هيئة الشارقة للتعليم الخاص

SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

AMBASSADOR SCHOOL

07 – 10 November 2022

Overall Effectiveness	Very Good

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

Performance Standard 1: Students' achievement, comprising:

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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

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

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

SCHOOL INFORMATION	
School ID	188
School location	Sharjah
Establishment date	2016
Language of instruction	English
School curriculum	Indian CBSE
Accreditation body	N/A
Examination Board	CBSE
National Agenda Benchmark Tests/ International assessment	CAT4; ASSET; TIMSS; PISA; PIRLS.
Fee range	AED 8,000 to AED18,000
Principal	Arogya RP Reddy
Chair of Board of Governors	Kamal Kalwani
Total number of teachers	111
Total number of teaching assistants	18
Turnover rate	10%
Main nationality of teachers	Indian
Teacher: student ratio	1 : 10
Total number of students on roll	1404
KG: roll and gender	Boys: 240 Girls: 154
Primary: roll and gender	Boys: 440 Girls: 303
Middle: roll and gender	Boys: 60 Girls: 29
High (Grade 9 and 10): roll and gender	Boys: 21 Girls: 10
Nationality groups	1. Indian
	2.
Total number of students with special educational needs	78

School · **Staff** · **Students**

PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review:
ACCEPTABLE	VERY GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 168 lesson observations, 20 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 inspection in 2018. The principal and senior leaders have a shared vision and have established a clear strategic direction. The comprehensive professional development programme, based on identified school needs, has contributed to the improved quality of teaching, learning and to the curriculum in all subjects. The learning environment supports students' learning and advanced plans are in place for a building extension. Students have very positive and responsible attitudes and are mostly self-reliant, commencing in the very effective KG section. The wellbeing and safeguarding of students are at a very high and consistent level.

KEY AREAS OF STRENGTH:
- Achievement has improved from acceptable to very good in English, science, mathematics, social studies and in other subjects, particularly in art. Achievement is now improved to good in Arabic, Islamic education, and achievement in KG, across all subjects, is now very good.
- The atmosphere in the school is very positive with students and staff working together in a respectful way, they show respect and appreciation for Islamic values and UAE culture.
- The school has rigorous procedures for safeguarding and a strong emphasis on students' wellbeing.
- Improvement in teaching, learning and assessment has led to improved performance in all subjects.
- Senior leaders in the school, led by the principal, have established a clear strategic direction for the school in collaboration with a very committed Governing Board and parent support group.

KEY AREAS FOR IMPROVEMENT:
- Raising achievement to outstanding in English, science, mathematics, social studies and other subjects, and to very good in Arabic and Islamic education in all phases.
- Improving further the impact of school leadership and especially middle leadership to an outstanding level.

PERFORMANCE STANDARD 1:
STUDENTS' ACHIEVEMENT

Students' achievement overall is Very Good

Indicators:		KG	Primary	Middle	High
Islamic Education	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	**Attainment**	NA	NA	NA	NA
	Progress	NA	NA	NA	NA
Arabic (as an additional Language)	**Attainment**	NA	Acceptable	Acceptable	Acceptable
	Progress	NA	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**	Very Good	Very Good	Good	Very Good
	Progress	Very Good	Very Good	Good	Very Good
Mathematics	**Attainment**	Very Good	Very Good	Good	Good
	Progress	Very Good	Very Good	Good	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	Good

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Islamic Education	• Students' achievement in Islamic education is good overall. In lessons and in their work, a majority of students across all phases make more than the expected progress. This does not match with the school's internal data which shows overall progress as very good. • Internal assessment data show overall attainment as very good. This is not seen in lessons and in students' recent work where the majority of students attain above curriculum standards. • A majority of students make more than the expected progress in lessons. Students in Phase 2 develop a good understanding of Islamic values and principles for example, the acts of worship and how to perform Friday prayer. Students' understanding of Qur'anic words is less deep. Students in Phase 3, develop a good understanding of faith, for example divine revelation, and apply recitation rules well. They understand the role of the Mosque in developing modern society. A few students show less broad knowledge of the life of the Prophet (PBUH). Students in Phase 4 can explain the Prophetic methodology of Da'wa but their understanding of Islamic law is less deep. • Most groups of students make better than expected progress. The gifted and talented (G&T) and higher-attaining students are insufficiently challenged to reach their full potential.

