



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**DELHI PRIVATE SCHOOL**  
14-17 November, 2022

**Overall Effectiveness**

**VERY GOOD**



إتقان ITQAN





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## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

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

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

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

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





## Judgements

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




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

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

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as, 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	203	
	School location	Muwelah	
	Establishment date	1 April 2000	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body	N/A	
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	ASSET, TIMSS, PISA, PIRLS, EMSAT, CAT4, EARN	
	Fee range	11,300 - 15200	
	Staff	Principal	Ms Vandana Marwaha
		Chair of Board of Governors	Mr Dinesh Kothari
Total number of teachers		410	
Total number of teaching assistants		33	
Turnover rate		13%	
Main nationality of teachers		Indian	
Teacher: student ratio		1: 13	
Students		Total number of students	5,249
		Number of Emirati students	0
		KG: number and gender	F: 272; M: 332
		Primary: number and gender	F: 832; M: 945
	Middle: number and gender	F: 611; M: 692	
	High: number and gender	F: 736; M: 829	
	Nationality groups	1. India 2. Nepal	
	Total number of students with special educational needs	43	

## PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review:
<b>GOOD</b>	<b>VERY GOOD</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 8 reviewers' 226 lesson observations, 73 of which were carried out jointly with school leaders.

### **SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:**

The overall performance of the school is very good. This is an improvement since the previous review in 2018. Leaders demonstrate a collective and clear strategic direction. Self-evaluation and improvement planning are accurate and successful. Teachers benefit from high quality professional development, and this has improved the quality of teaching and learning, and students' achievement in most subjects. All other aspects of provision in the school are at least very good. The learning environment is very well developed, and students benefit from the support provided to them.

### **KEY AREAS OF STRENGTH:**

- Students' overall achievement in UAE social studies, English, mathematics, science, and other subjects.
- Students' personal and social development, and their innovation skills in electives and co-curricular activities.
- Teachers' improved knowledge of how students learn as a consequence of regular continuous professional development and monitoring of the teaching and learning process.
- The health and safety arrangements, including child protection systems.
- Collective and clear strategic direction by the leadership.
- Strong partnerships with parents and the community.

### **KEY AREAS FOR IMPROVEMENT:**

- Students' achievement in Arabic language and Islamic education.
- Support in lessons to accelerate the achievement of gifted and talented students.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Very Good

