



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR) | Report

SPRING DALE INDIAN SCHOOL LLC  
29 January - 1 February 2024

**Overall  
Effectiveness:  
ACCEPTABLE**





## TABLE OF CONTENTS

<b>PURPOSE AND SCOPE .....</b>	<b>3</b>
<b>THE SCHOOL PERFORMANCE REVIEW PROCESS .....</b>	<b>4</b>
<b>SCHOOL INFORMATION .....</b>	<b>6</b>
<b>THE SCHOOL PERFORMANCE REVIEW FINDINGS .....</b>	<b>7</b>
<b>Performance Standard 1: Students' Achievement .....</b>	<b>8</b>
<b>Performance Standard 2: Students' personal and social development and their innovation skills .....</b>	<b>17</b>
<b>Performance Standard 3: Teaching and assessment.....</b>	<b>19</b>
<b>Performance Standard 4: curriculum .....</b>	<b>21</b>
<b>Performance Standard 5: the protection, care, guidance and support of students.....</b>	<b>23</b>
<b>Performance Standard 6: Leadership and management.....</b>	<b>25</b>
<b>ADDITIONAL FOCUS AREAS .....</b>	<b>27</b>



## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

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

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

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

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



## Judgements

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




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

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

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



## SCHOOL INFORMATION

School	School ID	125	
	School location	Al Azra, Sharjah	
	Establishment date	1991	
	Language of instruction	English	
	School curriculum	CBSE	
	Accreditation body	-	
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	ASSET 3-9 Mandatory	
	Fee range	4850-6450 AED	
		Principal	Shyla John
		Chair of Board of Governors	Jasan Deep Singh & Gurminder Singh
Total number of teachers		50	
Total number of teaching assistants		5	
Turnover rate		40 %	
Main nationality of teachers		Indian	
	Teacher: student ratio	1:20	
	Total number of students	1001	
	Total number of students per phase	KG:144 Primary: 433 Middle: 326 High: 98	
	Number of Emirati students	0	
	KG: number and gender	Boys: 84 Girls:60	
	Primary: number and gender	Boys: 235 Girls:198	
	Middle: number and gender	Boys: 181 Girls:145	
	High: number and gender	Boys:49 Girls:49	
	Nationality groups	1. Pakistani 2. Afghani	
	Total number of students with special educational needs	0	



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers, 139 lesson observations, 42 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. The principal, the new vice principal and teachers are committed to further improving the school and have set a clear direction. The achievement of students is acceptable overall. Achievement in Islamic Education is good. In Arabic, social studies, English, mathematics and science, achievement is acceptable and in the High phase in English and mathematics achievement is good. Students' personal development is acceptable both for boys and girls across phases. Teaching, assessment and the curriculum are acceptable. Teachers do not use assessment information precisely enough or adapt the curriculum sufficiently to improve all students' achievement. The school environment is generally supportive of students' welfare with adequate attention paid to health and safety. The school maintains positive relationships with parents and communicates with them regularly. School leaders identify that accommodation and learning resources to enhance and accelerate students' learning require improvement.

#### KEY AREAS OF STRENGTH:

- Students' achievement in Islamic Education in all phases and in English and mathematics in High.
- Student's positive attitudes and responsible relationships with one another and school staff.
- The school's positive relationship with parents.
- The commitment of leaders and teachers to supporting the school community.

