0
	Middle: number and gender	Boys: 1,284 Girls: 0
	Secondary: number and gender	Boys: 1,319 Girls :0
	Total number of Emirati students	0
	Pre-KG: Emirati number and	Boys: 0 Girls: 0

gender KG: Emirati number and gender	Boys: 0	Girls:0
Primary: Emirati number and gender	Boys: 0	Girls:0
Middle: Emirati number and gender	Boys: 0	Girls:0
Secondary: Emirati number and gender	Boys:0	Girls:0
Nationality groups (largest first)	Indian	
Total number of students with special educational needs	270	

PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	**GOOD**

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SUMMARY OF REVIEW FINDINGS

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These findings draw from our team of 8 reviewers' 194lesson observations, 77 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement since the previous review visit, when the school was acceptable. Almost all subjects are now good, with improvements from acceptable in Islamic education in all phases, English overall in Middle, mathematics overall in Primary and other subjects in Primary and Middle. Arabic as a second language and English in Primary remain acceptable. Social studies in Primary is very good from good. Students' personal development remains very good and the attitude and behaviour of students is a strength across the school. Teaching has improved to good from acceptable and is supported by good assessment processes. The school has broadened the range of subjects on offer so that the curriculum is now very good. The care and support of students is now very good from good as the special needs department has been effectively developed. Leadership remains good, supported by governors who are also good, as their initiatives are driving the school forward successfully.

KEY AREAS OF STRENGTH:
- The strategic direction taken by leaders and governors to improve outcomes across the school.
- Students' behaviour and their positive attitudes towards learning.
- The skills-based learning programme developed in Senior Secondary which promotes examination success whilst meeting specific learning needs.
- The protection, care, guidance and support for students.
- The curriculum design and implementation which has broadened learning experiences for students.
- The improvement in attainment in external examinations in Secondary.
- The coherent and consistent processes for capturing internal data and identifying students' achievement.

KEY AREAS FOR IMPROVEMENT:

- The capacity of Arabic teachers to teach the specified curriculum using standard Arabic language in Ministry of Education (MoE) subjects.
- The revision of appropriate levels of challenge for all students during lessons including those students who are gifted and talented (G&T).
- The support for those students with special educational needs (SEN) across all lessons.
- Students' independent inquiry and innovation skills across the school.

MAIN REVIEW REPORT				
PERFORMANCE STANDARD 1: **STUDENTS' ACHIEVEMENT**				
Students' achievement is good overall.				
Indicators:		**KG**	**Primary**	**Middle**	**Secondary**
Islamic Education	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	**Attainment**	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	**Attainment**	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	**Attainment**	N/A	Very Good	Good	Good
	Progress	N/A	Very Good	Good	Good
English	**Attainment**	N/A	Acceptable	Good	Good
	Progress	N/A	Acceptable	Good	Good
Mathematics	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Science	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Other subjects (Art, Music, PE)	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Learning Skills		N/A	Good	Good	Good

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Islamic Education	• Students' achievement in Islamic education is good across the school and has improved over time. Lesson observations, students' work and the school's internal data confirm this. • There are no externally benchmarked assessments in Islamic education. Internal assessment data indicates very good attainment in Primary and good in the Middle and Secondary. In lessons and in students' work the majority of students' attainment levels that are above curriculum expectations. • In Primary, students make progress as they develop a secure knowledge and understanding of the concept of charity and the etiquettes of giving charity and Islamic greeting in their daily lives. They understand the term 'needy' and can relate the concept with real-life and Islamic teaching examples. Their understanding of the impact of helping the needy across the world is less developed. Middle students can explain the benefits of maintaining ties of kinship. Students grow in their appreciation of greetings and kindness such as, sharing food and the values of various cultures and religions. Students' memorisation of the short Noble Hadeeth in the Islamic curriculum is less well-developed. Secondary students increasingly learn of the importance of tolerance for individuals and society. Their knowledge and understanding of comparing Shura (consultation) in Islam and democracy is less well-developed. • The majority of groups of students make above-expected progress overall.