Areas of Strength	**Areas for Improvement**
• Students' understanding of the Prophetic methodology of Da'wa. • Students' recitation skills in Phase 3.	• Students' understanding of the precise meanings of Qur'anic words. • Students' broader knowledge of the life of the Prophet.

Arabic	- Students' achievement in Arabic language is good overall. In lessons and in their work the majority of students make better than the expected progress. This does not match with the school's internal data which shows students' achievement to be very good. - Internal assessment examination data show attainment as very good. This is not seen in lessons and in students' books where, overall, most students attain in line with curriculum standards. - Students make good progress in lessons. In Phase 2 students learn to speak and read using accurate words and full sentences. They can read and comprehend texts and develop skills to speak confidently and fluently when expressing their ideas. They are able to recombine learned vocabulary and structures to create sentences about familiar topics, but they are not able to sustain sentence-level writing all the time. Phase 3 students develop adequate listening, speaking and reading skills. They can analyse text from different genres and communicate their ideas using connected sentences. However, their understanding of metaphorical language is lees secure. In Phase 4 students can communicate in formal and informal conversations on general social interest topics. However, their extended writing skills are underdeveloped. - Overall, most groups of students make better than expected progress. Higher-attaining students make relatively less progress.

	Areas of Strength	Areas for Improvement
	- Students' listening and speaking skills. - Students' ability to analyse text from different genres.	- Students' understanding of metaphorical language. - Students' extended writing skills.

Social Studies	• Students' achievement in social studies 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 achievement as outstanding across all phases. • Internal assessment data for all phases show attainment as outstanding. This is not seen in lessons and in students' books where the large majority of students attain above curriculum standards. • The large majority of students make more than the expected progress in lessons. Students in Phase 2 develop a strong awareness of global and environmental issues. They can discuss the causes and consequences of pollution. However, students' awareness of the UAE's policies to support sustainability and protect the environment is less deep. Students in Phase 3 make very good gains in their knowledge and understanding of local and international trade issues. They can discuss how the UAE enhances its position as a global trade hub. However, students are less aware of the country's efforts at sustainability and to reduce reliance on oil. Students in Phase 4 are knowledgeable about how to advertise and market products. • Most groups of students make very good progress. The G&T and higher-attaining students are insufficiently challenged to reach their full potential.
	Areas of Strength / **Areas for Improvement**

Areas of Strength	Areas for Improvement
• Students' understanding of global and environmental issues. • Students' understanding of the development of local and international trade.	• Students' awareness of the UAE's policies to support sustainability and protect the environment.

English	• Students' achievement in English is very good overall and good in Phase 3. In lessons and in their work, the large majority of students make more than the expected progress. This mostly matches the school's internal and external progress data.
	• Internal assessment, ASSET and CBSE examination data show attainment as very good overall. This is also close to what is seen in lessons and in students' books.
	• In KG, children build their knowledge of phonics to decode and read a range of words, for example they listen to a story and give a happy ending to it in grammatically correct sentences. By the end of Phase 2, they progress quickly to understanding the structure and styles of poems and apply their knowledge to compose their own poems. In Phase 3, students have a greater understanding of elements of writing and can write in different genres such as book reports. In Phase 4, a large majority of students can analyse a poem using their knowledge of figures of speech. However, extended writing skills are still a developing feature in phases 3 and 4.
	• Most groups make better than expected progress. Higher-attaining students are not always challenged sufficiently.

Areas of Strength	Areas for Improvement
• Students' listening and speaking skills across the phases • Students' skills to analyze a poem or text in Phase 4.	• Students' extended writing skills particularly in phases 3 and 4.

