هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR)|Report

Sharjah Indian Private School – Branch
5 – 8 February 2024

Overall Effectiveness: ACCEPTABLE

إتقان ITQAN

TABLE OF CONTENTS

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	202
	School location	Al Saja'a, Sharjah
	Establishment date	2018
	Language of instruction	English
	School curriculum	Indian
	Accreditation body	-
	Examination Board	Central Board Secondary Education (CBSE)
	National Agenda Benchmark Tests/ International assessment	ASSET, IBT, PISA, TIMSS
	Fee range	4,400 - 6,950 AED
Staff	Principal	Mohammed Ameen Moorkan
	Chair of Board of Governors	Nissar Thalangara
	Total number of teachers	340
	Total number of teaching assistants	0
	Turnover rate	20%
	Main nationality of teachers	Indian
Students	Teacher: student ratio	1:15
	Total number of students	5147
	Total number of students per cycle	Primary: 2715, Middle:1166, High: 1266
	Number of Emirati students	0
	Number of Emirati students per cycle	0
	KG: number and gender	0
	Primary: number and gender	Boys: 2715
	Middle: number and gender	Boys: 1166
	High: number and gender	Boys: 1266
	Nationality groups	1. Indian
	Total number of students with special educational needs	273

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 8 reviewers' 185 lesson observations, 75 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 the previous review visit. Although, in the majority of framework standards, the school has achieved significant improvements, there has been insufficient time since the last review for the school's improvement measures to have a positive impact on students' achievement and teachers' performance consistently across a school of this size. The implementation of the school improvement plan has resulted in improved judgements in attainment and progress in social studies, science in the Primary and Middle School and in learning skills across the school. Personal and social development, curriculum design and implementation, care and support, and leadership and management have also improved. Leaders' use of assessment data to identify gaps and influence the planning of learning and curriculum adaptation has increased. School leaders are working hard with the active support of the governing board to build mutually supportive partnerships with parents to raise academic achievement further, particularly in external tests.

KEY AREAS OF STRENGTH:
- Students' use of technology.
- The school's environment that promotes students' very positive attitudes to learning.
- Students' appreciation of UAE culture and Islamic values.
- The development of a wide range of curriculum options, particularly in High.
- The clear strategic direction shared with all stakeholders.

KEY AREAS FOR IMPROVEMENT:
- Students' attainment in external assessments.
- Students' progress in lessons, particularly in Primary.
- The consistency of teaching for effective learning across all subjects and across the school, particularly in Primary.
- The effective use of assessment data to influence teaching.
- The effective implementation of curriculum modification for all groups of students, including students with SEN and Gifted and Talented (G&T) students.
- Middle leaders' capacity to identify areas of development in their subjects.

School Performance Review of SHARJAH INDIAN PRIVATE SCHOOL - BRANCH
5 - 8 February 2024

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1:
STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		**KG**	**Primary**	**Middle**	**High**
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**	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	**Attainment**	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Acceptable	Acceptable	Acceptable
Mathematics	**Attainment**	N/A	Acceptable	Good	Acceptable
	Progress	N/A	Acceptable	Good	Good
Science	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Other subjects (Art, Music, PE)	**Attainment**	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Acceptable	Acceptable	Good
Learning Skills		N/A	Good	Good	Good

Islamic Education	• Students' achievement in Islamic Education overall is acceptable. In lessons and their work, most students make expected progress. This does not match with the school's internal assessment data which indicates that students make very good progress across the school. • Internal assessment data indicates that attainment is very good in Primary and High and good in the Middle school. In lessons and in students' books most students attain levels that are in line with curriculum standards. • Most students across the school demonstrate levels of knowledge and understanding that are in line with curriculum standards. In Primary, in Grade 3, most students can recite the whole Surat Al-Qari'ah and memorise the first part of it, and a few can explain the meaning of some important words from the first part in the Surah. Students' age-appropriate Tajweed skills are still developing. In Middle, most students can explain the importance of supplication, and a few are able to enumerate the manners of supplication to apply them in real life situations. In Grade 11, most students can recite the Holy Quranic verses using Tajweed rules, understand the meaning of the Holy Qur'an verses and a few can reflect their understanding to real life situations. • Overall, most groups of students make expected progress. A few high achieving students do not make progress as quickly as other groups of students in Primary.

