



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Progressive English School
29 January - 1 February 2024

**Overall
Effectiveness:
ACCEPTABLE**





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	School ID		175	
	School location		Al Yarmouk , Sharjah	
	Establishment date		01 Dec 1981	
	Language of instruction		English	
	School curriculum		Indian	
	Accreditation body		-	
	Examination Board		CISCE	
	National Agenda Benchmark Tests/ International assessment		ASSET, CAT4, TIMSS, PISA	
	Fee range Range AED		4,100 – 7,100 AED	
		Principal		Mrs Ishrat Yasin
		Chair of Board of Governors		Dr A S Judson
Total number of teachers		112		
Total number of teaching assistants		11		
Turnover rate		21%		
Main nationality of teachers		Indian		
		Teacher: student ratio		1:19
	Total number of students		2102	
	Total number of students per cycle		KG: 263; Phase 2: 959 Phase 3: 464; Phase 4: 416	
	Number of Emirati students		0	
	Number of Emirati students per cycle		0	
	KG: number and gender		Boys: 177 Girls: 86	
	Primary: number and gender		Boys: 505 Girls: 454	
	Middle: number and gender		Boys: 231 Girls: 233	
	High: number and gender		Boys: 213 Girls: 203	
	Nationality groups		Indian, Bangladeshi, Pakistani, Afghan, Nepali, Indonesian, Sri Lankan, Filipino, Kenyan, Burmese, Nigerian, Turkish, Ethiopian	
	Total number of students with special educational needs		19	



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
WEAK	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 185 lesson observations, 45 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is an improvement on the previous review. The school has made steady improvement, particularly in recent terms, so that most of the significant weaknesses identified by the last review have mostly been addressed. The access to new accommodation on site has helped resolve many issues with premises and curricular provision. Provision and outcomes in Kindergarten (KG) are acceptable. Students' progress across the school is acceptable. Students' learning skills are acceptable overall. Support and training for the leadership team, and external mentoring, has boosted the capacity to drive positive change. This is evident in the accuracy of school self-evaluation and in leaders' increased confidence in the monitoring and evaluation of teaching quality. Not all new initiatives are yet fully embedded and school leaders recognise that further improvements are required. Students' personal and social development is good. Assessment procedures are developing. The curriculum is acceptable. Arrangements for the protection, care and guidance of students are good, although current provision to support students with special educational needs (SEN) is limited. The learning environment is acceptable overall. Governance is now good. The school's partnership with parents is becoming increasingly effective and their engagement in the life of the school is good.

KEY AREAS OF STRENGTH:

- Students' personal and social development, their good behaviour and relationships across the school.
- The school's engagement with parents.
- The effective implementation of the expected Early Childhood Indian curriculum.
- The school's governance and capacity to improve, drawing upon effective training and partnerships.

KEY AREAS FOR IMPROVEMENT:

- The consistency of challenge in lessons for all students, especially higher-attainers, so that students' achievement is raised further.
- Ensuring that, with greater staff stability, the quality of teaching is consistently good, with more effective use made of assessment and benchmarking information.
- Improving the identification and management of students with special educational needs (SEN) and those who are gifted and talented (G&T), and the quality of support they receive.
- Ensuring that the self-evaluation document includes a rigorous summary of the progress already made and identifies the improvements and actions still required.



PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

Indicators:		KG	Phase 2	Phase 3	Phase 4
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	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
Learning Skills		Acceptable	Acceptable	Acceptable	Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable across the school. In lessons and over time, most students make the expected progress.• There are no externally benchmarked assessments in Islamic Education. Internal assessment data indicates acceptable attainment across the school. This aligns with the evidence from lessons and students' work, where most students attain in line with curriculum standards.• In Phase 2, most students can memorize Noble Hadeeth. They understand the morals of Noble Hadeeth and link what they learn with real life. Their application of Tajweed rules when reciting verses from the Holy Qur'an is less developed. In Phase 3 most students can recite short verses from Holy Qur'an with Qur'an Tajweed rules. Most students show understanding of the meanings of Holy verses. However, their understanding of the reason for the revelation for short Surah is underdeveloped. In Phase 4, most student demonstrate adequate understanding of Islamic manners and etiquettes. They can explain the concept of tolerance and identify the importance of accepting others in Islam. However, students' understanding of Islamic rules, drawing from the Holy Qur'an, is underdeveloped.• Most groups of students make the expected progress in Islamic studies, although girls make slightly better progress than boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Understanding of Islamic manners and etiquettes in Phase 4.• Holy Qur'an recitation in Phase 3	<ul style="list-style-type: none">• Students' understanding of Islamic rules, drawing from the Qur'an in Phase 4.• Students' application of Tajweed rules in Phase 2.• Students' understanding of the reason for the revelation for short Surah in Phase 3.