Mathematics	• Students' achievement in mathematics is very good overall. It is good in phases 3 and 4. In lessons and in their work students' progress is very good in KG and Phase 2. Progress is good in phases 3 and 4. This broadly aligns with the school's data. • Internal assessment and the ASSET and CBSE external examination data show attainment as good overall. This broadly agrees with what is seen in lessons and in students' books. • Overall, the large majority of students make more than the expected progress. In KG, number concept skills are very well established. In Phase 2, students' number operation skills are advanced, and they can confidently manipulate increasingly larger numbers. In Phase 3 students develop their mathematical knowledge well, for example they can identify the criteria used to prove the congruence of triangles, however, they are less confident in solving two-step equations. In Phase 4, students make good progress in applying mathematical concepts and theory, for example they understand the concept of probability and can use the formula to find the probability of occurrence of an event. However, their mathematical literacy skills to solve real-world probability word problems, are less developed. • Most groups make better than expected progress. Higher-attaining students do not always achieve their potential.

Areas of Strength	Areas for Improvement
• Children's understanding of number concepts in KG. • Students' ability to carry out number operations in KG and Phase 2.	• Students' mathematical literacy skills to solve real-world probability word problems.

Science	
	- Students' achievement in science is very good in all phases. In lessons and in their work, the large majority of students make more than the expected progress in all phases. This does not fully match with the school's internal data which shows students make outstanding progress across the school. - Internal assessment and the ASSET and CBSE external examination data show attainment as very good overall. This broadly agrees with what is seen in lessons and in students' books where, overall, the large majority of students attain above curriculum standards in all phases. - A large majority of students make more than the expected progress in lessons. In KG, children learn quickly about the world, for example the concept of sinking and floating. In Phase 2 students develop good knowledge of science facts, for example that air has weight, and it occupies space. In Phase 3, students begin to apply science theory well, for example they know the difference between insulators and conductors and relate these to the lighting circuit in a home. In Phase 4 students develop their understanding of how to apply science theory to technology. For example, when they design applications to detect cancer. In all phases students develop very good experimental and scientific skills. However, their ability to record observations and use predictions to strengthen their investigative skills are not fully developed. - Most groups of students make better than expected progress. Higher-attaining students do not always achieve their potential.
	Areas of Strength **Areas for Improvement**

Areas of Strength	Areas for Improvement
- Students' practical and laboratory skills in all phases. - Students' knowledge of science facts and theory.	Students' ability to record observations and use predictions.

Other subjects	- Students' achievement in other subjects is very good overall. They make very good progress in all phases. - Internal assessment and CBSE examination data across a range of subjects indicates very good attainment overall. In lessons and in work, students' attainment is seen to be in line with external examination results. - Students make very good progress overall in lessons. In KG children make very good progress in PE developing hand-eye coordination and motor skills. For example, by hitting a balloon with head, hand and feet. In Phase 2, this is enhanced through consistent practice using the hoopla-hoop or balls. In Phase 3, students exhibit very good ICT skills when making videos of landmarks in the UAE, and in using appropriate sound effects. In Phase 4, students develop a very good understanding of grammatical structures in languages such as Hindi and French. However, their independent writing skills in these languages are underdeveloped. Children and students, across all phases appreciate music and join in enthusiastically. However, opportunities to develop their individual talents in music and performing arts are limited. - Most groups of students make better than expected progress. However, G&T students are not always challenged sufficiently to achieve their best.

Areas of Strengths	Areas for Improvement
- Students' oral language skills in Hindi, Urdu and French. - Students' design skills in ICT in Phase 3.	Students' individual talents in music and performing arts**.**

Learning Skills	• Students' learning skills are very good overall but not as well developed in Phase 4. Across the school, students are keen to learn and take responsibility for their learning. Students can identify their own next steps in their skills and knowledge and can take forward their own learning. • Students interact with each other and with their teachers in a very purposeful way. They collaborate well and support one another in pairs and well-structured groups to complete tasks. For example, in Phase 2 students enthusiastically collaborate to read different texts, discuss, rehearse and dramatize. Overall, students are marginally less confident to initiate group and team activities, especially in Phase 4. • Across the school, students regularly make meaningful connections between different areas of learning and the real world. Such as the clear linkage between heart health, wellbeing and biology in Phase 3. • Students are enterprising and can think critically when working on problem-solving tasks. They are creative and innovative when asked to devise new ways of approaching their work. However, students' confidence to independently initiate their own creative and innovative activities are less secure.