Areas of Strength	**Areas for Improvement**
• Students' recitation skills following Tajweed rules in Grade 11. • Students' explanation of the meaning of different concepts in Islam.	• Students' use of age-appropriate Tajweed rules in Primary and Middle. • Students' reflection on their understanding of the Holy Qur'an verses and Islamic concepts, such as supplication to real life situations in Middle. • The attainment and progress of high achieving students in Primary.

Arabic	• Students' achievement in Arabic as a Second Language (ASL) overall is acceptable. In lessons and in their work, students make acceptable progress. This does not match with the school's internal assessment data which indicates that students make good progress across the school. • Fewer than three-quarters of students participate in the IBT test, so the results, which are below expectations, do not impact adversely on overall achievement. Internal assessment data for Primary and High indicate that attainment is good. In lessons and in students' books, most students attain levels that are in line with curriculum standards. Internal assessment data for Middle indicates attainment is acceptable, which matches with the level of work seen in lessons and in students' books. • Most students make the expected progress. Across the school, students' skills in listening, speaking, reading and writing are in line with curriculum standards. In Primary, most students can write words and short sentences with a few spelling mistakes and copy a paragraph with clear and neat handwriting. For example, Grade 1 students can form the letter 'waw' with long and short vowel sounds and a few can write words and short sentences with it. In Grade 7, most students can distinguish between invention and discovery and categorise vocabulary and its meaning. Although most students' listening skills are adequate, a large minority of students cannot speak fluently in full sentences or start a conversation. Most students in High make progress that is in line with curriculum standards. Grade 11 students can analyse a paragraph about climate change linguistically and answer comprehension questions, and a few can distinguish the challenges of climate change. Speaking and extended writing skills are less well-developed in all grades. • Overall, most groups of students make the expected progress. High achieving students do not make progress as quickly as other students.

Areas of Strength	Areas for Improvement
• Students' written formation of clear and neat letters in Primary • Students' categorisation of vocabulary and its meaning in Grade 7.	• Students' speaking skills to engage in meaningful discussion in Grade 7. • Students' extended writing skills across all phases. • Attainment and progress of high achieving students.

Social Studies	- Students' achievement in social studies overall is good. In lessons and their work, most students make better than expected progress. This does not match with the school's internal data, which indicates that students in all grades make very good progress. - Internal assessment data in Primary, Middle and High indicates that attainment is very good. However, in lessons and students' books, most students attain levels above curriculum standards. - In Primary, the majority of students have appropriate knowledge and understanding, which is above curriculum standards. In Grade 2, students can define obesity and list its causes and consequences; a few can appreciate the role of UAE rulers in promoting healthy lifestyles. In Grade 8, the majority of students can explain why the UAE and South America are attractive to tourists, and a few can give an overview of the UAE's and South America's efforts in addressing the global ecological crisis. In Grade 9, most students can apply their understanding of the importance of education to real-life situations and demonstrate how education contributes to solving practical problems and improving quality of life. Only a few students can analyse and evaluate the significance of education in various contexts, considering cultural and global perspectives. - Overall, most groups of students make better than expected progress.

Areas of Strength	Areas for Improvement
- Students' definition of obesity and listing its causes and consequences in Grade 2. - Students' understanding of the importance of education in real life situations in Grade 9. - Students' demonstration of how education contributes to solving practical problems and improving the quality of life in Grade 9.	Students' ability to analyse and evaluate the significance of education considering cultural and global perspectives in High.

English	
	- Students' achievement in English overall is acceptable. In Primary and Middle representing 85% of the school's population, most students make expected progress in their lessons and reach expected standards. In High, progress is only acceptable in lessons observed in Grades 9 and 11; overall attainment is good in lessons and in students' written work, particularly in Grades 11 and 12. - Internal assessment data across the school indicates that attainment is good or very good, although this is not evident in Primary and Middle lessons or students' workbooks, where most students attain levels that are in line with curriculum standards. In Grades 10 to 12, CBSE results indicate that the majority of students attain above curriculum levels. - Overall, most students make expected progress and their achievement in short writing, text response and speaking activities is acceptable, although their extended creative writing is less well-developed as they have few opportunities for free writing. In Primary and Middle, skills in listening, speaking, reading and writing are only in line with curriculum standards. In Grade 3 students can identify conjunctions and write compound sentences. Grade 4 students can identify and categorise different types of sentences, such as exclamatory, imperative, and interrogative, and write examples. In Middle and High, most students can identify and summarise the central themes in a text and identify literary devices. For example, Grade 9 students can identify alliteration and personification, while in Grades 11 and 12 students can identify metaphor, alliteration and simile, as well as antithesis and allusion. Upper High students excel in literature analysis. - Although most groups of students make expected progress, the majority of Grade 10 students make better than expected progress.