Arabic	<ul style="list-style-type: none">Standards in Arabic as a Second language (ASL) have improved in all phases. Students now make acceptable progress in ASL in all phases and attain at an acceptable level in lessons and in their work. Better support for reading and more access to Arabic texts is improving students' progress in reading skills. Students in Phases 2 and 3 now make more rapid progress in developing their writing skills in lessons. Students' achievement in ASL is acceptable. This aligns with internal data which shows that students make acceptable progress.There are no externally benchmarked assessments in ASL. Internal assessment data indicates acceptable attainment across the school. This aligns with what was evident in lessons and in students' work, where most students attain in line with curriculum standards.Most students in Phase 2 show an acceptable level of understanding of spoken text and they can respond accurately in listening exercises. Students' writing skills are underdeveloped in the structuring of sentences. Most students in Phase 3 demonstrate reading skills in line with the curriculum standards. Students' grammatical skills are underdeveloped. For example, most students still find re-ordering jumbled words hard and cannot quickly construct a meaningful sentence. Most students in Phase 4 can distinguish verb tenses and can use semantic skills to establish meaning without contextual cues.There are no significant differences in the achievement of groups, although Phase 4 students make slightly more rapid progress than students in other phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' progress in developing their reading skills across phases.Students' listening skills across all phases.	<ul style="list-style-type: none">Students' ability to construct more meaningful and complex sentences in Phase 2.Students' progress in developing grammatical writing skills in Phases 2 and 3.Extra-curricular links to enhance students' learning.



Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is acceptable overall. In lessons and in their work, most students make acceptable progress in all phases. This aligns with the school's internal data which shows acceptable progress overall.Overall, attainment is acceptable across the phases where social studies is taught, Phases 2 and 3. Internal assessment data at the end of the academic year 2022-23 indicates acceptable standards in Grades 3to 6. These results are reflected in the lessons seen and in students' work where most students attain in line with curriculum standards in all phases. Their recorded work is sometimes superficial in content. No external tests are taken in the subject.In lessons and in students' work, most students make the expected progress. In Phases 2 and 3, most students demonstrate secure observation and analytical skills, although occasionally at a superficial level. Students understand the interrelationships between human society and the physical environment. In Grades 2 and 3, they know about the development of transportation and power generation. In Grade 5 they understand the importance of health care and what the country provides for its citizens. In Grade 6 they understand rights and responsibility in a modern society. Students have sufficient knowledge of the history, heritage and values of the UAE. Students' written work does not always reflect this. In Grade 8, students are capable of engaging in a spirited debate about conflict resolution at international level. There is insufficient promotion of debate and interaction in many lessons.Most groups of students make acceptable progress, including boys and girls. Higher attainers do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' innovation skills and the development of projects in lessons.Students' capacity to express their opinions on social topics in debates.	<ul style="list-style-type: none">Students' understanding of concepts and terminology relevant to social studies.Students' opportunities for discussion and debate in lessonsThe quality of students' written work.



