



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**RADIANT INDIAN SCHOOL FOR GIRLS AND
BOYS**

16 - 19 January 2023

Overall Effectiveness

ACCEPTABLE





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-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	199	
	School location	Al Yarmook, Sharjah	
	Establishment date	12/01/1987	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body	CBSE	
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	CBSE, TIMMS, ASSET	
	Fee range	AED 3,500 to 4,500	
		Principal	Alka Suxena
		Chair of Board of Governors	Her Highness Shaikha Jamela Bint Mohammed Al Qasimi
Total number of teachers		58	
Total number of teaching assistants		0	
Turnover rate		40%	
	Main nationality of teachers	Indian	
	Teacher: student ratio	1:19	
	Total number of students	1,079	
	Number of Emirati students	0	
	KG: number and gender	Total 173: Boys 97, Girls 76	
	Primary: number and gender	Total 459: Boys 250, Girls 209	
	Middle: number and gender	Total 302: Boys 187, Girls 115	
	High: number and gender	Total 145: Boys 70, Girls 75	
	Nationality groups	1. Indian 2. Pakistani	
	Total number of students with special educational needs	3	

PROGRESS JOURNEY

Previous Inspection 2019:	Current Review:
WEAK	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 151 lesson observations, 20 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is an improvement from the previous inspection in 2019. Leadership is providing a clear strategic direction with an ongoing programme of training despite significant staff and student mobility over the last two years. The provision for professional development is now beginning to improve the quality of teaching and learning, which is beginning to raise students' achievement. The majority of the other aspects of provision in the school are at least acceptable and, in some cases, better than this. For example, the care, welfare and safeguarding of students, including child protection and aspects of students' personal and social development. Leaders, especially the principal, have worked hard to ensure a welcoming and inclusive ethos throughout the school. The learning environment supports students' learning adequately. Some of the classrooms are cramped and this can place constraints on students' learning.

KEY AREAS OF STRENGTH:

- Overall achievement is improving across all subjects, from weak at the previous review to acceptable at the current review.
- Students' good attitudes, behaviour, adoption of safe and healthy lifestyles.
- Respect for Islamic values and awareness of UAE heritage.
- Good provision for ensuring the safety and well-being of students.
- The welcoming and inclusive approach for all students regardless of their backgrounds, particularly those students who are new arrivals.
- The links the school has with the local community and Sharjah Humanitarian Centre.
- The leadership of the principal in establishing a positive culture, forging strong partnerships with parents, and supporting the work of governors.

KEY AREAS FOR IMPROVEMENT:

- Further raising students' attainment and progress across the school.
- Teaching strategies to meet the needs of individuals and groups of students.
- Use of assessment to inform teaching, curriculum and students' progress.
- Students' overall attendance.
- Adaptation of the curriculum to ensure activities provided match the needs of all groups of students, including opportunities for enterprise and innovation.



PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as a Second Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. In lessons and over time, most students make acceptable progress in learning and in their work. This does not match internal data, which shows students make good progress overall.• Students' attainment is acceptable overall. School internal data indicates that attainment is good overall, but this does not match that seen in lessons and in students' work where students attain in line with curriculum standards.• Most students make progress in line with expectations. Students make acceptable gains in their basic understanding and knowledge of the Islamic faith, including Seerah and Nobel Hadeeth. Students in all phases develop appropriate understanding about the importance of Islamic values, such as truthfulness in their lives. However, only a minority show a deeper understanding of new concepts and terms. Students' recitation of age-related Nobel Hadeeth and Holy Qur'an Surahs is appropriate and respectful, but only a minority apply Tajweed rules effectively. In High Phase, students' recitation skills are less well developed, and a minority of students sometimes need their teacher's support.• All groups make at least expected progress, with a few students achieving better than this.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and understanding of Islamic values, faith and Surah.• Students' application of Islamic faith in their lives, especially in the Primary and Middle Phases.	<ul style="list-style-type: none">• Students' reading skills and application of Tajweed rules.• Students' deeper understanding of Islamic concepts and ideas.