Areas of Strength	Areas for Improvement
Students' analysis of text in Grades 11 and 12.	- Students' attainment in Primary and Middle beyond textbook requirements. - Students' progress in lessons across all phases. - The standard of creative writing across all year groups.

Mathematics	- Students' achievement in mathematics overall is acceptable. The attainment of students in Primary and High is acceptable and in Middle it is good. - Attainment in lessons and students' work does not match the school's internal assessment data, where students' achievement is good in Primary and Middle and acceptable in High. Students' attainment in external benchmarking examinations is acceptable in Primary and High. Most students make expected progress in Primary, although most make better than expected progress in Middle and High. - In lessons and work samples, students make acceptable progress against learning objectives in Middle and High. Primary students recognise numbers and can perform basic arithmetic operations; and they can identify and draw 2-D shapes. Their mental mathematics and problem-solving skills are less well developed. By Grade 5, students have learnt how to calculate the perimeter of closed figures. Students in Middle extend their knowledge to derive formulae for area of parallelograms. They exhibit good skills in converting ratios and finding percentages. They display good problem-solving and computational skills. High students extend their skills in co-ordinate geometry, and they can make meaningful connections with other subjects by writing Java code to represent linear inequalities in gaming. Across all phases, students' skills in mathematical thinking and reasoning are underdeveloped. In Middle and High, most students can make connections with real life, which is less evident in Primary. - Students with special education needs (SEN) make similar rates of progress from their starting points. G&T students do not make the progress of which they are capable.

Areas of Strength	**Areas for Improvement**
- Students' knowledge and skills in space, shapes, and measurements in Middle. - Students' ability to make real life connections in Middle and Secondary. - Students' skills of problem solving and computation in Middle.	- Students' mental mathematics and problem-solving skills in Primary. - Students' skills in mathematical thinking, formulating and reasoning across all phases. - Students' ability to relate mathematics to real life in Primary.

Science	
	- Students' achievement in science overall is good and they make good progress in most lessons. - Students' attainment in lessons and the school's internal assessment data show good attainment overall. In standardised external examinations most students attain levels that are in line with national and international standards, especially enquiry-based questions in external assessments. - In Primary, students enjoy active learning, making good progress working together, sharing their ideas, investigating and carrying out experiments. They can discuss water-borne diseases, the UAE sustainable development goals, and ways of purifying dirty water, learning about filtration, decantation and distillation. In the Middle, students safely handle mixtures and compounds, carrying out chemical reactions, using everyday substances and laboratory chemicals, and recording and discussing their results. In High, students measure precisely the movements of a helical spring, determine the force constant, and plot graphs. Well-presented and comprehensive Grade 12 practical record books show very good progress in work undertaken during the year in biology, physics and chemistry. Students' progress across the school is enriched by their ability to apply scientific methods through practical inquiry-based learning. - The majority of students make better than expected progress and there are no significant differences between different groups.

Areas of Strength	Areas for Improvement
- Students' skills in practical classroom work in Primary, and in laboratory and project work in Middle and High. - Knowledge of real-life, UAE-specific learning connections in Primary.	Students' attainment in enquiry-based questions in external assessment at all phases.

