



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

**INDIA INTERNATIONAL SCHOOL LLC**

4 to 7 November 2024

Overall Effectiveness

**GOOD**

## TABLE OF CONTENTS

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



## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

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

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

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

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

### Judgements



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

<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 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	152
	School location	Muwaileh Commercial, Sharjah
	Establishment date	08/05/2011
	Language of instruction	English
	School Curriculum	Indian
	Accreditation body	CBSE
	Examination Board	CBSE
	External Assessments International and Curriculum Benchmark Assessments	Assessment of Scholastic Skills through Educational Testing (ASSET) Cognitive Assessment Tests (CAT4) Trends in International Mathematics and Science Study (TIMSS) Programme for International Student Assessment (PISA) Structured Assessment for Analysing Learning (SAFAL) Central Board of Secondary Education (CBSE)
Staff	Fee Range	KG1: AED 7200 to Grade 12: AED 10950
	Principal	Dr. Manju Reji
	Chair of board of governors	Salman Ibrahim
	Total number of teachers	307
	Total number of teaching assistants	33
Students	Turnover rate	3.9%
	Teacher: student ratio	1: 21
	Total number of students	6481
	Total number of students per cycle/phase	Phase 1/KG: 1034 Phase 2/Primary: 2722 Phase 3/Middle: 1449 Phase 4/Secondary: 1276
	Pre-KG: number and gender	Boys: 0      Girls: 0
	KG: number and gender	Boys: 538      Girls: 496
	Primary: number and gender	Boys: 1442      Girls: 1280



	Middle: number and gender	Boys: 776	Girls: 673
	Secondary: number and gender	Boys: 652	Girls: 624
	Total number of Emirati students	0	
	Pre-KG: Emirati number and gender	Boys: N/A	Girls: N/A
	KG: Emirati number and gender	Boys: N/A	Girls: N/A
	Primary: Emirati number and gender	Boys: N/A	Girls: N/A
	Middle: Emirati number and gender	Boys: N/A	Girls: N/A
	Secondary: Emirati number and gender	Boys: N/A	Girls: N/A
	Nationality groups (largest first)	Indian (87%)	
		Bangladeshi (5%)	
	Total number of students with special educational needs	23	



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
<b>GOOD</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 8 reviewers, 201 lesson observations, 97 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 the same as the previous review visit. The school has made some progress in addressing the weaknesses identified at the last review. Provision and outcomes in KG remain very good, and this continues to be a vibrant area of the school. Progress across the school in most subjects is good, although more consistent in KG, Middle and Secondary than in Primary. Students' attainment remains mostly good in most, but very good in KG. CBSE results indicate that attainment is at least good across the wide range of subjects offered in Secondary. While there have been improvements in both Islamic Education and social studies which are now good, Arabic as an additional language has shown limited improvement and students' achievements are acceptable in Primary, Middle and Secondary. Students' learning skills are very good in KG, good in Middle and Secondary and acceptable in Primary.

Teaching and learning are good overall. It is very good in KG. Effective teaching is further supported by good provision for professional development and a relatively low level of staff turnover. The learning environment is a particular strength in KG. Assessment is increasingly used effectively to ensure that work is set at the correct level. However, while the identification of students with additional learning needs and those who are gifted or talented has improved, the quality of provision to support their learning within lessons is not yet robust or consistent. Some improvements are evident in the results of external ASSET benchmark assessments. Students' personal and social development are very good. The curriculum is good. Arrangements for the protection, care and guidance of students are very good.

Leadership and management remain good. The leadership team is stable, and senior leaders have a clear view of the school's current strengths and areas for improvement. School self-evaluation slightly overestimates students' achievement. The school's partnership with parents is very good as is governance.

#### KEY AREAS OF STRENGTH:

- Children's very good achievements and the effective provision in Kindergarten (KG).





- The outcomes achieved by Secondary students in CBSE examinations across a range of subjects.
- Students' very good attitudes, behaviour and the very positive relationships between teachers and students throughout the school.
- Students' very good understanding of Islamic values and of Emirati culture in all phases.
- Students' very good awareness of the importance of social responsibility and their innovation skills.
- The very good arrangements for health safety and security across the school and support for students, including the identification of students with special educational needs and disabilities (SEN).
- The school's effective engagement with parents.
- The effectiveness of governance who exert a positive influence on the school.