#### KEY AREAS FOR IMPROVEMENT:

- Students' achievement in all subjects.
- Teaching and the use of assessment to enable all students' effective learning.
- Leadership and management to accelerate school improvement.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is good in Primary, Middle and High.</li><li>• In lessons and the work seen, most students make good progress across Primary, Middle and High. This matches with the school's internal data in High but not in Primary and Middle where the school considers progress is very good. Students' progress overtime is noted as outstanding for all students. The school has evaluated its achievement as very good overall.</li><li>• No external assessment data is available for Islamic Education.</li><li>• Across Primary, Middle and High, most students make better than expected progress as seen in their work and in lessons in relation to learning objectives aligned with the expected curriculum standards.</li><li>• In Primary, the majority of students demonstrate secure knowledge of the law of worship and perform the five daily prayers. Their ability to apply and explain the impact of congregational prayer is less developed. In Middle the majority of students show secure understanding of Islamic values and principles. They can explain the importance of patience and gratitude and discuss the impact of observing Allah (SWT) on sincerity in worshipping. Their ability to deduce the lessons from the Noble Hadeeth is less secure. In High, most students show secure understanding of the scholar effort in observing the prophet's Seerah. Students memorising of the Holy Qur'an verses is strong but their ability to distinguish the types of Surah is less secure.</li><li>• All groups of students make better than expected progress overall.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' memorising of Holy Qur'an verses.</li><li>• Students' understanding of Islamic values.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to distinguish the types of Surah.</li><li>• Students' understanding of Noble Hadeeth.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a Second Language (ASL) is acceptable overall. The school's internal data shows that students make very good progress over time. This does not match with what is seen in lessons and in students' work where students make acceptable progress.</li><li>• No external assessment data is available for Arabic.</li><li>• In lessons and in students' books, most students in Primary, Middle and High attain in line with the curriculum standards. In Primary, students can recognise and read letters and pronounce familiar words. Their ability to make distinctions between singular and plural and opposites is less developed. In Middle, students can read short, prescribed text in context and are able to distinguish between tenses. In High, students' listening and speaking skills develop competently. Their ability to change nominal sentences into verbal sentences using the correct grammar is less secure. Reading and writing skills are less developed across all phases.</li><li>• Most groups of students make expected progress overall. Lower attaining students do not always make the progress of which they are capable.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' listening and speaking skills in Middle and High.</li><li>• Students' ability in distinguishing between present and past tense in Middle.</li></ul>	<ul style="list-style-type: none"><li>• Students' reading and writing skills across all phases.</li><li>• Students' ability to distinguish between singular, plural and opposites in Primary.</li><li>• Student's sentence structure and use of correct grammar in High.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies in Primary, Middle and High is acceptable overall. The school's internal data shows that students' progress overtime is outstanding. This does not match with what is seen in lessons and in students' work where students make acceptable progress to attain in line with curriculum standards.</li><li>• The school has no external data for social studies.</li><li>• In Primary, most students demonstrate a clear understanding and awareness of their own cultures. They provide information about the famous places, traditional food, and dress of their countries. Their understanding of other world cultures is less secure. In Middle, most students show acceptable knowledge about the importance of trade and the difference between over land and over sea trades. Their map reading skills are less developed. In High, most students are well informed about the personal information of Sheikh Zayed bin Sultan Al Nahyan (RIP). They know about his life but are less confident about the contribution he made towards the development and prosperity of UAE and its society.</li><li>• All groups of students make expected progress overall.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge and awareness of their own cultures in Primary.</li><li>• Students understanding of the importance of global trade in Middle.</li></ul>	<ul style="list-style-type: none"><li>• Students understanding of other world cultures in Primary.</li><li>• Students understanding of the contribution of Sheikh Zayed in UAE society in High.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is acceptable overall. Students make acceptable progress overall as seen in lessons and their work with good progress in English in High. This does not align with the school's internal data which shows that students' attainment is good in KG and acceptable in Primary, Middle and High with very good progress in KG, good progress in Primary and High and acceptable progress in Middle.</li><li>• In external CBSE tests held in 2023, students' attainment is acceptable. Most students attain levels that are in line with CBSE national standards. While in ASSET tests from Grade 3 to 9, students' achievement is weak. This does not match with what was seen in lessons or students' work which shows that most students attain in line with curriculum standards and make acceptable progress over time.</li><li>• Most students develop English language skills, in listening and speaking, reading and writing that are in line with curriculum expectations. KG children can use phonics, when reading and writing letters, words and short sentences. They can decode words and combine them to read accurately. Primary students read about an amazing zoo and draw on previous learning about animals in social studies to inform discussion. Middle school students listen carefully but their speaking skills lack confidence, for example when reciting poetry. Their handwriting is generally neat and legible but content in different genres has a limited vocabulary and weak sentence formation. In High, students apply their knowledge and understanding to real-life situations for example when writing about how to become a scientist. They communicate ideas well with one another when working collaboratively.</li><li>• All groups of students make similar rates of progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' communication skills in High</li></ul>	<ul style="list-style-type: none"><li>• Students' writing skills including vocabulary and grammar across the school.</li><li>• Student's speaking skills in Primary and Middle.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is acceptable overall. In lessons and in their work, most students make acceptable progress in KG, Primary and Middle and good progress in High. This does not match with the school's internal assessment data which shows that students' attainment is very good in KG and Middle, good in Primary and weak in High. This is not evidenced in lessons or students' work where most children and students across the school attain in line with curriculum standards. Progress overtime is very good in KG and Primary, good in Middle and acceptable in High.