هيئة الشارقة للتعليم الخاص

SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

ASPAM INDIAN INTERNATIONAL PRIVATE SCHOOL

16 - 19 January 2023

Overall Effectiveness	GOOD

ITQAN
إتـقان

TABLE OF CONTENTS

PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-level 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-level 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, students' attainment data, 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	170
	School location	Al Azra, Sharjah
	Establishment date	02/06/2013
	Language of instruction	English
	School curriculum	Indian
	Accreditation body	CBSE
	Examination Board	CBSE
	National Agenda Benchmark Tests/ International assessment	ASSET, PISA, CAT4
	Fee range	AED 12,200
Staff	Principal	M. Sheela George
	Chair of Board of Governors	Ayush Goel
	Total number of teachers	56
	Total number of teaching assistants	6
	Turnover rate	10%
	Main nationality of teachers	Indian
Students	Teacher: student ratio	1:15
	Total number of students	807
	Number of Emirati students	0
	KG: number and gender	Total 166: Boys 94, Girls 72
	Phase 2: number and gender	Total 384: Boys 222, Girls 162
	Phase 3: number and gender	Total 137: Boys 68, Girls 69
	Phase 4: number and gender	Total 120: Boys 74, Girls 46
	Nationality groups	1. Indian
		2. Afghan
	Total number of students with special educational needs	16

PROGRESS JOURNEY

Previous Inspection (2019)	Current Review:
ACCEPTABLE	**GOOD**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 157 lesson observations, 23 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:
The overall effectiveness of the school is Good. This is an improvement since the previous review visit where the overall effectiveness of the school was Acceptable. The school leaders' implementation of their self-evaluation and improvement plan has resulted in improving achievement levels, this has been influenced by teachers providing teaching and learning matched to the needs of students. Students have positive attitudes to learning and relationships with staff are very good. The curriculum is broad and balanced. The school has very good procedures in place for the safeguarding of students. The school learning environment is of good quality and enhance students' learning.

KEY AREAS OF STRENGTH:
- Students' progress in almost all subjects.
- Students' achievements in CBSE examinations in English, Marketing, and information practices.
- Students' positive relations and attitudes.

KEY AREAS FOR IMPROVEMENT:
- Further improve students' achievement, in particular accelerating progress in English across the school and Islamic education in Phase 2.
- Further improve the quality of teaching and learning and the effective use of written and oral feedback.
- Ensure that leaders at all levels take responsibility for improving school performance.

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1:
STUDENTS' ACHIEVEMENT

Students' achievement overall is Good.

Indicators:		KG	Phase 2	Phase 3	Phase 4
Islamic Education	**Attainment**	N/A	Acceptable	Good	Good
	Progress	N/A	Acceptable	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 a Second Language)	**Attainment**	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	**Attainment**	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	**Attainment**	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Mathematics	**Attainment**	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Acceptable
Science	**Attainment**	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Acceptable
Other subjects (Art, Music, PE)	**Attainment**	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good

Islamic Education	- Students' achievement in Islamic Education is good overall. It is acceptable in Phase 2, and good in Phases 3 and 4. In lessons and in their work, the majority of students make good progress in Phases 3 and 4. This does not match with the school's internal data which indicates students make outstanding progress in Phases 2 and 3 and very good progress in Phase 4. - Internal assessment data for all phases indicates attainment is outstanding. This is not seen in lessons and in students' books across all phases where overall, the majority of students attain above curriculum standards in Phases 3 and 4 and most students attain in line with curriculum standards in Phase 2. - Most students make acceptable progress in Phase 2 and the majority of students make good progress in Phases 3 and 4. In Phases 2, 3 and 4, students can extract key information from a text and videos and demonstrate their understanding when discussing Islamic law, values, principles, and etiquettes. Students understand the main events in Surah in Phases 2 and 3. Students' recitation skills with Tajweed rules are less well developed in Phase 2. - Overall, the majority of groups of students make better than expected progress in Phases 3 and 4. Lower attaining students do not progress as well. Gifted and talented (G&T) students and those with identified Special Educational Needs (SEN) make the expected progress.

	Areas of Strength	**Areas for Improvement**
	- Students' knowledge and understanding of Islamic law and etiquettes across all phases. - Students' understanding of Islamic values and principals in all phases.	Students' understanding of recitation with Tajweed rules especially in Phase 2.