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

- Students' achievement in Arabic as an additional language in Primary, Middle and Secondary and attainment in social studies in Primary and Middle.
- Students' achievement in other subjects in Primary and their learning skills.
- Teachers' expectations of what students can achieve, especially higher attainers and those who are gifted and talented.
- The use of assessment information in planning lessons to match the needs of different groups of students, especially higher attainers and those who are gifted and talented.
- Modifications to the curriculum to develop students' creativity, enterprise and innovation skills.
- The support in lessons for students with SEN and more challenge for higher attainers and those who are gifted and talented.
- The accuracy of self-evaluation judgments of students' academic achievements to reflect the true level of their knowledge and skills.
- Appropriate resourcing, especially in creative subjects and PE.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

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

**School Performance Review of India International School LLC  
4 to 7 November 2024**



## Islamic Education

- Students' achievement in Islamic education is good overall; it is acceptable in Primary and good in Middle and Secondary. Children in KG do not study Islamic education. In lessons and in their work, most students make the expected progress in primary, and better than expected in Middle and Secondary. This does not match the school's internal data, which indicates that students make outstanding progress throughout the school.
- There is no external data for Islamic Education. In lessons and in students' work, most students in Primary demonstrate knowledge and skills in line with the curriculum expectations, while the majority of students in Middle and Secondary demonstrate knowledge and skills that are above expectations. Internal data suggests attainment is higher.
- Progress is at least acceptable for all students overall. Students in primary demonstrate adequate knowledge and understanding of Islamic values, rules, Law and recitation. They understand the concept of kindness through Islamic teachings and can apply it using kind words and make acceptable levels of progress in lessons in Primary. In Middle and Secondary, students make good progress in lessons. Students in Middle can recite verses from the Holy Qur'an following Tajweed rules correctly, although a few students miss applying lengthening "Al Medd" when needed. While students in Secondary understand the marriage rules in Islam, including permissible and forbidden, their knowledge is limited to their prescribed book.
- Most boys and girls make similar levels of progress at expected levels in Primary. In Middle and Secondary most groups of students make similar progress although higher attaining students do not always make the progress, they are capable of.

### Areas of Strength

- Students' skills in the recitation of verses from the Holy Qur'an following Tajweed rules in Middle.
- Students' knowledge and understanding of Islamic law in Secondary.

### Areas for Improvement

- Students' understanding of Islamic values and their practical applications in Primary.
- Students' knowledge of Islamic Law beyond their prescribed book in Secondary.



Arabic	<ul style="list-style-type: none"><li>Students' achievement in Arabic as an additional language is acceptable overall across Primary, Middle and Secondary. Children in KG do not learn Arabic as an additional language. In lessons and in their work, most students make the expected progress from their starting points. This does not match the school's internal data, which shows students make outstanding progress across all phases.</li><li>There is no external assessment data in Arabic as an additional language. The school's internal data indicates that student's attainment is outstanding across all phases. This does not match the level of most students' knowledge and skills seen in lessons and in their work, which for most students across the school, are in line with the expectations given the time studying the Arabic language.</li><li>Students in all phases make acceptable progress in Arabic as an additional language. In lessons, most students across the phases make expected progress in listening and comprehension appropriate to their years of learning. Most students in Primary can speak and communicate about familiar topics using memorised words. In Middle and Secondary, most students who have learned Arabic as an additional language for more than four years lack confidence in their reading comprehension skills, and incorrect pronunciation is common. Students struggle with speaking; they can conduct a short conversation but with linguistic mistakes. Students have neat handwriting, although they are less confident when writing memorised words and phrases, and spelling mistakes are common.</li><li>Most boys and girls throughout the school make similar progress at expected levels. Lower attaining students and higher attaining students are not supported sufficiently to accelerate their progress.</li></ul>	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>Students' skills in listening for comprehension across all phases.</li></ul>	<ul style="list-style-type: none"><li>Students' skills in reading fluently and for comprehension throughout the school.</li><li>Students' speaking skills using accurate pronunciation in Primary, Middle and Secondary.</li><li>Students' writing and spelling skills across the school.</li></ul>



Social Studies

- Students' achievement in social studies is acceptable overall. Social studies is not taught in KG. In lessons and in their work, the majority of the students make better than expected progress in all phases. This does not align with the school's internal data which shows a large majority of the students make better than expected progress across all phases.
- There is no external assessment data in social studies. The school's analysis of internal attainment data indicates that attainment is very good in Primary, and outstanding in Middle and Secondary. This is not evident in students' knowledge and skills seen in lessons and their work where most students demonstrate knowledge and skills that are in line with curriculum expectations in Primary and Middle and above expectations for the majority in Secondary. Attainment is at an acceptable level in Primary and Middle and good in Secondary.
- The majority of students make good progress overall. In Primary, they develop their knowledge of UAE culture and society and can compare this with their own culture. They have secure knowledge of popular landmarks in the UAE such as Burj Khalifa and the Sheikh Zayed Grand Mosque. However, students are less secure in their knowledge of the work of influential leaders such as the H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP). In Middle and Secondary students demonstrate secure knowledge of geographical location and economy. For example, students can highlight geographical challenges faced by the UAE in the process of development of the country and different countries within the Gulf Cooperation Council (GCC). However, only a majority of the students are able to identify the important factors for the economic growth and development of the UAE.
- Overall, most groups of students across the school, including both boys and girls, make similar progress although higher attaining students do not make the progress they are capable of making.

