



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

EAST COAST ENGLISH SCHOOL
27 to 30 January 2025

Overall
Effectiveness
Rating:
ACCEPTABLE

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements



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

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

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

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



SCHOOL INFORMATION

School	School ID	187
	School location	Khorfakkan, Sharjah
	Establishment date	1992
	Language of instruction	English
	School Curriculum	Indian
	Accreditation body	Central Board of Secondary Education (CBSE)
	Examination Board	CBSE
	External Assessments International and Curriculum Benchmark Assessments	CBSE Trends in International Mathematics and Science Study (TIMSS) Assessment of Scholastic Skills through Educational Testing (ASSET)
Staff	Fee Range	AED 3,300 to AED 4,500
	Principal	Suja Bobby
	Chair of board of governors	Bobby Matthews
	Total number of teachers	37
	Total number of teaching assistants	2
	Turnover rate	7%
Students	Teacher: student ratio	1:18
	Total number of students	665
	Total number of students per cycle/phase	KG: 99 Primary: 234 Middle: 234 Secondary: 98
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 53 Girls: 46
	Primary: number and gender	Boys: 110 Girls: 124
	Middle: number and gender	Boys: 106 Girls: 128
	Secondary: number and gender	Boys: 50 Girls: 48
	Total number of Emirati students	0

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	Pre-KG: Emirati number and gender	Boys: 0	Girls:0
	KG: Emirati number and gender	Boys: 0	Girls:0
	Primary: Emirati number and gender	Boys:0	Girls:0
	Middle: Emirati number and gender	Boys:0	Girls:0
	Secondary: Emirati number and gender	Boys: 0	Girls:0
	Nationality groups (largest first)	1. Indian	
		2. Bangladeshi	
	Total number of students with special educational needs	Less than 10	



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 127 lesson observations, 45 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as at the previous review visit in 2024. Improvements have been made in progress in English in KG, attainment in Arabic in Primary and Middle and achievement in English and social studies in Secondary. The school has acted on almost all the identified areas for improvement from the previous review. A new vice principal leads the direction of the school. School self-evaluation has included almost all the recommendations made by the previous review. The board of governors has expanded its representation. Despite these changes the quality of teaching, learning and assessment has shown improvements in only a few areas across the school. The quality of care, guidance and support is acceptable. The school environment is well maintained, safe and hygienic and adequately supports students' learning.

KEY AREAS OF STRENGTH:

- Improvements in students' progress in English in KG.
- Improvements in students' attainment in Arabic in Primary and Middle.
- Improvements in students' attainment and progress in English and social studies in Secondary.
- Students' positive relations and attitudes to learning.

KEY AREAS FOR IMPROVEMENT:

- Students' attainment in international benchmarking examinations.
- Students' attainment in Arabic across KG and Secondary.
- The quality of teaching, learning and assessment to reach the next level.
- The capacity of middle leaders to exercise responsibility for improving attainment.
- The capacity of governors and senior leaders to raise the school's performance to the next level.



PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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

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Islamic Education

- Students' achievement in Islamic education is acceptable overall. The school's internal data indicates good progress across the school. This does not match with what is seen in lessons and in students' work, where students in Primary, Middle and Secondary make acceptable progress overtime.
- Internal assessment data indicate good attainment in Primary and Secondary which does not match with what is seen in lessons and in students' work, which shows that students' attainment is acceptable. Internal assessment data for Middle matches with the attainment seen in the classroom and in students' work which is acceptable. There is no external data in Islamic education.
- In Primary, Middle and Secondary, students demonstrate a good knowledge and appreciation of Islamic principles and values. Primary students demonstrate an understanding of Islamic values such as modesty, tolerance and mercy. They reflect on the impact of modesty and generosity on individuals and society. In Middle, students discuss the vision of the Prophet Muhammad (PBUH) and explain the causes that led to the Al Hudaibiyyah treaty. Secondary students can explain the key themes and imagery used in the text, for example, paradise, reward and blessings. Students' skills in recitation of the Holy Qur'an and in understanding of the Noble Hadeeth are less developed in Primary, Middle and Secondary. Students across the school are knowledgeable about the Tajweed rules. They do not always accurately read the verses of the Holy Qur'an or apply the Tajweed rule accurately or link daily practices to prophetic teachings.
- Overall, most groups of students make expected progress.

Areas of Strength

- Students' knowledge of Islamic values in Primary and Middle.
- Students' application of Islamic rituals at school.