English	<ul style="list-style-type: none">• Students' achievement in English overall is acceptable, and in Phase 4 it is good. Progress over time is measured through the school's internal data and aligns with what was seen in lessons and in students' work.• Students' attainment is acceptable in KG, Phase 2 and Phase 3. It is good in Phase 4. Attainment is referenced to the school's internal assessments. It is confirmed by the last four years' results in the examinations of the ICSE and ISC, which indicate good attainment at Grade 10 and very good attainment at Grade 12 in 2023.• Most students make expected progress. Almost all enter KG with little or no English. By Phase 4 their skills and knowledge in reading, writing, listening and speaking in English are well developed. Children in KG listen attentively and follow instructions well. In Phase 2, almost all students can read fluently with a majority able to read aloud and write longer texts with confidence. Regular reading practice enables students in Phases 2 and 3 to achieve sustained accuracy and mastery of detail though the range of reading materials is limited in classrooms. They use articles correctly, select appropriate tenses, and distinguish between singular and plural. In Phase 4, students can speak with notable poise and a rich vocabulary. Students are proficient in informal conversation with adults, in presentations in assemblies, and in interacting with their peers in some lessons. In Phases 3 and 4, students' speaking skills sometimes lack suitable emphasis, expression, and intonation.• Overall students make expected progress. There is no significant difference between the rates of progress of girls and boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' reading skills in phases 2 and 3.• Students' speaking skills in phase 4.	<ul style="list-style-type: none">• Students' grammatical accuracy when writing and speaking in Phases 1 to 3.• Students' capacity to enhance their spoken English more expressively.• Students' access to a wider range of reading materials in classrooms.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. Most students make expected progress across all phases. This is fully aligned to the school's internal data and observations of students' work, where progress is judged to be acceptable across the phases.• The school's internal assessment data shows attainment as acceptable across all phases. External ICSE and ISC assessment data in mathematics shows attainment to be acceptable in Phase 4. This is reflected in lessons and in students' work where attainment is acceptable across the phases.• The majority of students make acceptable progress in mathematics. In KG, most children can name basic geometric shapes, but a minority lack the understanding of the difference between a square and a rectangle. Students in Phase 2, understand how to calculate external and internal angles of polygons. They have secure basic computational skills as they are not allowed to use a calculator. A few students lack a deep understanding of how to calculate perimeters and areas of various shapes. In Phase 3, the majority of students make acceptable progress in calculation of external and internal angles of polygons. In Phase 4 students make acceptable progress when calculating the sum in terms of geometric progressions.• Overall, most students make expected progress in mathematics. Higher attaining and lower attaining groups of students do not consistently make the progress of which they are capable due to insufficient challenge and support.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to calculate geometric progression in Phase 4.• Students' accurate calculation of external and internal angles of polygons in Phase 3.	<ul style="list-style-type: none">• Student's competency in using formulae for calculating perimeters of various shapes in Phase 2.• Children in KG accuracy in identifying different shapes.• Appropriate levels of mathematical challenge for all students, including those who are higher or lower attaining.



Science

- Students' achievement in science is acceptable overall. In lessons and in their work, students make acceptable progress in all phases. This aligns with the school's internal data which shows acceptable progress.
- Overall, attainment is acceptable. Internal assessment data at the end of the academic year 2022-2023 indicate acceptable standards across the school. The results of Grade 12 examination at the end of the academic year 2022/2023 indicate good attainment in biology and acceptable attainment in chemistry and physics. These results are confirmed in lessons and in students' work where most students attain in line with curriculum standards in KG, and in Phases 2 and 3. Most attain above curriculum standards in Phase 4 biology.
- In lessons and in students' work, most students make expected progress across KG and in Phases 2 and 3. While a few make better than expected progress in Phase 4, particularly in biology. In KG and Phase 2 the majority of students demonstrate secure observation and exploration skills. In Grade 4 they conduct experiments to distinguish substances that can dissolve in water and draw suitable conclusions. In Phase 3, most students use scientific vocabulary with increased confidence. In Grade 2, students make links to the real world as they identify the food, we get from plants such as spices and sugar with most also able to identify other products derived from plants such as oil, and medicines.
- In Phase 4, students are making increased progress in developing practical scientific skills through experimental work in the new laboratories. In Grade 11 physics, students can observe and calculate the length of the convex through experiments. Most students can calculate the focal length of the convex lenses used in spectacles, magnifying glasses and microscopes using an optical bench, a double convex lens and a half-meter scale. Across the school, students' independent investigation skills are less well developed. Students do not usually write a laboratory report following the scientific method to explain their findings, particularly in Phase 4.
- Most groups of students make the expected progress, including boys and girls. Higher achievers do not always make the progress they are capable of.