Other subjects	- Students' achievement in the broad range of other subjects offered at the school is acceptable overall. In High, the observed levels of attainment and progress are good, particularly in commerce subjects. In other subjects, attainment is inconsistent both across phases and within subjects. - For computer science the school's external attainment data for Grades 10 and 12 are outstanding. There is no other external assessment data for other areas. In Primary and Middle observed attainment and progress across most other subjects are acceptable. - In Physical Education (PE) students make acceptable progress over time. In Middle, students develop the necessary knowledge and skills to play team sports, including basketball and football, although their attainment is lower in sports in Primary. Students develop artistic skills and techniques to draw, shade and use multi-media, although their creative expression is less well-developed. In their recent work, students make good progress in this area. The attainment of Primary students in music is good. Students' choral singing skills are of a particularly high standard. Students who are particularly gifted and talented in sports and music achieve multiple awards for excelling in these subjects. In second language learning, students attain acceptable levels in speaking, but reading and writing skills are less well-developed. - Students identified as G&T for non-academic subjects make more progress than others. Students with SEN do not consistently make expected progress from their starting points.

	Areas of Strength	**Areas for Improvement**
	- Students' achievement in computer science and commerce in High School. - Students' choral singing in Primary.	- Students' knowledge and skills in team sports in Primary. - Students' creative expression in art. - Students' musical knowledge and skills in Middle and High.

Learning Skills	• Learning skills are good overall. Students actively participate with positive attitudes in almost every lesson. In the more effective lessons, they work more autonomously. Despite receiving only general feedback on their work, students often know how to improve. Primary students' independent learning skills are less developed. • Compared to their spoken Arabic language abilities, students in all phases communicate more fluently in English, and Middle and High school students exhibit greater confidence when voicing their views. All students benefit from collaborative learning, although they use it more effectively from Grade 3 onwards. • Students readily relate to and apply what they have learned to real-world situations. For instance, in mathematics, students calculate using the shapes of unique constructions in the UAE. Lessons in economics connect with global cultures and facilitate a deeper comprehension of the subject matter. Primary students engage in role plays and simulation, which help them draw from their experiences and become immersed in their learning. • Students across the school exhibit good critical thinking and problem-solving skills, but this is inconsistent in Primary. Students make effective use of technology, frequently using it to supplement and extend learning beyond the curriculum, particularly in Middle and High. Primary students are developing autonomous working skills. Generally, students often use technology more for assessment than for further learning. Students' enquiry and enterprise skills are less well developed in Middle and High.

Areas of Strength	Areas for Improvement
• Students' ability to make real world connections and reflect on life experiences, particularly in the lower grades. • Students' communication and use of technology in Middle and High.	• Students' independent learning and critical thinking in Primary. • Students' enquiry and enterprise skills in Middle and High.

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	High
Personal development	N/A	Very Good	Very Good	Very Good

- Students have very good positive attitudes to their learning and react well to critical feedback. Their behaviour throughout the school, in lessons, morning assembly, during breaks and between lessons is very positive.
- Relationships amongst students and with staff are positive, cooperative, and respectful across the school.
- Students embrace safe and healthy lifestyles. They participate in PE activities, health awareness sessions, and make suitable healthy choices.
- Students' attendance is very good at 96% and almost all students come to school and lessons on time.

Indicators:	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	N/A	Very Good	Very Good	Very Good

- Students across the school have a secure knowledge of Islamic values and UAE society. Students participate in the TARBIYA club to enhance Islamic values, "I know my UAE" quiz and contribute to Iftar meal distribution and visit the senior Emirati Happiness Centre.
- Students show respect and appreciation for heritage and culture and UAE customs, such as greeting visitors, National Day, Flag Day and many cultural activities. All students take part in daily assemblies, recite the Qur'an and listen to recitation respectfully.
- Students across the school show deep respect for and awareness of their own and other world cultures. They celebrate different festivals, cultural events and activities, such as, the International White Cane March, International Labour Day, Gandhi Jayanthi Day.

Indicators:	KG	Primary	Middle	High
Social responsibility and innovation skills	N/A	Very Good	Very Good	Very Good

- Students take active responsibility as members of the school community. Students willingly hold leadership roles across the school. Students make positive contributions to the learning community in leadership and volunteering. They participate in community events, such as TARAHUM for Gaza relief.

- Students are members of the Innovation Council. They are creative and have actively contributed to and designed many projects and programmes, such as: little scientist, spin launch, robotics, a digital attendance scanner and Artificial Intelligence (AI) algorithms.
- Students care and take responsibility for looking after and improving the school's environment. Students are keenly aware of the global environmental priorities, including sustainability, conservation, zero waste and recycling. Students have a clear understanding of the school's sustainability goals and contribute to the vegetable organic garden. Students are members of the HOPE club and participate in World Environmental Day. Across the school, there are insufficient activities to promote students' entrepreneurial skills.