</li><li>• Grade 10 CBSE external national benchmarking results indicate weak attainment and ASSET assessment results show weak attainment from Grade 3 to 9.</li><li>• In lessons, children in KG can identify the mathematical symbol for addition and add single-digit numbers accurately in their exploration of numbers and quantity. The lack of suitable manipulative materials results in a few children being unable to understand the concept of addition. In Primary, students develop their knowledge and understanding of standard measures in real-life situations and can measure the length of a variety of objects, using a scaled ruler. Students in Middle learn about space and shape by exploring the characteristics of quadrilateral shapes and can identify their components but not all students can identify angles accurately. In High, students develop their mathematical thinking in their exploration of quadratic equations, and they can solve them through factorisation. They link the equations to real-life calculations. Overall, students' ability to apply their mathematical knowledge to real-life contexts is underdeveloped in Primary and Middle.</li><li>• All groups of students make the expected progress. In Middle and High, girls make better progress than boys. Higher and lower attaining students do not always make the progress of which they are capable.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding and knowledge of algebraic formulae in High.</li><li>• Students' knowledge of space and shape in their study of quadrilaterals in Middle.</li></ul>	<ul style="list-style-type: none"><li>• Students' use of practical materials in the exploration of number and shape in KG.</li><li>• Students' understanding of the basic concepts of angles in their study of shapes in Middle.</li><li>• Students' ability to apply their mathematical knowledge to real-life contexts in Primary and Middle.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable overall. Overall, in lessons and over time most students in all phases make acceptable progress. This does not fully match the school's internal data which shows that students make good progress in KG, Primary and Middle, and acceptable progress in High. Progress overtime is good in all phases and acceptable in High.</li><li>• The school's internal assessment data shows acceptable attainment in KG and good in all other phases. This is not seen in lessons and in students' work, where most students attain in line with curriculum standards in all phases. External CBSE examination data for Grade 10 shows attainment is weak. ASSET exam data shows weak attainment from Grades 3 to 9.</li><li>• In lessons, students make acceptable progress in all phases. In KG 2, children can explore and observe their surroundings, name the different community helpers and explain their role. In Primary, students develop their understanding of the composition of air and the percentages of different gases. A minority of students struggle to make a distinction between breathing in plants and human beings. In Middle, students can differentiate between the battery and the cell. Students' lack sufficient experimental and practical skills particularly in Middle and High. Few can link to real-life situations by providing examples about the conversion of energy from one type to another. In general, across the school, students develop an adequate understanding of the basic scientific terms and concepts in physical and earth science. In Grade 10, chemistry lessons, students demonstrate understanding of the characteristics of pure substances and mixtures,</li><li>• Overall, all groups of students make similar rates of progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students understanding of the basic scientific concepts in physical and earth science across the school.</li><li>• In KG children's ability to explore and observe their surroundings and to make conclusions.</li></ul>	<ul style="list-style-type: none"><li>• Students' experimental and practical skills, particularly in Middle and High.</li><li>• Students' ability to link scientific learning to real life situations in Middle.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>Students' achievement in other subjects is acceptable overall. The school's internal assessments show good achievement in computer studies and art. In lessons and students' work, most students attain in line with curriculum standards. In Hindi and Urdu, students' progress is weak in Primary and Middle, and acceptable in High. In Indian social studies students make acceptable progress across Primary, Middle and High.</li><li>There is no external data for other subjects. In lessons and in students' work, most students attain in line with curriculum standards in moral education, physical education (PE), information and communication technology (ICT) and art in Primary. In Indian social studies, ICT and CBSE Grade 10 external national examination students' results were acceptable.</li><li>Not all students across the school develop adequate skills in ICT to search the internet and find information. Students' theoretical knowledge and use of ICT is underdeveloped, particularly in Middle.</li><li>In KG, children can draw with prompts. In PE they do balancing acts with a rhythm. In Primary and Middle from Grades 1 to 8, students observe objects and draw sceneries and portraits. Students generally show limited drawing skills and application, particularly in Middle. In PE, students learn footwork, flexibility, ball control, climbing, balancing, and team spirit.</li><li>All groups of students make similar rates of progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' skills in PE across the school. <del>in Primary, Middle and High.</del></li></ul>	<ul style="list-style-type: none"><li>Students drawing skills and application in Middle.</li><li>Students' theoretical knowledge and use of ICT, especially in Middle.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are acceptable overall. They are better in High in English and mathematics as students enjoy learning and have positive attitudes. Most students take responsibility for finishing tasks but do not consistently take responsibility for following their own ideas and learning independently.</li><li>• Students work productively, sometimes collaboratively in groups to develop and share ideas in most subjects. They can work without intervention for a short duration. Students in High are confident speakers, and they communicate their learning effectively in English.</li><li>• Students make a few connections between subjects and demonstrate their understanding of the world. For example, Grade 5 students learn about conversion of energies and make relevant real-life links. In Grade 10 English, students make relevant links between social problems and economic reforms with reference to UAE and India.</li><li>• Critical thinking, problem solving, research, enterprise and innovation skills are less developed, and most students find it difficult to work independently.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' positive attitudes, productive working and communication skills, notably in High.</li></ul>	<ul style="list-style-type: none"><li>• Student's ability to make coherent links across subjects for understanding of the world.</li><li>• Students' critical thinking, problem solving, innovation and enterprise skills, and ability to work and research independently.</li></ul>





## PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

Indicators:	KG	Primary	Middle	High
<b>Personal development</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>

- Students generally demonstrate responsible attitudes and develop self-reliance in their classes and across the school. They respond well to staff instructions and feedback.
- Students across all phases demonstrate acceptable behaviour in lessons and outside. Most students are clear about the school's behaviour policy, resulting in few bullying incidents. Positive behaviour prevails throughout the school but is more evident in the girls' section.
- Across all phases, relationships between students and teachers are based on mutual respect. Students appreciate the similarities and differences in nationalities as the school community comprises students from Pakistan, Afghanistan and India who respect and cooperate well with each other.
- Students are developing an adequate understanding of the importance of staying fit and eating healthily. Most participate in daily exercises in assemblies except for very few PE lessons for girls. Students generally know what constitutes healthy and unhealthy food choices, but this does not dissuade them from eating junk food and unhealthy snacks.
- Attendance at 92% is acceptable but there are issues of punctuality with a minority of students coming late in private vehicles.

<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
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- Students across all phases demonstrate clear appreciation and understanding of Islamic values and practices. They know about the influence of Islamic values on their life and its effect on the UAE society. This is evident in the Islamic Education lessons and in activities where students recite Qur'an and Noble Hadeeth in assemblies on a daily basis. They celebrate significant Islamic events like Haj, Eid and Ramadan with enthusiasm.
- Students demonstrate basic knowledge of heritage and culture of the UAE. They celebrate National Day, and Flag Day, acknowledging the role and contribution of leadership of the UAE in the country and globally.
- While students exhibit a basic understanding of their own culture, their understanding and exposure to other world cultures is limited. The students' council is planning to celebrate international cultural day, where they can learn about diverse food and varied traditions.



