



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

INDIAN EXCELLENT PRIVATE SCHOOL

20 to 23 January 2025

Overall
Effectiveness
Rating:
ACCEPTABLE

TABLE OF CONTENTS

PURPOSE AND SCOPE	2
THE SCHOOL PERFORMANCE REVIEW PROCESS.....	3
SCHOOL INFORMATION	5
SUMMARY OF REVIEW FINDINGS	7
MAIN REVIEW REPORT.....	9
PERFORMANCE STANDARD 1:	9
STUDENTS' ACHIEVEMENT	9
PERFORMANCE STANDARD 2:	20
STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS.....	20
PERFORMANCE STANDARD 3:	22
TEACHING AND ASSESSMENT.....	22
PERFORMANCE STANDARD 4:	24
CURRICULUM	24
PERFORMANCE STANDARD 5:	25
THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS.....	25
PERFORMANCE STANDARD 6:	27
LEADERSHIP AND MANAGEMENT	27
SPEA ADDITIONAL FOCUS AREAS	31
VIEWS OF STAKEHOLDERS	32
STRATEGIC RECOMMENDATIONS & NEXT STEPS.....	33



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	164
	School location	Al Azra, Sharjah
	Establishment date	1991
	Language of instruction	English
	School Curriculum	Indian
	Accreditation body	-
	Examination Board	Central Board of Secondary Education (CBSE)
	External Assessments International and Curriculum Benchmark Assessments	CBSE Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) Assessment of Scholastic Skills through Educational Testing (ASSET) International Benchmark Tests (IBT)
Staff	Fee Range	AED 450 to AED 900 per month
	Principal	Mangala Pillai
	Chair of board of governors	Ramachandran
	Total number of teachers	65
	Total number of teaching assistants	4
	Turnover rate	10%
Students	Teacher: student ratio	1:20
	Total number of students	1,241
	Total number of students per cycle/phase	Cycle/Phase 1: 263 Cycle/Phase 2: 514 Cycle/Phase 3: 210 Cycle/Phase 4: 254
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 138 Girls: 125
	Primary: number and gender	Boys: 282 Girls: 232
	Middle: number and gender	Boys: 107 Girls: 103

School Performance Review of Indian Excellent Private School 20 to 23 January 2025



	High: number and gender	Boys: 138	Girls: 116
	Total number of Emirati students	0	
	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
	High: Emirati number and gender	Boys: 0	Girls: 0
	Nationality groups (largest first)	1. Indian	
	Total number of students with special educational needs	5	



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers, and 154 lesson observations, 28 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. The school has made limited progress in addressing the weaknesses identified at the last review. Provision and outcomes in Kindergarten (KG) are now good, reflecting the effective input of the recently appointed KG leader and her staff. This is a vibrant area of the school. Progress across the school remains acceptable overall, although attainment and progress are now good in UAE social studies and in science in Secondary. In other subjects and phases, attainment remains acceptable, showing little improvement. External CBSE examination results for 2024 were variable in Grade 10 and Grade 12, indicating attainment fluctuates for different groups of students between weak and outstanding across subjects. Nonetheless, a high proportion of students entered further education directly from school in 2024. Students' learning skills are acceptable overall. Other than in KG, where teaching is now good, teaching and learning are acceptable. The level of staff turnover is currently relatively low. Assessment and its use to ensure that work is set at the correct level remains underdeveloped. While there have been modest improvements in the identification of students with additional learning needs, the quality of provision to support their learning in lessons is not yet robust or consistent. There is some support for talented students, mostly in sports, although academically gifted students are not formally identified or systematically supported. Leadership and management remain acceptable. A new vice-principal joined the school immediately before the review. The pace of response to previously identified areas for improvement has been relatively slow and much remains to be done in terms of the support and development of teachers' skills. Subject leaders lack time and opportunity to discharge their roles effectively. The school's self-evaluation processes are underdeveloped. Judgements about students' achievement are mostly over-inflated. Students' personal and social development is good. The curriculum is acceptable. Arrangements for the protection, care and guidance of students are good. While some classrooms are small and less attractive, the learning environment is well cared for, particularly in KG. The school's partnership with parents is good.



KEY AREAS OF STRENGTH:

- Children's good achievements in KG in English, mathematics, science and other subjects.
- The quality of teaching and assessment in KG.
- Students' good achievement in UAE social studies in all phases and English and science in Secondary.
- Students' positive attitudes and behaviour and the quality of relationships across the school.
- The school's arrangements for child protection, safeguarding and the care of students.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in subjects where it remains acceptable, especially in all external assessments and examinations.
- The quality of teaching and the level of challenge provided for students in lessons in Primary, Middle and Secondary.
- The implementation of efficient, reliable and comprehensive assessment systems to evaluate students' progress in Primary, Middle and Secondary.
- The effective identification and support for students with special educational needs (SEN) and gifted and talented (G&T) students.
- Students' attendance and punctuality in all phases.
- The quality, accuracy and rigour of the school's self-evaluation processes and school improvement planning to support improved achievement by students.
- The development of middle school leadership so that there is a significant positive impact on improving students' achievement.
- The processes of reviewing daily operations including lesson routines, timetabling and the length of the school day.