**Areas of Strength**

- Students' knowledge of key landmarks in the UAE in Primary.
- Students' knowledge of other nations within the GCC in Middle and Secondary.

**Areas for Improvement**

- Students' knowledge and understanding of the work and influence of past and current leaders of the UAE in Primary.
- Students' understanding of key factors in the economic growth and development of the UAE in Middle and Secondary.



English

- Students' achievement in English is good overall. It is very good in KG. The school's internal data indicates that all students make very good progress. This does not match with that seen in lessons and students' work. A majority of students make better than expected progress which is good in Primary, Middle and High, and children in KG make very good progress.
- The school's internal data for attainment in English is very good across all phases. This does not match the level of ' knowledge and skills seen in lessons and work, which are above curriculum standards for the majority in Primary, Middle and Secondary and good for the large majority in KG. External ASSET benchmark assessment results indicate weak attainment across Primary and Middle. CBSE examination results indicate outstanding attainment in Secondary.
- Overall, progress is at least good across the school. In KG, children can identify letters and sounds and can recognise these letters in words. In Primary, students are able to read short paragraphs with correct pronunciation, identify different parts of speech and give detailed explanations. In Middle, most students succeed in extending their vocabulary and can identify complex words and use these in their written extended work. In Secondary, most students can write in paragraphs and prepare oral presentations to practice their speaking skills. Students use technology skilfully to gather and consolidate information from various digital sources and present it to the whole class in a very short time. They are confident, articulate speakers who relish the opportunity to present. Students do not always think deeply enough about the literature they read in English or produce extended written work of high enough quality, particularly in Middle and Secondary.
- Overall, all children in KG make very good levels of progress. Across the rest of the school, different groups make similar rates of progress.

**Areas of Strength**

- Children's ability to sound out letters and read words in KG.
- Students' speaking, listening and analytical skills in Primary and Middle.

**Areas for Improvement**

- Students' accurate pronunciation in English in speaking and reading in all phases.
- Students' extended written work in Middle and Secondary.



## Mathematics

- Students' achievement in mathematics is good overall. It is very good in KG. In lessons and in their work, the majority of students in Primary, Middle and Secondary make better than expected progress. This matches with the school's internal data, where progress is very good in KG but good in the rest of the school.
- ASSET external benchmark assessments indicate that the majority of students in Primary and Middle attain standards in line with curriculum standards. In Secondary students attain levels above curriculum expectations in CBSE examinations. In lessons, the large majority of children in KG, and the majority of students in Primary, Middle and Secondary demonstrate knowledge and skills above curriculum expectations. This aligns with internal assessment data.
- Overall, progress is at least good across the school. In KG, students can identify numbers, identify large number names, shapes and count and identify relationships in different numbers using manipulatives to enhance their conceptual understanding. In Primary, most students can convert numbers into a tally chart and produce a simple bar graph. However, students were not able to represent numbers in a range of different charts. In Middle, most students develop proficiency in calculating the total surface area of 3D shapes. However, a minority were confused between the area and volume of 3D shapes including a sphere. In Secondary, students are able to calculate geometric progression equations in real life situations.
- Most groups of children and students make similar levels of progress.

### Areas of Strength

- Students' skills in number skills using a range of manipulatives to enhance their conceptual understanding in KG.
- Students' skills in applying their knowledge in geometry to real life in Secondary.

### Areas for Improvement

- Students' ability to represent numbers in different charts in Primary.
- Students' ability to calculate the surface area and volume of 3D shapes in Middle.