Arabic as a Second Language	<ul style="list-style-type: none">• Students' achievement in Arabic as a Second Language (ASL) is acceptable overall. Most students make acceptable progress across the school, which is in line with the school's internal data.• Students' attainment in ASL is acceptable overall. It is acceptable in all phases; most students attain levels in line with curriculum standards. This aligns with the attainment seen in the school's internal data. There has been no external data since the previous review.• Students' progress is acceptable overall, and across all phases. In all phases, students develop acceptable listening and reading for comprehension skills. Most Primary Phase students use accurate standard Arabic in speaking, as appropriate for their age. Most older students can speak clear standard Arabic and answer unprepared questions. Students' handwriting is not as accurate and neat as it could be, and their extended writing, using their own thoughts and words, is less well developed. Overall, students creative writing in all phases is underdeveloped.• All groups make at least expected progress, across all phases.
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	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' reading fluency and comprehension skills especially in Middle and High Phases.• Students' listening skills, especially in Middle and High Phases.	<ul style="list-style-type: none">• Students' accurate handwriting and presentation of work.• Students' creativity when writing and their skills to write extensively.

Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. Most students make acceptable progress in social studies, which is in line with school's internal data.• Overall attainment is acceptable. Most students attain in line with curriculum standards. Internal assessments also show acceptable attainment, except in the Primary Phase, where school data shows attainment to be good. There is no reliable external data for this subject.• Most students make expected progress. In Primary Phase, students develop their understanding about the environment in the UAE adequately, such as knowledge of key buildings, However, they have relatively less knowledge about UAE geographical facts. Students in Middle Phase develop appropriate knowledge, and can engage in discussions about agriculture, including intensive subsistence and commercial farming. In High Phase, students gain age-appropriate knowledge of the impact of technology on globalisation and can work independently to develop and communicate their ideas. Students are less able, overall, to critically analyse the curriculum content. Overall students' knowledge of cultures around the world are less well developed.• Overall, most groups of students make acceptable progress. High-attaining and low-attaining students do always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and appreciation of life in, and the development of the UAE.• Students' age-appropriate understanding of technology.	<ul style="list-style-type: none">• Students' knowledge of other cultures around the world.• Students' knowledge of UAE geographical facts.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. In lessons and in their work, students make acceptable progress across all phases. This is in line with the school's internal data.• Students' attainment in English is acceptable. This does not fully match with the school's internal assessment data, which indicates that children's attainment is outstanding in KG and students' attainment is good in the Primary Phase. External CBSE results in 2022 indicate acceptable attainment for High Phase students.• Students' progress is acceptable. In KG, children make gains in building their knowledge of phonics and using these to decode and read a range of words. Students in the Primary and Middle Phases progress well with developing their speaking and listening skills. Their use of correct grammar and syntax needs further development and students lack the ability to express themselves at length and fluently in class discussions. Students in High Phase produce adequate written accounts for a range of different purposes, and they develop confidence in speaking and answering questions. Overall students' skills to read with expression and meaning are less well developed.• Most groups of students make expected progress. However, higher and lower attaining students do not always progress as rapidly as they could.	