Areas of Strength

- Students' ability to make links between scientific theory and the real world.
- Students' interest and engagement in the science curriculum.

Areas for Improvement

- Students' skills in reviewing their own progress and setting their own next targets.
- Students' opportunities to hypothesise, plan, carry out and record their own experimental procedures in Phases 2 and 3.
- Students access to science laboratories to support practical work.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable in KG and in Phases 2 and 3, although more consistently good across a range of subjects in Phase 4. There are art, PE and music lessons in KG and Phase 2. IT or computer studies and PE are taught throughout the school. Economics, business, accountancy, commerce, history, geography and sociology are taught, mainly in Phase 4. There is access to Hindi, Urdu, Bengali and Malayalam language options across the school. There is minimal internal data for any of these subjects. Available tracking indicates that most students make expected progress, and this is observed in lessons, particularly in Phases 2 and 3. In Phase 4, progress in lessons is good overall.• Attainment data is not available in Phases 2 or 3 in art, music and PE. ICSE and ICE data indicates that attainment in geography, history, Bengali and Urdu is acceptable at Grade 10, while attainment in IT is good. At Grade 12, attainment in economics, commerce, accountancy, IT and Bengali is acceptable, while, in sociology, attainment is very good.• Progress in KG and in Phase 2 is not better than acceptable in music, art and PE because of the limited opportunities available for students to develop specific skills. Most students have developed acceptable IT skills but the use of learning technologies to support learning is restricted in lessons. In Phase 3, in computer application lessons, students learn to create Google sheets and the use of AI. In Phase 2, in a PE lesson, students were able to apply appropriate skills and techniques in games such as Khokho and Throw ball. In Phase 4, in accountancy, economics and sociology, students' critical-thinking skills are developed effectively, contributing to students' generally good progress in these subjects.• Overall, all groups of students make acceptable progress in KG and in Phase 2, but mostly good progress in Phases 3 and 4. Higher attaining students do not always make the progress of which they are capable.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' well-developed skills in critical thinking in Phase 4.• Students' progress in a wide range of subjects in Phase 4,	<ul style="list-style-type: none">• Provision of opportunities for higher attaining students to further extend their skills and understanding.• Students' creative skills in music and art in Phase 2.• Students' opportunities to use technologies in lessons.



Learning Skills	<ul style="list-style-type: none"> Students' learning skills are acceptable, overall, across the school. They are good in Phase 4. Students have positive attitudes towards learning. They are keen and enjoy learning enthusiastically in lessons across the school. Independent learning is not strongly promoted. Students work confidently in groups and their ability to communicate their learning coherently is evident, particularly in Phase 4. They sometimes collaborate to meet learning outcomes, although this is only occasionally evident. Students make connections between areas of learning and their awareness of the world. This is particularly evident in Phase 4. In other phases, students have fewer opportunities to expand their understanding, apply their skills and make links to the world. In Phase 4 English, students conduct research on Greek mythology. In Phase 3 mathematics, students use the formula to calculate the internal angles in a polygon. In KG2 science, children explain how a plant grows and what happens when the plant is cut. In Phase 2 science, students investigate the advantages and disadvantages of hard water and carry out simple experiments on insoluble substances. Students can carry out enquiry and research activities in Phase 4. Opportunities to carry out background research using technology in school are limited. Students' critical thinking and problem-solving skills are underdeveloped, and this is evident in lessons and students' work. These skills are stronger features in Phase 4 where the work is more challenging with, often, many links to real life situations. Innovation is less well developed in lessons than in other project activities. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> Students' positive attitudes towards learning Students' confidence when working in groups and their ability to communicate their learning coherently, particularly in Phase 4. 	<ul style="list-style-type: none"> Students critical thinking and problem-solving across all phases. Students' skills in the use of technology to support learning. Students independent learning skills