	Areas of Strengths	Areas for Improvement
	• Students' interaction and collaborative skills to complete tasks. • Students' meaningful connections between subjects and the world.	• Students' confidence to initiate their own innovative activities.

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

Indicators:	KG	Primary	Middle	High
Personal development	Very good	Very good	Very good	Very good

- Students' personal and social development and their innovation skills are very good. Across the school students show positive and responsible attitudes. They respond very well to critical feedback, and they are self-reliant.
- Students are self-disciplined, respectful, sensitive and respond well to others. Bullying is very rare.
- Students demonstrate a strong understanding of safe and healthy living. They participate in activities that promote safe and healthy lifestyles such as international healthy day.
- Attendance is very good at 96.58% overall. Only a few students across the school arrive late.

Indicators:	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Students understand and appreciate Islamic values and how they influence life in the UAE. These values are promoted during lessons and assemblies by honouring students who memorize and recite the Holy Qur'an.
- Students demonstrate respect for the heritage and culture of the UAE through numerous displays of their work about contemporary and traditional UAE life. They are involved in a range of cultural activities such as Flag, Martyr and National Days.
- Students have a deep understanding, awareness, and appreciation of their own and other world cultures. They participate in activities organised by the school to celebrate other world cultures, such as their own Indian cultural and Global Day.

Indicators:	KG	Primary	Middle	High
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students participate willingly in various community and outreach activities, like distributing charity such as meals to workers and spending time with the elderly. Students make a positive impact on the school and in the community.
- Students' exhibit a positive work ethic in lessons and in the events, like the UAE-wide Arabic Reading Challenge. Students are enterprising and innovative when guided by teachers. However, their confidence to independently initiate and innovate new ways of learning are less evident.

• Students take care of their local area and are proactive in supporting activities to improve the environment. For example, they take part in planting trees and flowers to enhance their surroundings.

Areas of Strength:

- Students' positive attitudes and personal development.
- Students' understanding of Islamic values and awareness of Emirati and world cultures.

Areas for Improvement:

- Students' confidence to independently initiate and innovate new ways of learning.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

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

- In lessons, most teachers consistently apply their knowledge of how students learn well, with some specialist teachers displaying particular expertise, especially in phase 2. However, in Phase 4, while teachers have secure subject knowledge, teaching does not always motivate and engage students fully.
- Teachers' plan engaging lessons and the learning environment, particularly in KG, is vibrant with effective integration of cross curricular links and STEAM resources.
- Teachers' interactions with students ensure that they are engaged learners. Questioning engages students in thoughtful discussions and most teachers give sufficient thinking time for students to reflect.
- Teachers use strategies that are engaging such as pair or well-structured group activities, but tasks are not always challenging enough to meet the various learning needs of higher-attaining students, even though these needs have been identified.
- Plans to develop students' critical thinking, and innovation skills are in place but are not implemented consistently in phases 2, 3 and 4. However, independent learning skills and problem solving are given a clear focus by teachers.

Assessment	Very Good	Very Good	Very Good	Very Good

- The data from internal and external assessment processes are coherent and reviewed regularly. The school makes use of ASSET, CBSE and CAT4 to benchmark students' academic outcomes appropriately.
- Assessment data is analyzed well as the school has both a technical data analyst and an academic expert who are responsible. Analysed data is generally presented clearly to staff.
- Assessment data including CAT 4 data is used in lessons to inform teaching, curriculum planning and in meeting the needs of groups. Teachers use a well-designed progress tracker to record students' progress, but it is not fully exploited, as a result, the needs of higher-attaining students are not always met.
- Teachers at all levels have a generally thorough knowledge of their students' abilities. In all phases, students record their learning in well-organized notebooks and in Google classroom. Teachers regularly use these media to give good personalized written feedback to students on how to improve.

Areas of Strength:

- Accurate and well-analysed external assessment data.
- Strong cross curricular links particularly in KG.

