ITQAN
Programme

هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR)│Report

Al Delta English School LLC.

11– 14 March 2024

Overall Effectiveness: ACCEPTABLE

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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

THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:
- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:
- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:
- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

- PI 6.1 The effectiveness of leadership
- PI 6.2 Self-evaluation and improvement planning

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- PI 6.3 Partnerships with parents and the community
- PI 6.4 Governance
- PI 6.5 Management, staffing, facilities and resources

Judgements

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

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

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

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

SCHOOL INFORMATION

School	School ID	115
	School location	Muwaileh Commercial, Sharjah
	Establishment date	1992
	Language of instruction	English
	School curriculum	Indian
	Accreditation body	-
	Examination Board	CBSE
	National Agenda Benchmark Tests/ International assessment	ASSET, CAT4, ACER, IBT
	Fee range	4709 -13973 AED
Staff	Principal	Anita D'Cruz
	Chair of Board of Governors	Dennis D'Cruz
	Total number of teachers	43
	Total number of teaching assistants	0
	Turnover rate	35%
	Main nationality of teachers	Indian
Students	Teacher: student ratio	1:19
	Total number of students	837
	Total number of students per phase	KG: 188 Primary: 385 Middle: 169 High: 95
	Number of Emirati students	0
	Number of Emirati students per phase	0
	KG: number and gender	Boys: 90 Girls: 98
	Primary: number and gender	Boys: 218 Girls: 167
	Middle: number and gender	Boys: 85 Girls: 84
	High: number and gender	Boys: 53 Girls: 42
	Nationality groups	1. Indian 2. Pakistani
	Total number of students with special educational needs	11

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PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 135 lesson observation, 35 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. Although this judgement is the same as the previous review visit, there have been improvements in provision for KG and in governance, which are no longer weak. Achievement in Islamic education, social studies and mathematics has also improved to be good. Teaching has improved and assessment processes are now acceptable. Leaders now understand what good teaching looks like. The turnover of teachers in 2023 is now higher. This alongside a number of factors, including recent building regulation and Ministry of Health requirements, has resulted in a few classes in Primary and Middle being larger than usual. In High, groups are typically smaller than 10 students. Class sizes and resources adequately accommodate all class groups. The external security of the site has improved and resourcing and outside spaces for KG have been upgraded. Parents are satisfied with the quality of education that their child receives and both they and students report that children are kept safe.

KEY AREAS OF STRENGTH
- Students' positive attitudes to learning and their good achievement in Islamic Education, social studies and mathematics.
- Rigorous procedures in place to safeguard students and to manage behaviour.
- Parental satisfaction rates and effective parental partnerships.

KEY AREAS FOR IMPROVEMENT:
- Students' achievement across all subjects and phases.
- Further improvement to the quality of teaching, the use of accurate assessment and the monitoring of the impact on students' outcomes across all subjects and phases.
- Further development of leadership and management.

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1:
STUDENTS' ACHIEVEMENT

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

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Islamic Education	- Students' achievement in Islamic education is good overall. The school's internal data shows that students make very good progress overall. This does not match with what is seen in lessons and in students' work where the majority of students make better than expected progress in Primary, Middle and High. - The school's internal assessment data shows that attainment is outstanding overall which does not match with what is seen in lessons and in students' work, which shows that most students' attainment is in line with curriculum expectations in Primary, Middle and High. - The majority of students in Primary through to High make better than expected progress. Across the school, their daily behaviours reflect Islamic values and etiquettes. In Primary, students understand the importance of performing prayers on time. They know the dining etiquettes and the protocols of fasting during the Holy Month of Ramadan. In Middle, students know the rules of shortening and combining prayers for travellers and sick Muslims. They understand the meaning of why health is valued in Islam and can quote supporting Noble Hadeeth on health and hygiene. In High, students know about the manners of dialogue in Islam. They can explain the reasons for permitting and forbidding foods and drinks in Islam. Students' recitation of the Holy Qur'an in Primary, Middle and High is less well developed. In Middle and High, students' deep understanding of contemporary issues in Islamic societies and how to deal with them and suggest solutions are less evident. - The majority of groups of students make similar rates of progress. Some high-attaining students do not always make as much progress as they could.

Areas of Strength	Areas for Improvement
- Students' knowledge of dining etiquettes and the protocols of fasting during the Holy Month of Ramadan in Primary. - Students' knowledge of the rules for Islamic prayers, including shortening and combining these in Middle.	- Students' recitation of the Holy Qur'an in Primary, Middle and High. - Students' deeper understanding of contemporary issues in Islamic societies and how to deal with them and suggest solutions in Middle and High.