	<table border="1"><tr><td>Areas of Strength<ul style="list-style-type: none">• Students' learning of phonics in KG.• Students' adequate speaking and listening skills.</td><td>Areas of Improvement<ul style="list-style-type: none">• The accurate use of grammar and syntax across all phases.• Students' skills to speak at length and read with expression.</td></tr></table>	Areas of Strength <ul style="list-style-type: none">• Students' learning of phonics in KG.• Students' adequate speaking and listening skills.
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Mathematics	<ul style="list-style-type: none">• Students' overall achievement in mathematics is acceptable. Across the school, students make acceptable progress in mathematics. This does not match the school's internal data which shows that progress is very good in KG and weak in the other phases.• Students' attainment in mathematics is acceptable overall. This does not fully match with the school's internal assessment data, which indicates that children's attainment is outstanding in KG and students' attainment is good in the Primary. External CBSE results indicate acceptable attainment for High Phase students in 2022.• Most students in KG gain adequate skills to identify, compare, and add two-digit numbers. In Primary, students learn basic mathematical operations and can add, subtract, and multiply fractions. However, their knowledge of the conversions for like and unlike fractions is less well developed. In Middle, students continue to make acceptable progress when learning about shape and space. However, some find it difficult to calculate in geometry. For example, when working out the perimeter of polygons accurately. High Phase students can tackle trigonometric equations and surface area and volume problems to an acceptable standard. Overall, students' ability to apply their mathematical knowledge to real-life contexts is underdeveloped, especially in Middle and High Phases.• All groups of students make acceptable progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Younger students' skills to perform basic mathematical operations.• High Phase students' skills in solving trigonometric problems.	<ul style="list-style-type: none">• Students' knowledge of conventions related to fractions.• Application of mathematical thinking to real life situations.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. Students make acceptable progress overall, which is in line with the school's own internal data.• Students' attainment is acceptable across all phases. This does not match the internal assessment data, which shows attainment to be outstanding in KG and good in the Primary Phase. There is no external data as this is the first year that the students will be taking the Grade 12 External Examination.• In KG, children make acceptable gains when learning about the world and learning about natural and man-made water resources. Primary students gain a secure basic understanding of life and earth sciences. For example, animals and their habitats and life cycles. In Middle Phase, students develop their understanding of physical science. For example, waves and particles, and how sound travels through a medium. In High Phase, students gain a broad knowledge of scientific facts, concepts and theory. For example, learning to interpret neurons and how neurons affect the central nervous system. Across the school, students do not, however, sufficiently develop their scientific thinking, enquiry and investigation skills, including their practical and laboratory skills.• Overall, most groups of students make acceptable progress. However, the higher-attaining students across the school do not progress as rapidly as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of the natural world in KG.• Students' knowledge and understanding of scientific facts and theory.	<ul style="list-style-type: none">• Students' scientific thinking, enquiry, and investigation skills, across all phases.• Students' practical and laboratory skills.

Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable. Students make acceptable progress overall, which is in line with the school's internal data.• Overall attainment is acceptable. The internal assessment data shows good attainment in recent years but variability across subjects. It is identified as good in Hindi and Urdu. This was not seen in lessons and in students' books. Overall, only a majority of students' attainment is in line with curriculum standards in PE, most students attain in line with curriculum standards in Computing, Moral Education, Hindi, Malayalam and Economics. Students' attainment is good in Art.• Most students make expected progress overall. For example, in Hindi and Malayalam, students develop adequate language skills, but their reading and comprehension skills are better. In PE lessons, students develop acceptable skills and knowledge in team games, but not in wider aspects of the curriculum where only a majority of students make progress in line with curriculum standards. Students are creative in Art, for example when creating landscapes using a range of mixed media they choose independently.• Overall, all groups of students make the expected progress. Higher-attaining students do not always progress as well as they could.
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	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • Reading and comprehension skills in Hindi and Malayalam. • Students work in Art, and their confidence in selecting artistic media. 	<ul style="list-style-type: none"> • Students' range of Physical Education skills and knowledge. • Students' attainment across the range of other subjects.

Learning Skills	<ul style="list-style-type: none"> • Students' learning skills are acceptable overall. Students willingly do what teachers ask of them, but sometimes this does not require deeper thought or independence. Although many students work well in the absence of close supervision, others need support. Most know what they need to do to improve, although a minority remain unclear. Students have only a general awareness of their progress and strengths as learners. Students only occasionally take responsibility for their own learning. • Students work collaboratively in familiar groups when asked. However, at times students lack the skills to co-operate well and produce consistently good work. They do not always understand the importance of listening carefully to each other before contributing. • Students acquire knowledge and skills from a range of contexts, but sometimes struggle to make connections between areas of learning and the world. Students sometimes rely too much on simply copying the methods and procedures they have been shown by their teachers. • Students use learning technology well when undertaking projects in social studies, sciences and English. Critical thinking, research and problem-solving skills are underdeveloped in most phases but are better in High Phase. For example, in mathematics, older students solve complex problems in finding out surface area of different shaped objects, and in using the general circle equation. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • Students' enjoyment and participation in collaborative activities. • Students' positive attitudes to learning. 	<ul style="list-style-type: none"> • Students' research, critical thinking and problem-solving skills. • Independent learning skills across all phases, particularly in unfamiliar contexts.



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Students' personal and social development, and their understanding of Islamic values and Emirati culture are good overall. Their innovation skills are acceptable across all phases.• Students are respectful and responsible. They usually show a positive attitude to school and to their work, although this is sometimes inconsistent. Students generally appreciate feedback from their teachers and do their best to respond to it effectively.• Students' behaviour around school and in lessons is typically good. They display good self-discipline and treat each other well. Incidents of bullying are unusual. Strong relationships between students and teachers promote positive behaviour.• Students have a good understanding of healthy eating and how to maintain active lifestyles, including through regular exercise. The school runs health and fitness programs to promote healthy lifestyles.• Students' attendance is around 87%.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students demonstrate a good understanding of Islamic values and the way in which these values influence life in the UAE. They benefit from the school's effective promotion of these values during lessons, assemblies, and Holy Qur'an recitation.• Students have a good knowledge and understanding of the UAE's heritage, culture, and history. They celebrate National Day and other national occasions, and regularly visit museums and cultural events. Students listen respectfully to the national anthem in assemblies, all students demonstrate respect by their participation in the national anthem. They also show their respect and appreciation of the leaders of the UAE.• Students develop knowledge about their own identity and culture and the wider world around them. Students come from around ninety different nationalities and demonstrate a good understanding of diversity. They enjoy and contribute to the culture of harmony and acceptance in the school.				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable



- Students are aware of their responsibilities in volunteering within the school and the local community. For example, they have visited patients in the hospital and organised a collection to help those less fortunate.
- Students enjoy lessons and sometimes take the initiative to organise activities themselves, although they usually rely on adults to lead the organisation of these activities. Students' innovation and enterprise skills are underdeveloped.
- Students demonstrate a basic understanding of the benefits of sustainability. They participate in activities to promote sustainability and conservation in the community, for example by helping to plant trees, and eliminating the use of plastic cups in the school and replacing them with paper cups made from recycled materials. The student council organises awareness projects and makes presentations to increase students' awareness and attitudes towards sustainability.

Areas of Strength:

- Students' positive attitudes and behaviour and good relationships with staff.
- Students' understanding and appreciation of Islamic values, and Emirati heritage and culture.

Areas for Improvement:

- Students' innovation and enterprise skills and the use of initiative to lead activities.
- Students' attendance to school.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of teaching and assessment is acceptable. Most teachers demonstrate secure knowledge of their subjects, especially in the key subjects. For example, in mathematics in the High Phase, confident teaching helps students to master linear equations and calculate the surface area of differently shaped objects. In KG, teachers' knowledge of children's learning ensures that the youngest learners have appropriate opportunities to learn together through play and practical activities.
- Teachers' planning, time management, and use of resources are mostly consistent across subjects. Most teachers provide environments that encourage learning, this is seen across all phases and most subjects.
- Teachers' interaction with students is typically very positive. For example, in Islamic studies and UAE social studies lessons, teachers' questioning leads to meaningful discussions about the concept of world climate and commercial farming. However, questioning is not always directed



and effective. In many instances, students shout answers out as a group and the teacher does not always follow up to extend learning.