MAIN REVIEW REPORT

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	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	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Science	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Learning Skills		Good	Acceptable	Acceptable	Good

**School Performance Review of Indian Excellent Private School
20 to 23 January 2025**



Islamic Education

- Students' achievement in Islamic education is acceptable in all phases. Children in KG do not take Islamic education. In lessons and in their work, most students make the expected progress over time across all phases. This matches the school's internal data for Middle although it does not match in Primary where students are said to make very good progress, with outstanding progress in Secondary.
- There are no external assessment data for Islamic education. The school's internal data shows that students' attainment is very good in Primary, acceptable in Middle school and outstanding in Secondary. This does not match with that seen in lessons or in students' work, which shows that most students attain in line with the curriculum standards across all phases.
- Students demonstrate knowledge and understanding of Islamic rules, the Islamic faith, and the Noble Hadeeth. In Primary, students understand the Pillars of Faith. They can understand fasting, although few can discuss the benefits of fasting in Islam. Students know that good deeds are not just an obligation but a form of worship. Students in Middle school know the Noble Hadeeth guidance, reflecting good attitudes towards bad habits, such as the prohibition of frightening people that Prophet Muhammad (PBUH) introduced, because of its major disadvantages. Students are less confident in discussing the meaning of this concept. Students in Secondary demonstrate knowledge and understanding of the Islamic faith and belief in destiny, good and bad. They are less confident in giving examples to illustrate their understanding.
- Most students, both boys and girls across all phases, make the expected progress. Lower and higher attaining students are not supported sufficiently to accelerate their progress.

Areas of Strength

- Students' understanding of good deeds as an obligation and form of worship in Primary.
- Students' understanding and conviction of belief in the faith of destiny, good and bad, in Secondary.

Areas for Improvement

- Students' ability to discuss the virtues of Islamic faith in Primary.
- Students' understanding of the Noble Hadeeth in Middle school
- Students' ability to give examples to illustrate their knowledge of the Islamic faith in Secondary.



Arabic	<ul style="list-style-type: none"> Students' achievement in Arabic as a Second Language (ASL) is acceptable in Primary, Middle and Secondary Phases. Children in KG do not learn ASL. In lessons and in their work, most students make the expected progress over time. This does not match the school's internal data, which shows that students make very good progress over time in Primary and Middle, with outstanding progress in Secondary. There are no external assessments data for ASL. The school's internal data shows that students' attainment is very good in Primary and Middle, and outstanding in Secondary. This does not match with what is seen in lessons or in students' work, which indicates that most students attain in line with the curriculum standards across the school. Students in all phases make acceptable progress in ASL. In lessons, most students across the phases demonstrate listening and comprehension skills appropriate to their years of learning ASL. Most students in Primary can speak and communicate about familiar topics using memorised words. In Middle and Secondary, most students who have studied ASL for over 4 years show a lack of confidence in their reading comprehension abilities, with incorrect pronunciation being a frequent issue. While students can deliver short speeches, their speaking often includes linguistic mistakes. Their handwriting is neat; however, they tend to be less confident when writing memorised words and phrases, and spelling mistakes are common. Most students, both boys and girls across all phases, make the expected progress. Neither lower nor higher attaining students are supported sufficiently to accelerate their progress. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' skills in listening for comprehension across all phases. Students' speaking skills in Primary. 	<ul style="list-style-type: none"> Students' reading skills and comprehension in Middle and Secondary. Students' speaking skills, using accurate pronunciation in Middle and Secondary. Students' writing skills across Middle and Secondary.



Social Studies

- Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make more than the expected progress in Primary, Middle and Secondary. This does not match with the school's internal data which indicates a large majority make very good progress over time in each of these phases.
- Internal assessment data for Primary, Middle and Grade 9 in Secondary indicate that student attainment is outstanding. This is not seen in lessons or in students' books where, overall, the majority of students attain above curriculum standards in these three phases.
- In Primary, the majority of students develop knowledge and skills when they study the topics of trade and bartering, personal values such as kindness and honesty as well as responsibility, respect and the qualities of becoming a good person. Students recognise the key aspects of UAE culture while learning about historical musical instruments such as the tanbuora. In Middle, the majority of students extend their learning by studying the historical spice trading routes and their value to different countries including the UAE and their home countries. They consider and research the British in India, and the formation of the East India Company as well as the Aztec civilisation in Mexico. Students do not yet understand the full impact of trade across different countries or the influence of government. In Secondary, the majority of students develop their understanding of good leadership whilst considering the impact of the strong leadership qualities of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) during the formation of the UAE. Students also have informed discussions about gender equality in the workplace.
- Overall, the majority of groups of students make better than expected progress, including boys and girls, lower attaining students, students with SEN, students with English as a second language and G&T students. Higher attaining students do not progress as well as they could.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none">• Students' knowledge of trade, bartering, and personal values in Primary.• Students' knowledge of the work of the late H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) and his life and leadership qualities in Secondary.• Students' informed discussions about gender equality in the workplace in Secondary.	<ul style="list-style-type: none">• Students' deeper understanding of world trade and the routes taken to various markets in Middle.• Students' deep understanding of the work and influence of government entities especially in Middle.
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English