Science

- Students' achievement in science is good overall, and it is very good in KG. In lessons and in their work, a majority of students make better than expected progress in Primary, Middle and Secondary with a large majority of children in KG making better than expected progress. Internal data is closely aligned.
- Overall, the majority of students in Primary, Middle and Secondary demonstrate knowledge and skill at levels above curriculum standards and this is evident in lessons and the quality of their work. A large majority of children have above curriculum standards in KG. Attainment in science is benchmarked in ASSET external assessments, and results suggest attainment is below curriculum standards in Primary and Middle. CBSE examination results in Secondary indicate good attainment.
- Overall, progress is at least good across the school. The majority of students in Primary, Middle and Secondary make better than expected progress and the large majority of children in KG make better than expected progress. In KG they explore the lifecycle of a ladybird and children predict, draw conclusions about each stage of the lifecycle and communicate their findings using scientific vocabulary. In Primary and Middle, students build sound knowledge and understanding of physical and life sciences; however, most lessons lack deep enquiry, which restricts the development of critical thinking skills. Primary students have a basic understanding of scientific methods and would benefit from more opportunities to demonstrate these concepts through practical experimentation. In Middle, students discuss leaf structure based on venation but find it challenging to explain practically how the leaf structure aids plant adaptation to different environments. In Secondary, a large majority of students apply their knowledge of scientific methods and laboratory skills to measure current and voltage in both forward and reverse in circuits. Students across all phases demonstrate their ability to apply their scientific knowledge to technology, the environment and society.
- Overall, most students exceed expected progress, with girls performing better than boys in KG, Primary and Middle and boys better than girls in Secondary.

**Areas of Strength**

- Children's ability to draw conclusions and communicate their findings in KG.
- Students' laboratory and investigative skills in Secondary.

**Areas for Improvement**

- Students' practical investigation and independent enquiry skills in Primary and Middle.
- Students' knowledge of scientific methods in Primary.





Other subjects

- Achievement in other subjects is good overall. The achievement of students in Primary is acceptable and in Middle and Secondary is good. In lessons and in their work most students in Primary make acceptable progress and in the Middle and Secondary phases, students make good progress. Internal assessment data for Secondary, indicates most students attain above curriculum standards.
- In CBSE examinations in Grades 10 and 12 results are at least good and frequently better. Students' knowledge and skills indicated they achieve well across the curriculum in most other subjects, as does the available internal assessment data.
- Overall, progress is good in other subjects. Most students in Primary make acceptable progress and in Middle and Secondary, the majority make good progress. In physical education (PE) students participate in basketball, shot put and the traditional game of Kho-Kho. In Kho-Kho the students develop chasing and defence skills and participate enthusiastically, learning the correct techniques and rules. In art, students in Middle experiment with pencil shading and develop an understanding of light and shadow. There are, however, limited resources for learning in these subjects. The provision for life skills and home science lessons are well-developed. Information Technology (IT) is used more consistently and effectively to support learning in Middle and Secondary than elsewhere. This is, to some extent, a reflection of students' access to the necessary resources.
- Overall, most groups of students in Secondary make similarly good progress in the extensive examination options of home science, commerce and languages.

**Areas of Strength**

- The achievement of students in Middle and Secondary, in IT, home science, and commerce subjects.
- Students' good achievement in elective languages.

**Areas for Improvement**

- The resources to support student learning in Art, PE and IT.
- The opportunities to develop student creative skills and interests in the visual arts.



## Learning Skills

- Learning skills are generally good throughout the school except in KG where they are very good. Students are motivated and eager to participate in their learning. Children in KG are actively involved in their own learning. Students take responsibility for themselves, based on their knowledge of strengths and areas for improvement.
- Students interact and collaborate well in a range of learning situations. For example, in Secondary mathematics, students collaborated when discussing geometric progression and how power companies reduce power output. In all phases, students communicate their learning clearly. Students are confident working collaboratively together in groups and are aware of the added benefits and enjoyment in learning that group work produces.
- Students make clear connections between different areas of learning and relate these to their understanding of the world with regular opportunities to apply their knowledge to real life situations in lessons. For example, in Primary mathematics, use money when applying their subtracting and addition skills.
- Students' enterprise skills are only just emerging across the school. They can find things out for themselves and occasionally use technologies to support their learning. Critical thinking and problem-solving skills are developing in Primary and Middle but are more common features of learning in KG and Secondary.

### Areas of Strength

- Students' active participation in learning and effective collaborations across all phases.
- Students' enjoyment in learning and willingness to take increasing responsibility for their own learning across all phases.

### Areas for Improvement

- Students' skills to innovate and initiate new ideas, their enterprise skills and use of learning technologies effectively across the school.
- Students' critical thinking and problem-solving skills in Primary and Middle.