Areas for Improvement:

- Accelerate development of the progress tracker with greater focus on training of teachers on its more effective use.
- Ensuring that teaching in the higher phases challenges and motivates students more to improve performance.

PERFORMANCE STANDARD 4:
CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good

- The overall quality of the curriculum is very good. The curriculum has a clear rationale and follows all statutory requirements. It is broad and balanced, and the school follows the CBSE curriculum prioritizing the appropriate UAE subjects.
- The curriculum is effectively planned and ensures good continuity and progression. It builds on prior learning and meets most students' needs and to effectively tackle the challenges of real life.
- There is a wide range of curricular choices such as French, Hindi, Urdu and life skills across the school as well as the more traditional subjects.
- Cross-curricular links are meaningful, planned and integrated into lessons which help students link areas of learning and relate their studies to the wider world and to other learning.
- Regular curriculum reviews identify development priorities and include cross-curricular planning between subjects, including links to Islamic values and Emirati heritage and culture. For example, life skills in KG and wellbeing sessions.

Curriculum adaptation	Very Good	Very Good	Very Good	Very Good

- Curriculum modifications are very successful and meet the needs of most students, including students with special educational needs. In Phase 2, poetry and mathematical literacy are introduced as well as preparation for PISA and TIMSS. However, the curriculum is not consistently adapted to challenge higher-attainers and the G&T students.
- The curriculum is imaginative and helps to motivate almost all students with a wide range of extra-curricular activities such as dance, drama, sport and cultural activities. Students are enterprising and work well on projects but have limited opportunities to be innovative in lessons
- Coherent learning experiences are embedded in the curriculum and support students' very good knowledge and understanding of Emirati culture and UAE society. Planned cultural activities in the local community and volunteer work, including virtual and physical field trips, support students' contributions to society. Sustainability projects and Ramadan activities enhance students' understanding of local, national, and international culture.

Areas of Strength:

- Regular and rigorous curriculum reviews leading to appropriate action.
- Cross-curricular links in learning especially in KG.

Areas for Improvement:

- Modification of the curriculum to meet the needs of higher attaining and G&T students.
- More opportunities for students to initiate innovative ways of working.

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

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

- The protection, care, guidance and support of students is very good. All staff, students and parents are fully aware of safeguarding procedures including child protection. Students feel safe and confident to report any concerns to the nominated members of staff for child protection. Effective and rigorous arrangements ensure all students are protected from abuse including on social media. All staff receive frequent training.
- The school conducts thorough and frequent safety checks and daily maintenance logs are thorough. The school is safe, clean and secure. Supervision of students is highly effective at all times. Records of students' health, safety and well-being are secure and comprehensive.
- The learning environment, facilities and premises meet the learning needs of all students well. Well-resourced laboratories, including a STEAM lab, and libraries, sensory and language rooms facilitate learning well.
- Promotion of healthy living is very effective and permeates to almost all aspects of school life through activities like very short breathing breaks in lessons, workshops on healthy food choices, weight monitoring and promotion of sports and exercise.

Care and support	Very Good	Very Good	Very Good	Very Good

- Relationships between students and staff, and behaviour are very good. The school's rigorous procedures promote very good attendance, but a few students arrive late to assembly.
- Systems to identify students with special education needs (SEN) are thorough and include detailed individual education plans. However, these processes are less thorough for G&T students. Effective support for students with SEN enables them to make consistently very good personal and academic progress. Support is less effective for G&T students.
- The personal support provided to all students is very effective. Students' academic and personal development is very well supported by efficient monitoring processes. Individualised counselling and guidance provided by staff results in effective personalised advice about subject choices and future pathways.

Areas of Strength:

- Rigorous procedures for the safeguarding of students and staff-student relationships.
- Very effective personal and academic support systems, particularly for students with special educational needs.