Areas of Strength:

- Students' knowledge, understanding and appreciation of Islamic values, UAE other world cultures.
- Students' participation and contribution in a range of innovation projects.

Areas for Improvement:

- Students' entrepreneurial skills across the school.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.				
Indicators:	**KG**	**Primary**	**Middle**	**High**
Teaching for effective learning	N/A	Acceptable	Acceptable	Acceptable

- The majority of teaching in each phase of the school is acceptable. Most teachers have secure subject knowledge. Some English teachers have insufficient knowledge of how Primary children learn best at that age and some English teachers, in Middle and High, make errors in their own written and spoken English.
- Most teachers provide well-structured lessons that are closely related to curriculum expectations and have clear and appropriate learning objectives. A few teachers struggle to make best use of time, and the pacing of lessons is not always supportive of learning. Most teachers create positive learning environments and use the resources they have, to enhance learning activities. In the majority of Middle and High lessons, teachers use open questioning to establish students' levels of knowledge and understanding. Such style of questioning does not always challenge students fully or provide the chance for deeper reflection.
- Most teachers use a range of approaches to help meet the needs of different groups of students. Whilst there is an understanding of the needs and of the level of care for students with SEN, teachers do not always provide appropriate activities, specific support or learning resources for individuals and small groups of students, including for G&T students.
- Teachers make good use of available resources to engage students in most subjects and across most grades. Most teachers give students opportunities for reflection and analysis. Opportunities to promote students' critical thinking, innovation and enterprise are developing features of teaching across the whole school.

Assessment	N/A	Acceptable	Acceptable	Acceptable

- Assessments in key subjects are undertaken regularly, linked to the curriculum and provide useful and reliable information about students' academic progress following the CBSE and UAE standards. The school is introducing more competency-based and critical-thinking tests across the curriculum to enhance assessment information. Students' social and personal development is graded using the CBSE five-point scale for co-scholastic areas.

- The school is developing its use of external benchmarking tests to evaluate students' progress against external, national, and international expectations. In the best lessons, assessment results are used to transform teaching to give students greater voice in their learning and progress.

- Most teachers know the strengths and weaknesses of individual students and groups of students and generally provide appropriate feedback on their work. Teachers are becoming increasingly effective at using Google classroom to track students' progress and enable

students to learn at their own pace in Middle and High. The school's effective use of self- and peer-assessment helps students understand their progress more deeply to become better learners.

Areas of Strength:

- The effective use of students' self- and peer-assessment to support learning.
- The increasing use of technology for assessment, particularly in Middle and High.

Areas for Improvement:

- Teachers' knowledge of how students in Primary learn best.
- The accuracy of teachers' English as a medium for instruction.
- Teachers' provision of suitable challenge for high achieving students and support for students with SEN.
- Teachers' analysis and use of external assessment results to modify teaching and improve learning outcomes for individuals and groups of learners.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	N/A	Good	Good	Good

- The curriculum has a clear rationale based on the school's vision that meets all the statutory requirements of the licensed curriculum and National priorities. It is broad and balanced, with a wide range of extra-curricular activities and curricular options providing older students ample choices and additional subjects, such as typography, psychology, and engineering graphics that nurture their interests and aspirations.
- The school reviews the curriculum periodically to ensure adequate continuity and progression. The curriculum is planned to enable most students to learn systematically and build on previous achievements in key subjects, and it meets most students' needs to prepare them for the next phases of education within school and beyond. The implementation of modification to prepare students for external benchmarking examinations has yet to have an impact. The school develops intervention plans for English and mathematics to deal with the gaps identified in students' knowledge. The major modification in curriculum includes Academic Quality Assessment and Development (AQAD), competency-based questions, collaborative learning, the use of games for lower Primary students, case studies and flipped lessons in Middle and High.
- The integration of UAE culture, Sustainable Development Goals (SDG) and cross-curricular links are common practice in all lessons. There is effective integration of cross-curricular links in better lessons, particularly in mathematics and English in Primary. In the better lessons of UAE social studies, cross-curricular links are effectively integrated with UAE culture and other languages. Additionally, students undertake trans-disciplinary and inter-disciplinary projects that help in the transfer of learning to and from other subjects.