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	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Students have positive attitudes to their learning and react well to critical feedback. Positive and respectful behaviour in lessons, morning assembly and during breaks between classes ensures a consistently calm atmosphere across the school.• Relationships in all phases between students and between students and adults are positive. All students are cooperative and respectful towards each other. Students accept differences, embrace diversity and support each other.• Students are aware of healthy lifestyles and the appropriate types of food. The majority of students bring their own snacks from home while the canteen provides healthy food approved by the municipality and the school's health committee.• Attendance is very good at 96%. Students almost always arrive at school and to lessons on time. Students are aware of the need for good attendance, recognising the link between their attendance and their achievement.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students demonstrate a clear understanding of Islamic values and how they influence life in the UAE. They show respect for Islamic culture. For example, students in Phases 2, 3 and 4 attend Qur'an competitions, Phase 4 students visit the Islamic Museum in Sharjah, and all students contribute to the distribution of charity food during Ramadan.• Students are knowledgeable and respectful of the heritage and culture of UAE. They have been involved in a range of cultural activities, such as National Day celebrations, Martyr's Day, Flag Day, trips to Expo 2020, United Nations Day and Fireless favours.• Students are knowledgeable and respectful of their own and other cultures. They participate in a range of events to deepen their understanding of other cultures, including participation in Onam celebrations and a Ghandi Jayanti event.				
Social responsibility and innovation skills	Good	Good	Good	Good



<ul style="list-style-type: none">• Students from different phases understand their responsibilities as members of the school and wider community. They have participated in community cleaning initiatives and in debating competitions. They also participate in events such as cleaning Sharjah beach as part of community service.• Students in all phases show positive attitudes to work and engage in the opportunities to be innovative as they participate in projects, though mostly outside of lessons. They hold innovation exhibitions and participate in United Nations and STEAM projects. In addition, they take part in regular health awareness campaigns. Their entrepreneurial skills are less well developed.• Students are keen to preserve the environment and undertake conservation activities such as tree planting, watering the garden and holding recycling workshops.
Areas of Strength:
<ul style="list-style-type: none">• Respect for the culture and heritage of the UAE.• High daily attendance.
Areas for Improvement:
<ul style="list-style-type: none">• Students' innovation skills within lessons.• Students' entrepreneurial skills to promote their experience of economic decision making.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good

- Teachers' subject knowledge is generally sound across all phases, although their knowledge of how students learn is less consistent. Effective paired and group work for example, are not yet common features of all lessons.
- Teachers plan lessons and share clear and appropriate lesson objectives with their students with, in some lessons, differentiated assessment outcomes. Teachers use time and resources effectively. The development of general vocabulary and glossaries for specific subjects is systematic and effective.
- Teachers' expectations are higher in Phase 4 than in other phases. Relationships between teachers and students support learning effectively, and so behaviour management, when needed on rare occasions, is light-touch. Teachers use a range of questioning techniques, but open-ended questions designed to invite prediction and hypothesis are not commonly used. The learning environment is fresh and welcoming in the new building, but accommodation elsewhere is sometimes drab and overcrowded. Wall displays are of inconsistent quality.
- Teachers generally know their students well, so that they direct appropriate questions to individual students. Teachers' broader awareness of the needs of different groups of students is less well developed.
- The overuse of closed questions limits the extent to which students develop independence, their capacity to solve problems, their critical thinking abilities, and their innovative skills. Students' use of learning technologies is limited. When invited to work independently, students have notable presentation skills, communicating ideas like digital presentation software or drama. The students' project work for the recent exhibition offers further evidence of how well they work in response to open-ended tasks.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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The school has a regular and effective internal assessment in place for the core subjects. This is valid and rigorous so that teachers, students, and parents have a clear picture of students' progress and improvement over time. The school makes some use of external tests to provide benchmarking data. The validity and reliability of the data generated is impacted by the proportion of students sitting each test.



- Assessment information is not analysed and used sufficiently systematically to modify teaching and the curriculum. It is not therefore common to see differentiated tasks offered to different groups of learners in lessons, notably those students with SEN or G&T students.
- The marking of students' written work is not of a reliably consistent quality or frequency. Written comments do not always give clear guidance to students about how they can improve their work. This is also the view of 26% of those who responded to the student survey.

Areas of Strength:

- Teachers plan effectively and make effective use of time and resources.
- Teachers, students and parents understanding about progress and improvement over time using internal assessment data.