Areas for Improvement

- Students' recitation of the Holy Qur'an verses in Primary, Middle and Secondary.
- Students' understanding of the Noble Hadeeth in Primary, Middle and Secondary.
- Students' ability to link daily practices to prophetic teaching across Primary, Middle and Secondary.



Arabic

- Students' achievement in Arabic as a Second Language (ASL) is acceptable overall. The school's internal data shows that students make outstanding progress in KG and Secondary, very good progress in Primary and acceptable progress in Middle. This does not match with what is seen in lessons and in students' work, where students make acceptable progress overtime.
- The school's internal assessment data shows that attainment is outstanding in KG and Secondary, very good in Primary, acceptable in Middle and very good in High Secondary. This does not match with most of what is seen in lessons and in students' work, where attainment is weak in KG and Secondary and acceptable in Primary.
- In KG, Primary, Middle and Secondary, students make acceptable progress. KG, children can pronounce letters using basic pronunciation rules and recognise short sounds. Primary, students can discuss the main events of a story. In Middle, students can identify the types of the absolute object. In Secondary, students can infer regular masculine and feminine plurals. Students' handwriting is clear, and formation is accurate. They understand new vocabulary. Students' ability to speak with others and their writing skills are less developed in Primary, Middle and Secondary. Secondary students cannot understand the themes in complex texts.
- Overall, most groups of students make the expected progress.

Areas of Strength

- Students' legible handwriting and accurate letter formation across the school.

Areas for Improvement

- Students' speaking skills in Primary, Middle and Secondary.
- Students' writing skills in Primary, Middle and Secondary.
- Students' comprehension of written complex texts in Secondary.



Social Studies

- Students' achievement in social studies is acceptable overtime. It is good in Secondary. The school's internal assessment data indicates progress is good in Primary and Middle and outstanding in Secondary. In lessons and in their recent work, most students demonstrate progress levels in line with curriculum expectations. In Secondary, the majority perform above curriculum expectations.
- The school's external CBSE board examination results for Grade 10 are outstanding. In lessons and in their recent work, the majority of students in Secondary demonstrate levels of knowledge skills and understanding that are above curriculum standards. Most students in Primary and Middle attain in line with curriculum expectations.
- Students in Primary know about their roles and responsibilities as students in the school. For example, the importance of working with all students, being kind and considerate and sharing resources. They are confident in talking about their friends and family. Students can identify and explain the important inventions that use electricity and know what devices use electricity in their home. They do not know about other forms of energy or the importance of sustainability. In Middle, students know about their rights and responsibilities, and they can explain civil and political rights. They know that political rights vary in different countries. In Secondary, students can analyse the term 'hunger' and can relate this to the green revolution. They know how the UAE creates a stable environment for food security. Students do not understand how some economies have difficulty in providing food security.
- Most groups of students make similar progress.

Areas of Strength

- Students' appreciation of the importance of kindness and caring for others in Primary.
- Students' understanding of the importance of the green revolution in Secondary.

Areas for Improvement

- Students' understanding of sustainability in Primary.
- Students' knowledge of different forms of energy in Primary.
- Students' knowledge of the problems that some economies face in providing food in Secondary.



English

- Students' achievement in English is acceptable overall. Most students in KG, Primary and Middle make expected progress in lessons and in their work and the majority of Secondary students make better than expected progress.
- The school internal assessment data shows attainment is outstanding in KG, good in Primary and Middle and very good in Secondary. This does not fully align with attainment seen in English lessons and in students' work, where attainment is acceptable in KG, Primary and Middle and good in Secondary. External ASSET tests in English also show that attainment is acceptable in English. The school's CBSE examination results for Grade 10 are outstanding.
- Most students across the school make the expected progress overtime. Students' spoken and written language skills develop progressively. Children in KG learn to recognise sounds and letters and can blend words together through singing and rehearsing the letters and words. In lower Primary, most students can read short sentences and understand the meaning of key words. In upper Primary, most students can demonstrate understanding of a text orally and in writing. In Middle, most students can identify and summarise the central themes of texts and appreciate the importance of using the correct terminology in English for maximum effect. In Primary and Middle students' creative and extended writing skills are not well developed. In Secondary, students display developed reasoning and higher order thinking skills when considering the functions, structure and use of informal and formal letters. Students across the school do not participate often enough in discussions. Opportunities for student involvement in role plays, drama and debates are not consistently available across the school.
- Overall, most groups of students make expected rates of progress in class and over time.