Areas of Strength	Areas for Improvement
• Students' knowledge and understanding of Islamic values and principles such as kinship ties and helping the needy across the school. • Students' knowledge and understanding of the importance of tolerance to individuals and society in Secondary.	• Students' understanding of the impact of helping the needy across the world in Primary. • Students' memorisation of the short Noble Hadeeth in Middle. • Students' knowledge and understanding of comparing Shura (consultation) in Islam and democracy in Secondary.

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Arabic as a second language (ASL)	• Students' achievement in Arabic as a second language (ASL) is acceptable across the school and over time. The school's internal data shows that students make good progress. This does not match with that seen in lessons and in students' work where most students make expected progress. • The school's internal data shows that attainment is good across the school. This does not match with what is seen in lessons and in students' work, which shows that most students attain in line with curriculum expectations across the school. There is no external data for ASL. • Primary student's ability to read and write familiar words and short sentences is developing and they have secure skills in writing familiar words and short sentences. Students' ability to use new vocabulary in complete sentences is less developed. Middle students can understand the meaning of the new vocabulary and use it appropriately within short sentences. Students' fluency in reading familiar texts is less developed. Secondary students develop skills in analysing familiar texts and extracting the main ideas. Students' speaking skills in reading texts using standard Arabic is limited. • The majority groups of students make expected progress across the school.

Areas of Strength	Areas for Improvement
• Students' ability to understand the meaning of new vocabulary and use it in short sentences in Primary and Middle school. • Students' ability to analyse familiar texts and extract the main ideas in Secondary school.	• Students' use of new vocabulary in complete sentences in Primary. • Students' fluency in reading familiar texts in Middle and Secondary. • Students' speaking skills using standard Arabic in the Secondary.

Social Studies	- Students' achievement in social studies is good overall. It is very good in Primary. In lessons and their work, the majority of students make better than expected progress over time. This does not match the school judgment which states progress is good in Primary and Middle, and very good in Secondary. - The school's internal data shows that attainment is very good overall. This does not match with that seen in lessons or in students' work, which shows that the majority of students attain above curriculum expectations. There is no external data for social studies. - Primary students develop knowledge and understanding of the importance of vegetation and the challenges of agriculture in arid climates and of medicinal plants and their uses. Their knowledge of the solutions to overcome the challenges of farming in arid areas is limited. Students in Middle can locate the countries of Central Asia and their neighbouring countries. Their understanding of how geography and culture shape the identity of the UAE is insufficiently well developed. Secondary, students appreciate the significance of education in personal and societal development. The efforts of the government to promote advancements in science and technology to encourage education aligned with the development goals are less well-developed. - Overall, the majority of groups of students make better than expected progress.

Areas of Strength	Areas for Improvement
- Students' ability to name the countries of Central Asia and the neighbouring countries in Middle. - Students' understanding of the significance of education in personal and societal development in Secondary.	- Students' understanding of solutions to overcome the challenges of farming in arid areas in the Primary. - Students' knowledge of how geography and culture shape the identity of the UAE in Middle.

English	
• Students' achievement in English is acceptable in Primary and good in Middle and Secondary. The school's internal data shows that students make very good progress. This does not match with what is seen in lessons and in students' work. Most students make expected progress in Primary and a majority of students make better than expected progress overtime in Middle and Secondary.	
• The school's internal data for attainment is very good across the school. This does not correlate with what is seen in lessons and students work which shows that the majority attain above curriculum standards. External CBSE results are outstanding in Secondary. Students' performance in ASSET assessments is good overall and PISA, reading literacy results are above those of other Sharjah schools.	
• Students make acceptable progress in Primary and good progress across Middle and Secondary. Primary students can listen to an audio recitation of a poem, identify the rhyming words and understand the main content of the text. Their handwriting, letter formation and word spacing is less well developed. Students in Middle demonstrate an understanding of the ways in which poets manipulate language through the use of poetic devices and they use age-appropriate language to adapt their responses to prompts when working in groups. Secondary students make confident presentations accurately referencing evidence to justify opposing opinions. Across the school, students' speaking and listening skills are a positive aspect of the subject. Writing skills are the least well-developed of the four key skills including grammar and punctuation. Grammatical understanding and the ability to write using a range of sentence types for effect are beginning to emerge across Middle and Secondary.	
• Overall, the majority of groups of students make better than expected progress. More able and gifted students do not always make the progress of which they are capable.	