Arabic	- Students' achievement in Arabic as a Second Language (ASL) is acceptable overall. The school's internal data shows that students make good progress overall. This does not match with what is seen in lessons and in students' work where most students in Primary, Middle and High make expected progress. - The school's internal assessment data shows that attainment is very good in ASL. This does match with what is seen in lessons and in students' work where most students' attainment is in line with curriculum standards in Primary, Middle and High. External IBT results for students in Grades 3 to 9 are outstanding. This is not reflected in students' outcomes in lessons or their work. - Most students in Primary, Middle and High make expected progress. They can read simple texts, although their comprehension skills are less well developed. Their handwriting is legible and neat, including the use of simple grammar. In Grade 1, students can pronounce letters using basic grammar rules and match letters with the correct pictures. In Upper Primary grades, students can write short sentences and read them to express themselves. In the Middle and High, students are able to use new vocabulary in different sentences in order to practice them in daily situations. Conversely, students' speaking of standard Arabic in their daily practices and their extended writing skills in Primary, Middle and High are underdeveloped. - All groups of students make similar rates of progress in ASL. Some high-attaining students do not make the progress of which they are capable.

Areas of Strength	Areas for Improvement
- Students' ability to read simple texts in Primary, Middle and High. - Students' neat and legible handwriting, including the use of simple grammar in Primary, Middle and High.	- Students' speaking of standard Arabic in their daily practices in Primary, Middle and High. - Students' extended writing skills in Primary, Middle and High.

Social Studies	- Students' achievement in social studies is good overall. The school's internal assessment data shows that students make good progress overall. This matches with what is seen in lessons and in students' work where the majority of students make better than expected progress in Primary, Middle and High. - The school's internal assessment data shows that students' attainment is acceptable. This does not entirely match with what is seen in lessons and in students' work where most students' attainment is in line with curriculum expectations in Primary and Middle only. Attainment is good for the majority of students in High. There is no external assessment in social studies. - The majority of students make good progress in Primary, Middle and High. They can talk about the heritage, culture and traditions of the UAE. In Primary, students show a clear understanding of the difference between the weather and climate. Students in Middle are able to identify and locate major physical features of Africa, including mountain ranges, rivers, deserts and other significant landforms and showed understanding of the diverse climate zones there. Students in High show understanding of how developments in the infrastructure of different sectors and government policies have impacted positively on economic growth in the UAE. Students in Middle and High do not yet show a deep understanding of how the geographical features of the UAE influence its climate, international relations and trade routes. - The majority of groups of students make better than expected progress in social studies. Some high-attaining students do not make as much progress as they could.

Areas of Strength	**Areas for Improvement**
- Students' ability to talk about UAE heritage, culture and traditions in Primary, Middle and High. - Students' understanding of physical features and the diverse climate zones in Africa, in Middle.	Students' deep understanding of how the geographical features of the UAE influences its climate, international relations and trade routes, in Middle and High.

English	• Students' achievement in English is acceptable overall, although it is good in Middle and High. The school's internal assessment shows that attainment in KG is acceptable, in Primary it is good, and in Middle and High it is very good. This does not match with that seen in lessons and in students' work where most students' attainment is in line with expectations in KG and Primary. The majority of students in Middle and High are working above expectations. Although students' results in CBSE examinations are good over time, external ASSET data shows attainment as acceptable in Grades 3 to 10.
	• The school's internal data shows that progress over time is good across Primary, Middle, and High and very good in KG. Although this aligns with what is seen in lessons and in students' work, in Middle and High, it does not match that seen in KG and Primary where most students make expected progress.
	• Most students make acceptable progress overall in English. Children in KG develop their listening skills well and can speak aloud although not always in sentences. They make progress in identifying letters and sounds and are beginning to identify words which rhyme. They decode words well. By the time students reach upper Primary, they make good progress in speaking and leading debates. Across Primary, students' reading fluency develops well and their writing progresses acceptably when writing paragraphs for news reports and short stories. Most students punctuate correctly, and they are able to recall stories well, with lower attaining students' skills in spelling less accurate and opportunities to write at length inconsistent. By Middle, students make further progress in writing, for example, when using prior knowledge of biographies to create their autobiographies. In High, most students succeed in extending their vocabulary and use this knowledge to critically analyse short texts such as notices. In all phases students practise their speaking skills by reading aloud in lessons and sharing their answers confidently. High-attaining students have too few reading and writing challenges across all phases.
	• All groups of students make similar rates of progress, although the rate of progress made by high-attaining students is less than they are capable of.