Arabic as a Second Language	
	• Students' achievement in Arabic as a second language (ASL) is good across all phases. In lessons and in their work, the majority of students make good progress in all phases. This does not match with the school's internal data which indicates all students make very good progress in Phase 2 and good progress in Phase 3.
	• Internal assessment data for Phase 2 indicates attainment as very good and acceptable in Phase 3. This was not seen in lessons and in students' books where overall, the majority of students attain above curriculum standards across all phases.
	• The majority of students make good progress. Students in Phases 2 and 3 demonstrate progress in extracting key information from a text and writing grammatically correct short sentences. Students develop good speaking, listening, reading, and writing skills. They can read different texts with accurate pronunciation and develop skills to speak confidently when expressing their ideas. Students' extended writing skills using paragraphs with accurate punctuation and Tashkeel are less well developed.
	• Overall, the majority of groups of students make better than expected progress. Low attaining students do not progress as well, particularly in Phases 2 and 3.

Areas of Strength	Areas for Improvement
• Students' listening skills for understanding. • Students' speaking skills applying correct phonics.	• Students' reading skills using correct Tashkeel. • Students' extended writing skills.

Social Studies	
	- Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make good progress in Phases 2 and 3. This does not match with the school's internal data which indicates that all students make very good progress across the school.
- Internal assessment data for Phases 2 and 3 indicates attainment as outstanding. This was not seen in lessons and in students' books where overall, the majority of students attain above curriculum standards across all phases.
- The majority of students make good progress. Phase 2 students can discuss government roles and the impact of taxes on the national economy. They can state the main achievements of the Islamic golden age for both the individual and society and link this to their own lives. Phase 2 and 3 students understand the geographic features of an area and develop their skills in using maps to extract data effectively. Students in Phase 3 make good progress in understanding the main values, ethics, and national identity of the UAE. In Phase 3, students understand federal government's strategies and initiatives and they can describe Emiratisation. Students' understanding of citizenship in Phase 2 and their knowledge of the capitals of different countries and world continents in Phase 3 are less well developed. Innovation is a developing feature of learning.
- Overall, the majority of students make better than expected progress. Low attaining students do not progress at the same rate. Gifted and talented students and those with identified special educational needs make the expected progress.

Areas of Strength	Areas for Improvement
- Students' understanding and application of map skills in Phases 2 and 3.
- Students' understanding of the main values, ethics, and national identity of the UAE.	- Students' understanding and appreciation of citizenship in Phase 2.
- Students' knowledge of continents and capitals in Phase 3.

English	- Students' achievement in English is good overall. It is very good in Phase 4. In lessons and over time the majority of students make better than expected progress in KG, Phases 2 and 3 and a large majority of students make better than expected progress in Phase 4. - Internal assessment data indicates that attainment is very good overall. CBSE examination data shows that it is very good in Grade 10 and outstanding in Grade 12. It is evident in lessons and in students' books that the majority of students attain above curriculum standards in speaking, listening, reading, and writing overall in KG, Phases 2 and 3 and a large majority attain above curriculum standards in Phase 4. The attainment of students in external benchmarking tests in Phases 2 and 3 is good. - The majority of students make good progress in KG, Phases 2 and 3 and very good progress in Phase 4. In KG, children build their knowledge of phonics and can decode and read a range of words. Children can identify digraphs and match them to corresponding pictures. In Phase 2, students can read with purpose to identify the characters and analyse the central idea in stories. In Phase 3, students can read picture cards of comic stories and explain these creatively recalling facts and using their imagination. In Phase 4, students analyse newspaper articles on social concerns. They understand the empowerment of women and gender equality. However, students are unable to use critical thinking skills to debate the issues globally. Students' extended writing skills are a developing feature in Phases 2 and 3. - Overall, the majority of groups of students make better than expected progress. Gifted and talented students make very good progress and those with identified special educational needs make the expected progress.

	Areas of Strength	**Areas for Improvement**
	- Students' speaking and listening skills across all phases. - Students' reading for meaning and comprehension skills across all phases.	- Students' development of critical thinking skills. - Students' development of extended writing skills, particularly in Phases 1 and 2.