- Teachers' strategies do not always meet the needs of all groups of students. Instruction is often not tailored to the class well enough, although assessment tasks are often adjusted appropriately. Sometimes, teaching does not expect enough from students or challenge them to think more deeply. This can be seen in the occasional disengagement of a minority of students, especially in KG and in the Primary Phase.
- At times, teaching develops students' critical thinking, problem-solving, innovation, and independent learning skills, although this is inconsistent across the school. A focus on these skills is seen mainly in the High Phase and is less prominent in other phases. Where this focus works well, it is integral to the lesson and the teacher has thought carefully about how students' skills can be developed and applied. For example, in science in Middle Phase, students are helped to deepen and apply their knowledge of key concepts by means of collaborative group work and practical tasks.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- Internal assessment processes are consistent and carried out regularly across all phases as per CBSE board policy. Assessments are written internally by the teachers and verified by heads of subjects.
- The school is now beginning to benchmark students' outcomes against appropriate external and international expectations. At present, too few students take ASSET and TIMSS to arrive at valid conclusions.
- Assessment data is usually organised well. Some analysis is undertaken to identify broad trends, patterns of attainment and individual progress. The resulting information is shared with the staff.
- Staff make some use of data analysis to plan and adapt the curriculum to meet the needs of students, but this is inconsistent and at times not very effective.
- In most cases, teachers mark students' work, but little constructive feedback is given on how to improve and progress. Self-assessment by students is occasionally used in some lessons.

Areas of Strength:

- Teachers' planning, time management, and use of resources.
- Teacher and student interactions and the use of questioning and discussion.

Areas for Improvement:

- Teachers' skills in developing strategies to meet the needs of all groups of students.
- The analysis of assessment data to target priorities in teaching and learning.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The overall quality of the curriculum is acceptable, as is curriculum design and implementation. Planning supports acceptable progression, and there is adequate continuity between phases. The curriculum is reasonably broad and balanced. It follows the requirements of the school's authorised curriculum and national statutory requirements for India and the Ministry of Education.Students have a range of options in the High Phase. They can choose between mathematically based subjects such as commerce, business studies and accountancy, in addition to the specialist science routes of chemistry and physics. There are options for students to attend additional clubs, but these are not yet wide-ranging.Some cross-curricular links are planned into lessons, but they are not fully utilised and are infrequent. Students sometimes struggle to transfer their learning from familiar situations into less familiar contexts.Subject teams meet to review the curriculum to ensure provision in all subjects across all phases. For example, some changes have been made in the order of texts taught in English. The school is aware that they need specific changes to the curriculum to further develop students' use of technology.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The school makes adequate adaptations to the curriculum to meet most students' needs. For example, curriculum modifications to develop catch-up classes to support students falling behind, and specific sessions for older students to develop their independent learning. However, despite this, there is sometimes too little challenge for high-attaining students, and the lack of guidance for low-attaining students for their written work.Students have opportunities to take part in learning which develops enterprise, and innovation, although their social contributions and personal development are inconsistent. At times, students show good skills of creativity, for example where students have made 3D models in science and social studies.The curriculum supports students' understanding of Emirati and UAE culture well. As a result, students make good gains in the knowledge of the UAE's values, culture and society.				
Areas of Strength:				
<ul style="list-style-type: none">The breadth and balance of the school's curriculum, and the integration of Emirati culture and values.The range of curricular choices to support students' talents and interests as they get older.				
Areas for Improvement:				



- The adaptation of the curriculum to meet the needs of higher and lower attaining students.
- The systematic development of cross-curricular links between subjects.