Areas of Strength

- Student's ability to extract meaning from texts in Primary and Middle.
- Secondary students' ability to critically analyse the structure of formal and informal letters.

Areas for Improvement

- Students' creative and extended writing in Primary and Middle.
- Students' participation in discussions across the school.
- Students' involvement in role plays in across the school.



Mathematics

- Students' achievement in mathematics is acceptable overall. Overtime in lessons and in their work, most students across the school make progress in line with curriculum standards.
- The school's internal assessment data indicates outstanding attainment in KG, good in Primary and weak in Middle and Secondary. This does not match with what is seen in lessons and in students' work where most students attain in line with curriculum standards. External ASSET data shows attainment is weak in Primary, acceptable in Middle and good in Secondary. CBSE examination results are weak in Secondary.
- Children in KG can identify and write the correct number of objects, recognise numbers, and count objects sequentially, although they do not routinely use manipulatives. Primary students understand that the interior angles of a triangle add up to 180 degrees. They can classify triangles by their sides and angles, analyse basic geometric elements such as points and lines and apply this knowledge to solve problems and recognise patterns in shapes. They cannot consistently reflect a geometric shape. Middle students understand algebraic expressions, including variables and constants. They can solve basic problems and demonstrate progress. Their higher-order mathematical reasoning skills are underdeveloped. Secondary students demonstrate an understanding of cyclic quadrilateral properties, successfully proving that the sum of opposite angles equals 180° . They apply this knowledge to solve problems and recognise real-life patterns, such as geometric designs in engineering structures.
- Overall, most groups of students make expected progress.

Areas of Strength

- Students' ability to recognise patterns in shapes in Primary.
- Students' knowledge of algebraic expressions in Middle.

Areas for Improvement

- Children's use of manipulatives in KG.
- Students' understanding of reflection in Primary.
- Student's mathematical reasoning skills in Middle.



Science

- Students' achievement is acceptable overall. In lessons and in their work, most students perform at curriculum standards overtime. This does not align with the school data.
- Internal school data indicates outstanding attainment in KG, good attainment in Primary, and weak attainment in Middle and Secondary. ASSET and PISA, external benchmarking examinations, show acceptable attainment in Primary and weak performance in Middle, whilst CBSE board examination results are weak in Secondary. During lessons and in their most recent work, most students attain in line with curriculum standards.
- In KG, children can discuss the functions of sense organs and differentiate between living and non-living things. Primary students classify luminous and non-luminous objects, learn about different types of teeth and their functions, and engage in discussions on oral hygiene. Physics students in Middle explore different types of forces and understand how speed varies with force and gravity. Secondary students delve deeper into energy types, differentiating between potential and kinetic energy. Biology students know about the nervous system and its functions. In Middle, chemistry students can verify acids and bases using litmus paper. Secondary, students can explore atomic structure. The practical and laboratory skills of students in Middle and Secondary are not strong enough. Across the school, students demonstrate relevant knowledge of physical and life sciences and make connections to real-life in the context of the UAE and to sustainable development goals (SDG). Primary students show good observation and drawing skills. Scientific thinking, investigative skills, the ability to draw conclusions and make predictions are underdeveloped across the school.
- Overall, all groups of students make expected progress based on their starting points, with girls performing slightly better than boys.

Areas of Strength

- Students' knowledge and understanding of physical and life sciences across the school.
- Students' capacity to link their learning to SDG across all grades.

Areas for Improvement

- The practical and laboratory skills of students in Middle and Secondary.
- Students' scientific thinking and investigative skills across the school.
- Students' capacity to draw conclusions and make predictions across the school.



