



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme
**School Performance Review (SPR)
Report**

INDIA INTERNATIONAL SCHOOL

21-24 November 2022

Overall Effectiveness

GOOD



إتقان ITQAN





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-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	152
	School location	Muweilah
	Establishment date	08/05/2011
	Language of instruction	English
	School curriculum	Indian
	Accreditation body	CBSE
	Examination Board	CBSE
	National Agenda Benchmark Tests/ International assessment	CAT4, ASSET, PISA, TIMSS, AISSC, SSC, EmSAT, Secondary School Examination, Senior School Certificate Examination
	Fee range	AED 7350 to AED 11550
Staff	Principal	Dr Manju Reji
	Chair of Board of Governors	Mr Salman Ibrahim
	Total number of teachers	302
	Total number of teaching assistants	22
	Turnover rate	2.4%
	Main nationality of teachers	Indian
	Teacher: student ratio	1:21.7
	Total number of students	6491
Students	Number of Emirati students	0
	KG: number and gender	Females 455 Males 524
	Primary: number and gender	Females 1341 Males 1641
	Middle: number and gender	Females 827 Males 924
	High: number and gender	Females 372 Males 407
	Nationality groups	1. Indian 2. Bangladeshi
	Total number of students with special educational needs	13

PROGRESS JOURNEY

Previous Inspection in 2019:	Current Review:
ACCEPTABLE	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 8 reviewers' 230 lesson observations, 22 of which were carried out jointly with school leaders.

The school's overall effectiveness is Good. This is an improvement since the previous inspection in 2019. The implementation of the self-evaluation form (SEF) and school improvement plan (SIP) by all school leaders and teachers has resulted in an improvement in students' achievement. The new leadership structure provides improving accountability for leadership responsibilities at all levels. The improved quality of teaching, lesson planning and good differentiated learning strategies are successfully improving students' progress. The multi-disciplined approach to skills development is leading to very good attainment and progress for KG children. The very supportive learning environment throughout the school results in very good personal and social development opportunities for students. The curriculum is broad and balanced. The protection, care and guidance of students is very good.

KEY AREAS OF STRENGTH:

- The quality of teaching and learning and curriculum provision in KG.
- Students' personal and social development.
- The school's provision for students' protection, care, guidance, and support.
- Partnership with parents.
- The principal and senior leadership's impact on the improvements achieved since the last school review.

KEY AREAS FOR IMPROVEMENT:

- Achievement across all subjects.
- Teaching and learning to meet the needs of all students.
- The consistency in middle leadership accountability, particularly in respect of students' performance in external benchmark tests.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	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	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Mathematics	Attainment	Very Good	Acceptable	Acceptable	Good
	Progress	Very Good	Good	Good	Good
Science	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Very Good	Good	Good	Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. In lessons and in their work, most students make expected progress in Primary and Middle phases, and a majority make better than expected progress in the High phase. This does not match with the school's internal data which show all students make very good progress across the school.• Internal assessment data for the Primary, Middle and High phases show attainment as good. This is not seen in lessons and in students' books where, overall, most of the students attain in line with curriculum standards in all phases.• Most students make acceptable progress in Primary and Middle phases and a majority make good progress in High phase. In Primary and Middle phases, students understand the main meaning of verses from the Holy Qur'an. Students know the key Islamic beliefs, values, and pillars. They have secure knowledge of Prophet Mohammad's (PBUH) biography. Students understand the importance of positive community participation but can't support their understanding with hadeeth. Also, their Holy Qur'an recitation skills are less well developed. In High phase, students have good understanding of marital laws in Islam. Students can recite Noble Hadeeth and the Holy Qur'an but application of this knowledge in real-life is a developing feature.• Overall, most groups of students make acceptable progress. Higher-attaining students do not progress as well as they could across the school.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of key Islamic beliefs, values, and Prophet Mohammad's (PBUH) biography.• Students' recitation skills in High phase.	<ul style="list-style-type: none">• Students' recitation skills in Primary and Middle phases.• Students' knowledge of Noble Hadeeth in Primary and Middle.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a second language (ASL) is acceptable overall. In lessons and their work, most students' make expected progress. This does not match with the school's internal data which shows all students make very good progress across the school.• Internal assessment data, for all phases, show attainment as very good overall. In lessons and in students' work most students attain in line with the curriculum standards.• In lessons and students' work, most students make expected progress over time. In the Primary phase students develop adequate speaking and listening skills. For example, students understand simple words, expressions, and sentences related to their lessons. In Middle phase, students can communicate adequately, but their speaking is limited to familiar topics, using memorized and common words. In the High phase, students can listen and understand the general idea of simple texts and presentations. However, they struggle with short conversations, even about familiar topics like school and friends. They can read short, prescribed texts adequately but many lack confidence. Across all phases, students writing skills are limited to brief sentences. Expressive reading, and accurate pronunciation are underdeveloped.• Most groups of students make expected progress in lessons. Higher-attaining students do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' adequate listening and comprehension of familiar topics across all phases.• Students' adequate reading skills.	<ul style="list-style-type: none">• Students' more extensive speaking skills across all phases.• Students' wider writing skills.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. In lessons and in their work, most students make expected progress in all phases. This does not match with the school's internal data which shows all students make good progress across the school.• Internal assessment data for show attainment as good in all phases. This is not seen in lessons and in students' books where, overall, most students attain in line with curriculum standards.• Most students make acceptable progress. In Primary, students develop adequate knowledge of society and citizenship. For example, they respect and understand the role played by UAE leaders and the importance of women's role in the UAE. They have secure knowledge of trade routes, but not the UAE's strategic location for the national economy. Students appreciate the UAE armed forces. However, their understanding of the armed forces' role during natural disasters is limited. In Middle and High, students gain adequate knowledge of national identity and government. For example, they can interpret landforms in maps. Students have adequate knowledge of UAE federal authorities but their understanding of the responsibility of each authority is less secure.• Overall, most groups of students make expected progress. Higher-attaining students do not progress as well as they could across the school.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the role of UAE leaders.• Students' understanding of landforms in maps.	<ul style="list-style-type: none">• Students' understanding of the roles of UAE governmental authorities.• Students' understanding of the UAE's strategic location with respect to the national economy.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. It is very good in KG. In lessons and in their work, the majority of students make better than expected progress overall. In KG, a large majority of students make better than expected progress. This does not match the school's internal data where progress is outstanding for KG, very good for Middle and outstanding for High.• External ASSET data for grades 3 to 9 shows attainment as weak. Grade 10 CBSE results for 2022 indicate attainment is outstanding. This does not match students' attainment in lessons and in their books where the majority of students' attainment is above curriculum standards.• In KG, a large majority of students make better than expected progress and develop their understanding of phonics well. They sound digraphs and learn to read words such as bunch, beach, chips, and chop and organise them into sentences, although some children require teacher support in writing the sentences. In Primary, students build on literacy and vocabulary skills through cross curricular texts such as the story of Florence Nightingale, where they construct and illustrate the story using their own dialogue. However, writing in lessons is brief and limited to a few sentences, and some students lack confidence in expressing themselves orally. In Middle, students can analyse poetic devices like metaphors, similes, and alliterations, and compare and contrast poems. However, not all students can communicate this effectively. In the High phase, students develop good oral and communication skills. For example, when they discuss their opinions on patriarchal society and respect for women.• Overall, most groups of students make better than expected progress. G&T students do not progress as well as they could as they are not fully supported.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Reading and writing skills in KG.• Language and communication skills in High phase.	<ul style="list-style-type: none">• Extended writing skills in Primary phase.• Oral fluency skills in Primary and Middle phase.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is good overall. It is very good in KG. Overall, the majority of students make better than expected progress in lessons and in their books. This does not match with the Primary, Middle and High progress judgements using internal data, which are very good.In lessons and recent work, students' attainment is in line with curriculum standards in Primary and Middle. A majority of students' attainment is above curriculum standards in High and a large majority is above in KG. This does not align with external data where CBSE examination results for Grades 10 and 12 indicate attainment in High is weak. Similarly, external ASSET testing indicates attainment in Primary and Middle is weak.Progress seen in lessons is better than expected for a large majority of KG children, and for a majority of students in all other phases. KG children and students in the early years of Primary engage in practical activities which build and consolidate their mathematical understanding of multi-step problems involving money. KG children's development of number and quantity develops especially quickly. Older Primary students are confident to solve real-life problems involving fractions and angles. Students' mathematical reasoning skills are underdeveloped in the younger Primary years. Middle phase students can reason and explain, for example the curved surface area of combined shapes, using precise mathematical vocabulary whilst solving real-life problems. Middle phase students can use formula for finding the area of a trapezium, but a minority are less confident in manipulating the algebraic formula to find a missing side of the trapezium. Students in High phase further develop their mathematical reasoning and problem-solving skills. For example, when they find the surface area of a combination of solids.Most groups make above expected progress. Higher attaining students do not always make the accelerated progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's knowledge of numbers in KG.Students' skills to select and apply appropriate mathematical routines.	<ul style="list-style-type: none">In lower Primary, students' mathematical reasoning skills.Manipulation of algebraic formulae in the Middle phase.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. It is very good in KG. In lessons and in their work a majority of students make better than expected progress in Primary, Middle and High phases, with a large majority of KG children making better than expected progress This is not fully aligned to the school's internal data, where it shows progress to be very good.• Overall, a majority of students' attainment is above curriculum standards as evidenced in lessons and the quality of the students' work seen in classes. A large majority are above in KG. This is not aligned to external results for the Primary, Middle and High phases in science indicate students' attainment is weak in ASSET but good in CBSE examinations.• A majority of students make better than expected progress overall. In KG, a large majority of children make better than expected progress. KG children learn quickly about the world, for example they can identify structures of insects using complex language such as thorax and abdomen. In the Primary and Middle phase, students develop sound knowledge of science facts and theory. For example, they can name the different types of light transparency. They know that light travels in straight lines and objects are opaque, transparent or translucent. In the Middle phase, students show a clear understanding of the circulatory system. Also, in the Middle phase students can describe factors that affect dissolving, but they are unable to evaluate the accuracy of their experiments. In the High phase, students further develop their science knowledge and skills across a range of sciences. For example, they can communicate with confidence about the various cell division phases. Students make good practical links between technology and society.• Most groups make better than expected progress, with groups in KG making very good progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's and Primary students' use of science vocabulary.• Middle and High phase students' practical application of science knowledge.	<ul style="list-style-type: none">• Students' skills to evaluate the validity of experiments.