Areas of Strength	Areas for Improvement
• Students' ability to discuss literary texts and form opinions supported by contextual evidence in Secondary. • Students' speaking skills which they use to present their ideas in group situations throughout the school.	• Students' writing skills, including handwriting, letter formation and word spacing in the Primary. • Students' accuracy of grammar, the use of a range of punctuation and different sentence types for effect in shorter and longer writing tasks in the Middle and Secondary.

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Mathematics	• Students' achievement in mathematics overtime is good overall. In lessons and in students' work, the majority of students across the school attain levels of progress that are above curriculum standards.
	• The school's internal assessment data indicates very good attainment across the school. This does not match with that seen in lessons and in students' work where the majority of students across the school attain above curriculum standards. ASSET external benchmarking data is good across all grades. The school's first TIMSS data indicates that Grade 8 students are attaining above the TIMSS and Sharjah Private Schools' average. The most recent PISA data indicates that students are performing at level 3, which is in the middle performance band and exceeds the Sharjah Private Schools' average.
	• The majority of students demonstrate good progress. In Primary, students can successfully measure lengths using hand span, read time using the 24-hour format, compare different time zones and interpret information from data correctly. They understand the concept of mathematical operations such as, addition, multiplication and division and skilfully apply the operations to solve mental mathematical problems. Middle students can apply their geometrical skills to calculate the area and perimeter of polygons. Evidence of students' ability to independently apply mathematical concepts to real-life situations in Primary and Middle is limited. Secondary students' mathematical thinking skills enable them to derive formulae and apply their knowledge of trigonometry to find angles of elevation and compare the shadows made by different objects. Their reasoning and problem-solving skills are well developed.
	• Overall, the majority of student groups make better than expected progress.

Areas of Strength	Areas for Improvement
• Students' ability to measure lengths, read and compare time in the 24-hour clock format of different time zones and interpret data in Primary. • Students' geometrical skills in Middle and trigonometric skills in Secondary.	• Students' ability to independently apply mathematical concepts to real-life situations in Primary and Middle.

Science	- Students' achievement in science is good overall. The majority of students across the school attain levels that are above curriculum standards and make better than expected progress over time. Grades 11 and 12 make very good progress, as a large majority of students are making better than expected progress. - Internal data indicates that attainment is good across the school. Attainment in Grades 11 and 12 is very good. External benchmarking ASSET data is good across school. The school's first TIMSS data indicate that Grade 4 and Grade 8 are attaining at above the TIMSS average. The most recent PISA data indicates that students are performing at level 3, which is in the middle performance band and exceeds Sharjah Private schools' average. This broadly aligns with what is seen in class and recent work. - Students in Grade 1 learn to classify animals by habitat and in Grade 5 they dissect seeds to find out what the various parts do. Students in Grade 7 study the excretory system, chemical changes, and speed. Senior secondary students learn about macromolecules, how to extract DNA and pendula. Students' knowledge about concepts is stronger than their practical skills. In Middle, students can record data in a table yet find it difficult to generate a table themselves. In Secondary, students begin to manipulate variables to make predictions and are starting to learn how to carry out investigations. Across the school, students do not independently enquire about their science studies. - Overall, a majority of groups of students make better than expected progress from their starting points, although the more able and those gifted students do not make the progress of which they are capable.

Areas of Strength	Areas for Improvement
- Students' knowledge of scientific concepts across the school. - Students' ability to apply their knowledge to solve problems, especially in Secondary.	- Students' scientific practical skills in Secondary. - Students' ability to independently enquire about scientific ideas across the school.