Other subjects

- Students' achievement in other subjects is acceptable overall. It is acceptable in art, music and computing and good in physical education (PE) and Indian languages. Overtime, in lessons and in their work most students demonstrate levels of knowledge skills and understanding that are in line with curriculum standards.
- The internal assessment data for information computer technology (ICT) is very good in Primary and Secondary and weak in Middle. The school does not record internal assessment data for the other subjects such as art and music. CBSE examination results for Malayalam and Hindi are outstanding.
- In PE, all students participate fully in all sporting activities. They come correctly attired and know the importance of regular water breaks, breathing and rest periods when exercising outside. Students understand the importance of stretches and running to warm up the body. They can complete jumping jacks, side stretches and squats. In KG, children can run and jump and can stop and start with appropriate control. Primary students know how to pass and stop a ball. In Middle, students know how to participate in drill sports and run and manoeuvre over obstacles using a ball. They know about the side pass in football. In Indian languages, Middle students use all languages fluently and with correct pronunciation. They place stress and intonation on the correct words and understand what they read. Students accurately construct and write simple sentences, although they cannot write for prolonged periods of time. In art, Primary students can follow instructions to make candy flowers, using recycled materials. They can use circular objects and mould them onto paper before cutting and pasting to the correct flower formation. Middle students can sing in harmonies, and they know where to place the stress in songs. They understand the importance of warming up the vocal cords. Children in KG and students in Primary cannot consistently sing as a group in time together. ICT students in Middle can use HTML and know its structure and purpose. They can identify table tags, cell spacing and cell padding. Students across the school lack confidence to correct their errors on their own.
- Most groups of students make similar rates of progress.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"> Students' performance and participation in PE across the school. Middle students' language skills in Malayalam and Hindi. 	<ul style="list-style-type: none"> Students' capacity to write for longer periods in Indian languages in Middle. The ability of children in KG and students in Primary to synchronise their singing when performing as a group. The confidence of students to correct errors in computing across the school.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are acceptable overall across the school. Students actively participate in lessons and demonstrate positive attitudes towards learning. Most students can sustain focus on tasks for short periods without teacher intervention and for longer periods in the upper Middle and Secondary grades. Despite only receiving general feedback on their work, a large majority know how to improve it. Students can work collaboratively for short periods of time and can communicate what they have learnt. In English, Grade 6 students discuss aspects of artificial intelligence (AI) that they believe will have an impact on their studies in the future. In Islamic education Grade 9, students read the Holy Qur'an with the correct intonation. Girls exhibit stronger collaboration and communication skills than boys. Students occasionally make connections between areas of learning and the real world. In science and English in the Middle grades, students link their learning to the UAE National Priorities and Goals. Such connections are not consistent across grades and subjects. Students find it difficult to complete basic independent research. They are too reliant on their teachers' guidance and instructions. Autonomous work, research, innovation, enterprise and problem-solving skills are a developing feature across the school. The use of digital technologies is minimal in lessons. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">Students' engagement and positive attitudes toward learning across the school.Students' collaborative and oral communication skills throughout the school.	<ul style="list-style-type: none">Students' independent learning skills across the school.Students' development of problem-solving, research, innovation and enterprise skills across all grades.The integration and application of digital technology during lessons across the school.
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PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

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

- Students' personal and social development is good overall across all grades. Students Demonstrate mature and responsible attitudes. Students are focused on learning. The majority are self-reliant and respond to critical feedback. Students demonstrate self-discipline, in lessons, assemblies and around the school. They are respectful toward staff and other students. They follow rules and procedures both inside and outside the classroom. Bullying incidents are rare.
- The relationships between students and staff are respectful and cordial. Students can contribute effectively to discussions and show understanding of other points of view although this is not always seen across all subjects. Older students show independence and work collaboratively in groups and support each other effectively when given the opportunity.
- Students show good knowledge and understanding of safe and healthy living and the majority make healthy choices. They sometimes make informed choices about their own health and safety.
- Students' attendance at 95% is good and they generally arrive to lessons on time.



Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students have a clear appreciation and understanding of Islamic values and how they influence life in the society. They recite verses of the Holy Qur'an during assemblies and celebrate Islamic special events such as the festival of Eid.Students are knowledgeable and respectful of the heritage and culture of the UAE. They participate in numerous cultural activities including National Day and Flag Day. Students take an active part and enjoy these UAE cultural events.Students demonstrate a clear understanding, awareness and appreciation of their own and other cultures of the world. They visit the Ministry of Culture and volunteer in the social department in Sharjah. They participate in different cultural and culinary activities and appreciate the traditional costumes and cultures of different countries. They participate in the traditional Attire Day of their respective countries of India, Pakistan, Bangladesh, Sri Lanka and the Philippines. In assembly, children in KG celebrate Indian Republic Day through the theme of unity and integrity.				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Students show a positive work ethic and enjoy learning. They work as volunteers in regular activities that benefit the school and the wider community, including cleaning the beach.Students enjoy work even though they often lack the ability to initiate and direct projects. Their innovation and enterprise skills are not well developed. Students can be creative at times and enjoy participating in art and interschool projects, although they rely on their teachers' instructions most of the time. Students actively participate in the school science exhibition and in the school calligraphy competition. Students across the school contribute to the school magazine.Students take care of the immediate school environment and are aware of current environmental concerns. They participate in a range of different sustainability activities. They participate in Environment Day, planting trees around the school and join in with sustainability activities at the Khorfakkan Museum. They are respectful and considerate to others in the community. They engage in fundraising and contribute to charities.				
Areas of Strength:				
<ul style="list-style-type: none">Students' positive attitudes, behaviour, and relationships with staff and peers.				