Other subjects	<ul style="list-style-type: none">The achievement of students in other subjects is good overall. Attainment in Grade 12 external examinations is good across various elective subjects overall. In lessons, a majority of students achieve above curriculum standards in art, PE, other languages, and other subjects.In lessons and work, the majority of students make more than the expected progress. In KG, children make good progress in art and PE through drawing and colouring and developing their fine and gross motor using play equipment. Primary students continue to make good progress in other subjects. For example, in art they draw and colour butterflies, and establish cross curricular links to science. Students make good progress in ICT. For example, they can safely browse using search engines, research facts, and create email accounts for communication. In Middle, students confidently exhibit Higher order technological skills. For example, they can work using tools like Excel to prepare spreadsheets for entering class marks or grocery bills. Students in the High phase make good progress across a wider range of other subjects. For example, they can articulately discuss about factors affecting globalization, wholesale markets and create animations using software. A majority of students develop good speaking and listening skills in Bangla, Hindi, Tamil and Malayalam language lessons, but their writing skills are underdeveloped.Most groups of students make better than expected progress in other subjects from their starting points.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">Students' engagement and ability to establish real life connections.Students' skills in art, ICT, marketing and home science and PE.	<ul style="list-style-type: none">Writing skills in Bangla, Hindi, Tamil and Malayalam languages.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are very good in KG and good across all other phases. Students are motivated and eager to participate in their learning particularly KG children. Students can recognise their strengths and weaknesses and take appropriate steps to improve further.• Students' interactions within lessons, and their ability to collaborate and engage in discussions, enables them to consolidate previous knowledge and strengthen their learning. This is more significant in English lessons, where students can work together successfully. For example, when writing a speech on the importance of homes for the elderly.• Students can contribute ideas during group work and make clear connections to real life. However, students miss opportunities to independently and consistently link areas of learning with one another.• During lessons, students can engage in researching information from textbooks independently, but their use of technology to support their learning is limited. Critical thinking, innovation and problem-solving skills are common features in mathematics lessons, but students' skills in these areas are less well-developed overall.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' engagement and participation in activities.• Skill to establish links to real life experiences.	<ul style="list-style-type: none">• Skills to innovate, think critically and engage in problem solving activities.• Students' regular and effective use of technology to research and support their learning.