Areas of Strength	Areas for Improvement
• Children's ability to decode words in KG. • Students' speaking skills and their ability to share ideas confidently in all phases.	• Children's ability to use sentences when speaking aloud in KG. • Students' spelling in Primary, especially low attaining students and reading and writing challenges for high attaining students across all phases.

Mathematics	- Students' achievement in mathematics is good overall. In KG, most children make expected progress in lessons and in their work. This aligns with the school's internal data across Primary, Middle, and High but not for KG where the school data suggests good rather than acceptable progress. - The school's internal assessment data shows good attainment in all phases. In mathematics lessons and in students' work, attainment in Primary, Middle and High is good for the majority of students and acceptable for most children in KG. This reflects the CBSE external examination results which are good over time. It does not reflect the ASSET assessment outcomes which are acceptable in Primary and weak in Middle and High. - In Primary, Middle, and High, the majority of students make better than expected progress. In KG children build their mathematical skills in basic addition and counting numbers. For example, children can count and add numbers up to 10 sometimes using different objects, as well as describing 2-dimensional shapes. Children's independent application of number facts is only just developing. In Primary, students show a good knowledge of basic geometry concepts, pictographs, measurement, and time. For example, students can identify a set of integers - the positive and negative numbers in a number line, can read pictographs or pictorial representations and can ask and tell calendar dates and time, as well as solve word problems by Upper Primary. Students, especially those who are low attaining, cannot always explain the thinking and reasoning behind their answers. In Middle, students build their mathematical skills in polynomial and algebraic expressions, with the majority of students able to explain the concept of polynomial in one variable and its components. In High, students build their mathematical skills in algebraic expressions and their relations and functions. For example, students can design and describe the different types of relation and functions and define specific algebraic expressions. - Overall, most student groups make similar rates of progress. In lessons a minority of low attaining students, especially in Primary, do not make the progress of which they are capable.

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Areas of Strength	Areas for Improvement
- Students' understanding of number value across all phases and their number fluency in Primary, Middle and High. - Students' understanding of algebraic expressions in Middle and High.	- Children's independent application of number facts in KG. - Students' reasoning and mathematical thinking skills, particularly those who are lower attaining in Primary.

Science	- Students' achievement in science is acceptable overall. The school's internal assessment information indicates that progress is good in all phases. This does not match that seen in lessons and in students' work where most students make expected progress in KG, Primary and Middle and the majority make better than expected progress in High. - The school's internal data shows that attainment is good in all phases. This does not fully match with outcomes seen in lessons and in students' work where in KG, Primary and Middle Phases most children students attain in line with curriculum standards. In High the majority of students demonstrate levels that are above curriculum standards. External ASSET examination results for 2023 show that attainment is acceptable in Primary, Middle and High and the external CBSE examination results for Grades 10 and 12 are good over time with better performance in chemistry and biology than in physics in 2023. - Most children in KG can identify non-living things, most can differentiate tap root and fibrous roots in Primary, electrical circuits in Middle and the majority can evaluate how adjustments in wire length and material affect the resistance within a circuit in High. Although Middle and High students now have greater access to laboratories than last year to conduct experiments and are gaining knowledge at age-related expectations, students' ability to make predictions and write hypotheses using scientific terms and vocabulary are underdeveloped. Primary students and children in KG especially still need more experiential learning opportunities. In High students record their observations well. - All groups of students make similar rates of progress.

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Areas of Strength	Areas for Improvement
• Students' knowledge of natural science phenomena and the use of real-life examples when discussing living and non-living things across all phases. • Students' ability to record observations in High.	• Students' ability to make predictions and write hypotheses using scientific terms and vocabulary in Middle and High. • Children's and students' experiential learning opportunities in KG and Primary.