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- Students' overall attendance.

Areas for Improvement:

- Students' ability to initiate and direct projects.
- Students' innovation and enterprise skills.
- Students' ability to be independently creative.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- The quality of teaching, learning and assessment are acceptable overall. Most teachers have secure subject knowledge, and a majority understand how students learn. This allows them to prepare lesson plans and activities that engage students. The use of time and resources is appropriate.
- In most classes, lesson planning includes the use of videos to make lessons interesting, although activity-based learning is not a feature in teacher-led lessons. The successful use of group work is still rare in many subject areas, and all students complete the same task regardless of their prior learning or assessed needs. By contrast, group work is effective in Secondary English and social studies, allowing students to show critical thinking and problem-solving skills in their group activities.
- Teacher and student interactions ensure students are willing learners, although this interaction does not lead to meaningful dialogues or discussions in most lessons. Differentiation to meet the needs of all groups is still a developing feature in the school. Most teachers give basic differentiated tasks to weaker students, even if the outcomes in relation to attainment are still not clear. In KG, teachers dominate the learning, giving children insufficient time to practise new skills. Skills and activities-based learning are still developing. Learning through play is not a consistent feature.
- Teachers do not consistently promote skills in critical thinking, problem-solving, innovation, enterprise or independent learning across the school. In the better classes, elements of these



have been observed.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Internal assessment processes are coherent. Data provided for students' attainment is not reliable. The school uses external ASSET, TIMSS and PISA tests to benchmark students' attainment against national and international standards. These provide a more accurate reflection of students' attainment. An analysis of the results is made and performance tracking is used to monitor students' progress and identify gaps in students' knowledge, understanding and skills.This use of assessment data to influence what is taught next, and to give students tasks according to ability is still inconsistent across the school. In more successful lessons, mostly in upper Primary and Secondary, there are some levelled tasks for different abilities. There are still too many lessons where students do not complete the more challenging task. The few students with special educational needs (SEN) do not receive enough support. The analysis and use of assessment for gifted and talented (G&T) students is limited.Most teachers know the strength and weaknesses of individual students. They offer mainly verbal feedback in class and the quality of written comments varies across subjects. Students are sometimes involved in self and peer assessments, as seen in Higher Secondary English, where students reviewed each other's work.				
Areas of Strength:				
<ul style="list-style-type: none">Teachers' subject knowledge and the positive teacher-student interactions across all grades.The coherence of internal assessment processes across the school.				
Areas for Improvement:				
<ul style="list-style-type: none">The strategies to promote independent learning skills, including innovation, enterprise and critical thinking across all grades.The consistency in the use of assessments to match tasks closely to students' learning needs.The quality of written comments students receive to support them in improving their work.				