Mathematics	• Students' achievement in mathematics is good overall. In lessons and in students' work, the majority of students across KG, Phases 2 and 3 attain levels that are above curriculum standards. Most students in Phase 4 attain in line with curriculum standards. • Internal assessment data shows outstanding attainment in KG, good in Phases 2 and 3 and acceptable in Phase 4. CBSE examination data for Grade 10 is good and for Grade 12 is acceptable. External examination data for Phase 2 is good, it is acceptable in Phase 3. However, this was not evident in lessons observed and in students' books where overall, the majority of students attain above curriculum standards in KG, Phases 2 and 3 and most students attained in line with curriculum standards in Phase 4. • Across KG, Phases 2 and 3, the majority of students make good progress. In Phase 4, most students progress in line with curriculum standards. In KG, children can identify different numbers that are greater or lesser than each other. They can count and can make simple calculations using objects and counters. They cannot consistently recognise number patterns or associate number patterns through simple addition and multiplication. In Phase 2, students can identify which part of a fraction is the numerator and denominator. They can apply the process and can accurately divide objects. However, they are unable to apply any reasoning to the process. In Phase 3, students can identify and discuss different classes of triangles. Students in Phase 4 can sketch a cuboid and find its lateral surface using a formula to distinguish between lateral surface and total surface. Students can apply these shapes to the world of work. Students in Phase 4 cannot yet apply complex problem solving into mathematical investigation. • Overall, the majority of groups of students make better than expected progress. Gifted and talented students and those with identified special educational needs make good progress in KG, Phases 2 and 3.

Areas of Strength	Areas for Improvement
• The use of manipulatives in KG. • Students' ability to make mathematical links to the world of work.	• Students' mental mathematical skills across all phases. • Students' interpretation of problems through reasoning, particularly in Phase 4.

Science	• Students' achievement in science is good overall. In lessons and in their work, the majority of students make good progress in KG, Phases 2 and 3 and most students make acceptable progress in Phase 4. This does not match with the school's internal data in KG, Phases 2 and 3, which shows all students make very good progress.
	• Internal assessment data shows outstanding attainment in KG. It is very good in Phases 2 and 3. CBSE examination data for Grade 10 is very good and for Grade12 is acceptable in Physics, Chemistry, and Biology. External examination data for Phase 2 is good and it is acceptable in Phases 3 and 4. This is not seen in lessons and in students' books where overall, the majority of students attain above curriculum standards in KG, Phases 2 and 3 and most students attain in line with curriculum standards in Phase 4.
	• The majority of students make good progress in KG, Phases 2 and 3 and most students make acceptable progress in Phase 4. In KG, children are able to observe pictures of plants and share their observations. They can identify the features and replicate the plant using real objects and modelling clay. Students in Phase 2 can discuss and debate the uses of water and present their ideas on saving water using flash cards and posters. Students can discuss the importance of bones and their related functions. Students can discuss the layers of soil and soil profiles and the importance of soil for plant and animal life. Students in Phase 3 know the importance of food labels. They can create a food label plan and present advertisements on food facts associated to a juice tin. They can discuss compliance when printing food labels in the UAE and make meaningful connections with UAE culture. In Phase 4, students can differentiate between factors which influence plant growth in Biology. However, students are unable to consistently apply reasoning and critical skills during investigations, especially in Phase 4.
	• Overall, the majority of groups of students make better than expected progress. Gifted and talented students and those with identified special educational needs make good progress.

Areas of Strength	Areas for Improvement
• Students' scientific connections and links to the real world. • Observation and recording skills in experiments.	• Students' scientific thinking and innovation skills. • Students' application of critical thinking and reasoning skills, especially in Phase 4.

Other subjects	- Student's achievement in other subjects is good overall. In Physical Education (PE), it is very good. In lessons and in their work the majority of students make good progress in all phases. - Internal assessment data for all phases demonstrates that all students make good progress. This is seen in students' work and in their performances in physical education, dance, art, and computing where overall, the majority of students demonstrate levels of knowledge, skills and understanding above curriculum standards. CBSE examination data in computing and economics is acceptable. It is good in Business Studies and very good in Marketing and Information in Phase 4. - The majority of students make good progress. In KG, children take an active part in physical education, dance, performance and karate. They use controlled motor skills to participate in team sports and use speed and balance when manoeuvring obstacle courses in team sports. They can use controlled movements and balance when performing karate positions for defence. In performance dance, students can follow hip hop dance routines and coordinate their movements to the beats in music. In Phase 2, students can draw freehand and use colours and textures to develop their creative appreciation of Art through still life drawing. They can apply mosaic patterns when designing the UAE flag. In all phases, students develop life skills through discussions and debates concerning topical issues. In Phase 3, students can produce data bases for small businesses using excel. In Languages, students can apply the correct pronunciations to new words and can use these in sentences when conversing although they do not transfer these skills across a variety of languages. In Phase 4, students in marketing use research skills to identify trade patterns against commodities on a global scale. However, students cannot write extensively across subjects and students' articulation of their learning in these subjects is underdeveloped. - Overall, the majority of groups of students make better than expected progress in relation to appropriate learning objectives. Gifted and talented students and those with identified special educational needs make the expected progress.