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	Good	Good	Good	Good
<ul style="list-style-type: none">• The protection, care, guidance and support of students is good overall. Students, staff and parents are fully aware of the school's health and safety policies. Staff receive regular training and updates.• Students are aware of who to report to if they become concerned. The school has an effective system in place to protect students and to ensure that bullying of all kinds is reduced or eliminated.• Hygiene is a high priority; the school is kept clean. Thorough procedures are in place to ensure that safety measures are implemented. A well-established system is in place to ensure supervision of students, including on the school buses.• The facilities and classrooms are well-maintained, and all digital resources work efficiently. Records are regularly updated to ensure that all incidents related to students' health, safety and well-being are logged securely including all actions taken.• The school promotes and supports students' healthy lifestyles and well-being, especially in KG. The importance of a healthy lifestyle is also promoted through the curriculum. Regular lectures and workshops take place include training for staff and students. Students usually follow the school's healthy eating expectations.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The staff have positive relationships with students, which promote good behaviour throughout the school. However, the school is less successful in promoting high levels of attendance and punctuality.• The school has secure systems to identify students with special educational needs (SEN). However, the school has identified the need to introduce detailed individual plans to support these students. The support for Gifted and Talented (G&T) students is similarly in need of improvement.• A personal support system for students ensures that all individuals are provided with the appropriate support they need to ensure their well-being. Students' well-being and personal development are regularly assessed throughout the year. The careers counsellor role is in its				



early stages of development. As a result, there is scope to improve the information students receive about their career choices and future education pathways.

Areas of Strength:

- The promotion of staff and student relationships.
- The work of staff to protect students and keep them safe, including against bullying.

Areas for Improvement:

- The implementation of individualised plans to support students who have SEN, and the support for students who are G&T.
- Promotion of students' attendance and punctuality.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

The effectiveness of leadership

Acceptable

Self-evaluation and improvement planning

Acceptable

Partnerships with parents and the community

Acceptable

Governance

Acceptable

Management, staffing, facilities and resources

Acceptable

- The overall quality of leadership and management is acceptable. The principal communicates aspiration and ensures that the school is a welcoming and safe environment for all. Leaders are committed to UAE and Emirati priorities.
- The principal provides clear educational leadership. With a small senior leadership team, she has set a clear direction which has been successful in providing a positive learning culture where students are happy and enthusiastic learners. Leaders understand best educational practices and communication of these is helping the school improve. However, middle leaders are not yet helping staff well enough to introduce systematic classroom routines and to manage learning effectively in the classroom.
- Relationships between leaders and others are positive, despite the fact that the school faces a number of challenges. For example, there has been significant staff mobility over the last two years. In addition, there is significant student mobility.
- Leaders show capacity to secure further improvement. Teamwork has recently been improved. However, there remains insufficient clarity about responsibility and accountability processes, particularly at middle leadership level.

**School Performance Review of Radiant Indian School for Girls and Boys, Sharjah
16 - 19 January 2023**



- The school has improved since the previous inspection and the school is compliant with relevant statutory and regulatory requirements.
- Self-evaluation is acceptable. The leadership team have worked hard to evaluate the quality of provision across the school. However, self-evaluation is not sufficiently succinct and there are mismatches in judgements about areas of the school's work. Systems to monitor the quality of lessons are not precise enough and are too general. For example, there is insufficient focus on evaluating the progress of students during lessons.
- While self-evaluation does not inform school improvement planning effectively enough, there have been improvements against all the identified areas from the previous review.
- The school has established strong partnership with parents. There are adequate systems in place to communicate with parents and to report to them about their children's progress. The school is aware of the need to develop more international partnerships with other schools and organisations to strengthen students' understanding of their roles as global citizens.
- Governors work well to support senior leaders, including the principal. They know the school well through frequent visits and regular meetings with school leaders. The school would also benefit from having some governors who are specialists in education so that they can hold leaders to account more effectively for students' overall achievement.
- The school runs efficiently on a day-to-day basis. There are sufficient qualified staff, and the premises provide adequate specialist resources. However, many classrooms across the school are small and cramped making it difficult for some practical activities.

Areas of Strength:

- The vision and commitment of the principal and other leaders and governors, and the positive culture for learning created across the school.
- The partnership established with parents and families.