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Curriculum design and adaptation are acceptable overall. The curriculum is reasonably broad and balanced, supporting the development of students' knowledge and skills. The focus remains primarily on teaching, adhering closely to the statutory requirements of the authorised CBSE and Ministry of Education (MoE) curricula and UAE national priorities. The curriculum is carefully structured around CBSE learning outcomes and further enriched by providing opportunities for students to develop personal, social, creative and moral values. This is achieved through PE, co-curricular and extra-curricular activities. The 'bridge' programme ensures a smooth transition for children from KG to Grade 1. Students can choose from four Indian languages; Malayalam, Hindi, Bangla, and Urdu. Additionally, a variety of clubs, including subject clubs, public speaking, and quiz clubs, help students enhance their cognitive and communication skills based on their interests and abilities.Cross-curricular links are planned in most lessons, although the success of their implementation varies across grades and subjects. In some of the better lessons in science, students make connections with other subjects and the UAE. Students learn about the movements of snails and discuss snail farming. They discuss different means of communication in the UAE both in the present and the past. In language lessons, students discuss the importance of the water cycle. The school's science, technology, engineering and mathematics (STEM) exhibition, mathematics inter-disciplinary projects, and assignments provide additional opportunities for students to transfer their knowledge to other areas of learning effectively.Middle leaders periodically review the curriculum and implement modifications, such as ASSET based worksheets, activity-based learning, and assessments in KG. These changes have not yet had a positive impact on students' learning outcomes.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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- The school makes adequate modifications to the curriculum to meet the needs of most groups of learners including differentiated worksheets to cater for three different abilities, individual education plans (IEPs) and performance trackers for Grade 10 students. These modifications are not fully embedded in the curriculum and are not consistently implemented to have a positive impact on the achievement of individuals and groups of students.
- The school collaborates with Khorfakkan Football Club and participates in the Sharjah Ministry of Culture Parade and social service volunteer activities. Students in Grade 9 developed an application to help their peers to improve their mathematical knowledge and skills. Innovation, enhancement, and enterprise are yet fully integrated into the curriculum.
- The curriculum includes appropriate learning experiences to develop students' knowledge, understanding and appreciation of UAE and world culture, Students participate in assemblies and a range of co-curricular activities, for example, poster making, the celebration of Islamic week and of National Day. There are also competitions in reciting the Holy Qur'an. Visits take place to museums, festivals and a nature conservation centre to foster curiosity and responsibility toward the environment and UAE society.

Areas of Strength:

- The clarity with which the curriculum aligns with the requirements of CBSE.
- The curriculum focus on developing students' knowledge and understanding of UAE society and world culture.

Areas for Improvement:

- The design of the curriculum and its impact on students' performance in internal and external examinations across all core subjects, including Arabic.
- The consistent application of curriculum modifications during lessons to improve the progress of individuals and groups of students.
- The opportunities for students to develop and demonstrate skills in innovation, enhancement, and enterprise.



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

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The protection, care, guidance, and support for students are acceptable. Safeguarding procedures are shared with staff, students and parents. They cover the appropriate steps to take to ensure student safety, including effective measures to prevent cyberbullying.The school conducts inspections of its facilities and premises to ensure buildings are maintained and in sound repair and provide a safe and inclusive physical environment. Some classrooms are small and occupied to their maximum capacity. Well-organised transport arrangements ensure students' safety during travel. The school renews its fleet adding a new bus each year. Risk assessments and regular fire drills comply with requirements. The school maintains secure records, including records of incidents and subsequent actions. As some records are still paper based, it is difficult to extract key information quickly.The school promotes healthy lifestyles through assemblies, lessons, PE and parental guidance. Students are encouraged to make informed food choices and adopt healthy eating habits and to drink water regularly. The approach to monitoring and acting on health concerns, including those around students' body mass index (BMI), is not sufficiently systematic.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The school has implemented adequate systems to support attendance and punctuality, although late arrivals disrupt the start of the day. Efforts continue to encourage students to develop better time management and accountability.Relationships within the school are positive and courteous. Students value the work of staff				

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in supporting their learning. Students' good behaviour is supported through the school's positive systems and procedures.

- Systems for identifying students with SEN are still evolving. Six students who meet the criteria as identified by the school lack official medical certification. Whilst G&T students are identified through teacher referrals, comparisons and parental input, there are no formal systems in place to support their needs, and evidence of their participation in extra-curricular activities is limited.
- The special educational needs co-ordinator (SENCO) currently holds a license as a social worker. She does not yet have formal SENCO qualifications and is in the process of converting her credentials to meet the required standards. She has introduced procedures to plan support and adjust teaching approaches for students requiring additional assistance. These procedures are still being embedded, and their consistent application across all classrooms is not yet evident.
- The school provides support for students transitioning to new schools after Grade 10, helping them prepare for the move to Grade 11. The wellbeing and personal development of all students are monitored at intervals throughout the year. The school tracks the progress of alumni and invites former students to share their achievements with current students.

Areas of Strength:

- The school's commitment to providing safe transport, including upgrading its fleet with a new bus each year.
- Safeguarding measures that effectively protect students from all forms of abuse, including online risks.