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"><li>• Students participate in initiatives within the school and broader communities, showing awareness of their responsible roles in society. They engage in charity drives and visit labour camps during Ramadan. They respond willingly to whatever opportunities are provided in the school.</li><li>• Students generally exhibit a responsible approach to their work. Innovation, enterprise, and entrepreneurship are underdeveloped features of students' learning and skills development.</li><li>• Students understand the importance of environmental sustainability. They take care of the school environment and classrooms are clean. The members of Environmental and Nature Clubs take part in environmental projects like planting the school garden.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Students' appreciation of the role and values of Islam in UAE community.</li><li>• Students' positive and responsible relationships and attitudes.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Student's punctuality, particularly to assembly.</li><li>• Students' innovation, enterprise, and entrepreneurship skills.</li><li>• Students' understanding of other world cultures.</li></ul>				



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>Most teachers demonstrate secure knowledge of their subjects. Not all teachers understand how children and students learn best, particularly in KG where teaching does not involve children in initiating their own learning sufficiently well.</li><li>Lesson planning is systematic but lacks sufficient detail. The learning environment, teachers' time management and the use of resources are acceptable overall but variable. Student resources are limited, most lessons are teacher-led, and class-centred. Teachers share learning outcomes with students. In KG, the lack of learning resources and practical play opportunities results in children rarely learning through play and discovery.</li><li>Teacher and student interactions are good. Teachers overuse closed questioning, accept students answering in chorus and do not always check for understanding. As a result, students' responses are short and there are limited opportunities for discussion and dialogue.</li><li>Teachers enable most students to achieve acceptable learning but the approaches they use do not consistently meet the needs of different groups of students. Differentiated tasks provided in the planning for students of varying ability are not always implemented consistently or effectively in lessons.</li><li>Teachers' plans include activities to develop students' critical thinking, problem-solving, innovation and independent learning skills. Nevertheless, these activities are not always implemented consistently in lessons. The predominance of closed questioning results in limited opportunities for students to develop higher order skills.</li></ul>				
<b>Assessment</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>Internal assessment processes are consistent and carried out regularly across all phases. Assessments are appropriately linked to the school's curriculum and are reviewed annually.</li><li>The school benchmarks academic outcomes against appropriate external and international expectations.</li><li>The school administers the mandatory CBSE and ASSET external international tests. While results are accurately collated, the school's benchmarking analysis is not reliable and does not present a clear enough picture of students' achievement.</li><li>The school undertakes an analysis of data, but the findings lack accuracy and are of limited use to inform teaching and the curriculum. Teachers rarely adapt their plans effectively to challenge and support students' individual learning needs.</li></ul>				



- Teachers' use of strategies and tools in the assessment of students' skills is underdeveloped. Most teachers mark and check students' work. Formative feedback is not routinely provided to develop and progress students' achievement.

**Areas of Strength:**

- Teachers' subject knowledge.
- Teachers' interactions with students.

**Areas for Improvement:**

- Teachers' approaches include the style of questioning and use of resources to meet the learning needs of all students and engage them fully in effective learning.
- Teachers' use of reliable assessment data to plan lessons that ensure students are supported and challenged in their work and given effective feedback to maximise their achievement.
- Teachers' promotion of problem-solving, innovation and independent learning in lessons to promote students' higher order thinking skills.



## PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>

- The curriculum is reasonably broad and balanced. It follows the statutory requirements of the CBSE curriculum and MoE guidelines. It develops students' knowledge, although with too little emphasis on the development of skills.
- The curriculum is planned to provide continuity and progression in most key subjects. Students are adequately prepared for the next stage in most, but not all subjects. For example, in Arabic many new students join the school at different stages of learning Arabic, with gaps not always closed.
- Older students are provided with limited choices to nurture their talents and interests. Options in languages are Hindi or Urdu, along with other core subjects including English, mathematics and computer studies. Art is offered from Grade 1 to 8 and PE to all except female students. Apart from the Environmental and Natural Club there are no other extra-curricular clubs.
- Across the school, the curriculum generally incorporates opportunities for students to make appropriate links between areas of learning. There are some relevant links made in lessons, for example, between English and science and KG and social studies along with real-life links to UAE. These are not consistent across subjects and phases.
- The school conducts periodic reviews to ensure adequate provision and has made participation of all students in national benchmarking tests like ASSET mandatory.