Areas of Strengths	Areas for Improvement
- Students' performance skills in sports activities and dance. - Students' creativity in Art.	- Students' ability to apply extended writing especially in languages. - Students' ability to speak a wider range of languages.

Learning Skills	
	• Students' learning skills are good overall. • Students throughout the school enjoy their learning. They come to school ready to learn and eager to take part. Students in Phases 3 and 4 are more responsible and can work with greater independence. They show elements of self-reliance. They can take the lead in their learning. Students can interact and collaborate with each other and can talk about their learning and ideas without any inhibitions. In KG and Phase 2, students are not as active in their learning, and often reliant on their teachers, some of whom dominate long periods of the lesson. • Students' communication skills are good. In Phase 4 students take responsibility for leading learning and can support the teacher in lessons. Students' presentation skills are clearly communicated, and the content is respected by all students. • In science, mathematics, and physical education lessons, students can link learning to real life situations and can make connections. However, this is inconsistent in other subjects across all phases. • Phases 3 and 4 students can undertake research and solve problems, although their ability to apply critical thinking to complex learning is less evident. Independent learning is a developing feature of learning in KG and Phase 2 with teachers often dominating the learning step-by-step. There is use of technology across the school to enhance students' learning opportunities, however, this is inconsistently applied.

Areas of Strengths	Areas for Improvement
• Students' interactions and collaborations. • Students' meaningful connections to other subjects.	• Students' skills of research, critical thinking, and enterprise and the use of technology especially in Phase 4. • Students' active participation in learning in KG and Phase 1.

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

Indicators:	KG	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Good

- The overall quality of students' personal and social development is good. Students' innovation skills are acceptable. Students demonstrate responsible attitudes to learning. They are self-reliant and respond well to critical feedback. In assemblies, students take a responsible lead to work collaboratively on themes concerning pollution and wellbeing.
- Students' behaviour in classes and around the school is good. They show mutual respect for others and respond inclusively to their peers. They follow the school rules and routines, bullying is rare. Relationships between students and staff are respectful. Students are sensitive and supportive to the needs of others when working collaboratively.
- Students demonstrate a good understanding of safe and healthy living. This is demonstrated in assemblies when taking part in morning exercise and listening to health awareness topics. Students follow school guidance by selecting healthy choices for snacks and meals and using diet charts.
- Overall, attendance is good at 94%. It is good in KG and Phase 2, weak in Phase 3 and good in Phase 4.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students demonstrate a good understanding of Islamic values and the way they influence life in the UAE. This is evident during assemblies and Holy Qur'an recitation.
- Students have a good knowledge and understanding of the UAE's heritage and culture. This was seen in displays of UAE achievements around the school and in annual celebrations of National Day and Flag Day.
- Students demonstrate knowledge about their own and other cultures. They make different models of each Emirate and Indian state and present these models to other students to help them understand the cultures.

Social responsibility and innovation skills	Good	Good	Good	Good

- Students are aware of their social responsibility to the school community. They participate in maintaining a clean environment around the school. They participate in charity work and understand their roles as citizens in the UAE.
- Students enjoy coming to school and enjoy participating in activities. They are happy to be involved in the various activities and take the lead in community projects.
- Students take care of their environmental surroundings both inside and outside the school. They grow plants in the designated areas and are aware of the importance of environmental sustainability.

Areas of Strength:

- Students' positive relationships and appreciation of UAE culture.
- Students' behaviour throughout the school.