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





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic education is good. In lessons and in their work, the majority of students make more than the expected progress. This does not concur with the school's internal data which shows students make outstanding progress across the school.</li><li>• Internal assessment data for Phases 2, 3, and 4 show attainment as outstanding, including in Grade 12. This is not seen in lessons and in students' books where the majority of students attain above curriculum standards.</li><li>• Students make good progress in lessons. Students in Phase 2 learn to memorize and explain the general meaning of the assigned chapters from the Holy Qur'an. For example, they engage in role play of five prayers and explain how Islamic ethics influence daily life. However, their Qur'anic vocabulary is less developed. Phase 3 students develop a broad knowledge of Islamic history after the death of the Prophet (PBUH). However, their understanding of Islamic law is not as well developed. Application of Tajweed rules to recite verses from the Holy Qur'an is demonstrated successfully by Phase 4 students. They also develop their understanding of faith and identity well. For example, they can discuss the significance of holy mosques, with quotes from the Holy Qur'an and Noble Hadeeth. A few students are unable to explain some Islamic terms and concepts, like permissible, forbidden and lawful.</li><li>• The majority of groups of students make better than expected progress. Higher-attaining students do not always make accelerated progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of the assigned Holy chapters, in Phase 2.</li><li>• Students' knowledge and understanding of Islamic history after the death of the Prophet (PBUH), in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>• Students' wider knowledge of Qur'anic vocabulary, in Phase 2.</li><li>• Students' understanding of Islamic law, in Phase 3.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>Students' achievement in Arabic language is good overall. In lessons and in their work, the majority of students make more than the expected progress. This does not match with the school's internal data which show that students make outstanding progress across the school.</li><li>Internal assessment data show attainment as outstanding, including in Grade 12. This is not seen in lessons and in students' books where, overall, the majority of students attain above curriculum standards.</li><li>Students make good progress in lessons. In all phases, students make good gains in speaking, listening and text-based writing skills. For example, students make good progress in learning to write short, grammatically correct sentences using standard Arabic rules. They make good gains in learning how to make short presentations using technology. Students in Phases 3 and 4 demonstrate good progress in communicating their learning and analysing different texts using dictionaries. They develop skills to speak confidently, when communicating their understanding. Overall, students' extended writing and reading for comprehension skills are less well developed.</li><li>The majority of groups of students make better than expected progress. Higher-attaining students do not always make accelerated progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' oral linguistic skills across the school.</li><li>Students' ability to analyse and comprehend texts particularly in Phases 3 and 4.</li></ul>	<ul style="list-style-type: none"><li>Students' extended writing skills across all phases.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is very good. In lessons and their work, the large majority of students make better than the expected progress. This does not match with the school's internal data which show students make outstanding progress.</li><li>• Internal assessments show attainment is outstanding. This is not seen in lessons and in students' books where a large majority of students attain above curriculum standards.</li><li>• In lessons, students make very good progress. In Phase 2 they develop their understanding of national identity and citizenship well. For example, they are able to compare ideologies of Gandhi and Sheikh Zayed and relate these to UAE society. Phase 2 students can also explain the role of the UAE's government to promote happiness and well-being. However, their knowledge of the UAE's international initiatives in the nearby region and wider world to support people in other countries is limited. Phase 3 students improve their understanding of the world well and can explain the geography of other countries, including India, but their understanding of the impact of physical features on lifestyles is less well developed. Students in Phase 4 develop a good understanding of the national economy and tourism for example they can explain the importance of archaeological sites in UAE. However, a few students struggle to explain their analysis using well-reasoned arguments and subject specific vocabulary.</li><li>• Most groups of students make better than expected progress. Higher-attaining students do not always make accelerated progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of the UAE government's efforts to ensure happiness and well-being.</li><li>• Students' understanding of the world's geography.</li></ul>	<ul style="list-style-type: none"><li>• Students' knowledge of the UAE's international initiatives to support people in other countries.</li><li>• Students' understanding of the impact of physical features on lifestyles.</li></ul>



English	<ul style="list-style-type: none"><li>• Students' achievement in English is outstanding. In lessons and in their work, most students make more than expected progress. This matches with the school's data about students' progress.</li><li>• Students' attainment is outstanding across the phases. This matches the internal assessment data, which show outstanding attainment across the school. Recent external EARN data, as well as ASSET and CBSE data show outstanding attainment.</li><li>• In KG, children make outstanding gains in building their knowledge of phonics and using this to interpret word-pictures and to write short sentences. They develop strong speaking and listening skills to communicate in grammatically correct sentences. Across the school, students acquire very strong and secure higher-order reading skills. They read and comprehend complex texts and can infer information and deduce main ideas from different contexts independently. Students make very good gains in writing for a range of different purposes. However, the independent, extended writing skills of a few students are slightly less well-developed. Across the school, students develop confidence in answering questions and discussing their learning and ideas, fluently and at length, in class discussions and in collaborative activities.</li><li>• Overall, all groups of students make better than the expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's phonics skills in KG.</li><li>• The reading and comprehension skills of students and their inference of information from texts.</li><li>• Students' strong public speaking skills.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to independently write extended texts.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is very good overall. In lessons and their recent work, students make very good progress. This does not match with school data in KG and Phase 2 which shows outstanding progress.</li><li>• Students' attainment is very good overall. This does not match the internal assessment data for KG and Phase 2, which is outstanding. However, it matches the data in Phases 3 and 4. ASSET and CBSE data show very good attainment in Phases 3 and 4. Overall, a large majority of learners attain above curriculum standards.</li><li>• Students in KG make very good progress, they can identify numbers, tell number names, count and represent numbers using manipulatives. They can add two single-digit numbers and read and comprehend simple word problems. Students in Phase 2 develop good skills to manipulate numbers. For example, they can perform arithmetic operations using large numbers, fractions and decimals but their ability to do mental mathematical operations and to link mathematics to real life is limited. Students in Phase 3 develop good skills in algebra and number relationships. For example, they can compare and perform arithmetic operations using integers and create imaginative 2D and 3D shapes and derive the formula to find their area and volume. In Phase 4, students develop their mathematical thinking well. For example, they can analyse various parts of parabola and write their equations.</li><li>• Most groups of students make better than expected progress. Higher-attaining students do not always make accelerated progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' skills in number manipulation techniques and mathematical thinking.</li><li>• Students' skills to solve mathematical problems.</li></ul>	<ul style="list-style-type: none"><li>• Application of mental mathematical skills and consistent real-life connections in Phase 2.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is very good. In lessons and in their work, the large majority of students make more than the expected progress. This does not match with the school's internal data which shows all students make more than the expected progress.</li><li>• Internal assessment data show attainment as outstanding, External examination data, including ASSET and CBSE, indicates attainment is very good or outstanding in the different science subjects. Overall, the large majority of students attain above curriculum standards, as seen in lessons and in recent work.</li><li>• Students make very good progress overall. In KG, children develop a secure understanding of the world around them and can describe the habitats of animals found in cold and warm regions. Phase 2, students make strong gains when exploring science facts for example when they make machines to explore the work and force relationship. By the end of Phase 3, students can investigate science phenomena using carefully controlled experiments for example when they investigate parallel and reticulate venation in plants. Students in Phase 4 can apply science theory successfully and independently, for example when calculating the velocity of everyday objects. Their scientific inquiry and investigative skills, as well as their practical, experimental and report writing skills, are very well developed, particularly in the higher grades. Overall, students are marginally less successful in independently linking science theory to real-life applications, such as medicine and technology.</li><li>• Overall, all groups of students make better than expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Understanding of the world around them by KG students.</li><li>• Students' skills to investigate and explore scientific facts.</li></ul>	<ul style="list-style-type: none"><li>• Enhanced ability to independently think critically and make real-life links.</li></ul>