Other subjects	• Overall, students' achievement in other subjects is acceptable in KG, Primary and Middle. Students in High achieve well. • In computer science, health education, economics and entrepreneurship studies, the majority of students in High exceed expectations, benefiting from lessons that promote critical thinking and links to the real world and the local community. • In computer science, Grade 11 students understand how to create a loop in Python while most students in Grade 7 are able to create webpages using HTML 5, identifying its limitations and advantages. In economics, students in High can compare the economy in India before and after independence and explore the effects on the agriculture sector at the time. In entrepreneurship studies, High students are able to analyse the business environment within Sharjah and demonstrate effective entrepreneurship skills when finding out this contributes to the success of a business. In health education, Grade 5 and Grade 11 students independently and collaboratively can apply cross-subject knowledge, making good progress when researching growth and development and debating the role of schools in promoting physical fitness. Hindi, Urdu, Tamil, and Malayalam are taught concurrently to focus on reading, writing, and speaking skills, with acceptable rather than good progress and attainment seen in lessons. The skills, knowledge and understanding as well as progress shown by students in physical education (PE) lessons are acceptable across all phases. • There are no significant gaps in students' rates of progress across other subjects.

Areas of Strength	Areas for Improvement
• Students' achievement in computer science, economics, and entrepreneurial skills in High. • Students' knowledge and skills in health education when researching growth and development and debating the role of schools in promoting physical fitness in Middle and High.	• Students' progress and attainment in Hindi, Urdu, Tamil and Malayalam languages across the school. • Students' rates of progress in developing skills, knowledge and understanding in physical education across all phases.

Learning Skills

- Students' learning skills are good overall. Children's learning skills are acceptable in KG. Children and students show positive attitudes to learning and enjoyment for learning across all phases. When given the chance in Primary, Middle and High, they collaborate well with one another.
- Students are able to communicate their learning clearly and well. When opportunities arise they make connections across subjects, such as when carrying out mathematical calculations in High in science, debating in health education lessons in Middle, and writing instructions for blowing bubbles in Primary.
- Students are able to use information technology (IT) with ease in most phases, researching information, for example, on growth and development or on natural resources in Primary and Middle. Children in KG do not have enough opportunity to use technology or to make choices independently.
- Problem-solving is integral to mathematics lessons and critical thinking is seen in most subjects although opportunities for innovation are less consistently seen across all subjects and phases.

Areas of Strength	Areas for Improvement

	• Children's and students' positive attitudes to learning and enjoyment for learning across all phases. • Students' ability to communicate their learning clearly and well in lessons across all phases.	• Children's opportunities to use technology and to make choices independently in KG. • Students' further opportunities for cross-subject application of their learning and innovation across all subjects and phases.

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

Students' personal and social development and their innovation skills are good overall.				
Indicators:	**KG**	**Primary**	**Middle**	**High**
Personal development	**Good**	**Good**	**Good**	**Good**

- Children and students demonstrate positive and responsible attitudes. Students participate in different activities inside and outside school, showing interest in planning and conducting school assemblies and other events.
- Children and students are very well behaved and respectful in their manners to their peers and teachers. They are helpful to one another, when collaborating in lessons. Children and students maintain positive and supportive relationships with both their teachers and peers. These contribute to a conducive learning environment and enhance the overall well-being of learners and staff. Group leaders support their 'buddies' in lessons which promotes camaraderie.
- Regular orientation programmes both in KG and other phases ensure children and students follow healthy routines. In KG, children enjoy a healthy menu for snacks and lunch, which is prepared in consultation with parents. Students learn about healthy diet plans in Islamic Education and carry out research on healthy eating and living, in subjects such as science and health education.
- Attendance at 95% is good. Students are punctual to school and to lessons.

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

- Students show a clear understanding of and appreciation for Islamic values and their influence on contemporary UAE society. In assemblies, they recite verses from the Holy Qur'an. They learn about morals and universal values in lessons and through initiatives such as 'awqaf' and other cultural programmes.

- Students are knowledgeable and respectful of heritage and culture in the UAE and participate in related activities. They celebrate National Flag and Martyrs' Day, and other national occasions, and actively take part in Islamic and cultural events such as Eid al-Fitr, Eid al-Adha and Haq Al Laila. This is further reinforced through visits to landmark areas in UAE such as Sharjah Desert for children in KG. Students can exemplify well their understanding by recalling concepts learned in Islamic education.
- Students demonstrate an understanding, awareness, and appreciation of their own and other world cultures. According to students, a culture of mutual trust and respect exists in the school, which is evidenced in the form of celebrations of various days and festivals that mark specific world cultures such as International Culture Day.

Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students of all phases participate willingly in activities that impact positively on the school community. KG children contribute to recycling projects, while students in higher grades participate in volunteering activities such as visits to a home for the elderly and collecting donations for social causes.
- Students enjoy their work and are happy to attend school every day. They participate in various competitions, events and programmes usually initiated and designed by their teachers. Although a few students from Grades 10 and Grade 12 participate in events such as the Kaplan Business Café, developing store concepts, preparing business proposals and delivering elevator pitches to prospective investors, most students' skills of innovation and entrepreneurship are underdeveloped.
- Students across all phases take care of their immediate surroundings, their classrooms and corridors. They are aware of broader environmental issues. They engage in initiatives such as clean up drives and metal can collections from their neighbourhood. Occasionally, they participate in external competitions such as Swathanthryam, although there are limited opportunities for students to better understand sustainability and develop their skills as responsible global citizens.

Areas of Strength:

- The positive and supportive relationships between staff and students.
- Students' interest and participation in cultural events, and internal and external competitions.

Areas for Improvement:

- Projects that enable students to develop a better understanding of sustainability and develop their skills as responsible global citizens.
- Projects that enable students to develop their entrepreneurship and innovation skills.

The quality of teaching and assessment is acceptable overall.

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

- Most teachers have secure subject knowledge which allows them to explain the learning content in lessons. In Middle and High, teachers use a range of teaching strategies to engage students and to promote their independent and collaborative learning, but this is less evident in KG and Primary.
- Lesson planning ensures that learning is purposeful with resources, time and questioning taken into account. In the majority of lessons, teachers' lesson plans are implemented and include key elements, such as critical thinking questions. Although teachers support students through verbal questions, guidance, and prompts, and in some subjects, such as mathematics and Islamic Education they provide students with levelled worksheets, students of different abilities usually complete the same tasks.
- Teachers often make good use of time and resources to support and engage students in their learning. In the best lessons, there is time allocated for reflection and plenary activities. Interactions between teachers and students are positive with students engaged and well-motivated in most lessons.
- In the best lessons, teachers promote skills in critical thinking, problem-solving and sometimes innovation but these are inconsistently included in lessons across phases and subjects. Teaching approaches in KG often mean that children rely on adult guidance even when they are ready to be independent and seek out their own learning. Most teachers allow older Primary, Middle and High students to use their independence skills to support their learning.

Assessment	Acceptable	Acceptable	Acceptable	Good

- Internal assessment processes are mainly coherent and provide suitable measures of attainment and progress for individuals and groups of students. The school uses external

CAT4, ASSET and ACER assessment information to benchmark students' attainment accurately against national and international averages which are well understood by leaders. Assessment information is beginning to be used to monitor students' progress and to identify gaps in students' knowledge, understanding and skills.

- Although a test composition principle, based on different level challenges, is in use at the school, day-to-day use of assessment in lessons varies considerably across subjects and phases. Teachers use assessment well in High and pitch their lessons and questioning based on students' attainment levels, and in KG classes, seating plans reflect the use of assessment information. In the best lessons across phases, the curriculum is adapted for students needing additional support and those needing challenge based on accurate internal assessment information. The routine use of accurate internal assessment information by teachers lacks consistency across phases and subjects.
- Teachers have a reasonable knowledge of the strengths and weaknesses of children in KG, and students in Primary and Middle with this knowledge being better in High, where class sizes are much smaller. Teachers provide helpful support and feedback in lessons, and, where teaching is better, this is reinforced by peer- and self-assessment and good and instructive feedback in students' workbooks.

Areas of Strength:

- Teachers' subject knowledge and understanding of how students learn in most phases, especially Middle and High.
- The school's processes for assessment and leaders' understanding of external benchmark assessments.

Areas for Improvement:

- The strategies used by teachers to promote children's independent learning in KG and their critical thinking, problem-solving and innovation skills across all phases and subjects.
- The consistent use of accurate assessment, including that gathered through marked work, to influence teaching and the curriculum across subjects and phases.

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PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.				
Indicators:	**KG**	**Primary**	**Middle**	**High**
Curriculum design and implementation	Acceptable	Good	Good	Good