## 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
<b>Personal development</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>Students' personal and social development, and their innovation skills are very good overall in all phases. The large majority of students are self-reliant and self-disciplined and respond very well to critical feedback. Children in KG speak confidently when sharing their ideas in lessons and students in Middle relate positively when addressing the needs and differences of others raised in discussion in life skills lessons.</li><li>Students' behaviour is exemplary and relationships among students and staff are respectful and courteous, contributing to a harmonious learning community. Anti-bullying campaigns are organised. All students sign an anti-bullying charter and have access to the digital platform, safeschool.com to report any issues.</li><li>Students demonstrate a secure understanding of safe and healthy living. All classes have a food monitor who checks that the food that students bring into school is healthy and nutritious. Children in KG are involved in a variety of health-related projects including a focus on exercise mindfulness, hand washing and the importance of drinking water.</li><li>Students' attendance which is 96% is very good and almost all students arrive at school and to lessons on time.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>



- Children and students in all phases have a secure appreciation of Islamic values and its role in society in the UAE. Across the school, students are clear about the influence of Islamic values on their daily lives in the UAE, as evident in the displays of their work. The students participate in and celebrate Islamic events, for example, Seerah Week and Eid celebrations which highlight the importance of charity and community service. The Seerah Week charity week and bake sale have successfully inspired students to practice generosity and compassion by collecting donations for those in need.
- Across the school, through projects, arts, and celebrations, children and students demonstrate their appreciation for and knowledge of the heritage of the UAE and Emirati culture. They celebrate national events respectfully, including National Day and Flag Day. Students engage, to some extent, in initiating and participating in national events and cultural celebrations within the school.
- Children and students demonstrate a clear understanding of their own culture as well as a range of others. To further promote cultural understanding, the school integrates foreign language learning into the curriculum, with Arabic and French as compulsory subjects. This requirement enhances students' global awareness and facilitates meaningful interactions with diverse cultures. However, they do not always speak confidently about the differences and similarities between different cultures.

**Social responsibility and innovation skills**

**Very Good**

**Very Good**

**Very Good**

**Very Good**

- Students participate willingly in numerous activities which have a positive impact on the wider community. For example, students in Secondary make visits to a home for elderly people to help and give support and volunteer for beach clean-ups. Each week the school sets aside one lesson to prepare displays to promote socially responsible topics and themes.
- Students are motivated to learn with have strong work ethics throughout the school. They participate in projects and competitions which combine awareness of environmental issues, innovation and enterprise. This has included the school's participation in the Great Battery Challenge where money is raised for charity through the collection of used batteries.
- Throughout the school children and students have a desire to protect the environment and sustainability is an embedded part of school life. They have an initiative where plastic bags are replaced with bags for life and use waste materials in creative projects to show an awareness of the need for sustainability and recycling.

**Areas of Strength:**

- Students' very good attitudes, behaviour and the positive relationships between teachers and students in all phases.



- Students' understanding of Islamic values and how they influence contemporary society in the UAE.
- Students' commitment to environmental protection and sustainability.

#### Areas for Improvement:

- Students' involvement in socially responsible projects and contributing to their community in Primary and Middle.
- Students' deeper knowledge and understanding of the similarities and differences between their own, and other world cultures in all phases.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is good overall.**

Indicators:	KG	Primary	Middle	Secondary
Teaching for effective learning	Very Good	Good	Good	Good

- The overall quality of teaching is at least good overall. It is very good in KG where teachers have a secure knowledge and awareness of how young children learn best through play. In Primary, Middle and Secondary, the majority of teachers know and understand that students learn in different ways so set tasks to suit individual needs.
- Teachers plan all lessons using the engage, explore, express and evaluate strategy. Most teachers follow this lesson structure using time and resources productively to enable students to be successful learners. However, teachers' expectations of what all students can achieve are sometimes not high enough, particularly higher attainers and those identified as gifted and talented.
- Teachers use questioning to establish students' levels of knowledge and understanding and to consolidate the main points of lessons. Dialogue and questioning are successful in engaging the majority of students in discussions, and in identifying students' misconceptions.



- The majority of teachers use a range of helpful strategies to meet the needs of the different groups of students. In class, students' different needs are identified using colour cards for higher, middle and lower abilities. Interactions between students and their peers, and with teachers, develop critical thinking, problem-solving and enquiry skills with the use of research in most lessons. This is particularly evident in Middle and Secondary, where students, in a very short time are able to prepare presentations on a range of topics and present their findings, with confidence, to the rest of the class.