Other subjects	• Students' achievement in other subjects is good overall. The other subjects sampled during the review are art, commerce, computer science, entrepreneurship, French, Hindi, Indian Social Studies, Malayalam, moral education, music, physical education (PE) and psychology. The progress of students seen in lessons is good across the school and overtime.
	• Attainment in lessons is good in Primary, Middle and Secondary, as a majority of students attain above the curriculum standard. In Secondary, CBSE outcomes show outstanding attainment in computer science, commerce subjects and psychology and good attainment in French and Hindi. Internal assessment data for Indian social studies, art and music is good and PE is very good.
	• Progress is good and progressively improves as students move up through the school. Progress in computer studies and commerce is very good throughout the school where students begin coding in Primary and move on to developing webpages and using more complex coding in Secondary. Students' progress in French is particularly strong as students only begin learning the language in Grade 9. During Hindi and Malayalam lessons, group activities are used to develop reading, writing, and speaking skills. Students' skills in art are less well developed as resources are limited and expectations for Middle and Secondary students are too low which results in their disengagement in lessons. Students' skills in music are underdeveloped as they do not have the opportunity to use instruments or to apply musical theory to practical activities. Students across Grades 4 and 5 sing songs and recall the rhythm and melody. Creativity and innovation are developing features of students' learning.
	• Almost all groups of students make good progress. More able students require more challenge during lessons.

Areas of Strength	Areas for Improvement
• Students' skills in commerce subjects and French in Secondary. • Students' coding skills in computer science across the school.	• Students' creativity in music and art in Middle and Secondary. • Students' innovation skills across the school.

Learning Skills	• Students' learning skills are good overall. Almost all students have positive attitudes and are fully engaged in their learning. They are actively involved and willingly interact with other students and their teachers during the lessons. Students effectively take responsibility for their own learning and use technology sensibly to support their work. • Students work productively in groups and collaborate well across the school. This is a strong feature in Secondary where students in Grade 12 business studies and social studies collaborate to discuss topics such as the impact of different types of management in a business. Across all grades, students communicate well, listen to their peers, exchange ideas, and share their learning effectively with each other. • Students make clear connections in their learning with the UAE and with their everyday experiences. The application of new learning to real-life situations, problems and events is a prominent feature of their lessons. Grade 6 chemistry students fluently explain how the separation of mixtures can be applied to the desalination of sea water in the UAE. Students are less skilled in making connections between what they are learning and other areas of the curriculum. • The majority of students use technology in lessons with ease. Research skills are strongest in Secondary, although tend to be limited in depth. Critical thinking, innovation, and enquiry are a developing feature of their learning.

Areas of Strength	**Areas for Improvement**
• Students' positive attitude and enthusiasm for learning. • Students' interactions and their effective collaboration skills.	• Students' ability to make connections between different areas of their learning. • Students' skills in critical thinking, innovation and enquiry.

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

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

Indicators:	KG	Primary	Middle	Secondary
Personal development	**N/A**	**Very Good**	**Very Good**	**Very Good**

- Students' personal development across all phases is very good. Students are mature and responsible and there is strong respect between students and between teachers and students. Older students particularly enjoy receiving feedback to help them improve their work and they act upon it purposefully. Students are self-disciplined and behave well both in lessons and around the school. Bullying, including cyber-bullying, and poor behaviours are very rare.
- Relationships around the school are very good. Students take part in discussions with great readiness. They are empathetic and sympathetic to other people's points of view. Students work well together as well as working well independently. They are tolerant of each other and support each other in lessons.
- Students generally make informed healthy eating choices, typically bringing in food from home to enjoy at school. Although recess times are quite short, outside exercise exists due to a number of clubs enabling students to enjoy physical activity. Students are aware of the dangers of obesity, and they report that they are doing their very best to keep healthy at all times.
- Students' attendance across the year is 96.08%, which is very good.

Understanding of Islamic values and awareness of Emirati and world cultures	N/A	Very Good	Very Good	Very Good

- Students understand what Islamic values are and how they influence life in the UAE. Through various clubs in the school, many students are involved with serving meals at Iftar in the Grand Mosque, during the Holy Month of Ramadan. When entrepreneurial activities take place in school any money raised is frequently donated to charities such as the Red Crescent Society.