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students' personal and social development is very good. Students' show a strong sense of personal responsibility. They are self-reliant, proactive, and often willing to face challenges. Students' behaviour is very good. They respond well to teachers' feedback in a respectful manner and are friendly and pleasant to their peers and staff. Students are self-disciplined in lessons. Bullying is very rare in the school.Teachers and students demonstrate friendly and respectful relationships. Students are compassionate and show concern and empathy for their peers and towards students with special educational needs. Students demonstrate a secure understanding of what makes a healthy lifestyle. They exercise regularly and willing participate in sports activities. For example, they initiate and participate in cricket matches against their teachers.Attendance is good at 94%. Almost all students are punctual to school and lessons. Overall, there is scope to improve attendance further through raising students' awareness of the importance of regular attendance.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students' understanding of Islamic values and Emirati culture is very good. They demonstrate secure understanding of Islamic values and how these influence life in the UAE.They are very knowledgeable and respectful of the traditions and heritage of the UAE. They are involved in a wide range of activities, represent UAE as a land of tolerance with confidence, and pray every day in the school.Students demonstrate a deep understanding, awareness, and appreciation of their own and other world cultures. They are keen to learn about other cultures and are involved in a range of activities like international study trips and cultural weeks. They enjoy learning other languages and contributing to the school's global village.				
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good



- Students participate willingly as volunteers in activities to support the local community. For example, they participate in 'National Volunteering Competitions', such as collecting batteries, papers, cans, and plastic, inside and outside the school.
- Students have a very positive work ethic and engage in innovative activities when provided. For example, creating and inventing a Robot, named it 'Imvelo', which tests the soil before planting trees. This assists in preserving environmental resources. However, overall, a lack of opportunity results in students lacking skills and confidence to innovate their own ideas.
- Students are aware and understand the value of a sustainable environment. They make regular contribution to initiatives to enhance the school environment.

Areas of Strength:

- Students' contribution to volunteering and community service.
- Students' appreciation and understanding of Islamic values, Emirati culture, and other world cultures.

Areas for Improvement:

- Students' awareness of the importance of more regular attendance.
- Students' creative and innovative skills, particularly in lessons.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Very Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of teaching and assessment is good. It is very good in KG. Teachers consistently apply their knowledge of the subjects they teach and, particularly in KG, how students learn. This ensures high levels of student progress.• Teachers plan purposeful lessons making effective use of time and resources. The learning environment provides interest for children and students to enhance their learning. Students feel safe to take risks in their learning due to the very supportive nature of their teachers and peers.• Teachers' interactions with students ensure they enjoy learning. Questioning and dialogue engage students in meaningful discussions and reflection. This enables higher level thinking to take place and students to make critical responses.• Teachers use strategies that are effective in meeting the needs of almost all groups of students. However, Gifted and Talented students are not explicitly catered for in lessons and High Higher attaining students are not always provided with enough challenge.• Teachers promote students learning skills mostly well. Special events and competitions engage students in innovative projects. However, the development of the wider range of learning skills are not fully integrated in lessons. For example, opportunities to solve problems are limited overall.				
Assessment	Very Good	Good	Good	Good
<ul style="list-style-type: none">• Internal assessment processes are coherent and consistent. They measure student attainment and progress against the appropriate curriculum standards and give clear measures of students' academic, personal and social development.• The school makes use of CAT4, ASSET tests, PISA, TIMSS, IBT and CBSE to benchmark student outcomes appropriately. Assessment data is analysed in some depth but is not always used effectively to influence planning in order to meet the needs of all students, for example the Higher attaining students.• Teachers have good knowledge of the strengths and weaknesses of individual students and use this to provide increasingly personalised challenge and support. Verbal feedback from the teacher supports students' learning. The feedback students receive after their work is marked is not always constructive and helpful. There are regular opportunities in most lessons for students to take part in self-assessment activities.				
Areas of Strength:				



- Questioning, dialogue and precise use of subject specific vocabulary.
- The range of different learning styles catered for in KG.