Assessment	Good	Good	Good	Good
<ul style="list-style-type: none"><li>The quality of assessment is good overall. Internal assessment procedures are regular but sometimes the data captured overestimates the level of students' knowledge and skills. Lesson plans take account of the differing needs of students based on the school's assessment data.</li><li>Students in Primary, Middle and Secondary participate in external benchmark assessments in ASSET, PISA and TIMSS. Students in Secondary take external CBSE examinations in Grades 10 and 12. As results are published in PISA, TIMSS and CBSE they are analysed to give a clear evaluation of the attainment of individual and groups of students. The school use information from CAT4 about students' potential and preferred learning styles. SAFAL diagnostic assessments are used.</li><li>The school's assessment information is available to teachers and the large majority of teachers use data to guide their lesson planning by aligning activities to students' needs, but not always to fully challenge higher attainers or gifted and talented students. Progress tracker systems provide valuable information over time and their use leads to the majority of teachers knowing their students well. Teachers provide verbal feedback in supporting children to improve in KG. However, the quality of feedback is inconsistent about how to improve and the next steps in learning in other phases.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Teachers secure subject knowledge and understanding of how students learn best.</li><li>Internal and external assessment processes, which are coherent and consistent.</li></ul>				
<b>Areas for Improvement:</b>				



- Teachers' use of assessment data in lesson planning to match the needs of different groups, especially higher attainers and gifted and talented students so they are appropriately challenged.
- Teachers' written feedback to students about how to improve and their next steps in learning in Primary, Middle and Secondary.

## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is good overall.**

Indicators:	KG	Primary	Middle	Secondary
<b>Curriculum design and implementation</b>	<b>Very Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The overall quality of the curriculum is good. The school offers a balanced curriculum which has a clear rationale and is compliant with the CBSE and MoE requirements. The KG curriculum effectively integrates Early Years Foundation Stage (EYFS) elements, providing a strong foundation and smooth progression to the Primary Phase.</li><li>The school offers a wide range of curricular options, providing older students valuable opportunities to develop their talents, interests, aspirations, and career choices. Cross-curricular links are meaningful and carefully planned in most subjects and there are efforts to improve their use in Arabic as an additional language and Islamic education to strengthen learning across subjects.</li><li>The school conducts regular reviews of the curriculum in each phase. Reviews seek to identify the gaps in students' knowledge and skills needed to improve their performance, especially in external assessments.</li></ul>				
<b>Curriculum adaptation</b>	<b>Very Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>



- The curriculum is appropriately modified to meet the needs of different groups although less so for higher attainers and those that are gifted and talented.
- The curriculum is adapted with opportunities in lessons to develop enterprise, especially in Primary and Middle. A more dynamic approach to supporting students' creative and innovation skills is needed in Primary.
- The curriculum promotes an appreciation the Emirati culture and UAE heritage, through programs such as museum visits and celebrations of national events.

#### Areas of Strength:

- Cross-curricular links in most subjects that promote the transfer of learning between different subjects.
- The curricular choices available to senior students which support their career choices.
- The links established with Emirati culture and UAE society.

#### Areas for Improvement:

- Curriculum adaptation to meet the needs of all groups, especially higher attainers and those with gifts and talents.
- Curriculum adaptation and more dynamic provisions to support students' creative skills, particularly in Primary.

### 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	Very Good	Very Good	Very Good	Very Good





- The quality of the protection, care, guidance and support of students is very good overall. Procedures for safeguarding are rigorous. All staff, students and parents have been made aware of the school's responsibilities and students know how to raise a safeguarding concern. The school is very effective in protecting students from all forms of abuse, including bullying and cyberbullying, The school provides a safe and secure environment for students. Safety checks are regular, and supervision of students is very effective, including on school transport. The school conducts regular fire evacuation and drills in conjunction with the Civil Defence.
- Buildings and equipment are well maintained. There are three clinics in the school which are clean and well maintained. School doctors and nurses conduct regular health checks and maintain records of students' BMI. The school ensure access for those with mobility restrictions; has ramps however there is no lift. In Primary and Middle, some classrooms are overcrowded. The school does not have any changing facilities for physical education lessons and there are areas in the school which are used for physical education that do not have sufficient shade.
- The school very effectively promotes safe and healthy living and has embedded this into most aspects of school life. The school doctors and nurses have supported parents and students in healthy living. Students' work on healthy living is displayed throughout the school corridors.

#### Care and support

Very Good

Very Good

Very Good

Very Good

- Teachers promote very positive relationships and systems and procedures for managing students' behaviour are effective.
- The promotion of attendance and punctuality is effective. They keep accurate records of attendance and punctuality. Parents are notified promptly of any concerns about unauthorized absences or lateness.
- The school accurately identifies students with SEN and gifted and talented students. The inclusion team prepares individual learning plans for students with SEN and liaises with class teachers and parents.
- Students with SEN are supported in intervention and students who are gifted and talented access extracurricular activities. Support is not yet effective in lessons.
- The well-being of all students is efficiently monitored; there is effective personal and academic guidance and support. Secondary students receive effective personal guidance to support their further study at university and career guidance for future careers.

#### Areas of Strength:



- The guidance and support for students in Secondary to meet their interests, aspirations and career choices.
- The identification of the additional learning needs for students with SEN and gifted and talented students.