- Students' achievement in English is acceptable overall. The school's internal data shows that students make very good to outstanding progress in all phases. This does not match with what is seen in lessons or in students' work, where progress over time is good in KG and Secondary and acceptable in Primary and Middle.
- Students' attainment in English is acceptable overall. The school's internal data shows that most students' attainment across the phases is outstanding. This does not match with what was observed in lessons or in students' work, which is good in KG and Secondary and acceptable in Primary and Middle. External ASSET benchmark assessment data suggest attainment is weak. CBSE results in Secondary suggest attainment is outstanding.
- In KG, children develop strong literacy skills. Their reading, listening and speaking skills are good. Children are articulate and understand texts, narrate facts about the man-eater fish or the fastest car, identify phonic sounds with the matching letters and use punctuation marks accurately after a question or a statement. They can use clay, paper strips and pencils to demonstrate their recognition of letters. Students' reading and comprehension skills are age-appropriately developed in Primary and Middle as they can answer text-based questions. Independent and extended writing skills are less developed. The focus on textbooks limits students' critical thinking, and inference skills. Students in Secondary confidently engage in discussions on topics such as environmental conservation and father and son relationships, challenging peers in debates and literary analyses. They demonstrate a strong grasp of literature, inferring and integrating information in character sketches. Their use of poetic devices and critical thinking enhances their literary analysis and linguistic skills.
- Overall, all groups of students make at least the expected progress. In lessons, there are no significant differences between girls and boys. Higher attaining students do not always make the progress of which they are capable.

Areas of Strength

- Children's listening, speaking and reading skills in KG.
- Students' linguistic skills in the Secondary.

Areas for Improvement

- Students' access to wider reading materials to promote their inference skills in Primary and Middle.
- Students' skills in extended and independent writing in Primary and Middle.
- Students' rapid progress especially in reading in Primary and Middle.



Mathematics

- Students' achievement in mathematics is acceptable overall. In lessons and in students' work, most students across all phases make expected levels of progress over time.
- The school's internal assessment data indicates very good attainment in Primary. This does not match with what is seen in lessons or in students' work where the majority of children in KG attain above curriculum standards. Most students in Primary, Middle and Secondary attain in line with curriculum standards. External ASSET data shows that students' attainment is weak in Grades 3 to 8 and acceptable in Grade 9. External CBSE examination results indicate that students underperformed in Grade 10 and Grade 12. Current evidence indicates that students are meeting expected outcomes.
- Most students demonstrate acceptable progress. In KG, children confidently count, add and subtract. In Primary, students tell the time and use simple operations to calculate length and perimeter. In Middle, students use formulae to calculate the perimeter of regular and irregular polygons. Students in Primary and Middle require much guidance from their teacher to use estimation, prediction and analysis skills. In Secondary, students solve problems using distance formulae and section formulae for three-dimensional geometry. Their ability to use mental mathematics to solve simple and complex problems is developing.
- Most groups of students make expected progress. Lower attaining students make less progress than others, including students identified as having SEN. More able students do not have sufficient access to challenging tasks to accelerate their rate of progress.

Areas of Strength

- Children's counting, adding and subtracting skills in KG.
- Students' use of formulae to find solutions to given word and number problems in Secondary.

Areas for Improvement

- Students' estimation and prediction skills to measure in Primary and Middle.
- Students' ability to analyse a problem in Primary and Middle.
- Students' use of mental mathematics to solve simple and complex problems using more than one strategy in Secondary.