<b>Curriculum adaptation</b>	<b>Weak</b>	<b>Weak</b>	<b>Weak</b>	<b>Weak</b>
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- The school does not sufficiently look at ways in which the taught curriculum can be modified to better meet the needs of different groups of students. The curriculum does not cater to the needs of students with SEN and G&T students.
- Students have few opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution. Some students are members of the Environmental and Nature Clubs and take part in environmental projects such as planting the school garden. There are few productive links with local and wider communities. As a result, the taught curriculum is unimaginative and does not offer students sufficient opportunities to show independence and take appropriate ownership of their own learning. This is particularly so in KG and primary.
- The curriculum provides some opportunities to help students understand UAE culture, society and values. Lesson planning makes relevant references to the UAE, but these are not fully integrated into the curriculum.



<b>Areas of Strength:</b>
<ul style="list-style-type: none"><li>• Successful in engagement of Middle and High students in environmental projects.</li></ul>
<b>Areas for Improvement:</b>
<ul style="list-style-type: none"><li>• The development in the curriculum to meet the needs and aspirations of all students including students with SEN and G&amp;T students.</li><li>• The modification and extension of the curriculum to widen opportunities for students to engage in activities that promote enterprise, innovation, creativity and their social contribution.</li><li>• The building of purposeful partnerships with other schools and the local and wider community to enhance students' academic and personal development.</li></ul>



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

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

Indicators:	KG	Primary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"> <li>• Formal procedures for safeguarding are adequate. Most staff, students and parents are aware of the child protection policy which is communicated periodically to all. Bullying is rare and incidences effectively handled by staff.</li> <li>• The school provides a safe and hygienic environment. Students are supervised effectively during the school day and on school transport.</li> <li>• The school conducts fire drills annually and arranges training from Civil Defence. The school has an accurate central register of all adults working in school who are thoroughly vetted. The school maintains medical records of all students including regular height and weight measurements. Medical staff share information with staff in the school to ensure students health and welfare. The clinic has a system where data is stored, which complies with the school's medical policies.</li> <li>• All records of health and safety and maintenance are accurately filed, and a budget allocated for any remedial work. Cleanliness is maintained and a supervisor given clear management responsibility for this. Records of all incidents concerning students are strictly maintained.</li> <li>• Some parts of the buildings, play areas and laboratories need maintenance. The campus is not inclusive for all students, especially those with limited mobility. There are no accessible toilets at the school, or ramps at access points. The building does not provide appropriate access for students, staff or parents with limited mobility to the higher floors. The buildings, premises and equipment are gradually being upgraded. Currently, the classrooms are cramped for the number of students.</li> <li>• The school promotes healthy living. Students' wellbeing is regularly monitored by the school nurse who advises students on healthy eating. Students are informed about a healthy diet although their food habits are not monitored closely. As a result, a large majority of students bring in unhealthy food as snacks and for lunch. There is only one PE teacher in the school, and regular weekly lessons are not always accessible to students. There is no regular PE for girls from Grade 5 to 10. Appropriate measures are taken to provide reasonable protection from the sun, including shading and ready access to fresh drinking water.</li> </ul>				
<b>Care and support</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"> <li>• Relationships between teachers and students are positive and support a healthy working environment and student wellbeing in most lessons. Classroom management is in place to ensure that students' behaviour is managed adequately throughout the school. In most</li> </ul>				



lessons, there is mutual respect between the students and staff. The school has developed an adequate strategy for the promotion of better attendance, but this is still not a strong feature of the school. Attendance at 92% is acceptable with a minority of students not observing punctuality.

- Stringent procedures are in place, but these are not having the necessary impact in promoting punctuality or attendance. Parents are contacted in the event of student absences, but this approach is still not impacting fully in improving attendance. A minority of students who arrive by car are often late and the school is working with parents to address this issue, which is a priority for the school.
- The school's policy does not accept SEN students. Consequently, the school does not identify or support potential students. It does not have a clear written policy for the identification of G&T students. Teachers consider high attainers as G&T students, offering them some support in lessons.
- The school held a workshop for Grade 10 students on career guidance, last year. Induction of parents and orientation of new students is done periodically, and support provided to students during transition from KG to Grade 1, and into different phases.