Areas for Improvement:

- The impact of middle leadership and support for teaching, particularly newly appointed teachers.
- The impact of school self-evaluation and improvement planning, by focusing on students' progress and learning.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are four Arabic teachers teaching in the Primary to High Phases. The school adopted the new curriculum introduced by Ministry of Education in 2022 which is for non-Arabic speakers. The school also provides extra-curricular activities, including clubs, competitions, quizzes, and works to ensure engagement with parents.
- Arabic is taught from Primary to High Phase for all students, it is optional in High Phase.
- There is provision for reading in classrooms, including through technology. Students also have an opportunity to visit the library once a week where a range of Arabic fiction and non-fiction books are available.
- There are set textbooks for each subject which students carry with them. Teachers share links for feedback, homework, and research.

The school's use of external benchmarking data

- External CBSE results indicate acceptable attainment for High Phase (Grade 10) students in 2022. Very few students (about 2%) take TIMSS and ASSET hence the data is insufficient to arrive at any valid conclusions.
- The school provides regular information to parents regarding examinations. It has a full National Agenda Programme action plan to guide the activities. For example, meetings with students and parents are scheduled to provide orientation and preparation in advance of the examinations. However, not all students are entered for the external exams because the majority of the parents cannot afford the fees.
- Students are given regular examination familiarisation work with practice exam questions. After preparation tests, there are regular follow-up meetings and discussions with parents about the progress being made by their children. As part of this follow-up, the school runs booster classes for students. Clear targets are set for the examinations; for example, the school is fully aware of its PISA and TIMSS targets for mathematics and science and its compliance with SPEA requirements.

Provision for KG

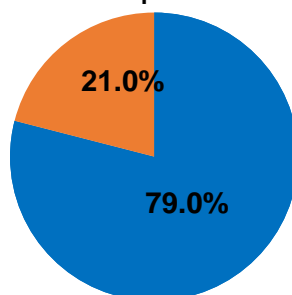
- There are 173 children in four classrooms. They are taught by seven teachers. There is a limit of 25 children per class. The teacher to child ratio is 1:24. There are no support staff.
- The classrooms are small for the number of children in each of the classes. The space restrictions mean that it is not always possible for the school to organise some of the practical learning activities within the rooms. The KG section has an area with a large climbing apparatus and slides outside in the play area which classes use in turn. These sessions are timetabled.
- In consultation with parents, the school has redefined the induction process for children joining the school, particularly those families who are new to Sharjah. Children are invited into school with their parents to meet with staff. Staff provide parents with information about the curriculum and approaches to teaching used in the school. Monthly newsletters are sent to parents informing them about all the activities that have taken place. Information is also provided for any upcoming events and activities. The school has a recently introduced a display board at the entrance of the school. The school also communicates with parents through the school portal.



VIEWS OF PARENTS

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

No. of Responses = 376



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the impact of teaching and assessment on students' overall achievement by:
 - making better use of assessment information to plan lessons so that all students make better progress.
 - developing a wider range of teaching strategies to engage students as active learners, promoting creativity, innovation, enterprise and independent learning.
 - using a greater variety of questioning techniques, requiring students to think more deeply, ask questions themselves and to extend their learning.
- Improve the impact of leadership and management on student outcomes by:
 - developing a shared understanding of effective teaching and learning relevant to each Phase of the school.
 - establishing rigorous and robust processes for self-evaluation, based on the UAE framework, resulting in an accurate view of the school's performance.
 - focusing school improvement plans on students' attainment and the priorities of the UAE National Agenda.
 - fully implementing the current training programme for middle leaders to enable them to support teachers more effectively.
 - adapting the curriculum to ensure that the activities provided fully match the needs of individual and groups of students.
- Improve students' attendance and punctuality by:
 - communicating to parents that irregular attendance and lateness to school is detrimental to students' achievement and their personal development.
 - working closely with families to understand the reasons for lateness and irregular attendance and implementing supportive steps to encourage better attendance.



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.