Areas for Improvement:

- More rigorous systems to identify, support and challenge G&T students.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

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

- The overall quality of leadership and management is very good. The principal, appointed in 2018 with other senior leaders has played a key role in the rapid improvement of the school. Together with senior leaders the principal has set a clear strategic direction and a policy of openness and inclusion. The school vision encourages students to explore learning in a supportive and motivating environment.
- The principal, who has wide international experience, and senior leaders demonstrate thorough understanding of the Indian curriculum and international best practice. They work jointly with sister schools in Dubai to create an inclusive school with a very strong learning culture.
- Relationships between staff members and all stakeholders are consistently professional and effective. Leadership is efficiently distributed, and staff morale is very positive. Individualised target setting based on student CAT scores helps leadership to hold teachers accountable and ensures students reach their potential.
- Senior leaders demonstrate a clear and accurate understanding of what needs to be done to improve through the use of thorough assessment information. They have successfully identified key priority areas for improvement and have been successful in improving the school since the previous inspection. However, the capacity of middle leaders to support further improvement is less evident due to their relatively lower understanding of best practices in teaching and learning.
- Leaders have been innovative and successful in developing aspects of the school including teaching and assessment through whole-staff professional development. Accurate feedback to teachers ensures consistent high performance.
- The school's self-evaluation structures are rigorous and include input from all staff members and parents. The self-evaluation document (SEF) is well-evidenced and realistic. Accurate use of external data from ASSET and other external assessments is embedded.
- Senior leaders together with heads of department effectively monitor teaching and learning using agreed documents and provide clear feedback. However, the judgements reached during class

visits are not always fully accurate as they are not fully aligned with the UAE framework requirements.

- The school improvement plan (SIP) is aligned well to the SEF. Subject teams develop action plans that are driven by accurate internal and external assessment data. All recommendations from the previous inspection report have been actioned very successfully leading to very much improved school performance.
- The school successfully engages parents as partners. Parental engagement through the parent support group is well established and the 'open-door' school policy ensures parents' views are taken account of.
- Effective communication ensures parents are fully informed about school developments. The school portal and app are particularly effective in logging and resolving issues. Reporting is regular and comprehensive. Parents of students with SEN are supported well and often work in classrooms with their children.
- The school's many connections with external bodies, including community partnerships, local universities, sister schools in Dubai and international Olympiads, enhance students' learning and stimulate their interests.
- The Governing Council includes representation from all stakeholders and benefits from wide educational expertise. The owner and governors are very committed and exert a very positive influence. The owner and governors systematically monitor the school through regular visits including learning walks and informal meetings from which they raise questions to ensure accountability.
- The Governing Council exerts a very positive influence on the school and places a strong focus on accurate external school data to guide decisions. The Council prioritises recruitment to ensure very good quality teaching.
- Almost all aspects of the school are very well organized. Appropriate and well-qualified staff are deployed. Professional development and best practice are promoted extensively in collaboration with sister schools.
- The building is well designed to provide a wide range of specialist facilities that are used regularly to engage and enhance students' learning. Further enhancements and expansion are planned.
- A wide range of resources are available throughout the school. However, further availability of ICT devices is required in the lower phases.

Areas of Strength:

- The clear strategic direction and vision created across the school by the principal, senior leaders and Governing Council.
- Systematic and rigorous self-evaluation processes based on accurate internal and external assessment data.

Areas for Improvement:

- Further guidance and training for middle leaders so they are clear in their understanding of the steps required to improve the school further.
- Ensuring the judgements reached during monitoring class visits are fully accurate and aligned with the UAE framework requirements.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school currently has 6 Arabic teachers. They are spread evenly across all the Arabic medium subjects. The overall ratio of students to teachers in the Arabic department is 1:30
- The school has 170 Arabic library books comprising 93 non-fiction books and 76 fiction books. There is also an electronic platform for reading in Arabic
- A dedicated librarian who speaks Arabic is in place and ensures all records are updated regularly. All classes have regular library periods every two weeks. Online resources are used during Arabic lessons regularly. Workshops are held for parents to support children and Arabic Guides are shared with them which help them with the pronunciation and translation of Arabic words. Videos are also shared.
- Extracurricular activities such as quizzes and additional grammar assistance are provided regularly.