<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is very good overall. In lessons and in their work, a large majority of students make better than expected progress. This does not concur with the school's internal data which shows students make outstanding progress.</li><li>• Internal and external assessment data, such as CBSE, for Phase 4 show attainment as outstanding, other subjects like geography, history and political science. This is not seen in lessons and in students' books where, a large majority of students attain above curriculum standards.</li><li>• In KG, children make very good progress. For example, they learn to speak in accurate, full sentences in Hindi. In art they can draw and colour cars, healthy fruits and vegetables accurately. Phase 2 and 3 students develop very good linguistic skills in Hindi and French, but some prefer to communicate in English even during a lesson and this limits their progress. They can read, comprehend texts and articulately communicate their understanding in different languages. In Phase 2, students' acquisition of higher order skills in performing arts, music and PE are better than expected. They are able to demonstrate their skill to play instruments like the guitar and keyboard during the assembly. However, a minority of students do not develop their creative and artistic skills as successfully. Phase 4 students develop a wide range of good skills and knowledge across the subjects they take. For example, they are able to write algorithms for biometric systems and graphically represent them in an Artificial Intelligence lesson. They can collaborate to compose and perform a range of activities in art, music, and PE in Phase 4.</li><li>• Overall, most groups of students make better than expected progress.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' ability to play instruments like the guitar, drums and keyboard.</li><li>• Students' ability to collaborate, compose and perform a range of activities in art, music, and PE.</li></ul>	<ul style="list-style-type: none"><li>• Consistently highly developed artistic and creative skills.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Learning skills are very good across all phases. Students are motivated and eager to participate in their learning. They are actively involved in their own learning and take responsibility to set goals for themselves based on their knowledge of strengths and areas for improvement.</li><li>• The interactions within a lesson, and ability to collaborate and engage in purposeful discussions to achieve common goals enable them to consolidate previous knowledge and strengthen their learning. This is most noticeable in English lessons.</li><li>• Students regularly contribute ideas during group work and make meaningful connections to other areas of learning, such as in STEM lessons where they integrate concepts and make connections between core subjects like mathematics and science.</li><li>• Students are enterprising and engage in research, particularly in higher phases, to find things out for themselves. They are able to demonstrate their innovative skills in projects and co-curricular electives. For example, projects within STEM, 3D printing and Design Thinking lessons. However, across all phases, a minority of students are less skilful at independently initiating innovation, critical thinking and problem-solving activities.</li><li>• Students can make effective use of technologies in all phases. Most students across all phases, consistently use a range of digital learning platforms such as 'IXL', 'Kahoot', 'Gizmos', and 'Form' to accelerate their learning.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' motivation and eager participation in their learning.</li><li>• Students' ability to clearly communicate and collaborate.</li><li>• Skills to establish links to real-life experiences and other subjects.</li></ul>	<ul style="list-style-type: none"><li>• Students' skills to initiate independent innovation, critical thinking, and problem-solving activities.</li></ul>