Areas for Improvement:

- Attendance, particularly in Phase 3.
- Innovation, enterprise, and entrepreneurship.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

- The overall quality of teaching and assessment is good across all phases. It is very good in English in Phase 4. It is acceptable in Islamic Education in Phase 2 and it is acceptable in mathematics and science in Phase 4.
- Most teachers consistently apply their subject knowledge and understand how students learn. However, in a small minority of lessons in KG and Phase 1, the balance of teacher and student talk is not consistent, with a few students becoming passive. Lesson planning is consistent, learning objectives are aligned to curriculum standards and time and resources effectively enable students to learn successfully.
- The learning environment is positive as a result of the warm and friendly interactions with the students demonstrating a willingness to learn. Teachers, particularly in KG have purposeful classroom routines that are understood and followed by students. The variety of classroom environments engages the children. Teachers' interactions with students across the phases ensures that they are engaged learners, although in KG, teacher talk can sometimes dominate the lesson.
- Planned questioning develops students in thoughtful discussions and is challenging in better lessons. In Phase 4, English writing is collaborative when students are preparing advertisements

using persuasive marketing techniques. However, teachers do not routinely provide opportunities to extend the higher attaining students. Application in learning of critical thinking and problem-solving is inconsistent across the phases.

Assessment	Good	Good	Good	Good

- Internal and external assessment processes are coherent and reviewed regularly. They provide an accurate measure of students' progress across the different groups throughout the school. However, leaders at all levels do not use this information consistently to raise standards further across the school.
- Assessment data is used in lessons to inform teaching, curriculum planning and meeting the needs of groups. Teachers use progress tracker to record students' progress.
- Teachers across all phases have a good knowledge of students' strengths and weaknesses. In all phases, students record their learning in notebooks, most of which are well organised. Personalised written feedback to improve learning is developing and students are using feedback to review their learning.

Areas of Strength:

- Teachers' application of subject knowledge, particularly in high phase.
- Systems for recording assessment across the school.

Areas for Improvement:

- Teaching strategies to extend high attaining students.
- Planned opportunities for critical thinking and problem-solving skills in lessons.
- Accurate use of assessment data by leaders at all levels to raise performance.

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good

- The overall quality of the curriculum and curriculum adaptation is good.

- The curriculum follows all statutory requirements. It is broad and balanced to promote students' interests and enjoyment. The curriculum allows students to access a variety of subjects that include physical, creative, and cognitive development.
- Overall, curriculum planning ensures good continuity and progression across the school. It builds on prior learning and meets students' needs. It prepares students fully for progression with knowledge, skills and understanding. However, it does not always provide as many opportunities for higher attaining students.
- There are a range of curricular choices for older students. This prepares them well for future learning. Phase 4 students can choose from a science or commerce pathway. There is a choice of additional subjects including Marketing, Psychology, Physical Education, Informatic Practices and Computer Science. Students in Phases 2, 3 and 4 can select a language and extracurricular clubs. Students develop skills in financial literacy, dance, creativity, and life skills.
- Cross-curricular links are systematically planned and integrated into lessons. This helps students link areas of learning and relate their studies to the wider world. Regular curriculum reviews identify development priorities and include cross-curricular planning with other subjects. UAE connections are well planned and implemented in lessons. However, implementation of cross curricular links is inconsistent especially in Phase 2.

Curriculum adaptation	Good	Good	Good	Good

- The school is successful in modifying the curriculum to meet the needs of almost all learners. However, meeting the needs of higher attaining learners is inconsistent across the phases. The school has introduced a few initiatives to meet the needs of all groups of learners.
- There are limited opportunities for students to innovate and develop their enterprise skills sufficiently.
- The curriculum supports students' good knowledge and understanding of Emirati culture and UAE society.

Areas of Strength:

- Curriculum provision and choices in Phase 4.
- Cross-curricular links to UAE culture and the world of work.

Areas for Improvement:

- Systematic planning for opportunities in the curriculum for enterprise and innovation.
- Further modification of the curriculum to develop opportunities for high attaining students.

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

Indicators:	KG	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	**Very Good**	**Very Good**	**Very Good**	**Very Good**

- The overall protection, care, guidance, and support of students is very good across all phases. There are rigorous school procedures and very thorough systems in place that are effective in keeping students safe. This includes a security team and a comprehensive system of cameras.
- Safeguarding procedures are highly effective. The child protection policy has been shared with all stakeholders. Safeguarding training has been received by staff, students, parents, and governors, this ensures mechanisms of reporting are understood and complied by all.
- The school provides a very safe environment. Buildings and equipment are very well maintained, with ramp access throughout the school. The school maintains comprehensive and secure records, including records of incidents and subsequent actions. School transportation operate buses with their own app which is a successful line of communication.
- The school promotes healthy living which is systematic. Students' wellbeing is regularly monitored by the school nurse who maintains a close watch on students at risk of obesity. There are suitable facilities and opportunities for sport to promote fitness, however not all students wear appropriate clothing.
- Systems for managing students' behaviour are effective and support the strong relationships between students and staff. The school is committed to consistently improving behaviour. The social worker conducts regular reviews of students' behaviour profiles and rewards positive improvements. Positive student and staff relationships are effective in promoting attendance in almost all phases.