Science	<ul style="list-style-type: none">Students' achievement in science is acceptable overall. Most students attain standards that are in line with curriculum expectations, making acceptable progress over time. This does not match with what is seen in lessons or in students' work. In lessons, attainment is good in KG and the Secondary phase.The school's internal data indicates that attainment is acceptable across phases. ASSET external benchmark assessments suggest that students' attainment is weak in Primary and Middle and is acceptable in Secondary. Similarly, results in the external CBSE examinations in Grade 10 and Grade 12 indicate attainment is acceptable.Overall, progress is acceptable, with the majority of children in KG and students in Secondary demonstrating better-than-expected progress. Across all phases, most students demonstrate a sound understanding of diverse scientific concepts and effectively apply their knowledge to technology and the environment. In KG, children develop an understanding of the world, exploring farm animals in KG1 and comparing UAE transport systems in KG2. In Primary and Middle, students' inquiry, practical and investigative skills are still developing. Primary students connect their understanding of the characteristics of water to using recycled water for UAE gardens. They apply their knowledge of substance separation to real-world contexts, including crude oil processing in the UAE. In Middle, students engage in practical activities to explore the chemical effects of electric currents and measure pulse under varying conditions, though their ability to conclude remains limited. In Secondary, students investigate how sound production influences the design of spaces with optimal acoustics, such as concert halls and theatres, and apply their understanding of pH to recommend suitable foods for individuals with acidity issues. Practical laboratory skills develop effectively in Secondary.Overall, girls, particularly in Secondary, make better progress than expected from their starting points, compared to boys. Other groups of students make similar rates of progress as their peers.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">Students' understanding of physical, chemical, biological and space science concepts, and their ability to apply scientific knowledge to technology and environmental contexts.Students' practical, laboratory and investigative skills in Secondary.	<ul style="list-style-type: none">Students' scientific practical skills in Primary and Middle,Students' investigative and inquiry skills in Primary and Middle.Students' ability to draw valid conclusions and inferences in Primary and Middle.
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Other subjects

- Students' achievement is acceptable overall, and good in KG. The school's internal data indicates that students, in general, over a diverse range of subjects, make good progress. This does not align with what is seen in lessons or in their work, where most children in KG make good progress over time and in the other phases, progress is acceptable.
- Internal assessment data, available for Secondary, indicates that most students attain above curriculum standards. While there is no external data for subjects such as art, music and physical education (PE) across the school, a number of the subjects offered, including the commerce subjects and some of the languages in Grades 11 and 12, lead to CBSE examination qualifications. Outcomes vary considerably, from outstanding in marketing to weak in accountancy, encompassing the full range of grades. Outcomes in additional languages across the school are rarely better than acceptable. Taking all subjects into account, outcomes are broadly average.
- Progress is good in KG movement and dance. Most students across the remaining phases make inconsistent, although broadly acceptable progress and the focus on skill development is inconsistent. Students of PE participate in team games, building football and netball skills with some rigour. Teachers' input and impact are compromised to some extent by the routine practice of combining classes. Recent work samples in art indicate that students have gained sound underlying skills, with creditable examples of pencil shading and drawing in Middle and lower Secondary school, an understanding of how to represent light and shade and have had good opportunities to develop skills in painting in various media. In business studies, older students learn how international events can impact trade and prosperity while computing students extend their understanding of the potential applications of database software.
- Overall, students in Secondary make at least acceptable progress in the extensive examination options of commerce and languages. There is little difference in the performance of other groups across the school.

Areas of Strength

- Students' achievements in art in the Middle, computing in Secondary and skills development in PE in KG.
- Students' achievements in commerce subjects in Secondary.

Areas for Improvement

- Students' rapid progress across a range of subjects.
- Students' skills development in PE in Primary, Middle and Secondary.
- Students' achievements in additional languages.



Learning Skills

- The majority of children in KG and students in Secondary show strong learning skills and independence, enjoying the process of taking charge of their learning. In Primary and Middle, though eager, most students still need teacher input to stay on task.
- Students in Primary and Middle work well in groups and are developing collaboration skills. Collaboration is stronger in KG and Secondary. For example, students in Grade 10 are frequently organised into groups in English lessons for debating. Across all phases, students communicate effectively, listen, exchange ideas, and share learning. Students across all phases, connect learning to real life. KG2 children can relate the story The Enormous Turnip to how they grow plants in their gardens, while students in Grade 9 link sound production to architectural acoustics in spaces such as the Dubai Opera House.
- Critical thinking, innovation and enterprise are developing although often adult-led. Some classes in Secondary and KG excel, though limited use of technology hinders many learning opportunities.

Areas of Strength

- Students' communication skills, and their capacity to exchange ideas and articulate thoughts.
- Students' attentiveness in lessons and their eagerness to learn.

Areas for Improvement

- Students' independent critical thinking skills.
- Students' use of technology to support learning.
- Students' innovation and enterprise skills across all phases.