#### **Areas of Strength:**

- Effective student supervision, including in school transport, and during break times.
- Positive relationships between teachers and students help create a healthy working environment in most lessons.

#### **Areas for Improvement:**

- The regular raising awareness about child protection policy and practice and training as required among all stakeholders.
- The continued enhancement of school buildings and facilities to ensure a safe and inclusive school environment and one conducive to effective learning for all students.
- The promotion of students' safe and healthy lifestyles.
- Students' punctuality in the morning, especially to assembly.
- Identification and support for students with SEN and G&T students, inside and outside lessons.





## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

### Indicators:

#### The effectiveness of leadership

**Acceptable**

- Most leaders, including the principal, are clear about the direction of the school and the further improvements required. All staff show commitment to the UAE and Sharjah vision and are aligned to the CBSE priorities. The commitment to inclusion is not yet reflected in the support for SEN and G&T students.
- The role of middle leaders and their accountability for the performance of students in their subjects is not clearly defined. Morale throughout the school is positive as all staff are working for the school community.

#### Self-evaluation and improvement planning

**Acceptable**

- Under the leadership of the principal and the vice principal, some improvement is evident and is based adequately on self-evaluation. There is no consistent improvement across all subjects and phases and insufficient monitoring of teaching and learning. Although the school's improvement planning is linked to the previous review there is inconsistency in detailing clear accountability and realistic timelines for actions to be taken.

#### Partnerships with parents and the community

**Good**

- Parents feel welcome and are fully involved in school events and in their child's education. Regular parent surveys provide suggestions and feedback about school improvement. Regular opportunities enable parents to meet with teachers both at formal meetings and informally on request. Any concerns are handled professionally and quickly. Reports that include test results are sent regularly to parents. Induction and orientation meetings help parents understand new arrangements and support their children to settle with a new teacher. The school links closely with local, national and international organisations undertaking conservation and sustainability projects. They link with other CBSE schools to share professional growth and best practice.

#### Governance

**Acceptable**



<ul style="list-style-type: none"><li>The governing body has regular communication with the senior leadership team and ensures basic resources are available for the school curriculum's implementation. It has some impact on the overall performance of the school. Parents, teachers and students have a voice in the management of the school and are involved in decision making.</li></ul>	
<b>Management, staffing, facilities and resources</b>	<b>Weak</b>
<ul style="list-style-type: none"><li>Systems ensure statutory requirements are met. Teaching is monitored for its impact on student achievement, ensuring adequate accountability. The school is not adequately staffed, with no PE teacher for senior girls nor a qualified librarian. Premises, including specialist facilities, are unsuitable, deficient and resources to promote all students' achievement are limited.</li></ul>	
<b>Areas of Strength:</b>	
<ul style="list-style-type: none"><li>School's positive relationship with parents</li></ul>	
<b>Areas for Improvement:</b>	
<ul style="list-style-type: none"><li>Leadership, management and governance to accelerate school improvement and ensure the school is fully inclusive.</li><li>School improvement planning, including the use of accurate data to pinpoint priorities and set realistic timelines for actions that are clearly linked to better outcomes for all students.</li><li>The adequacy and quality of school premises, staffing, resources and infrastructure of the school.</li></ul>	



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

#### Provision for Arabic Language

- The school has 4 Arabic teachers, and the teacher to student ratio is 1:214. Each class has a timetabled library period when students can visit. At present, the librarian is on leave and there is no qualified librarian. There are no Arabic lessons taught in KG.
- The school has a range of Arabic books in the library, both fiction and non-fiction. Primary students read in the library but only students in Middle and High can borrow a book weekly. Students are occasionally asked to write reviews of books they borrow or read.
- The extra-curricular activities for Arabic include reading competitions from Grades 1 to 10 and Arabic calligraphy competitions from Grades 5 to 10. Parental engagement to promote Arabic is limited because of their non-Arabic origin, but the school plans to have a more enriching relationship in future.
- The school distributes information to students and parents during Open House Day when students and their parents come to collect their report cards. The class teachers share the result with students and provide support and advice for improvement in subjects. The school also facilitates classes to provide additional support in learning for students.