Curriculum adaptation	N/A	Good	Good	Good

- The school has modified the curriculum to meet the needs of most students. Curriculum adaptations to fully meet the needs of students, with SEN and G&T students are not effective in some subjects.
- The curriculum is interesting and motivates most students. The wide range of extra-curricular activities, clubs and community links enhance students' academic and personal development. Students actively participate in the School's Innovation Council which promotes various hands-on initiatives, environmental awareness campaigns, charitable activities and community involvement in and outside school such as the Iftar meals at labour camps, TARAHUM for Gaza, and paper recycling. Students also actively participate in health and wellness programmes, including health awareness week.

- The curriculum develops students' knowledge and understanding of Emirati culture and UAE society. It is well integrated in all aspects of students' life from assemblies, lesson planning to the celebration of national festivals such as Flag Day and National Day. Students take pride in UAE's cosmopolitan culture.

Areas of Strength:

- Suitable curricular choices and career guidance programmes to benefit older students.
- The development of students' appreciation of Emirati traditions, culture and Islamic values.
- Opportunities for environmental awareness and community involvement activities.

Areas for Improvement:

- Curriculum adaptations to meet the needs of all groups of learners, especially students with SEN and G&T students.
- Periodic review and implementation of modifications in core subjects to align students' achievements to external benchmarking and national priorities.

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

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

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

- The protection, care, guidance, and support of students are good overall. Thorough processes are in place to safeguard students from harm. Committed staff work collaboratively to ensure that these processes are effective. All staff have received child protection and first aid training.
- Students feel safe in school and parents are very satisfied with the health and safety and security arrangements. Supervision of students moving around the school and on school transportation is very effective. The quality of risk assessments varies considerably for staff and students taking trips. The school keeps comprehensive and secure records relating to health and safety. The premises are very well maintained, although plans for lifts to the upper floor have not yet been implemented, restricting access for those with reduced mobility.
- The school promotes healthy living and mental health through lessons, regular health screening, awareness campaigns and student squads. Programmes and events have included a no-tobacco day, obesity awareness and a yoga event.

Care and support	N/A	Good	Good	Good

- The care and support of students is good overall. Relationships between staff and students are very positive. Staff create a respectful caring community within the school that students respond to well.
- The school effectively promotes students' very good attendance and punctuality with successful mechanisms in place that have led to higher overall attendance levels since the last review.
- Procedures for the identification of children with SEN and those who are G&T have improved since the last review. Students with exceptional talents in sports and music are excelling and have achieved multiple awards in athletics and music.
- The school has insufficient levels of support for students with SEN and G&T students in the classroom to raise their attainment and progress.
- The well-being and personal development of all students are efficiently monitored, and the information used to provide tailored support for the needs of students and their families.

Senior students are provided with helpful careers advice and counselling. The commerce section and computing department have created career opportunities for all students.

Areas of Strength:

- Collaboration and commitment to ensuring the care, guidance and well-being of students and their very good attendance.
- Very positive interactions and relationships between staff and students.

Areas for Improvement:

- Rigorous risk assessment for field trips and other occasions when staff and students are off the school's premises.

- Regular high quality classroom support for students who are G&T and students with SEN.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.	
Indicators:	
The effectiveness of leadership	**Good**

- School leaders promote a clear vision, mission, and strategic direction, which is well-publicised and inspires staff and parents. Leaders demonstrate a strong commitment to inclusion in all aspects of school life. This includes the waiving of school fees for low-income families and the tracking of students' involvement in extra-curricular activity to ensure no student is left out. Leaders' track records of improvement over the past year and the uplift in review judgements in many standards and indicators since the last school performance review, indicates a strong capacity to improve.
- Most middle managers recognise best practice, although a few do not implement measures to raise standards effectively. All leaders display a consistent approach to focus purposefully on students' well-being and personal development.