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 skills are good overall. Students demonstrate positive and responsible attitudes. They appreciate and respond well to critical feedback, especially in Secondary. Innovation skills are developing.
- Students are well behaved, self-disciplined and adhere to school rules in and out of lessons. They are courteous to adults and their peers. Incidents of bullying are very rare. Respectful and considerate relationships between students and teachers enable students to develop sensitivity towards each other and an understanding of the differences of others. Students are always eager to help one another.
- Students demonstrate a general understanding of safe and healthy lifestyles although do not always engage in appropriate choices or participate in activities that promote these. Students' overall attendance is acceptable at 92.4%. Students mostly arrive at school on time.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
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- Children and students in all phases have a clear appreciation of Islamic values, as well as the heritage and history of the UAE. Across the school, students are clear about the influence of Islamic values on their daily lives in the UAE. As evident in the morning assembly, they link the moral value included in the programme to a verse from the Holy Qur'an or from the Noble Hadeeth. Students participate in all Islamic events including the Holy Month of Ramadan, Eid celebrations, and celebrations of the birth of the Prophet Muhammad (PBUH). Children in KG are allocated to a session of recitation from the Holy Qur'an.
- Across the school, through celebrations, students demonstrate their appreciation for and knowledge of the heritage and culture of the UAE. They celebrate national events



respectfully, including National Day and Flag Day. Students engage and participate in national events and cultural celebrations within the school.

- Students demonstrate a basic understanding of their own culture as well as that of other cultures, including the UAE. To further promote cultural understanding, the school integrates foreign language learning into the curriculum, with Arabic (Grades 1 to 9) and French as optional subjects (Grades 6 to 12). This requirement enhances students' global awareness and facilitates meaningful interactions with diverse cultures. Students do not always speak confidently about these different cultures.

Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Students are aware of their responsibilities in the school community. Their involvement as volunteers within the local community varies although they are encouraged to contribute to a tidy school and support older relatives within their families. Students participate in 'Pink October' within their school community. They reach out to mothers, aunts and grandmothers. They are creative in suggesting activities to raise funds that contribute to the community. Students enjoy a positive approach to their work and activities in school. They are often creative although they are more frequently guided by teachers and adults within the school community. A few students participate in innovation initiatives through the 'Enterprise Projects Fayre'. In their commerce studies, students participate in science, technology, engineering and mathematics (STEM) projects in Secondary. Overall, opportunities to engage in innovative activities are limited. Students take care of their immediate surroundings and are aware of important environmental issues. Students clean the play area in memory of Mahatma Gandhi. They participate in a limited range of activities that support sustainability and conservation in their local environment. For example, children in KG participate in gardening and growing projects to produce fruit and vegetables as part of their environmental awareness and sustainability studies. 				
Areas of Strength:				
<ul style="list-style-type: none"> Students' attitudes and maturity that ensure respectful relationships. Students' understanding of Islamic values and Emirati culture in all phases. 				
Areas for Improvement:				
<ul style="list-style-type: none"> Students' attendance and punctuality in all phases. Students' further understanding and engagement in safe and healthy living. 				

**School Performance Review of Indian Excellent Private School
20 to 23 January 2025**



- Students' involvement in innovative and creative projects.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Teaching and assessment are acceptable overall.

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

- The quality of teaching for effective learning and assessment are acceptable overall. Teaching is good in KG. Teachers demonstrate secure subject knowledge and adequate recognition of how students learn. Their lesson planning ensures time management and appropriate use of available resources to provide learning environments which meet the expected learning needs of students. This is more effective in KG.
- Teachers' interactions with students are purposeful. The questioning skills of teachers in KG are particularly effective in enabling the development of appropriate thinking skills.
- KG teachers successfully provide appropriate levels of challenge and support. In Primary, Middle and Secondary, teachers use strategies which adequately meet the needs of groups of students although they do not challenge them to achieve the levels of which they appear to be capable. There is insufficient personalised support and challenge through the differentiated tasks indicated in planning.
- Teachers use a range of teaching approaches in KG. Opportunities for systematic development of students' critical thinking, problem-solving, innovation and independent learning skills are sometimes included in the better lessons in the higher grades of the school, although less frequently elsewhere.

Assessment	Good	Acceptable	Acceptable	Acceptable
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- Internal assessment processes are mainly coherent and consistent in KG. Starting in Primary, internal assessment is generally linked to the CBSE guidelines and provide appropriate measures of students' progress. The school uses the required range of external examinations that meet UAE priorities, benchmarking students' academic outcomes using ASSET and CAT4.



- Teachers analyse assessment data to identify broad trends of attainment. Information about individual progress, as a basis for planning lessons which meet the needs of all students, is often limited. Teachers' challenge to students is often insufficient as a result.
- Teachers generally recognise the strengths and weaknesses of their students. Students are often given oral feedback on their work although with limited information on how and what to improve. Teachers routinely check students' work, although there is inconsistency in approach, particularly in Primary, Middle and Secondary. Strategies such as peer and self-assessment are less routine. Plenaries in most lessons minimally consolidate learning outcomes.

Areas of Strength:

- Teachers' knowledge of how students learn, particularly in KG.
- The purposeful teacher and student interactions in all phases.
- Teachers' skilful questioning and challenge in KG.