- Many students were born in the UAE, and they fully appreciate the heritage and culture of this part of the world. They can talk in detail about cultural activities such as National Day, Flag Day and Martyrs' Day.
- Students' involvement in clubs featuring literature, music and dance from other countries and cultures are supporting the development of their understanding of other world cultures. Students' appreciation of other world cultures is underdeveloped compared to their understanding of their own culture or that of the UAE.

Social responsibility and innovation skills	N/A	Very Good	Very Good	Very Good

- Students feel that they are a part of the school and they help to create a caring community where a wide range of volunteering opportunities exist, although more students could be involved. Students participate in activities that contribute to the school and wider community such as Social Awareness club, the Tarbiyah Club and the Scouts. They take on leadership roles and voluntary positions across the school. Consequently, there is a positive impact within the school and in the wider community.
- Students' attitudes to work across the school are very positive and they engage in a wide range of learning experiences both in and out of the classroom leading presentations in lessons and taking on key roles in extra-curricular activities. In the recent SIS fest, there were examples of entrepreneurship and enterprise, as money was generated from a variety of stalls and donated to local charities. Learn to Earn events help promote both financial literacy and enterprise. Innovation skills are less well developed.
- Students value their school and wider community environment. They take care of their outdoor space and are very aware of issues relating to local and global matters. They make regular visits to homes for the elderly, promote blood donations and work to support the UAE Flood Relief in 2024. Students understand about sustainability and contribute to the HOPE Club which focuses on greenery and maintaining an organic garden. They participate in a range of community projects including the Harvest Festival and beach clean ups. Within the school, recycling is commonly practised.

Areas of Strength:

- The strong, positive relationships and universal respect which pervades the school.
- The excellent behaviour and strong work ethic exhibited by students across the school.

Areas for Improvement:

- Students' involvement in volunteering activities in the local community.

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PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.				
Indicators:	**KG**	**Primary**	**Middle**	**Secondary**
Teaching for effective learning	**N/A**	**Good**	**Good**	**Good**

- Students are encouraged to participate in lessons that are made accessible through teachers' detailed planning. Planned activities are not always fully implemented due to time constraints and the amount of detail included in the planning. Teachers use a variety of resources to stimulate and engage students including learning technologies. Time is used efficiently in most lessons. Teaching in Arabic medium subjects is less effective as the standard Arabic language is not consistently well used.
- Positive interactions between teachers and students enhance learning across subjects and grades. In the most successful lessons, such as those in science and mathematics, teachers use a range of question types that probe students' deeper understanding and reflection. When thinking time is provided, small group debates are elevated and knowledge deepened. Overall, the quality of questioning is variable across subjects and does not always promote meaningful dialogue. It is stronger in the upper grades.
- The needs of different groups of students are generally met as seen in attempts to provide modified resources. This is an inconsistent feature across subjects and grades. The level of challenge and support for students across the ability range is variable and not sufficiently personalised.
- Teachers systematically develop students' critical thinking, problem solving and innovation skills, although it is not always a consistent feature across all lessons. There are pockets of good practice and this is becoming an emerging stronger feature in lessons. Independent learning opportunities are a more successful aspect of learning.

Assessment	**N/A**	**Good**	**Good**	**Good**

- Internal assessment data processes provide valid and reliable information on students' attainment and progress against curriculum standards and expectations. There are measures to track students' progress through the management system which enable leaders to cross reference assessment data and determine individual students' progress with accuracy. The

school uses a range of external examinations that meet the UAE priority to benchmark students' academic achievement against national and international standards. Results are analysed to provide accurate and detailed information about students' progress, as individuals and as groups.

- The assessment information enables teachers to evaluate students' achievement and they use it to guide their lesson planning. The majority of teachers have good knowledge of individual students' strengths and weaknesses and provide mostly appropriate support and challenge to the students. Assessment data is tracked although effective use to guide adaptations to the curriculum and inform teaching practices is inconsistent. Appropriate differentiation is inconsistent. The school has now begun to use data from external assessments to align lesson objectives to the national and international expectations. Teachers challenge to more able students is not always adequate and consistent across subjects and grades.
- Most teachers provide oral and written comments to promote learning. A large majority of lessons encourage peer and self-evaluation. Progress tracking enables teachers to recognise the learning needs of individuals and groups of students, including those students with special educational needs (SEN). The level of support and challenge provided for groups is not consistently accurate.