Areas for Improvement:

- Teachers' consistent use of questioning in lessons to extend and deepen students' skills and understanding.
- Teachers' consistency in marking with suitable guidance for students on how they can improve their work.
- Teachers' analysis and application of data to modify their teaching to meet the needs of all students.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> The curriculum meets the statutory requirements of the Ministry of Education and Indian examination board. The school follows the CISCE curriculum. It is broad and balanced and offers the appropriate pathways for the oldest students to choose to follow a mathematics/scientific curriculum or a business and commerce pathway. The school offers a fully compliant curriculum for each pathway. The curriculum is effectively planned to provide continuity and progression in most subjects, particularly in Phase 4. It does not always offer extended opportunities to support the learning of higher attaining students. All students from Phase 2 may opt for regular lessons in one of four Indian languages to support their home culture. Regular art and music lessons do not extend beyond Phase 2. There is a range of curricular choices for older students after Grade 10, so preparing them well for pre-university or college examinations at Grade 12. Cross-curricular links are integrated into lessons, particularly in Phase 4 for students to make links between other subjects and areas of learning, especially with Islamic values, Emirati heritage and culture. The school conducts regular reviews of the curriculum to ensure optimal provision in most subjects. For example, the KG curriculum has been considerably enhanced in the current year to ensure compliance with Early Education requirements in India, to that the needs of these children are more fully met. 				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school makes acceptable modifications to the curriculum to meet the needs of most groups of students. The learning needs of students in Phase 4 are well met. The school recognises that students with SEN are not currently supported with sufficient consistency and impact and higher attaining students are not always enabled to make the progress of which they are capable. Students participate in a range extra-curricular activities, projects and competitions that foster their personal development. These have been extended recently, since the school has acquired additional space, and with the move from a two-shift to single-shift provision. Despite projects being successfully promoted at home, there are limited opportunities for students to develop their skills in innovation and enterprise in lessons. 				



- The curriculum successfully supports students' knowledge and understanding of Emirati culture and UAE society. All teachers' planning typically indicates objectives linking to UAE society, culture or economy.

Areas of Strength:

- The range of curriculum provision in Phase 4.
- Cross-curricular links in learning, especially with Islamic values, Emirati heritage and culture.

Areas for Improvement:

- Modification of the curriculum to meet the needs of all groups of students.
- Opportunities for enterprise and innovation across the curriculum.



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

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

Indicators:	KG	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">Procedures for safeguarding are highly effective. All staff are trained in child protection policies and procedures.The school provides a safe environment in which students' positive behaviour is managed effectively. Students are well supervised, including on school transportation. The school maintains accurate and secure records, including records of incidents and subsequent actions.The premises are clean, well maintained with maintenance records in order. The premises are suitable and meet the needs of most students. The school does not have a lift to allow access for those with mobility issues to the upper floor. The school can move classes to the ground floor to facilitate students with mobility difficulty to attend lessons if necessary.The school systematically promotes healthy living through workshops, strong pastoral system, health education programmes, and daily checks of lunch boxes. The school canteen is managed by the school support staff and is hygienic. The food conforms to the Ministry regulations. A few students do not always make healthy choices.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The care and support of students is acceptable overall.Teachers promote very positive relationships with students. and apply very effective systems for managing students' behaviour. The majority of students manage their own behaviour highly effectively.The school's promotion of attendance with typical 96% attendance is very effective. However, many students revise at home in the period leading up to their Board examinations in February. Students are regularly punctual to school and lessons.The school is not effective in identifying students with SEN and G & T students. The school is currently attempting to appoint an experienced coordinator to address this issue and implement more effective systems for identifying and supporting these students.Few specialist staff are available to support SEN and G&T students through the curriculum and in lessons. Consequently, support at present is incidental rather than planned with consistency.				



- Students' well-being and personal development are monitored throughout the year in the context of the school's strong pastoral system and the attentive clinic staff. There is a yearly transition programme for students and parents when students move from KG to Phase 2, and for subsequent phase transitions. Phase 4 students benefit from some career guidance provided through strong links with local universities and the liaison provided by senior teachers in Phase 4. The school recognises that the support for the transition of the oldest students could be more systematic.

Areas of Strength:

- The school's rigorous approach to the safeguarding of students.
- Staff- student relationships and behaviour management.