Areas for Improvement:

- Purposeful and systematic development of students' innovation skills in lessons.
- Use of data in planning lessons to meet the needs of all learners, particularly higher-attaining students.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of the curriculum is good. The curriculum has a clear rationale, and is age-appropriate to develop knowledge, skills and understanding. It meets all the statutory requirements.The curriculum is planned to ensure continuous progression in all subjects as it builds on prior learning and meets most students' needs. There is a range of curricular choices for older students in the school to prepare them for future learning. Primary students can make a choice from one of six languages, and clubs.Cross curricular links are managed well and enable students to link areas of learning and relate to the UAE heritage and culture. The school reviews the curriculum regularly to make necessary modifications to accommodate the needs of most learners.				
Curriculum adaptation	Very Good	Good	Good	Good
<ul style="list-style-type: none">The school has successfully modified the curriculum in KG with features from the Early Years Foundation Stage (EYFS) to ensure experiential learning for almost all children. The curriculum is adequately modified to meet the needs of most students in the Primary, Middle and High phases.An appropriate range of co-curricular activities like the clubs, sports events, academic competitions, school assemblies and visits to UAE heritage sites, enable students to develop their interests. However, students have limited opportunities to be innovative and develop their enterprise skills appropriately in lessons.The curriculum embeds coherent learning opportunities to provide knowledge and understanding of Emirati culture and UAE society.				
Areas of Strength:				
<ul style="list-style-type: none">Curriculum design and implementation, particularly in KG.Integrated cross curricular links, particularly to UAE heritage and culture.				
Areas for Improvement:				
<ul style="list-style-type: none">Modification of the curriculum to meet the learning needs of the higher-attaining students.Opportunities for students to engage in enterprise and innovation activities in the taught curriculum.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> • The overall quality of the protection, care, guidance and support of students is very good. Procedures for safeguarding are very effective. All staff, students and parents fully understand the child protection policies and procedures. The school has effective arrangements to protect students from all forms of verbal, physical, emotional or psychological abuse, and bullying. • Effective policies and procedures are in place to ensure that students are kept safe. Safety checks are frequent and thorough. There are regular and routine fire and evacuation drills. Any incidents are fully recorded, with clearly stated action taken to prevent their recurrence. • Buildings and equipment are very well maintained to ensure they remain in good condition. The school maintains comprehensive and secure records. • The premises and toilets are very hygienic. The school has ramps on the ground floor, but no equipment is installed on the first floor, so access is limited for people with mobility issues. The school can move classrooms to the ground floor, should a student with mobility issues be enrolled. Some classrooms are small for the number of students. • The school's promotion of healthy living is very effective and forms an important part of its provision. For example, the curriculum in science, moral education, Form Time, and assemblies includes references to healthy lifestyles, such as aspects of diet and exercise. There are food monitors in each class to ensure students eat healthy lunches and there are regular health checks of all students. 				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none"> • Relationships between staff and students are very positive, and the school's systems for managing behaviour are effective. The approaches for promoting attendance and punctuality are mostly effective but there is scope for improving attendance rates. Attendance and punctuality are managed by class teachers, supervisors and the wellbeing team. • The school has a thorough system to identify SEN and G&T students, through observations, and CAT4 testing. Inclusion leaders work well with teachers and parents to support the needs of students with SEN. This support enables these students to make consistently good personal and academic progress. G&T students are identified, but effective challenge and support in lessons are still a developing feature of teaching. SEN provision is generally good in lessons. • Students' well-being and personal development are efficiently monitored throughout the year. Students receive helpful careers guidance and specialist staff support students to gain access to universities. Alumni students revisit the school and provide helpful advice to younger students. 				



Areas of Strength:

- Safeguarding routines and the promotion of a healthy lifestyle.
- Guidance and academic support for students.