Areas of Strength:

- The detailed lesson planning produced by teachers.
- The school's internal assessment processes.

Areas for Improvement:

- Teachers' use of the standard Arabic language when teaching Arabic medium subjects.
- The consistent and rigorous use of assessment information to underpin teaching that includes appropriate levels of challenge and support for individuals and groups of students.

PERFORMANCE STANDARD 4: CURRICULUM				
The quality of the curriculum is very good overall.				
Indicators:	**KG**	**Primary**	**Middle**	**Secondary**
Curriculum design and implementation	**N/A**	**Very Good**	**Very Good**	**Very Good**

- The curriculum design and implementation is very good overall. The school follows the CBSE curriculum with a clear rationale aligned to the UAE vision. It is broad, balanced and well planned to prepare students for the external examinations. The curriculum meets the statutory requirements. Students are adequately prepared for the next stage of learning.
- A wide range of skill-based curricular options provides older students with a variety of choices to meet their interests and aspirations. The school considers the views of parents and students and provides opportunities for students to develop key skills. The school also supports students to make decisions about subjects, courses and career choices, ensuring that they are fully prepared for the next phase of their education within school and beyond. Cross-curricular links are meaningfully planned and in the best lessons enhance students' transfer of learning between different subjects.
- Regular reviews are conducted to ensure students' achievements, aspirations, Emirate and national priorities are successfully met. Changes to the curriculum to meet the needs of most students, including those students with SEN, are considered yet not consistently actioned in the classroom.

Curriculum adaptation	**N/A**	**Good**	**Good**	**Good**

- School leaders have successfully modified the curriculum to meet the needs of the majority of groups of students by providing appropriate learning experiences such as skills-based learning in Secondary. A range of extra-curricular activities within and beyond the school enhance students' academic and personal development, particularly for SEN and G&T students who benefit from enrichment activities and extension tasks, for example, 'Learn to Earn' a programme that challenges and stimulates students.
- Curriculum modification provides some opportunities for enterprise, innovation and social contribution through most curricular areas, particularly for students in the Middle and Secondary. Integrated research and enquiry-based learning are developing features in the

school. Deliberate real-world applications foster a culture of curiosity and exploration, although this is not consistent across the school.

- The curriculum includes programmes which develop students' knowledge, understanding and appreciation of the Emirati traditions, culture and values that influence UAE society.

Areas of Strength:

- The wide range of skill-based curricular options for older students.
- The programmes that develop students' knowledge and understanding of Emirati culture, values and traditions.

Areas for Improvement:

- Curriculum modification to consistently and successfully meet the needs of all groups of students.
- The opportunities for all students to develop research, enterprise and innovation skills.

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

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

Indicators:	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection /safeguarding	N/A	Very Good	Very Good	Very Good

- The protection, care, guidance and support of students is very good overall. Health and safety, including arrangements for child protection and safeguarding, are very effective in protecting students from harm. All staff are fully trained. Parents are informed of safeguarding procedures including child protection. They know and understand the procedures to follow in respect of suspected abuse.
- The school places a high emphasis on the health and wellbeing of all students and adults in the school. There is a detailed database of incidents, related to students' conduct and follow-up actions. Leaders promote a broad range of additional curricular activities and training to secure and support the wellbeing of both students and staff, for example, yoga and wellness training for both students and adults.
- The extensive premises are very well maintained. Record keeping is thorough and up to date. The premises provide an inclusive and positive learning environment. Ramps and appropriate bathroom facilities ensure access for those with limited mobility. Healthy living is promoted very effectively in lessons and students' growth and health are monitored by the school's clinic and medical professionals. Health education sessions, for example, the promotion of exercise, healthy eating and information about maintaining good health are effectively supported through the work of the school clinic.

Care and support	N/A	Very Good	Very Good	Very Good

- Relationships between staff and students contribute very successfully to promoting a positive learning environment. Systems and procedures for behaviour management are highly effective.