Areas for Improvement:

- Teachers' lesson planning and use of imaginative strategies to successfully meet the needs of all groups of students in Primary, Middle and Secondary.
- Teachers' skills in analysis and use of assessment data in lessons to improve students' progress.
- Teachers' planning and delivery of effective plenaries at the end of each lesson to consolidate learning and provide comprehensive and constructive feedback in all phases.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable

- Curriculum design and implementation are acceptable overall across the school. The curriculum is broad, balanced and adequately planned to develop students' knowledge and understanding. It is less effective in fostering skills, particularly in Primary and Middle. Students are sufficiently prepared for the next phase of learning within school and beyond.
- A range of curricular choices is available, especially for older students, to support their preparation for chosen careers. In a few English and science lessons, cross-curricular links are meaningful and well-planned. These are inconsistent in other lessons and do not fully support the transfer of learning to other subject areas.
- The curriculum is regularly reviewed and in KG revisions and adaptations are more effectively implemented than in other phases. Internal and external examination results are not fully utilised in reviewing the curriculum, particularly in enhancing performance in external IBT benchmark tests and CBSE examinations.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
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- The curriculum includes adequate modifications to meet the learning needs of most students, with some recognition of their differing abilities and learning requirements, particularly for students identified with SEN. The level of challenge in the curriculum is insufficient for high-attaining and G&T students, limiting their opportunities for success.
- Students have some opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution although these practices are not consistently integrated into lessons across the school. The school offers a range of clubs and extracurricular activities to cater to the interests and talents of most students. The school is successful to some extent in encouraging talented students to participate in extracurricular activities.
- The curriculum includes appropriate learning experiences to develop students' knowledge, understanding and appreciation of UAE heritage, including Emirati traditions, culture and the values that shape UAE society.

**School Performance Review of Indian Excellent Private School
20 to 23 January 2025**



Areas of Strength:

- The provision of a broad and balanced curriculum, particularly in KG, and learning experiences to appreciate UAE society, heritage and culture.
- The curricular choices available to older students which support their career choices and future ambitions.

Areas for Improvement:

- The review of the curriculum in response to all external examination results.
- The curriculum planning to effectively enhance students' achievement across the subjects.
- The modification of the curriculum to address the needs of all student groups, including students with SEN, higher attainers and G&T students, to help them achieve their full potential.

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	Secondary
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good

- Staff, students and parents are aware of the policies and procedures for the safeguarding, protection, supervision and safety, including cyberbullying. Training of all staff and students in safeguarding is regular and monitored by the school's designated counsellor. All aspects of students' welfare are communicated through awareness workshops, displays in the school and assembly initiatives.
- The school building is well maintained, providing a safe and secure learning environment that is suited to meet the needs of most students. The site includes accessible ramps in designated areas. All main areas are brightly lit, clean and hygienic. Records, including

**School Performance Review of Indian Excellent Private School
20 to 23 January 2025**



school maintenance, fire drills and routines for evacuation meet all legal and regulatory requirements. The school nurse and part-time doctor provide medical care including routine checks, vaccinations and health awareness. Follow up actions are recorded in medical logs and student files.

- Safe and healthy living is routinely promoted and monitored. Students take an active part in physical activities during PE lessons and weekend sports initiatives to foster physical fitness and wellbeing. Students demonstrate a good understanding of the importance of healthy eating and have access to drinking water stations around the school. A few students have unhealthy snacks that they bring from home.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Staff have positive relationships with students, supported by effective behaviour management systems, a clear behaviour policy and regular communication with parents. Initiatives to acknowledge positive behaviour, through campaigns, awards and recognition events, are developing. Code of Conduct posters in classrooms are prominently displayed and parents receive timely information about any incidents. Follow up restorative processes are in place.• The school encourages attendance and punctuality with a clear policy shared with parents. Daily attendance records are maintained, although attendance levels have not improved since the last review. Positive reinforcement activities include reminders about the importance of regular attendance during assemblies. Follow up procedures with parents are in place.• Appropriate systems and processes to identify students with SEN are developing. The school's inclusion policy and procedures promote learning for all.• The school has developed individual education plans for a few students, although with limited support systems to meet their needs. Identified talented students engage in school-based initiatives and regional events that are mainly sporting activities. Academically gifted students are not rigorously identified and do not have access to enough challenging activities in lessons to maximise their learning.• Teachers, support staff, the school nurse and the guidance counsellor support and monitor students' personal development and wellbeing effectively and students feel confident to seek help from adults in the building. The school organises a career fair for older students and provides adequate guidance about higher education and career pathways. Tracking of students' destination data is emerging. Transition planning for KG and other students is not sufficiently structured to support students as they move between the phases.				



Areas of Strength:

- The procedures for child protection, safeguarding and the care of all children and students.
- The positive relationships between staff and students.