Areas for Improvement:

- Planned and delivered challenge and support for G&T students.
- Access arrangements to all areas of the school.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is good. It is very good in the partnership with parents and governance. The principal and senior leaders provide a clear strategic direction for the school and share it with all stakeholders. They are committed to the UAE national and Emirati priorities and to providing an inclusive learning environment for all students. They have secure knowledge of curriculum and effective teaching and learning. This enables them to establish a positive environment for promoting good quality learning and personal development for students. The new leadership structure provides improving accountability for responsibilities at all levels.
- Relationships and communications are professional and effective. Leadership roles and responsibilities are effectively delegated, with most leaders having clear accountability for outcomes. There are a few inconsistencies in middle leadership impact, particularly in respect of students' performance in some of the external benchmark tests, and G&T learning provision. School leaders demonstrate good capacity to continue their journey of continuous improvement. This is evidenced by the improving quality of teaching and learning, and students' outcomes. In particular, for the good performance in CBSE examinations across a wide range of subjects for students who have consistently been at the school. The school is fully compliant with statutory and regulatory requirements.
- The systematic processes involved in self-evaluation and school improvement planning embrace and reflect the views of all stakeholders. Senior and middle leaders undertake regular effective monitoring of the quality of teaching and its impact on students' learning. The school improvement plan (SIP) comprehensively captures the key improvements identified through self-evaluation and addresses the areas from the previous review report. There has been significant progress in addressing almost all the recommendations from the previous review report.
- Parents express a High degree of satisfaction with the quality of education provided for their children. This is further supported in the positive survey results conducted by the local authority. The Parent Council provides very good support in activities, functions, and national celebrations. There are effective communications between the parents and the school. The school's online



portal allows parents to have access to their children's progress in all subjects and enables two-way communication between parents and the school. Regular meetings with parents of SEN children successfully engages them as partners in addressing their child's educational and emotional needs. Comprehensive reporting on students' academic, personal and social development, together with parent and teacher meetings, provide clear information to parents. The school has effective links with local and international organisations and universities. This includes universities and colleges in England and India. The school is part of a group of eight schools and regularly shares best practice.

- All stakeholders are represented on the governing body, including parents, teachers, and students. They meet each term to systematically review the work of the school, including progress in addressing all key initiatives in the SIP, external test outcomes and ensuring agreed accountability targets are met by all senior leaders. They are a positive influence and provide very constructive support for the school's leadership. One Governor visits each week and runs regular training for staff at all levels. The governors have initiated a pilot project for the safe use of technology to enhance students' learning experience. They ensure good staffing and resources are provided and that all statutory requirements are met.
- The well-organised day-to-day management impacts positively on students' achievement. Staff are suitably qualified and have regular professional development opportunities matched to the SIP priorities. There are good facilities and resources to support the curriculum and enhance students' learning, although some classrooms are small for the number of students.

Areas of Strength:

- The partnership with parents and governance.
- The structure and organisation of senior leadership responsibilities and accountabilities.

Areas for Improvement:

- The consistency of impact of middle leadership, particularly in respect of students' performance in external benchmark tests.
- Leadership focus on enhanced learning provision for G&T students.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for teaching Arabic across the school is 23 teachers with a teacher to student ratio of 1:21
- There are 602 books for Arabic readers in the school's libraries of which all are fiction. Generally, students do not read or borrow Arabic books. The school librarian maintains records of the books borrowed from the library by each student. The librarian also helps students to access appropriate reading materials in English.
- There are no in-class libraries with Arabic reading material.
- Every year, the Arabic department organizes a reading week. This year, it started with the Primary phase in October and will soon be extended to the other phases.

The school's use of external benchmarking data

- PISA: (Last examination done in 2021-22) (For 15 years old) Registered 100% of students and 95% participated in the examination. TIMSS: (Last Examination in 2019-20) (For Year 5 and Year 8) Registered 100% of students of Year 4 and Year 8 and 38% and 79% of students participated in the examination respectively. ASSET: (Last Examination in 2021) Registered 100% of students and 99% students participated in the exam.
- CAT4: (Last examination in October 2021 and next exam in November 2022) (Selected years sit these examinations and the years are chosen and notified by SPEA.) Registered 100% students of selected year groups and 100% of students participated in examination in 2021. CBSE: (Last Examination in May 2022) Grade 10 Registered 100% students and 99.6% of students took part. Grade 12 registered 100% of students and 100% of students participate.
- The examination department is fully trained to conduct these examinations. Students are provided with information and adaptations are made in the curriculum to prepare them for these examinations. One ASSET question is integrated into English, mathematics, and science lessons daily. Additional lessons are offered to CBSE candidates on Saturday mornings. Curriculum adaptation is developed after the mock examinations as a result of a question/strand analysis exercise.
- Students receive Exam Board marksheets and are involved in student/teacher meetings regarding their CAT4/ASSET outcomes. Parents are informed at Parent/Teacher consultation meetings and workshops are conducted.