- The school has a wide range of successful procedures in place to achieve very good attendance and punctuality.
- Procedures for identifying those students with SEN are well managed and effective. Teachers and special needs staff are well trained to identify and support students with additional learning needs within the special needs department.
- Teachers' planning and the range of strategies used to support students with SEN and provide challenge for the G&T in lessons is inconsistent.
- Career guidance and the next stage of students' education, particularly for older students, is comprehensive and personalised. External events and one-to-one mentoring ensures that students' ambitions and goals are closely met. The school provides an extensive range of informative talks from professionals with well-established links to universities.

Areas of Strength:

- Staff and students' positive relationships that supports good learning.
- Leaders' commitment to supporting the good health and wellbeing of students and staff.

Areas for Improvement:

- The provision and support for SEN and G&T students during lessons.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall

Indicators:	
The effectiveness of leadership	**Good**

- The principal's strategic leadership includes a strong focus on meeting all UAE targets and aims to create students who are thinkers, learners, achievers and leaders. The vision is shared with all stakeholders and is apparent in the roles of responsibility which students undertake across the school. A commitment to inclusion ensures that all students are given opportunities and a specific skills-based learning programme for older students that runs in examination years.
- Professional relationships are effective and delegated leadership means aims and accountability for high student achievement are shared, although the capacity and availability of Middle leaders to manage very large departments is inconsistent. Leaders demonstrate the capacity to improve through taking on considerable training in best practices in teaching, learning and assessment, which has resulted in their implementing successful plans to raise student achievement. The school is fully compliant with statutory regulations and rules.

Self-evaluation and improvement planning	**Good**

- The school has developed an improved, systematic process to collate their self-evaluation using a wide range of source evidence including surveys, internal and external data and the views of stakeholders. Consequently, the school has very clear knowledge of its strengths and priorities for improvement planning. The detailed school improvement plan contains valid, reliable, coherent actions which evidence shows are having a positive impact on students' achievement. Planning reflects well focused goals and addresses the school's and the UAE's national priorities. This has led, for example, to a consistent improvement over time in student attainment in external examinations, the development of a robust assessment system and a broadened curriculum.

Partnerships with parents and the community	**Good**

- Communication strategies ensure that parents can communicate with and approach the

school at any time and they successfully act as partners during key school events.   They contribute to the school improvement processes as they provide their views through surveys and online discussion forums. Parental views are considered and acted upon as appropriate. Reporting on students' achievements is frequent and includes weekly quiz results and detailed termly reports. These are then followed up by termly parent and teacher meetings.

- The school is closely linked to the local community and supports local charity enterprises. There are links with local schools and universities and students participate in competitions based in India, which enhance students' broader learning.

Governance	Good

- The board of governors consists of a chairman, secretary and members of the community from the Indian Association of Sharjah. They hold school leaders and all staff are accountable for their actions at all levels, depending upon their job description. They maintain very regular contact with the school, monitor all aspects of school life, seek stakeholder views, ensure that staffing meets teaching requirement and provide funding for areas identified as in need of improvement such as professional development. All of their actions have a positive impact on students' achievement.

Management, staffing, facilities and resources	Good

- The daily management of the school is very well organised, transitions are smooth and everyone knows the routines. The school is mostly appropriately staffed although the skills of Arabic teachers limits students' progress. Professional development is linked to individual teachers' needs topics are identified through the consistent monitoring and review of teaching and learning and improvement planning. Resources are matched to curriculum needs within a safe, calm, welcoming learning environment.

Areas of Strength:

- The detailed school improvement planning which identifies priorities and realistic actions.
- The assessment system that captures, analyses, profiles and triangulates internal and external students' data.

Areas for Improvement:

- The capacity and availability of middle leaders to manage large departments.