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

Indicators:	KG	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>
<ul style="list-style-type: none"><li>Students' personal and social development is outstanding. They demonstrate very positive and responsible attitudes. They exhibit strong resilience and are able to thrive on corrective and critical feedback.</li><li>Students are consistently well-behaved and self-disciplined. They take an active role in the ensuring discipline in the school as members of the Students' Council. Incidents of bullying are extremely rare. Relationships with the staff and their peers are respectful and polite.</li><li>Students display an excellent understanding of a healthy lifestyles and how to maintain their fitness levels. The Students' Council has introduced several initiatives like the fruit break to encourage all students to eat healthily.</li><li>Students' attendance is outstanding at 98%. Students arrive very promptly to their lessons.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>
<ul style="list-style-type: none"><li>Students demonstrate excellent understanding and appreciation of Islamic values and appreciate the relevance of these values on everyday life. They listen and respond very respectfully when the Holy Qur'an is recited in assemblies and in lessons.</li><li>They are very knowledgeable and respectful of the traditions and heritage of the Emirati culture. They celebrate the festivals like Ramadan, the National Day of UAE, and Flag Day. Students are able to play the National Anthem using a range of musical instruments and perform dances like the Yulla.</li><li>Students are very respectful to their own and other world cultures. They participate in a wide range of events to deepen their understanding of other cultures, for example they lead presentations in assemblies and produce art work for the school corridors.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>
<ul style="list-style-type: none"><li>Students are very active in volunteering and engaging with a wide range of community programmes like adult literacy initiative, 'Lifelong Learners' and 'PAL'. They willingly take part in the Buddy Program to support and mentor peers, including new students and students with special educational needs.</li></ul>				



- Students demonstrate a very positive work ethic. They enjoy learning and often take the initiative to organise activities themselves to enhance their learning. Students' innovation skills are well developed in this respect as they sometimes lack confidence to initiate their own learning and entrepreneurial activities.
- Students demonstrate excellent understanding of the benefits of sustainability. They participate in activities to promote this regularly in school through activities like conserving the soil and making organic compost from waste material.

**Areas of Strength:**

- Students' attitudes and behaviour.
- Students' understanding of Islamic values and Emirati culture.

**Areas for Improvement:**

- Student's innovative and entrepreneurial skills in lessons across all phases.



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Phase 2	Phase 3	Phase 4
<b>Teaching for effective learning</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very good</b>	<b>Very good</b>
<ul style="list-style-type: none"><li>• The quality of teaching and assessment is very good overall. Most teachers have secure knowledge of their subjects and understand how students learn and adapt strategies to meet the needs of different groups of learners.</li><li>• They plan varied and interesting lessons based on information about students' prior learning and set out clear lesson objectives aligned to the curriculum. Effective use of time and resources, including technology, ensures all groups of students are successful learners. Teacher-student interactions are positive and support students' willingness to learn. Students are engaged in lessons through pair, group and independent activities.</li><li>• Teachers use questioning to probe students' understanding and to promote thinking. This leads to meaningful group discussions. Questioning is often used to check contextual understanding and is more challenging in Phase 4, where teachers provide opportunities for students to develop critical thinking skills through finding and analysing information. For example, in English lessons, teachers systematically develop students' skills to critically analyse novels and their characters.</li><li>• Teachers have high expectations for students' achievement, and they mostly use different strategies to meet students' individual needs successfully. However, teachers are less successful in promoting the accelerated progress of higher-attaining and gifted and talented students.</li><li>• Teachers systematically develop independent learning, critical thinking, problem-solving and innovation skills in most lessons. However, overall, teaching to promote student's independence critical thinking is a marginally less successful aspect of teaching.</li></ul>				
<b>Assessment</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very good</b>	<b>Very good</b>
<ul style="list-style-type: none"><li>• Internal assessment processes are consistent and coherent and regularly provide comprehensive measures of students' achievements. The school benchmarks students' outcomes effectively against appropriate external, national and international expectations.</li><li>• Results are rigorously analysed across subjects. The analysis helps leaders identify trends, gaps in learning and different levels of performance. It informs actions needed to address identified areas for improvement in teaching and enables leaders to enhance or modify the curriculum and set learning targets for the students.</li><li>• Teachers at all levels have a very good knowledge of their students' strengths and weaknesses. Teachers use questioning well to promote students' learning and check understanding. In most phases, students record their learning in notebooks and teachers make good use of these to check learning. However, written feedback on the next steps students should take lacks depth and clarity in a few subjects in Phases 2 and 3.</li></ul>				