Areas for Improvement:

- Suitability of premises and facilities for some students, including those with SEN.
- Guidance and support for career choices.
- The identification of and provision for SEN and G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- The leadership team, including the principal, sets an increasingly clear strategic direction and promotes a shared vision, so enabling the school to address current priorities. The past year has offered many challenges and opportunities for the school leadership, and these have been embraced in a positive spirit. Current leaders set a direction for the school which demonstrates a clear commitment to the UAE national priorities. While there is a broad commitment to inclusion, staff challenges have delayed the school's intention of improving the level of support for students with SEN.
- School leaders have a sound understanding of best practice in teaching, learning and the curriculum. Relationships and communication are professional and effective. There is good delegation of key responsibilities to enable the school to function effectively. Most staff have a secure understanding of their roles and responsibilities. Morale in the school is positive. School leaders have overseen steady improvement in the last year. This has been supported well by effective external support and by the completion of significant improvements to the school buildings. The school demonstrates sound capacity for further improvement, although some recent improvements are not yet fully embedded. All statutory and regulatory requirements are met.

Self-evaluation and improvement planning

Acceptable

- The processes for school self-evaluation have developed well in the last year and there is an accurate overview of students' achievement. Some use is made of available external data to support accurate benchmarking, although the data available to the school is, at present, limited. The recording of the school's self-evaluation judgements does not fully reflect the work which has been carried out or the progress made. The school's capacity to monitor and evaluate lessons, and support the improvement of teaching, has improved in the last year. Subject leaders are mostly effective. The school development plan, although rather lengthy, identifies appropriate, if somewhat generalised priorities.

Partnerships with parents and the community

Acceptable



- The partnership with parents has developed significantly and there is a representative Parents' Council. With additional space for events, and the move to a one session school day, the school has more capacity to engage with parents and to include them in events. The school informs and involves parents well, regarding them as partners in their children's learning. There are regular face-to-face meetings and detailed written reports termly, although these do not explicitly identify areas for improvement. There are sound systems for communicating with parents. They receive information about the curriculum, events and initiatives and in a timely manner. Parents actively support students during national events and celebrations.
- There are effective community partnerships with local social and environmental organisations, sports clubs and charities. The significant development in the last year has been the establishment of highly effective partnerships with two successful local private schools. This has underpinned much of the training and support the school has received. It has included inter-school visits, mentoring at leadership and departmental level and the building of new links between subject leaders, senior leaders and students. Other partnerships exist through the Indian community groups.

Governance

Good

- The school's Governing Board is well-structured and proactive, including parental representatives, other educationalists, students and representation from the owners. This is a proactive group with a close knowledge of the school's circumstances. There are well-developed channels for parental views to be shared through surveys and meetings. Board members have become increasingly effective in holding school leaders accountable as the school has sought to improve practice and provision in the last year. The Board has also facilitated significant investment in the school facilities over the year.

Management, staffing, facilities and resources

Acceptable

- Day-to-day management is efficient. Lessons, activities and school transport arrangements run very smoothly. Staff have access to good training opportunities to improve their skills and effectiveness, although staff turnover impacts upon the long-term effectiveness of the school's input. The school premises provide some high quality recently constructed accommodation, with specialist provision for KG, three new laboratories, a computer room and libraries. The remaining older sections of the building are less spacious, with relatively small and cramped classrooms and a less inspiring learning environment. The outdoor area for sport is limited in size but is well used. Resources to support teaching and learning are limited in some subjects, although further investment has been allocated to enhance book stocks and students' access to technology.

Areas of Strength:

- The willingness of senior and middle leaders to embrace change.
- The school's capacity to improve, drawing upon effective training and partnerships.



- The level of staff training provided.
- The support and engagement of the Governing Body.

Areas for Improvement:

- Embedding skills in the monitoring of teaching across the full leadership team.
- Building on recent progress to reduce crowded classroom conditions and improve resourcing.
- The provision made by the school to support students with diverse learning needs.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are nine Arabic teachers across the school. The ratio of teachers to students is 1:28, with one head of the Arabic department and one supervisor.
- The library room is newly constructed and contains 183 fiction and 200 non-fiction books. These are relatively low numbers.
- In the classroom, teachers use limited resources like projectors to display stories and pictures. Other reading books in Arabic are limited.
- Extra curricula activities have been implemented in the school. These include participating in reading challenge competitions, weekly Arabic broadcasts in the morning assembly and participation in calligraphy competitions to improve students' Arabic writing skills.