Areas for Improvement:

- The regularity of monitoring and the referral processes for students with health concerns, including those to do with BMI.
- The strengthening of the school's approach to improving punctuality across all student groups so that punctuality becomes at least good.
- The consistency and development of provision for students with SEN and also those who are G&T.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- Leadership and management are acceptable overall. The principal acts as a figurehead and has a front-of-school presence. The vice principal, in post since the last review, sets the vision and direction of the school. The school believes in the holistic development of the child. The school upholds the key priorities of the UAE. It is an inclusive school welcoming seven different nationalities. It provides affordable education with low fees. The school has recruited 21 new staff since the last review. The rate of staff turnover has decreased slightly to 7%. Staff are still receiving induction and training to gain their teaching licence. The school has a positive working environment. Staff have received training on the UAE School Inspection Framework and can access online and offline training. The impact of this training is yet to raise the overall performance of the school.
- Leaders demonstrate a basic knowledge of the CBSE Indian curriculum and best practice in teaching, learning and assessment. The school is yet to devolve responsibilities and accountability to middle leaders. The responsibility for all management decisions rests with the vice principal alone. Middle leaders for English and social studies have been successful in bringing about some improvements in progress. Leaders understand the importance of developing students' examinations skills. The school is experiencing delays in developing staff capacity and consistency due to the vice principal's heavy work load. The school has improved some aspects and addressed almost all of the weak areas from the previous review. Capacity to improve is inconsistent.

Self-evaluation and improvement planning

Acceptable

- A whole school approach was adopted for self-evaluation involving all stakeholders. The school's strengths, weaknesses, opportunities and threats were identified alongside an analysis of responses to parent and student surveys. Interpretations of data made by teachers and middle leaders were used although these were not consistently accurate. Judgements in the self-evaluation were unrealistic and overly generous. School improvement



planning focused on the key areas for improvement identified from the previous review. Although the school has shown some improvements, these have been inconsistent.

Partnerships with parents and the community

Acceptable

- The school has a parent council that offers ideas and suggestions. Parents did not fully understand the previous review and the significance of areas for improvement. Parents receive timely communication on their child's progress and any concerns to do with their child. They say their child is safe, happy and they receive reports about their academic progress and social development. They can see their child is developing in confidence.
- The school works closely in partnership with the local community. Grade 10 students' progress to a local school offering the same curriculum. The school develops students' understanding of social causes and makes occasional contributions to the Red Crescent. The school participates in inter-school competitions for sports and in talent competitions which nurtures students' aspirations and interests. There is link with the Khorfakkan football club and the Khorfakkan theatrical festival. The school has no international links.

Governance

Acceptable

- The governing body includes the owner, vice principal, school doctor, a financial advisor and an educationalist. The presence of governors on site supports the owner. Matters related to feasibility for expansion of the current site are currently being developed. The owner has made significant investment in school transportation, provided interactive boards in KG classrooms and overseen the refurbishment of the girls' toilet facilities. Responsibility for senior leadership and setting priorities for the school rests with the vice principal alone, which is a great responsibility.

Management, staffing, facilities and resources

Acceptable

- The school was established in 1992 and is fully staffed. Routines and procedures are effective and day to day activities are well managed. It occupies a single storey building. All areas are readily accessible. There is a dedicated area for KG provision. It contains some essential teaching resources. It has an indoor play area, an outdoor play area and a garden area. It does not have specific areas for role play, reading, or water play. Across the school the learning environment includes dedicated classrooms, a library, laboratory and a computer room. There is no dedicated area for prayer. The school does not have any heritage sites. To

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supplement gaps in the school's equipment, teachers use recycled materials to support their teaching. Students are encouraged to bring their own resources for projects and art. The outside sports area and play areas support learning in physical education. These are of adequate quality. Procedures and routines are adequately organised. Seating in the dedicated computer room is not ergonomically correct for students' use. The science laboratory does not provide sufficient personal protective equipment (PPE) for laboratory work. Digital technology is yet to be introduced in classrooms due to budget restrictions. A garden area for plants and vegetables is being developed to support learning.

Areas of Strength:

- The complete staffing of the school so that it can deliver the curriculum to all students.
- The school's successful response to almost all the areas for improvement from the previous review.