**Areas of Strength:**

- Consistently effective teaching which enables students to make very good progress.
- Teachers' very secure subject knowledge expertly applied to meet the needs of most groups of students.
- Teachers' effective use of assessment data to monitor progress in lessons.

**Areas for Improvement:**

- Systematic routines in lessons to ensure that regular and constructive written feedback is provided to all students to help them further improve.





## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Phase 2	Phase 3	Phase 4
<b>Curriculum design and implementation</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very good</b>	<b>Very good</b>
<ul style="list-style-type: none"><li>The overall quality of the curriculum is very good. The curriculum has a clear rationale and meets all the statutory requirements. The curriculum is effectively planned to ensure progression in all subjects with continuity as it builds on prior learning and meets most students' needs.</li><li>There is a range of curricular choices for older students in the school to prepare them well for future learning. Phase 2 students are able to make a choice of language, electives and clubs. Cross curricular links are systematically planned and integrated into lessons which help students link areas of learning and relate to the UAE heritage and culture in particular, and to the wider world.</li><li>The school reviews the curriculum regularly to make necessary modifications to accommodate the needs of all learners. The school uses the information from internal and external assessments to gain an understanding of the impact of the curriculum on students attainment and progress.</li></ul>				
<b>Curriculum adaptation</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very good</b>	<b>Very good</b>
<ul style="list-style-type: none"><li>The school has modified the curriculum extensively and has developed an action plan to address the needs of gifted and talented learners to accelerate their progress, but the positive impact is not yet fully visible in lessons.</li><li>Co-curricular activities provide a range of clubs and activities, and students have many opportunities to innovate and develop entrepreneurial skills in these sessions. Co-curricular activities such as 'I-create', 'Incubation Centre', 'Exquisite Minds Programme', 'Innovators' Conclave', and 'Design Thinking' successfully promote students' independent thinking skills. However, students have fewer opportunities to be independently innovative and to develop their enterprise skills within lessons.</li><li>The curriculum supports students' very good knowledge and understanding of Islamic values and UAE society. Students participate in community outreach programmes and charities like 'Gratis', 'Sweat-4-Soap' and garage sales as a part of their social contributions to society.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Curricular choices in Phase 4, particularly for older students.</li><li>The systematic integration of cross-curricular links and links to the UAE heritage and culture.</li></ul>				
<b>Areas for Improvement:</b>				



- Modification of the curriculum to meet the learning needs of all groups of students and accelerate progress particularly for the gifted and talented.



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

Indicators:	KG	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>
<ul style="list-style-type: none"><li>The protection, care, guidance and support of students is outstanding overall. Procedures for safeguarding are highly effective. All staff and parents are fully aware and trained in child protection policies and procedures. The school provides a safe environment and students are exceptionally well supervised, including on school transportation.</li><li>The buildings, equipment, and premises are very clean and maintained in excellent condition. Comprehensive records are maintained digitally. Ramps allow access for those with mobility issues. There is one elevator to facilitate movement to the first floor.</li><li>The school successfully promotes healthy living through a range of activities, assemblies, lessons, workshops and health education programmes. The school actively monitors students' health and ensure students are aware of their responsibilities to live healthily.</li></ul>				
<b>Care and Support</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>
<ul style="list-style-type: none"><li>Relationships between staff and students are exemplary. Behaviour management is consistently outstanding. All groups of students manage their own behaviour highly effectively. High expectations from staff and parents ensure that students attend school regularly and on time.</li><li>The school effectively identifies students with Special Educational Needs and Disabilities (SEND) and Gifted and Talented (G&amp;T) students. The coordinator of special needs prepares plans for each identified student and liaises with class teachers and parents. Specialist staff provide effective support for students with SEND students. G&amp;T students are well supported through co-curricular activities, but this is less effective through the curriculum and in lessons.</li><li>Students' well-being and personal development are efficiently monitored throughout the year. Career guidance, including links to higher education, helps older students to pursue efficiently their career aspirations.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Procedures for health and safety, including arrangements for child protection and safeguarding.</li><li>Relationships between staff and students.</li><li>Promotion of attendance and punctuality.</li><li>Guidance and support for all students.</li></ul>				
<b>Areas for Improvement:</b>				