Provision for KG

- The school currently has 34 classes in the kindergarten with the 57 teachers which include 21 learning assistants. As a school policy, each KG1 class has a learning assistant and in KG 2, one learning assistant is shared between three classes. The learning assistants help preparing resources and support children with personal needs. The adult to child ratio is 1:14 in KG1, and 1:21 in KG2. One Montessori-trained professional is available in school to facilitate and support students' skill development in specially developed skill centres.
- KG classrooms are spacious, well-equipped with a range of resources like Montessori play material, play stations, subject corners, reading corner and television. The indoor play arena offers children opportunities to play the balling pin. Equipment such as soccer, mini football,

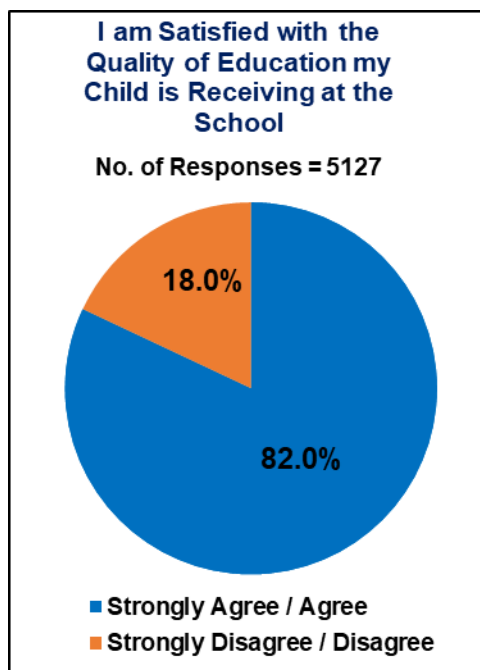


threading, jigsaw puzzles, bowling, swings, and trampoline are also available. To ensure development of appropriate motor skills, free flow activities are arranged in the corridors.

- The facility of spacious outdoor play areas includes climbing frames, slides, swings, trampoline, cones, sand pit, water trays, construction area and sand play area and the STEM centre, enable students to engage purposefully.
- Clear induction strategies are organized by the KG department for all children starting at the school with face-to-face meetings for parents and their children, prior to the start of new academic session. Parent orientation, school tour, staggered first day attendance, monthly newsletters and weekly capsules are shared with parents. Transition to grade 1 is facilitated through strategies like graduation ceremony of KG 2 children, preparing them with basic oral language skills and introduction to Arabic language.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement across all subjects by:
 - supporting students' recitation skills and knowledge of Hadeeth
 - improving speaking and writing skills in ASL in all phases and reading skills in Primary and Middle phases
 - developing students' deeper knowledge of the UAE's government and strategic role in the region
 - improving the consistency of the development of innovation, critical thinking, and problem-solving skills in all subjects
 - expanding the pilot project for the use of technology across the school to enhance students' skills to use technology to support their learning in all subjects.
- Improve teaching, learning and assessment to meet the needs of all students by:
 - sharing the better teaching practice seen in English, mathematics and science so that students' progress becomes at least good in all subjects
 - providing targeted programmes for G&T students in lessons
 - creating more consistency in the support of SEN students in lessons



- undertaking senior leadership themed observations of classroom practice to ensure High quality provision for all groups of students.
- Enhance the consistency in middle leadership, particularly in respect of students' performance in external benchmark tests by:
 - reviewing all middle leaders' management skills and providing appropriate professional development
 - setting targets for students, teachers, and middle leaders in respect of the outcomes of all external examinations and benchmark tests
 - ensuring the outcomes of external tests are included as an important part of reporting procedures.

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.