Areas for Improvement:

- The capacity of all leaders to raise the performance in the school.
- The current structure of leadership that places responsibility for direction, management and improvement on one leader.
- The resources available for KG and in computing and for laboratory work.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 4 teachers who teach the Arabic language. The student-teacher ratio overall in Arabic is 1:166.
- The school has a library with approximately 250 Arabic books, mainly reference texts. E-books are not available.
- Library lessons are not scheduled for students. Children in KG attend the library for Arabic lessons although they do not engage in reading activities during these sessions. There is a librarian. There is no set timetable for access to the reading room. Secondary students can use the library for research, independent reading and to borrow books. The school provides limited Arabic reading activities, such as competitions.
- Parents are encouraged to support their children to read in Arabic at home and complete their homework, although they may not always be able to do so due to time constraints and lack of necessary skills.



The school's use of external benchmarking data

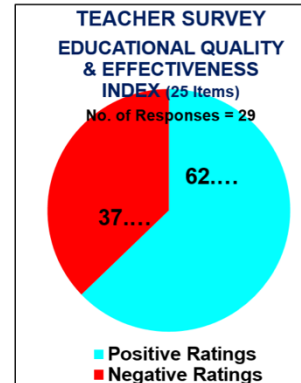
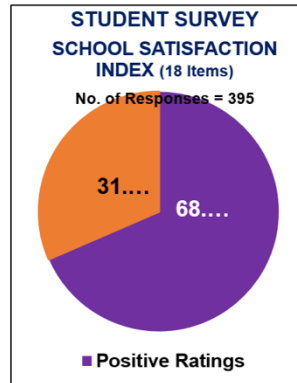
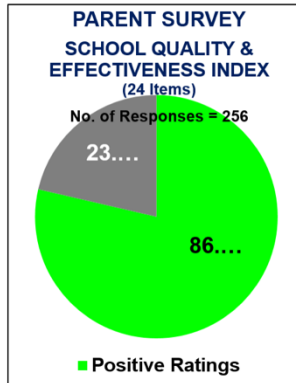
- The school is SPEA compliant for benchmarking examinations in the 2025 academic year. This year, all 405 students from Grades 3 to 9 participated in the ASSET test. This is an improvement over the previous two years when compliance requirements were not met. In 2023, 55 Grade 4 students and 47 Grade 8 students took the TIMSS benchmark assessment, while in 2022, 31 students participated in the PISA assessment for reading, mathematics, and science. Students are currently preparing for the 2025 PISA test.
- The school helps students prepare for external benchmarking examinations by providing practice with past papers and informing parents about test requirements and their importance.
- Benchmarking examination results are shared with students along with their termly assessment results. Parents are electronically notified of their child's performance.

Provision for KG

- Staffing provision for 99 children is 4 teachers and 2 teaching assistants. The ratio of teachers and teaching assistants to children is 1:17 and ratio for teachers to students is 1:25
- The indoor environment and learning resources include 4 dedicated classrooms equipped with interactive white boards. There are displays and resources for teaching. A dedicated indoor play area has been introduced providing a safe space to play, explore, and develop essential physical abilities. Models include animals, fruit and vegetables, wooden toys, blocks, charts, and pair puzzles.
- Outdoor learning resources include a dedicated play area, slides, a swing and hula hoops. This area is sand covered. There is a garden area with plants.
- Arrangements for induction are planned to include an organised transition visit to Grade 1. The children meet the teachers and explore their new environment. A parent orientation session is conducted to explain the transition process, expectations, and curriculum. Information is shared through circulars, emails, and online messaging.



VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment in international benchmarking examinations by:
 - providing opportunities for extended writing.
 - giving students practice in online tests and answering practice questions.
 - providing systematic opportunities for practising case study questions.
- Improve students' attainment in Arabic across KG and Secondary by:
 - training staff in best practices in teaching Arabic language skills.
 - staff observing best practices in other schools.
 - teachers sharing resources and ideas for challenge activities.
 - setting aspirational targets for all students.
- Improve the quality of teaching, learning and assessment to the next level by:
 - providing the correct level of challenge in all planned activities.
 - providing high-quality feedback to students throughout lessons.
 - integrating peer and self-evaluation in to lessons across the school.
 - routinely using information technology in lessons.



- Improve the capacity of middle leaders to raise attainment to the next level by:
 - reviewing the consistency of lessons through joint lesson observations.
 - training leaders in the collection and analysis of data.
 - leaders visiting best practice schools.

- Improve the impact of governors and senior leaders to raise school performance to the next level by:
 - widening the governing body to include a current educationalist.
 - governors and senior leaders setting key performance indicators and tracking rigorously the progress in meeting them.
 - devolving aspects of decision making and management more widely.
 - providing appropriately resourced learning environments across the school.

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.