The school's use of external benchmarking data

- The school has very effective external benchmarking processes in place. They are used rigorously in the school self-evaluation process. 100% of all students of Grade 10 appear for the CBSE examinations and Grade 3 to 9 appear for ASSET and CAT4. Lower grade students will take the Progressive Tests and students of Grades 3 to 9 will take the IBT Arabic assessment in February 2023. National Olympiads for Grades 1 to 10 are taken in various subjects
- Specific action plans are in place for all subjects to support students' examination skills, with a particular focus on PISA, TIMSS and PIRLS. There is a pilot program in Grades 4 and 8 running to assess the impact of these plans. The Cerebry program is utilised with students to prepare them for PISA and there is also careful preparation for ASSET and CBSE assessments, including the use of mock examination papers.
- Students are informed about their results through individual reports which are uploaded on school portal. Merit Certificates are distributed in special assemblies to celebrate and encourage high performances.
- Parents are sent a letter explaining the examinations and what they measure. Parents also have access to results through the school's portal. Orientation sessions are held, and information is shared with the parents explaining the results and what they mean in terms of their child's strengths and areas for improvement.
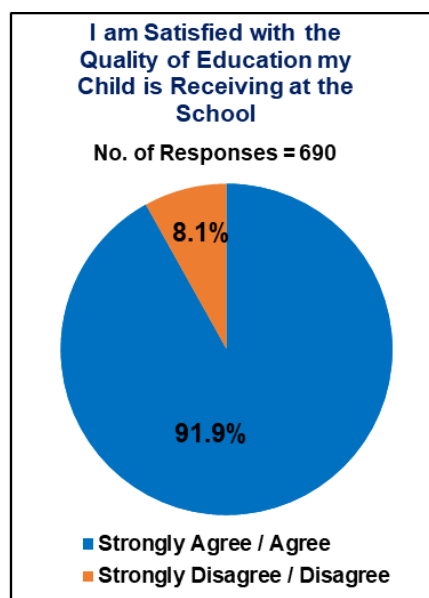
Provision for KG

- The school has focused successfully on making improvements to the KG section. This has included the provision of additional staff and has led to significant improvement in this phase. Students with special educational needs are very well catered for in KG. The school has 504 children in 20 KG classes with a ratio of 1:12. for both teachers and assistants.
- Classrooms are very well-resourced with appropriate hands-on materials available with a designated outside area. The KG activity room is well resourced with active board, projector, computer and a good range of books and manipulatives.

- KG also has an outdoor covered playground with a well-equipped artificial grass area and interactive play area which is used frequently.
- Parents are invited for an orientation program before the beginning of the academic year in KG1/ KG2 and in term 3 of KG2 for induction on the Grade 1 programme. Parents are regularly informed about early years best practices through workshops. They are helped to understand the teaching methods used in school and how they can support at home.

VIEWS OF PARENTS

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

No. of Responses = 690

8.1%

91.9%

■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise achievement to outstanding in English, science, mathematics, social studies and Other Subjects and to very good in Arabic and Islamic education in all phases by:
    - ensuring students have a full range of opportunities to produce extended pieces of accurate writing in Arabic and focusing on comprehension skills
    - ensuring students continue to develop their mathematical literacy and word problem solving capacity in phase 3 and 4 especially
    - focusing on consistent use of the scientific method and recording findings in phase 3 and 4 especially
    - reviewing lesson planning to ensure that students consistently have opportunities to develop their innovation, entrepreneurial and critical thinking skills in lessons, across the school
    - continue to raise attainment and progress across key subjects through raised expectations and expertise of teachers
    - enhancing the challenge in lessons for G&T students.

- Improve further the impact of school leadership and especially middle leadership to an outstanding level by:
    - reviewing the roles of all middle leaders in order to re-focus towards identified school priorities
    - encourage middle leaders to be innovative in developing international best practice across subjects
    - providing effective guidance and training to enable middle leaders to accurately monitor the quality of teaching and learning within their departments
    - ensuring that all leaders are clear in their understanding of the challenging next steps required to move the school to even better performance.

School Performance Review of Ambassador School
7 - 10 November, 2022

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

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

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

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