Self-evaluation and improvement planning	**Acceptable**

- School leaders have identified a large number of areas for improvement through the self-evaluation process and have acted very promptly to address them. They have failed to identify weaknesses in teaching in English and Arabic, especially in Primary. The monitoring and evaluation of teachers takes place. It is ineffective in that it does not include sufficient developmental feedback or support for individual teachers to improve their practice. The implementation of the school improvement plan since the previous review has resulted in improvement in attainment and progress in social studies, science in Primary and Middle and in learning skills across the school.

Partnerships with parents and the community	**Good**

- Parents contribute to the school's improvement through grade-level parent councils and the school has taken action in several areas on parents' advice. Although most parents visit the school infrequently due its remote location, they communicate regularly through video conferences, WhatsApp groups and email. Reports on students are very regular and include feedback on students' personal development.
- School leaders have developed partnerships with other Indian curriculum schools in Sharjah for inter-school activities and competitions. They have also established links with several local universities and have negotiated reduced fees for their graduating students.

Governance	**Acceptable**

- The governing board mainly consists of parents and former parents, as well as school staff representatives, and the chair that rotates every 2 years. The board is very active in visiting the school regularly and supporting low-income families. They hold the school leaders responsible for financial matters. They started to closely monitor students' achievement in the previous year since the school has offered external assessment through ASSET. The governing body ensures the school meets all statutory and regulatory requirements.

Management, staffing, facilities and resources	Good

- The day-to-day running of the school is efficient with timetables that are strictly adhered to. The school has sufficient teaching staff. It has insufficient numbers of support staff for students with SEN. School facilities are spacious and mostly well equipped, including two libraries, mathematics and science laboratories and sports areas. Technology for teaching is good and students can bring their own devices to school.

Areas of Strength:

- The school's clear strategic direction shared with all stakeholders.
- The active parent councils that have led to improvements.
- The well-appointed facilities for a wide range of activities.

Areas for Improvement:

- Middle leaders' capacity to identify areas of development in their subjects and teaching staff.
- The number of support staff for students with SEN.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 29 Arabic teachers across the school. There are no teaching or support staff. Ratio of teacher to students is 1:177. The library contains 416 books in total of which 356 are fiction and 50 books non-fiction.
- Arabic teachers dedicate one period to read stories from the library or from the internet with their students.
- Not all students have personal laptops or devices at home, but the school provides access to reading resources online under the guidance and supervision of teachers and parents.
- Students participate in most of the cultural events and students are encouraged to participate in contests conducted in Arabic. The school sends circulars regarding participation in the activities for Arabic and parents attend events with their children.

The school's use of external benchmarking data

- The school is developing its usage of external standardised tests, and 80% of students took ASSET assessments this year. Students selected by the awarding bodies have also been entered for PISA, IBT and PIRLS.
- The school is currently registering for CAT4 assessments, which has not happened in recent years due to a ban on registration for the group of schools that includes this school.
- The school is transforming its pedagogy and curriculum to raise students' attainment in external assessment tests, especially around critical thinking. It is embedding competency-based questions in lessons and in internal formative examinations.
- The school has informed parents and students about these changes and their importance for the future test readiness of all students. The school shares external assessment results with parents and students, and higher achieving students receive medals and certificates.
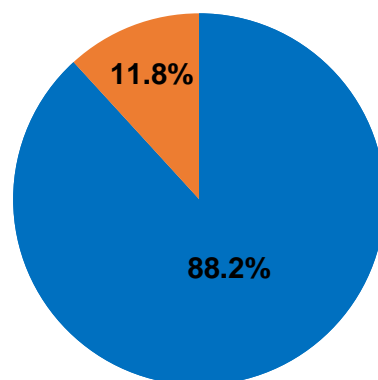
Provision for KG

N/A

VIEWS OF PARENTS

Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 1763

11.8%

88.2%

■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' attainment and progress in external assessments by:
  - implementing curriculum modifications to accommodate external assessment requirements.
  - involving the governing body in continuing to monitor external assessment data and in holding school leaders accountable.
- Improve teaching and students' progress in lessons, particularly in Primary by:
  - using assessment data more effectively to inform teaching so that all students' learning needs are met, particularly those with G&T.
  - providing high quality classroom support for students with SEN.
- Improve the monitoring and evaluation of teaching by:
  - designing a more robust in-depth system for teacher observation.
  - training middle managers in identifying areas for individual teachers' development.
  - giving developmental feedback and agreeing action plans with teachers.

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.