- The support for G&T students through the curriculum and in lessons.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

<b>The effectiveness of leadership</b>	<b>Very Good</b>
<b>Self-evaluation and improvement planning</b>	<b>Very Good</b>
<b>Partnerships with parents and the community</b>	<b>Outstanding</b>
<b>Governance</b>	<b>Very good</b>
<b>Management, staffing, facilities and resources</b>	<b>Very good</b>

- The overall quality of leadership is very good. The principal and senior leaders are fully committed to maintaining high quality provision and improving the school. They set a very clear strategic direction and promote a bold vision that is communicated to the whole school community. Commitment to inclusion and the UAE national priorities are embedded in the school's planning.
- Leaders at all levels demonstrate a thorough knowledge of the CBSE curriculum, enriched by the creative pedagogical principles in the form of the school's 'Five E' approach. The school leaders show increased focus on students' achievement.
- Relationships and communication with all stakeholders are consistently professional and effective. Morale across the school is very positive. Leaders have been innovative, and the school is a Microsoft Showcase school with approximately 20% of the teachers being Microsoft Innovative Educator Experts. Leaders ensure the school is compliant with all statutory and regulatory requirements. Capacity to maintain high quality provision and make further improvement gains is very good.
- The school identifies its main key strengths and areas for development through its effective self-evaluation process. Most judgements are aligned with the UAE inspection framework and make good use of robust evidence sources. School improvement plans demonstrate coherent and realistic targets based on self-evaluation findings. Action planning is detailed and identifies clear responsibilities.
- Lessons are regularly monitored, and this directly informs teacher appraisals. Constructive feedback to teachers enables them to grow professionally. Systematic and rigorous internal audits of the teaching and learning process ensure high quality student outcomes overall. Lesson monitoring routines are marginally less rigorous and consistent in phases 2 and 3 of the school.
- Leaders have addressed most of the recommendations in the previous inspection report. Collectively, almost all leaders are highly successful in ensuring that the school is inclusive with



high standards of personal and academic development of students. Distributive leadership ensures accountability for positive outcomes.

- Parents are fully supportive of the school and their views are considered when developing school improvement priorities. Communication is good, and effective reporting procedures ensure parents are kept informed of their children's academic progress, and personal and social development through regular reporting. The school uses a range of media, including digital platforms, to keep parents informed.
- The school benefits from positive links with the local community, which also facilitates students' charity and volunteer work, enhancing their awareness of the needs of the community. Members of the parents' committee 'Task Force' actively engage in ensuring safety arrangements and the wellbeing of staff and students.
- The governing board includes representation from stakeholders of the school, including parents and students. They meet regularly to monitor the school's actions and have a very clear understanding of the strengths and weaknesses of the school. Governors constantly holds the school senior leaders to account for students' outcomes. The governing board positively impacts the school's overall performance through its consistent support.
- The day-to-day management of the school is very well organised. Established and understood routines ensure the smooth running of the school. Most staff are highly qualified and receive regular professional development that is matched to schools' priorities. Learning areas and resources are of high quality, and well-matched to needs of students' learning.

**Areas of Strength:**

- The commitment of the principal and senior leaders to improve the school.
- Very successful and strong partnerships with parents and the governing board.

**Areas for Improvement:**

- Consistent and rigorous monitoring of the teaching and learning process, particularly in Phases 2 and 3.





## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The school has a total of 29 Arabic teachers and the teacher-to-student ratio is 1:13.
- The school has 1908 Arabic library books comprising 554 non-fiction, and 1354 non-fiction books. In addition, a wide range of E-books is available. There is a structured once a week library period in the timetable. All students who learn Arabic have access to the library during break times as well.
- The resource room is used as a library and enhanced by the provision of class libraries with a mix of other books.
- Inter- and intra-school competitions like Readathon, declamation, recitation and poetry writing promote acquisition of Arabic language. The 'Lifelong learners' initiative by the school enables parents to learn Arabic and support their children in development of the language.