#### Areas for Improvement:

- The support and provision in lessons for students with additional learning needs, particularly students with SEN and gifted and talented students.

### PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**The quality of leadership and management is good overall.**

#### Indicators:

##### The effectiveness of leadership

**GOOD**

- Leadership and management is good Overall. The school is led by a stable and well-established senior leadership team. They have set a clear vision for the school's further development and are committed to the UAE and Emirate priorities. Leaders have a good knowledge of best practices in teaching, learning and assessment. Leaders are aware of what needs to be done to improve students' achievements, including in Arabic as an additional language, and how this will be achieved. The school is inclusive, and the identification of students with individual needs has improved significantly since the last review.
- Relationships and communication are professional and effective. There is an effective delegation of key responsibilities to enable this large school to function effectively and all staff have a secure understanding of their roles and responsibilities. Morale in the school is very positive, and this is evident with all stakeholders. Very good provision in KG has been sustained, while there have been improvements in aspects of students' achievement, indicating good capacity for further improvements. There is quality and depth in the teaching of the many elective subjects available to students. All statutory and regulatory requirements are met.



<b>Self-evaluation and improvement planning</b>	<b>GOOD</b>
<ul style="list-style-type: none"><li>The school has a well-established self-evaluation cycle. Effective systems are in place to monitor and support teachers. However, judgements are sometimes over-generous and not consistently reflective of students' knowledge and skills, or the quality of work seen in lessons. External support is fully embraced and has had a positive impact on provision. The school has significantly increased the level of continuous professional development for teachers, including weekly externally sourced training, often on Saturdays. School improvement planning contains achievable goals, aligned to the recommendations in the previous review, with mostly good progress demonstrated.</li></ul>	
<b>Partnerships with parents and the community</b>	<b>VERY GOOD</b>
<ul style="list-style-type: none"><li>The school is very effective in engaging with parents and their views are taken into account when planning future improvements. Parents have very positive views of their relationship with the school. Communication is effective, making very good use of social media and the internet. Parents have regular face-to-face meetings with teachers and receive regular written reports. They are actively involved during the normal national events and celebrations. They find it easy to contact teachers and school leaders if they have any queries.</li><li>There are purposeful partnerships with other local schools, and these have facilitated access to examples of best practices in teaching and curriculum adaptation. There are well-established links with local charities and voluntary organisations, although international partnerships are not so extensively developed.</li></ul>	
<b>Governance</b>	<b>VERY GOOD</b>
<ul style="list-style-type: none"><li>The governing board is well established and fully representative of the stakeholders in the school, including staff and student representatives. There is a designated governor with oversight of safeguarding and inclusion. One governor visits the school on an almost daily basis. Governors have a grasp of the school's key priorities, particularly in relation to the financial challenges of the operating environment and the community principally served. They have an active involvement in supporting and checking the school's work and are directly involved in the school self-evaluation process. There is frequent engagement with parents through surveys. Governors ensure the school is compliant with regulatory requirements.</li></ul>	



Management, staffing, facilities and resources	GOOD
<ul style="list-style-type: none"><li>The school's daily routines are very effective and despite its size, run very smoothly. The school is adequately staffed, and staff retention is high. Staff are deployed effectively, and leaders are responsive to staff well-being. The school occupies a relatively small site and outdoor space is restricted and mostly paved and this impacts PE and sports provision. There are no facilities to enable students to change appropriately for physical activities so that, on most days, students take part in PE lessons in their uniform clothes. Teaching spaces are compact, and this impacts learning to some extent, particularly in the larger classes of older students. While there are sufficient specialist teaching areas to meet current needs, these are, in the case of the laboratories or the home science room, too small to provide adequate space for whole-class practical activities. While the necessary course books are available, the overall level of resources available to support learning is restricted, especially in art and physical education. The KG provision and environment are, however, well resourced. The library stock in both Arabic and English is too small and narrow in range. There is some remaining inequality in access to IT devices.</li></ul>	
<b>Areas of Strength:</b>	
<ul style="list-style-type: none"><li>The stable leadership of the school and their actions to improve the school.</li><li>The very positive relationships established with parents, especially in KG.</li><li>The effectiveness of the governing board.</li></ul>	
<b>Areas for Improvement:</b>	
<ul style="list-style-type: none"><li>The accuracy of leaders' evaluations of students' achievement in school self-evaluation to reflect students more accurately the level of knowledge and skills.</li><li>The resources and facilities to support learning in subjects such as art, IT, PE, and creative subjects.</li><li>The arrangements for the grouping of students in classrooms to avoid overcrowding.</li></ul>	



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The Arabic team has 11 members teaching Arabic as an additional language to students from KG to Grade 9, and approximately 1881 students from KG to 10, with a ratio of teachers to students of approximately 1:171.
- The school library has a limited range of Arabic language books to enhance students' reading skills. There are 472 different resources for the Arabic language, including 359 fiction books and 113 nonfiction books.
- Reading is addressed as one of the four language skills, through a weekly library visit and a Saturday online reading session which involves the parents in their children's reading activities.
- The implementation of activities and competitions such as reading challenges and storytelling promotes an interest in reading. Students have won prizes in interschool competitions focused on Arabic reading, calligraphy and nasheed.