The school's use of external benchmarking data

- All Grade 4 and 8 students sat TIMSS in 2023, and all students born in 2006 sat PISA examinations last year: the school is waiting on the results in 2023-24, 47% of students in grades 3,4,6 & 8 undertook ASSET tests in 2023-2024, and these are still in process. In 2023, 61% of students in grades 5,7 & 9 sat CAT4 tests. The results were received in December 2023. There are financial constraints as to the number of students who can access external tests. Very small numbers (between one and six) sit ACER and IBT. The school has done both since 2021. The results are acceptable but, consequently, of limited use for formative purposes. The school proposes to discontinue these tests.
- The school is preparing students to sit the ASSET tests. This is partly through practise on past papers, but also through incorporating into the school curriculum daily ASSET-style questions. In mathematics, they have extended opportunities to apply knowledge they already have, and this encourages the kind of innovation and problem-solving skills the school values highly.
- All results of external tests are shared with students and parents.

Provision for KG

- There are ten teachers in Kindergarten (KG), giving a ratio of teachers to children of 1:14 approximately. There are 10 teachers' assistants, one head of department and a nurse.
- The KG building is newly constructed. The indoor learning environment includes a multi-purpose room with a range of interesting centres, a library corner stocked with age-appropriate English books, colourful classrooms to appeal to young learners as well as a clinic.
- The outside space includes a shaded play area. Children also have supervised access to the gardens.
- Before children join the school, there is an orientation program for parents, including a classroom tour, curriculum overview, and explanation of the teaching approach and policies. This information is shared with parents in group sessions based on their children's assigned classrooms. Additionally, KG2 and Grade 1 teachers collaborate to ensure a seamless transition of children to Phase 2. The parents' meeting occurs one week before the start of

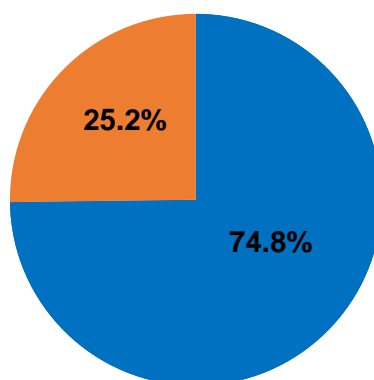


the new academic year and an email with a presentation provides detailed information for parents who cannot attend.

VIEWS OF PARENTS

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

No. of Responses = 746



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement in all subjects and phases by:
 - making more effective use of data in the planning of lessons so that activities are differentiated with greater precision.
 - making greater use of available data to benchmark students' performance.
 - ensuring that monitoring by middle and senior leaders provides greater challenge for teachers to move students' learning on.
 - exploring opportunities to develop creative subjects, such as art and music, more effectively for students in Phases 2 and 3 and opportunities for innovation and enterprise in lessons in all phases.
- Raise the quality of teaching by:
 - ensuring that teachers consistently use assessment data to plan and to deliver lessons that cater for the needs and abilities of all groups of students, including SEN and G&T students.



- making more consistent use of questioning in lessons to extend and deepen students' skills and understanding.
- encouraging more oral interaction in lessons so that students build confidence in expressing and deepening their understanding. and gain confidence in defending their ideas and opinions.
- ensuring that students' written work is marked with greater rigour so that they have clear guidance on what they need to do to improve.

- Improve the identification and support of students with SEN and G&T students by:
 - strengthening the leadership of the provision for students with SEN through the appointment of an experienced coordinator.
 - ensuring that there is an audit of current SEN students' needs and that students' specific individual needs are identified accurately and provided with appropriate support.

- Improve leadership by:
 - building further upon the skills of leaders at all levels to monitor and improve teaching.
 - ensuring that school self-evaluation provides a clear picture of the progress made in addressing weaker aspects and the tasks which remain to be achieved.



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.