Areas for Improvement:

- The identification process for students with SEN and students who are G&T.
- The implementation of more targeted support for students with SEN and enhanced challenges for G&T students in lessons.
- The planning and implementation of effective transition procedures across the school.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- School leaders can demonstrate a vision for the school which impacts particularly on the personal and social development of the students. There is a commitment to the vision and priorities of the UAE. The principal, the recently appointed vice-principal and some leaders in Middle are aware of what needs to be done to improve the school. There has, for example, been improvements in provision and outcomes in KG, mainly through the efforts of the recently appointed KG leader. The systematic focus on embedding best practices in teaching and students' learning is less consistently evident elsewhere. Teachers' responses to ideas shared during the review were positive, leading to demonstrable improvements in teaching in subsequent lessons.
- Relationships are mostly positive across the school. Middle school leaders provide a conduit for communication and are held responsible for outcomes in their departments; they have almost no time available to discharge their responsibilities. Overall, the pace of change is slow and available expertise is not always being deployed effectively to accelerate improvement, so that capacity is restricted. The school is compliant with statutory requirements.



Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none">While school staff and leaders acknowledge the broad strengths and areas for development in the school's performance and students' achievement, the self-evaluation processes lack rigour, so judgements, particularly of students' performance, are often overly generous and unrealistic. There is regular monitoring of teaching and learning and weekly whole-staff training, although this has not been sufficiently rigorous to effect significant improvement. There is insufficient opportunity for Middle school leaders to support and coach teachers to develop their skills. School improvement plans are based on a wide range of general priorities and those areas identified in the previous review. The current plan is overly ambitious and does not give a clear indication of strategies to be followed, the timescales expected, or the progress made. The impact of leadership on the school's performance is consequently not identified. It is not always clear what impact over time has been achieved as the areas improved are not accurately identified in the school improvement plan. .	
Partnerships with parents and the community	Good
<ul style="list-style-type: none">The school is effective in engaging with parents and their views are considered when planning future improvements. Parents have positive views of their relationship with the school. Communication is effective, making good use of social media and the internet. Parents have regular face-to-face or online meetings with teachers, receive regular written reports and an annual report. They are responded to promptly if they have concerns. Parents find it easy to contact teachers and school leaders if they have any queries. They are actively involved during national events and celebrations.There are established partnerships with local schools through the CBSE network, with some opportunities for staff to observe best practices. There are limited links with local charities and voluntary organisations, although community links and international partnerships are underdeveloped. Destination data is not used as effectively as it could be to support the decisions and future wellbeing of current students.	
Governance	Acceptable
<ul style="list-style-type: none">The governing board is now well-established and is representative of the stakeholders in the school, including staff and student representatives. Governors offer a wide range of relevant skills. There is a designated governor with oversight of safeguarding and inclusion. Most governors visit the school regularly. Governors have a good grasp of the school's key priorities, particularly concerning the financial challenges of the operating environment and	

**School Performance Review of Indian Excellent Private School
20 to 23 January 2025**



the community served. They support recruitment processes and have some involvement in supporting and checking the school's work. There is some engagement with parents through surveys. There is not sufficient impact on ensuring that identified areas for improvement are addressed promptly.

Management, staffing, facilities and resources

Acceptable

- The school's daily procedures and routines are effective and the school runs very smoothly. Timings throughout the school day do not consistently maximise teaching times, especially the timing of the last lesson during the day. Teaching time for Arabic is below the recommended level. While the school is, overall, adequately staffed and staff stability has improved recently, there are too few teachers deployed to teach Arabic, Islamic education and PE. This leads to the routine and unsatisfactory practice of doubling or trebling the size of teaching groups. There is no dedicated laboratory attendant. In general, staff are deployed effectively, although the number of teaching periods allocated is high so subject leaders have no opportunity to monitor or support colleagues. The school occupies a relatively small site with limited scope for further development, although available outdoor space is used well. Some teaching spaces remain rather cramped and these impact learning to some extent. Prayer facilities are restricted. There are sufficient specialist teaching areas to meet current needs. There is no wheelchair-accessible toilet. Premises are maintained well and at a high level of cleanliness. While the necessary course books are available, the overall level of resources available to support learning is restricted, although the KG provision and environment are well-resourced. The library stock in both Arabic and English is limited and narrow in range. There is restricted access to laptops and devices to support learning and skill development in lessons.

Areas of Strength:

- The structure, commitment and potential impact of the governing body.
- The school's engagement with parents.

Areas for Improvement:

- The commitment of senior leadership to effect timely and necessary improvements.
- The opportunities for Middle school leaders to discharge their responsibilities, support colleagues and raise achievement.
- The self-evaluation process, the accuracy of the judgements made, and the effectiveness and impact of school-improvement planning.

**School Performance Review of Indian Excellent Private School
20 to 23 January 2025**



هيئة الشارقة للتعليم الخاص
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**School Performance Review of Indian Excellent Private School
20 to 23 January 2025**



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 3 Arabic language teachers across Grades 1 to 9, giving a teacher-to-student ratio of 1:259. There are no assistants.
- There is one library in the school. The library contains 360 Arabic books, including 146 fiction books and 214 non-fiction books. Students visit the library exclusively for English reading sessions, with no designated time allocated for reading Arabic books. Additionally, there is no system in place for borrowing Arabic books from the library.
- Classrooms lack books and resources in Arabic to encourage reading, and no technological devices or online resources are made available to students for reading purposes.
- The school engages students in internal reading competitions and encourages them to share general information and deliver speeches during the morning assembly. Students have also participated in speech competitions held at ASPAM School.