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

- As part of the national agenda, the school has made it mandatory for all students to take the ASSET examination. At present 97% of students from grades 3 to 9 take the ASSET examination. For a few students who could not afford to pay, the school management has paid.
- At present, awareness and preparation of students lacks rigour. Although systematic use is made of A Question A Day (AQAD) and inclusion of ASSET questions in formative and summative tests, students' results do not reflect this. Almost all students show below average performance. The school facilitates mock tests and practice as holiday homework. Students practice Burt reading tests to improve the quality of reading from Grades 3 to 5 for English. Class teachers share the results with students and provide support to improve further.
- Systems to share results with parents have not had the desired outcome as a significant number of parents do not see much value in them. Older students in Middle and High are beginning to understand their use. Parents are supported and kept informed of all ASSET related activity. The school sends a circular to parents to make them aware of the importance of the examinations and the procedures for conducting the ASSET tests. It also explains that ASSET is mandatory for Indian curriculum students. The school also sends examples of past years' practice papers electronically to parents. Teachers prepare students during lessons to familiarise them with the process.
- The school provides advice for improvement in subjects and distributes information to students and parents during Open House Day, when students and their parents come to collect their report cards.

### Provision for KG

- The school has 5 KG classes, 2 in KG 1 and 3 in KG 2, with 84 boys and 60 girls. It has 5 qualified teachers training in early years with a diploma in Montessori and 5 teaching assistants. The child to teacher ratio is 1:28.
- There is an indoor play area, with the outside ground only used by children when feasible. There are insufficient resources to promote child-initiated activities and free flow within the small sized classrooms. The activity room has some toys and games, but these are inadequate for children to play with freely.

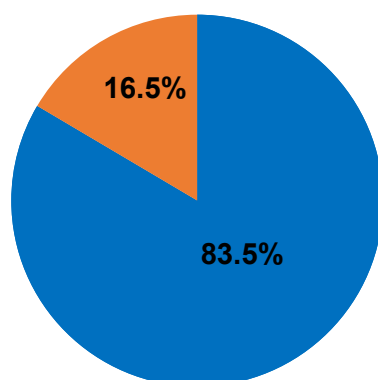


- Outdoor activities are in the same playground as older children and access is limited.
- During the time when new children are admitted, parents are given an orientation visit. Parents are invited in groups and informed about the history and rules and regulations of the school. They are also made aware of the child protection policy, assessment and the fee structure of the school. Along with the main events in the school calendar, assessment procedures are shared.

## VIEWS OF PARENTS

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

No. of Responses = 339



■ Strongly Agree / Agree  
■ Strongly Disagree / Disagree

## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in all subjects by:
  - sharing good practice across the school.
  - using the full range of school data accurately to identify gaps in students' understanding and to plan the appropriate next step in learning.
  - providing opportunities to students to develop enquiry, innovation, critical and creative skills and use of learning technologies.
- Improve teaching and use of assessment to enhance students' learning by:
  - planning lessons, which better match the learning needs of all students and engage them fully in effective learning.
  - raising expectations of teachers to challenge students and enabling them to work independently.
  - ensuring teachers make more effective use of assessments for learning to inform planning and teaching.

**School Performance Review of Spring dale Indian School LLC  
29 January - 1 February 2024**



- using questioning more effectively to promote students' higher order thinking skills.
- ensuring that students with different needs are stretched and challenged within lessons.
- tracking individual students' progression of skills against challenging targets.
- Leadership and management to accelerate school improvement by:
  - improving leaders' actions in response to the previous school review by understanding the UAE School Inspection Framework, ensuring a commitment to inclusion and provision of high-quality professional development with subject specific focus on students' learning
  - securing a system of assessment that benchmarks standards nationally and internationally for students' next steps in learning.
  - introducing a robust system for monitoring the quality of teaching and learning so that all teachers are accountable for the progress of all students, including students with SEN and those G&T.
  - developing the role of middle leaders so that they are involved in school self-evaluation and can track individual students' progress against challenging targets.
  - enhancing the quality of resources within lessons, and outside classrooms.
  - improving students' access to learning technologies.



In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on [quality.assurance@spea.shj.ae](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.