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

- In compliance with SPEA requirements, the school involves students in CAT 4, PIRLS, TIMSS, PISA, IBT, ASSET and EARN examinations. All the students in the relevant age groups who are required to sit these examinations take them.
- Targets are set for the school against each exam and the students have been consistently attaining above UAE and international scores.
- The school has a very strong National Agenda Programme and students, and parents are kept fully informed about all the processes and preparations through workshops and seminars with regard to these exams, their value and importance. Students appear for the 'mock' examinations in preparation for all tests and extra lessons are provided to ensure success. The concepts are embedded in the curriculum itself and teachers are trained to adapt to the new components in the curriculum. Through peer tutoring, students are also involved in the preparation for such examinations.
- The school keeps students and parents fully informed about all test results. In many cases, parents have direct access to the results.

### Provision for KG

- The school currently has 27 KG classes, with the same number of teachers and learning assistants. The learning assistants help with resources preparation and support children with personal needs. The adult to child ratio is 1:11. As a school policy, for each group 1 assistant teacher is always provided. In case of any absence, the floater teachers who facilitate learning from KG1 to Gr 2, are made available.
- Classrooms are spacious, well-equipped and limited to an average of 22 children per class. A range of resources like aids and manipulatives, learning stations to promote reading habits, creative and critical thinking, technological resources, simulation activities, learning walls, STEAM resources, and puppetry ensure students learn to engage in self-directed learning through collaboration and independent learning.
- The outdoor resources promote learning through well-equipped, spacious play areas for free play, like climbing frames, slides, swings, trampoline, cones, basketball hoop, football net and

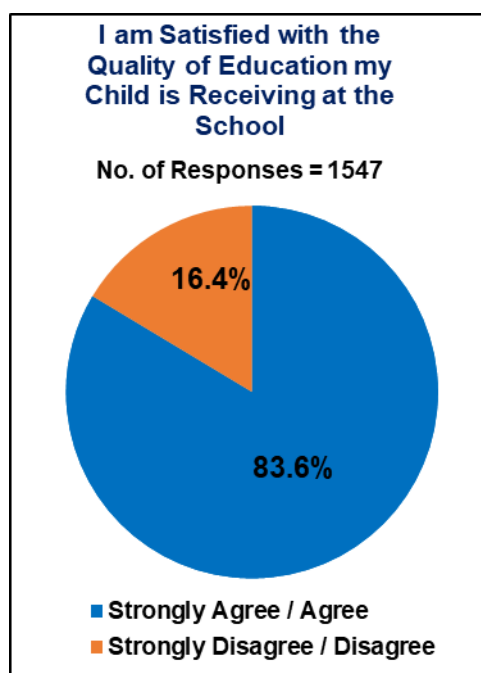


number blocks. A vegetable patch created for experiential learning allows children to connect to real life.

- Clear induction strategies are organized by the KG department for all children starting at the school with face-to-face meetings for parents and their children available prior to children starting. Orientation, school tour, staggered first-day attendance, monthly newsletters to parents of KG1 children enable ease in settling down in the school environment. Transition to Grade 1 is facilitated through strategies like graduations ceremony of KG2 children, preparing them with basic oral language skills of two languages namely Hindi and Arabic. Through the Task Force meetings and orientations, parents are kept informed.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement, across all subjects, particularly in Arabic and Islamic education, by:
  - ensuring consistent opportunities for students to develop the appropriate linguistic skills
  - improving quality of marking and feedback on students' work to mention specific next steps
  - developing students' vocabulary, understanding, oral and writing skills
  - extending and facilitating students' skills to be independently innovative and to initiate their own learning opportunities.
- Improve the identification and support to accelerate the achievement of the gifted and talented by:
  - providing clear information to teachers about the strengths of gifted and talented students so that teachers plan to build on these quickly in lessons
  - improving the consistency of support for the gifted and talented (G&T) students outside lessons so that their particularly gifts and talents are further developed
  - ensuring that the G&T students receive appropriately challenging work in lessons.



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](mailto:schools.review@spea.shj.ae) within three weeks of receiving this report.