Care and support	Very Good	Very Good	Very Good	Very Good

- The school effectively identifies special educational needs and gifted and talented students. The co-ordinator effectively supports students who require support through educational plans, collaborating with teachers and parents. Targets are amended as required.
- Engagement with parents is frequent, there is a parent engagement program and school staff are always available for support and advice. Gifted and talented students are prioritised for representing the school in school activities.
- Student wellbeing is effectively addressed through a weekly timetabled social and emotional program. There are established links with both national and international higher education establishments for Phase 4 students to pursue career aspirations. A link with a UAE national bank supports students' financial literacy.

Areas of Strength:

- Effective procedures for safeguarding including child protection.
- Successful systems and procedures for managing students' behaviour.
- Systematic procedures for supporting students with special educational needs.

Areas for Improvement:

- Appropriate physical education kit.
- Further promotion of attendance, especially in Phase 3.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

Indicators:	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities, and resources	Good

- The overall quality of leadership and management is good.
- The school vision is shared with all stakeholders, who demonstrate a commitment to continuous improvement. The school embraces and contributes to the UAE National and Emirati priorities. School leaders demonstrate a secure knowledge of the Indian curriculum and best practices in teaching and learning. They are committed to creating an inclusive and positive learning environment that promotes good quality learning and personal development.
- Relationships and communications are professional and effective. There are still inconsistencies in the impact of middle leaders, the principal understands how to raise standards, however, impact across all tiers of leadership is not yet fully embedded. The school is fully compliant with statutory and regulatory requirements.

School Performance Review of ASPAM Indian International Private School
16 - 19 January 2023

- Self-evaluation and improvement planning including internal and external data is evident in improvement planning at all levels. The school knows its strengths and weaknesses and has identified the key priorities. Leaders undertake regular lesson observations. They are focused on the impact of teaching on students' learning and provide clear improvement goals that from the basis of personalised professional development for teachers .The School Improvement Plan (SIP) addresses all the areas from the previous review report. There have been improvements in almost all areas identified in the previous inspection report.
- Parents are positive about the quality of education and care. The parent council regularly supports the school in activities. They praise the open-door policy of leaders and have multiple ways of communicating with the school. The online portal enables parents to view all aspects of their child's progress and provides an immediate two-way communication with the school. The school ensures regular contact with parents of children with special educational needs and engages them in meeting their child's educational and emotional needs. Parents are provided with termly reports and regular updates. The school has effective links with local and international organisations and universities.
- All stakeholders are represented on the governing body, they meet regularly to review all aspects of the work of the school. They review the progress in all areas of the SIP. They are proactive in supporting the school. The governors have a positive impact on the school in providing appropriate staffing and resources, working with school leaders on development planning and holding them accountable for student outcomes.
- The school is well organised on a daily basis. Staff are well qualified and have regular professional development matched to the school SIP priorities and their personal goals identified in lesson observations.

Areas of Strength:

- The focus on school improvement priorities to bring about change.
- Active parental support and proactive governance.

Areas for Improvement:

- Leaders at all levels taking responsibility for priorities to accelerate raising standards.
- Sharing of best practice across all subjects and phases.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision is based on number of students 625, number of staff 4. Ratio: 1:156. The library provision is 125 Arabic fiction and non-fiction books.
- Comprehension passages are integrated into lessons. Holiday reading assignments, digital reading materials and websites are used as a part of the provision. The Arabic language curriculum supports all groups of learners. It provides all students with the opportunity to develop Arabic language skills through communication, daily vocabulary dictation, extended learning tasks, homework assignments, and discussion sessions with native Arabic speakers. Where possible Arabic language is integrated into other subjects. There is also a variety of technical tools and multimedia resources to generate interest. There are opportunities for further reading digital and library sessions.
- Extra-curricular activities, include competitions, quiz activities, and engagement with parents. These activities provide challenging, and thought-provoking collaborative and individual activities. Opportunities for storytelling, recitation of poems, group discussions and reasoning skills are made available. Sunday remediation classes support learners who need support. Personalised holiday programmes enhance and strengthen concepts. For KG children, reading simple picture books is introduced early. Displays of Arabic vocabulary and independent work samples further support learning. Partnership with parents supports making Arabic learning accessible at home through parent participation in various cultural activities. The students are exposed to the Arabic culture and traditions through trips, virtual tours, Ramadan and Iftar events.