- The curriculum is based on the rationale of the National Council of Educational Research and Training (NCERT) framework. It is broad and balanced and meets the statutory requirements of both CBSE and the MoE. Based on last year's review recommendation, KG has improved its provision by adding more sections and hands-on resources to enable better teaching and learning processes. There are well-established processes in place for long-term curriculum planning. The school's schemes of work for KG show evidence of continuity and progression in the themes under study. The topics and units are developed in a sequential manner following the CBSE guidelines for early childhood. Progression is also evident in samples of students' work, moving from simple to abstract concepts.
- There are good curricular choices for students in High with the school offering more popular choices, such as science, mathematics and commerce even when class sizes are small. These choices enable students to choose their favourite destinations for higher study and later work. The school helps students and parents in choosing the subject combinations based on their performance in various assessments. Long term unit plans are well established and comprehensive, following a uniform design. Cross-curricular links are planned and used effectively in subjects such as mathematics, science, social studies, and health education but are less well developed in others.
- Periodic review and development of the curriculum are undertaken by each department and phase with the departments and subject leaders having updated the curriculum based on the principles of the Indian National Education Policy 2020. Students' performance data, surveys and updates by the CBSE board are usually the basis for review and development.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good

- Curriculum adaptations are planned based on the learning needs and competencies of students, although the consistency with which teachers implement these varies. Reading comprehension has been incorporated in different subjects to enhance students' skills. The Kinder library has

taken shape in KG to promote children's literacy skills and students of Grades 3 to 9 have also been encouraged to attempt the international IKAN reading and Burt reading tests to assess their language skills, alongside IKAN numeracy. The positive impact of these initiatives on outcomes is not yet consistent across the school.

- The curriculum has limited opportunities for students to develop the skills of innovation and enterprise. Enrichment activities are planned and conducted although these do not consistently enhance students' learning experiences well. Students are mostly guided and led by teachers; therefore, students do not always develop their independent learning skills. Research and project-based learning are developing as tools for creative thinking, with older students working on projects as extended home-based assignments.
- The school runs various programmes for the Holy Month of Ramadan and UAE celebrations that enhance students' understanding of the UAE culture and values. The school encourages all students equally to contribute to socially conscious causes through visits to a home for the elderly or establishments for special educational needs (SEN) children. Special assemblies, field visits to UAE landmarks and displays about UAE values and culture make students more aware of UAE's culture and heritage.

Areas of Strength:

- The improvements made to the KG curriculum that have increased children's hands-on learning and their interest in lessons.
- The well-established processes in place for long-term curriculum planning.

Areas for Improvement:

- Teachers' consistent implementation of curriculum modification in lessons to meet the needs of all students.
- The regularity of curriculum reviews to develop the curriculum and ensure good provision consistently across subjects, including opportunities for students to develop innovation, enterprise and independent learning skills.

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

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very good	Very good	Very good	Very good

- The protection, care, guidance and support of students are very good overall. The schools' rigorous procedures for safeguarding are based on effective implementation of policies and procedures for child protection, behaviour management, fire safety and transport management. All staff are trained in child protection and there is an awareness programme for students and parents. As a result of close monitoring and supervision, no incidents of bullying have been reported, and parents and students confirm that students are very well protected.
- Arrangements for health and safety are highly effective. The school ensures that there is consistent adoption and review of its policy and security measures. Thorough supervision of students, alongside security personnel, fencing and locked gates, ensures that the school community is kept safe. The school's building and facilities are very well maintained. The school maintains comprehensive and effective records, including those which show how concerns are addressed and subsequently followed up. The school's premises are generally clean and well-maintained, with classroom sizes being ample for class groups. The school's premises, including its classrooms, science laboratories, equipment, toilets, play areas and outside facilities, are kept safe and hygienic.
- The school's promotion of healthy living is very effective. Awareness about a healthy lifestyle is consistently promoted through lessons across the school. Children and students conscientiously follow the school's guidelines for eating healthy food.

Care and support	Good	Good	Good	Good

- Good systems are in place to manage students' behaviour and to ensure that staff develop cooperative and purposeful relationships with students in a mutually respectful environment.
- The school's procedures and systems to promote students' attendance and punctuality are highly effective. The school records attendance and punctuality daily, keeping parents well-informed of absence or lateness. Leaders' systematic analysis of these records does not sufficiently triangulate data to identify patterns of absence linked to individual students' attainment and progress.
- The school has appropriate procedures for identifying students with SEN with a fully trained special educational needs coordinator (SENCO) and social worker. Only 11 students with physical disabilities have been identified by the school as needing support but the identification and support of other students who may have specific learning difficulties and SEN is less effective. gifted and talented (G&T) and low attaining students are identified through analysis of CAT4 assessments.
- Students who are G&T are provided with enrichment opportunities outside lessons, with some challenges in lessons. For those who are low attaining, class teachers provide individual support. Although under-performing students receive remedial and extended coaching following formal assessment, day-to-day support in lessons does not consistently and effectively respond to all students' needs.
- There are good support systems in place for all students to ensure they receive appropriate personal and academic guidance. The school's social worker provides career guidance for students based on their individual progress records. Most students indicate that they feel confident to ask adults for assistance and support as they need.