The school's use of external benchmarking data

- In compliance with SPEA requirements, the school ensures that all eligible students participate in CAT4, PISA international assessments, external IBT and ASSET benchmark tests. Results indicate that less than three-quarters of students attain levels at least in line with national and international standards.
- The school has a National Agenda plan. Students and parents are kept informed about processes and preparations through workshops and seminars explaining international and benchmark assessments, their value and importance. Students are prepared through examination style questions at the end of most lessons for all assessments. The concepts are included in the curriculum itself, and teachers are trained to adapt to the new components in the curriculum.
- The school keeps students and parents informed about all test results through parent-teacher meetings, workshops and newsletters. The result is shared with parents and students are awarded certificates.

Provision for KG

- There are 5 classes in KG1 and 6 in KG2 with a total of 263 children. There are 11 teachers and 2 assistants, with a teacher-to-child ratio of 1:24.
- The classrooms allow free movement and are free from any hazards. The furniture is of an appropriate size for young children. The classrooms have literacy corners, numeracy corners and creative areas. Resources are adequate and appropriate for the flow of learning. There are no technology facilities for the children.
- The outdoor environment is a safe contained play area. There is safety matting on the floor, and canopies cover the whole area. Play equipment is adequate with slides, playhouses,

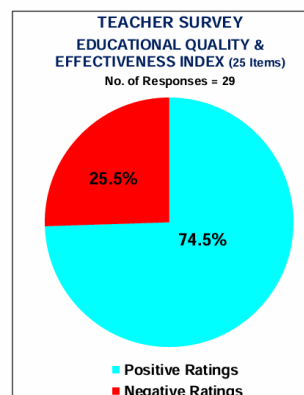
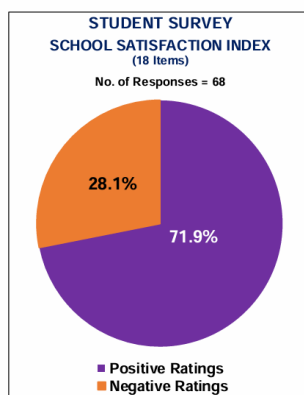
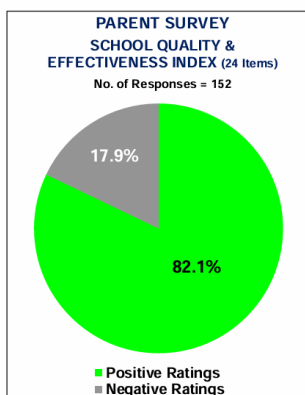
School Performance Review of Indian Excellent Private School 20 to 23 January 2025



rocking toys, a bicycle, scooter and pedal cars. Children look after the garden where they successfully grow a variety of vegetables and fruit.

- There is an Orientation Day for new parents and a Fresher's Day for KG1 and KG2 children. Parents and students come to school and introduce themselves. There is a graduation for KG2 children as they move to Grade 1. There are regular newsletters to outline coming events and to prepare parents for the transition so that they understand the transition from play-based learning to more structured academics in Grade 1. There is regular communication between parents and teachers to address concerns or questions.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise students' achievement across the curriculum in Primary, Middle and Secondary to ensure that students' outcomes are at least good by:
 - improving the level of attainment and accelerating progress in Islamic education, ASL and mathematics in Primary, Middle and Secondary.
 - increasing attainment and accelerating progress in English and mathematics in Primary and Middle.
 - strengthening literacy skills in Arabic and English, especially in writing.
 - ensuring students give greater priority to the importance of external and international examinations.
 - improving learning skills in Primary and Middle.
- Improve the quality of teaching and assessment by:
 - ensuring that teachers set a consistently high level of expectation and challenge.
 - ensuring that more effective support is provided in lessons to support those students identified as SEN and greater challenges for G&T students across the school.
 - ensuring that the marking of students' work is consistent and rigorous.
 - using assessment data to plan lessons and track students' progress.
- Improve the impact of leadership and management by:
 - ensuring that robust, valid and reliable assessment systems are implemented.
 - ensuring that senior leaders take a more proactive and timely approach to school improvement.
 - building leadership capacity through the deployment of leaders in the Middle school with sufficient time to monitor, support and develop the skills and understanding of their teaching colleagues.
 - strengthening the rigour and accuracy of school self-evaluation and school development planning.
 - reviewing the length of the school day and the daily scheduling, to maximise available time for learning, while remaining mindful of students' wellbeing.



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.