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

- In compliance with SPEA requirements, the school ensures that eligible students in Grades 3 to 8 participate in external ASSET benchmark assessments and in CAT 4. Attainment in Arabic as an additional language in IBT has been piloted this year with full introduction in all required grades in 2026. The school participate in PISA and TIMSS international assessments in English, mathematics and science and is awaiting results.
- The school has a National Agenda action plan and shares information with stakeholders. The students and parents are aware and kept fully informed about all the processes and preparations through email, WhatsApp and individual communication. Subject-specific questions and concepts are regularly discussed, and students are prepared through the practice of ASSET style questions in English, mathematics and science.
- Students are fully informed about all external benchmark assessment results with all results placed in their books.
- Parents are fully informed of results through emails, newsletters and parent meetings.

### Provision for KG

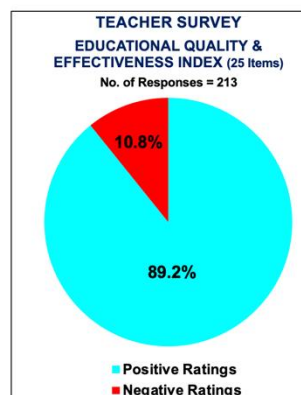
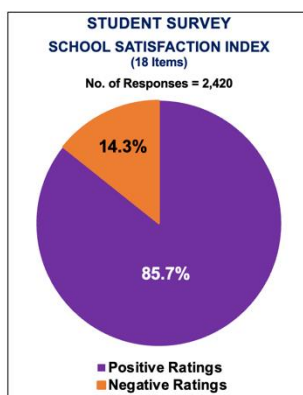
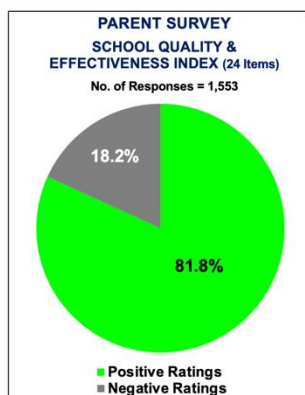
- The school currently has 35 classes in KG with 55 teachers which include 28 learning assistants. The learning assistants help prepare classroom resources and support children with personal needs. The adult to child ratio is 1:15 in KG1 and 1:19 in KG2. One Montessori-trained professional is available in school to facilitate and support students' skill development.
- The KG classrooms are spacious, with good facilities and resources. All classes are well equipped and include a mini library area in each classroom. They have well-resourced



learning areas and independent learning centres for thematic learning. Resources include manipulatives, plastic bricks, coding equipment and paints.

- There is an outdoor play area with slides, climbing frames, a bicycle track, water stations and a sand area. PE lessons are well resourced, and children participate in Karate classes which are conducted weekly. In addition, children have opportunities to explore nature in their outdoor learning garden.
- New children and their parents are invited to an orientation session when the academic year starts. KG2 students have meet and greet sessions with their new Grade 1 teachers to prepare them for Primary.

## VIEWS OF STAKEHOLDERS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in Arabic as an additional language in Primary and Middle and in subjects such as art, physical education and information technology across the school by:
  - raising the quality of teaching in Arabic as an additional language across the school.
  - placing greater focus on the development of students' reading, writing and spelling skills in Arabic as an additional language.
  - ensuring a greater level of accuracy in spoken Arabic.
  - ensuring that the level of resourcing across all subjects is sufficient to provide rich and stimulating opportunities for students.
- Raise achievement across all subjects and for all different groups of students by:
  - providing more effective support in lessons to help those students with SEND.



- providing greater challenges for higher attainers and gifted and talented students across the school.
  - giving greater priority to students' creative development, especially in Primary.
  - ensuring that the marking and feedback to students about their work is consistent and rigorous and that all comments are legible.
- 
- Ensure that the progress already made in improving students' scores in international assessments is sustained by:
    - providing students with more practice tests and model answers across all benchmarking tests.
    - including assessment content in lessons on a regular basis.

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](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.