Areas of Strength:

- The rigorous procedures for the safeguarding of students.
- The highly effective promotion of students' healthy living.

Areas for Improvement:

- The identification, consistency and effectiveness of support for different groups of students including SEN, low attaining, high attaining and G&T students.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:	
The effectiveness of leadership	**Acceptable**

- The principal and senior leaders have a clear vision for the school that is understood and supported by the school community. Through their vision for the school, they show commitment to providing education at an affordable price in the UAE, promoting inclusion. The UAE national and Emirate priorities are evident in a few displays across the school, in students' artwork and during assemblies. They are integrated into teaching and learning, especially in Arabic subjects. Students with physical disabilities are supported from identification through to in-class teacher support but the identification and support of other students who may have specific learning difficulties and SEN is less effective.
- Leaders have undertaken extensive training from SPEA and now demonstrate a clear understanding of what good teaching looks like in a culture where students enjoy learning. Leaders have worked hard to improve the school's site and have been effective in improving provision in KG as well as teaching and achievement in subjects such social studies, Islamic Education and mathematics. Most leaders have a clear understanding of what needs to be done to improve the school. The principal and the leadership team demonstrate an acceptable capacity to improve the school further.

Self-evaluation and improvement planning	**Acceptable**

- Self-evaluation processes for the school involve both middle and senior leaders. These now consider both internal and external data although links made between this information and improvement priorities are not explicit in the school's documentation. There is a cycle of monitoring for teaching, planning and students' workbooks. Monitoring of the impact of training and use of resources on children's outcomes and achievement in KG has not yet taken place. School improvement plans are detailed although they are yet to consistently impact positively students' achievement across subjects and phases. Key recommendations from the last review report have been tackled. As a result, provision in KG, assessment and governance are now acceptable.

Partnerships with parents and the community	**Good**

- The school successfully engages parents in their children's learning through regular updates and communication through applications and online channels. A parents' council also meets periodically to discuss matters relating to their child's education. The views of a wide range of parents are not formally sought or considered when shaping the school's priorities. Parents are committed partners in supporting their children's learning. Parents indicate that they are happy with the reports and communication channels that they have available to them and the responses in the SPEA survey indicate good satisfaction levels.
- The school supports the local community through partnership work with local homes for children with SEN and older residents. Links with other schools in the UAE are seen in the cross-school competitions which students attend. Leaders have plans to further expand these links to include even more schools, including Indian curriculum schools, to enhance provision at the school.

Governance	Acceptable

- The executive governing board is made up of 6 members, including the principal, chair of governors and 2 parent governors. All group members are professionals with skills and experience at executive level in the oil industry, charity, construction and education sectors. Although there are informal ways in which the opinions of parents and staff are taken into account, the formalisation of processes to gather stakeholders' views is the next step. The board meets periodically to keep itself informed about the school's performance, although minutes of meetings are not kept. Recent work on the school's site to ensure statutory health and safety requirements are being met, are known to the governing board. The chair of governors' commitment is reflected in his involvement in school improvement. He has created a link with an American school and provided training to staff on the analysis and interpretation of CAT4 data. Actions overseen by the governing boar have resulted in improved provision this year in KG and improved teaching and outcomes in Islamic Education, social studies and mathematics.

Management, staffing, facilities and resources	Acceptable

- Management, staffing, facilities and resources are acceptable. The daily operation of the school is sufficiently well-organised to ensure lessons proceed at the correct time with teachers available to teach. There was a high turnover of staff last year and recent absences of staff have presented some challenges for the school. The school has appropriately qualified teachers who work to support students' achievements. Teachers benefit from occasional professional development, mostly through SPEA due to budgetary constraints. All staff are deployed adequately across the school. The school's premises are maintained to an acceptable standard with specialist rooms, including a multi-purpose auditorium, science laboratories, art and information technology areas. In all classrooms, the opportunities for digital learning with interactive boards complement the use of

textbooks and especially in KG and other subjects where other practical resources are available. Outdoor areas are spacious and shaded. Resources currently adequately support teaching.

Areas of Strength:

- The principal's and other senior leaders' understanding of what comprises good teaching and learning.
- The detail included in the school improvement plans and the successful actions taken to address recommendations identified by the last review.
- The strong partnership with parents.