- Teachers' ability to teach MoE subjects using standard Arabic.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school employs 24 Arabic teachers across Grades 1 up to 10, achieving a teacher-to-student ratio of 1:184. This staffing provision aligns with the UAE School Inspection Framework, giving adequate support for Arabic language instruction.
- There are two libraries one for Primary and the other for Secondary. The library houses a collection of 494 Arabic books, including 416 fiction and 78 non-fiction titles. Library periods are allocated in the school timetable for Grades 1 to12.
- Arabic teachers dedicate one period to reading stories from the library or Internet. They also encourage students to go to the library and read more story books in Arabic. The librarian keeps records of classified lists of the books in the library lists of magazines and different newspapers and lists of the names and the total number of students. The librarian keeps records of the books borrowed by students and teachers.
- The students are encouraged to participate in a contest conducted in Arabic. The students participate in cultural events in Arabic. The school usually sends circulars to the parents regarding participation in the events conducted in the Arabic language. Parents attend the events with the students.

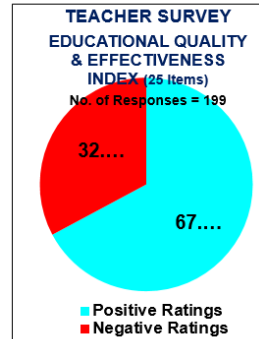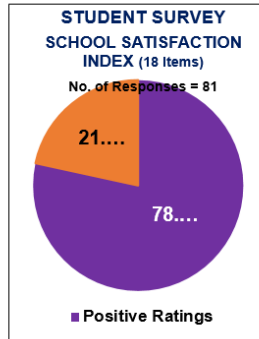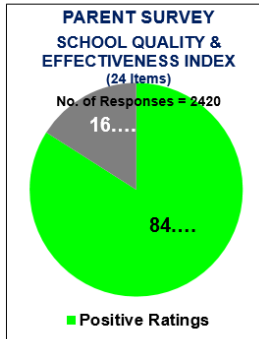### The school's use of external benchmarking data

- The school has a National Agenda Programme and in compliance with SPEA requirements, students participate in CAT 4, TIMSS, PISA, IBT and ASSET examinations. Almost all students in the relevant age groups who are required to sit these examinations do so.
- Students are kept informed of all examination processes and are prepared through additional practice and lessons that are routinely embedded into the academic curriculum. Teachers provide past examination papers and benchmark test questions for students to practise.
- Results are communicated electronically, directly to parents and students. Individual CAT4 and triangulation data is also shared and areas for improvement are identified for individual students.
- Parents are kept informed of the results of these international examinations and they recognise and support their purpose and importance.

Provision for KG

N/A

VIEWS OF STAKEHOLDERS

PARENT SURVEY
SCHOOL QUALITY & EFFECTIVENESS INDEX
(24 Items)
No. of Responses = 2420
16....
84....
■ Positive Ratings

STUDENT SURVEY
SCHOOL SATISFACTION INDEX (18 Items)
No. of Responses = 81
21....
78....
■ Positive Ratings

TEACHER SURVEY
EDUCATIONAL QUALITY & EFFECTIVENESS INDEX (25 Items)
No. of Responses = 199
32....
67....
■ Positive Ratings
■ Negative Ratings

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the capacity of Arabic teachers to teach the specified curriculum using the standard Arabic language by:
    - appointing teachers who speak standard Arabic.
    - providing training on the MOE curriculum for Arabic as a second language.
    - training teachers in teaching skills for second language learners.

- Improve the challenge for students including those who are G&T in lessons by:
    - providing problems which require students to analyse and evaluate.
    - providing sessions for students to explore topics in depth.
    - providing open-ended questions which encourage creativity.
    - providing opportunities for discussion and debate amongst students.

- Improve the support for those students with special educational needs in lessons by:
    - ensuring that teachers fully understand the specific needs of each individual student. through regular training and discussions with the Special Educational Needs Coordinator (SENCO).
    - providing tasks which always develop learning and are modified according to individual needs.
    - including in lesson planning specific details of modified materials to be used during lessons.
    - providing support in lessons so that students can meet their full potential.

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- Improve students' use of inquiry skills by:
  - teachers' modelling the process of inquiry by consistently asking questions, analysing, researching and concluding.
  - allowing students to explore information during group discussion and encouraging them to formulate their own inquiries.
  - encouraging students to question information and develop curiosity about their learning.
  - setting projects to include inquiry-based learning.

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

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

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

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