The school's use of external benchmarking data

- The school registers all students for external benchmarking examinations in ASSET and CAT 4 for the academic year.
- The school develops awareness of the requirements for the examination and tests by integrating the ASSET style questions in all aspects of teaching and learning within the core subjects. Questions are also given as homework for students to be supported at home by parents. This is to reinforce the importance of this exam and further support the students. The innovation laboratory further supports the process with STEAM activities related to the questions. There are enrichment programs that are conducted through internal and external research projects which support the types of responses that are required. Homework assignments are application based in the form of extended learning tasks and also support the style of questions. The introduction of online tests has further empowered students' understanding. This helps them with their thinking and application skills. Intervention sessions are conducted across the school to ensure that students are well supported to reach the minimum learning levels.
- Students and teachers analyse the overall performance and identify areas of strengths and improvements. Goals and strategies are set based on these outcomes.
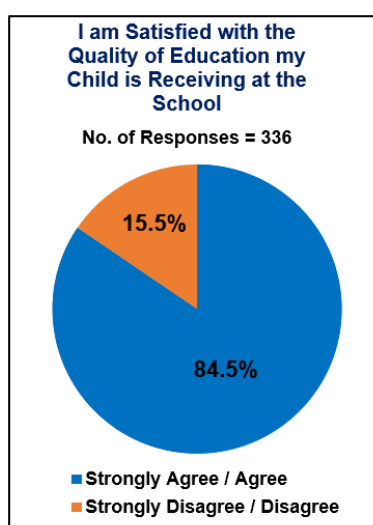
- This analysis is also communicated to parents from the school and from SAGE. In addition, the parents have direct access to the ASSET results through the website. The list of students qualifying for the ASSET Talent examination is also shared with parents.

Provision for KG

- There are nine teachers and twelve assistants. The assistants support the teacher with preparing resources. Other assistants support children with specific needs. There is one class of sixteen children for pre-KG provision. All teachers are graduate teachers and have completed courses in early childhood education.

- The curriculum is developed from a range of best practices and designed with a balance of adult-led and child-initiated activities. There are seven classrooms. Each classroom has a set of round tables to accommodate six children. Classroom equipment includes two white cupboards for storage, an interactive whiteboard and notice and display boards. One display promotes students' work and the other is school information. There are floor mats and inside washrooms. There are curriculum resources, a reading corner, and a construction area with plastic and wooden blocks.

- Additional facilities include, the indoor soft play area also used for assemblies. There are dedicated rooms for roleplay, exploration, dance, reading and sensory activities. Outdoor areas include: a play gym, sand and water play, a vegetable patch and a field for physical education and karate classes.

- Parental orientations are conducted to support the students at the start of the term. The school shares the academic documents, timetables, term syllabus. Parents are informed of the communication channels for their child's wellbeing. There is a parent teacher meeting once a term. Transition to the next grade is a phased process to ensure that the children are familiar with the routines and expectations of the new grade. Regular communication through school mail and circulars supports the transition process.

VIEWS OF PARENTS

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

No. of Responses = 336

- Strongly Agree / Agree
- Strongly Disagree / Disagree

84.5%

15.5%

School Performance Review of ASPAM Indian International Private School
16 - 19 January 2023

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise achievement in lessons in all subjects particularly in Islamic Education in Phase 2 and mathematics and science in Phase 4 by:

  - ensuring that learning provides challenge for all students.
  - setting very high expectations for all groups of students.
  - sharing best practice in teaching and learning across the subjects and phases.

- Improve the quality of teaching and learning and the effective use of assessment by:

  - planning opportunities for critical thinking and innovation into lessons.
  - using assessment outcomes more systematically to track the progress of individual students and groups of students over time by teachers and leaders.
  - using teachers to provide peer support for teachers whose practice is less effective.

- Empower leaders at all levels to take responsibility for raising school performance by:
  - providing external training for all leaders on effective procedures for monitoring and evaluating the school's provision for students in lessons.
  - building confidence in all leaders to make accurate observation judgements.
  - building capacity of all leaders to understand the importance of data and how this transfers into the classroom.

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 schools.review@spea.shj.ae within three weeks of receiving this report.