Areas for Improvement:

- The consistency of the school's performance across subjects and phases by monitoring the impact of training for teachers on students' outcomes.
- The links between school evaluation and improvement priorities.
- The representation of stakeholders on the governing body and the formalisation of processes for seeking stakeholders' views and minuting meetings.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 3 teachers for ASL from Grades 1 to 9. The percentage of ASL teachers to students is 1:216.
- The total number of Arabic books is 750 comprised of both fiction and non-fiction. These include Arabic story books for Grades 1 to 5 which are 350 in number (275 fiction and 75 non-fiction), and Arabic story books for Grades 6 to 12 which are 400 in number (100 fiction and 300 non-fiction).
- Students' textbooks and teachers' slides are used during Arabic subject lessons to promote reading. Although there are different titles of Arabic fiction and non-fiction books in the library, there is no scheduled period for Arabic in the library and no borrowing system currently operating in the library. There is an Arabic E-library which students can use.
- The school has different reading activities and reading competitions. Students have participated in national poetry competitions expressing their devotion for His Highness Sheikh Sultan Al Qasimi, and for the Emirate of Sharjah, as well as internal poetry competitions.

The school's use of external benchmarking data

- The school uses external CAT4, ASSET and ACER assessment information to benchmark students' attainment against national and international averages. Some 75% of students undertake external benchmark tests in ASSET and ACER IBT. This meets SPEA requirements.
- The school carries out a number of activities to ensure students are aware and prepared for these assessments. This includes preparing students through worksheets, small group activities and critical thinking activities and tasks in lessons.
- Students are made aware of assessment results through individual student feedback and through student communication statements.
- Parents are made aware of these through the learning management system, course messages and through monthly parent and teacher conferences.

Provision for KG

- There are 8 teachers and 8 nannies in the KG phase, with a teacher to child ratio of approximately 1:24.
- Children are assessed at admissions for their literacy and numeracy knowledge and their fine and gross motor skills. The admissions team communicates with parents prior to their children joining the school. The school has an orientation programme for children before they start school which includes training and guidance for parents. Monthly meetings take place to report on progress and any feedback required. There is also a learning management system which parents can access, which allows for daily updates.
- There are 8 classrooms in KG each including an interactive smart board and age-appropriate table and chairs which allow for group work. Resources include manipulatives, resources for
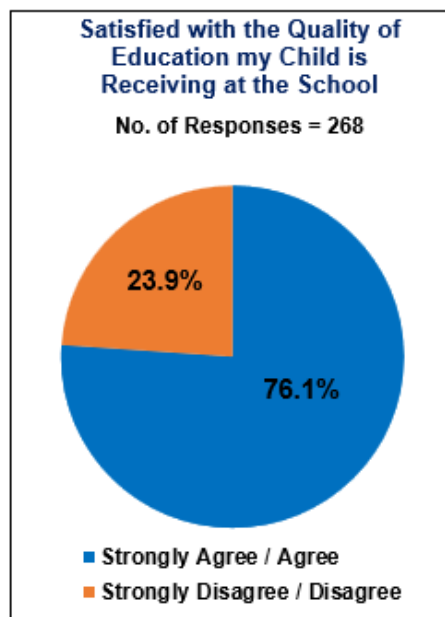
fine motor skills, language, and numeracy development. Classroom resources include pencils, colours, manipulatives for counting and recognising letters, simple readers, playdough, and notebooks for writing. The environment supports learning and celebrates children's achievements.

- There is 1 specialised room for extra activities such as role play called the Kinder Discovery Centre. The room is set up as a shop for role play learning beyond the classroom environment. There is also a playing frame which includes a slide. There is a small area for books which serves as a mini library. Resources and flooring in the outside area are currently being refurbished.

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

No. of Responses = 268

23.9%

76.1%

■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise achievement to the next level across all subjects and phases by:
  - improving the quality of teaching to the next level across all subjects and phases.
  - improving the use of accurate assessment information to influence teaching and the curriculum to better meet all students' needs, particularly high attaining students.
  - identifying and supporting different groups of students including SEN, G&T and low and high attaining students to maximise their progress.
  - rigorously monitoring the impact on students' outcomes of any new training and resources for teachers.

- Improve the effectiveness of leadership and management by:
  - more clearly aligning self-evaluation findings with whole school improvement priorities.

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11 - 14 March 2024

- ensuring governors include a range of stakeholders on the governing body and minute any meetings that take place.
- seeking more formally stakeholders' views.

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

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

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

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