



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

SPRINGDALE INDIAN SCHOOL

14 – 17 November, 2022

Overall Effectiveness

Acceptable



إتقان ITQAN





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	School ID	125	
	School location	Al Azra Area	
	Establishment date	01/09/1991	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body	N/A	
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, PIRLS, ASSET	
	Fee range	2000-4000 AED	
	Staff	Principal	Khalifullah Thoppur Abdul Rahim
		Chair of Board of Governors	Komal Singh
Total number of teachers		36	
Total number of teaching assistants		2	
Turnover rate		27	
Main nationality of teachers		India	
Teacher: student ratio		1:30	
Students		Total number of students	794
		Number of Emirati students	0
		KG: number and gender	F 49, M 71
		Primary: number and gender	F 159, M 189
	Middle: number and gender	F 114, M 123	
	High: number and gender	F 35, M 45	
	Nationality groups	1. Pakistan 2. Afghanistan	
	Total number of students with special educational needs	0	

PROGRESS JOURNEY

Previous Inspection in 2019:	Current Review:
Very Weak	Acceptable



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 148 lesson observations, 45 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The overall performance of the school is acceptable. This is an improvement since the previous inspection in 2018/19. The school leadership is relatively new. The principal and senior leaders are committed to improving the school's performance, with clear strategic direction communicated with the whole school community. Students' achievement across the school in core subjects is acceptable except in KG where achievement is weak. Teaching and assessment focus on delivering the curriculum subject content. Teacher-student interaction is positive, and students enjoy learning. They demonstrate positive attitudes and show respect to teachers and to each other. The school environment is safe for students and supportive of learning and students' progress.

KEY AREAS OF STRENGTH:

- Impact of governors on the school leaders to improve the overall school effectiveness.
- Students' positive attitudes to learning, their behaviour and relationships.
- Students' achievement in Islamic Education.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in all phases, particularly in KG.
- Student-centred teaching strategies and use of assessment data to meet the needs of all students.
- Further improvement of the impact of the leadership to raise students' achievement.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall. In lessons and in their work, the majority of students make good progress across all phases. This matches with the school's internal data which shows students make broadly good progress overall.• Internal assessment data shows students' attainment is very good in Primary and good in Middle and High. No external assessment data is available for Islamic Education. In lessons and in students' books, most students attain in line with the curriculum standards across all phases.• In Primary, students have secure understanding of the faith principles, and can describe the qualities of believers and non-believers. They can identify the benefits of congregational praying and its conditions. In Middle phase, students have secure understanding of Islamic manners in holy places. They understand the importance of Zakah and prayer in Muslim life. However, they are less able to calculate the amounts of Zakat for different types of assets. They can support their answers with Doua'a and Noble Hadeeth. In High phase, students know the definition of Halal food and drink. They can read age-appropriate verses from the Holy Qur'an and explain the meaning. However, students' accurate reading of the Holy Qur'an is less developed.• Overall, all groups of students make acceptable progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of faith principles.• Students' understanding of congregational prayers provision and conditions.	<ul style="list-style-type: none">• Students' accurate reading of Holy Qur'an verses.• Students' calculations of different Zakat required.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a second language is acceptable overall. In lessons and in their work, most students make expected progress in all phases. This does not match with the school's internal data which shows that students make very good progress overall.Internal assessment data shows students' attainment is very good overall. No external assessment data is available for Arabic. In lessons and in students' books, most students attain in line with curriculum standards.In Primary, students' speaking and listening skills are developed enough to handle a simple communication task like visiting Dubai Mall. They use the 'W' questions and linking tools in simple questions. However, reading skills are not well developed. In Middle, students are able to identify the verb and noun sentences. They put words in the right sequence to form a verb sentence. However, students' vocabulary is limited. In High, students are able to read short texts, and extract the main and sub-ideas. They are able to write sentences using place adverbs. However, students' skills are less developed in the use of feminine and masculine nouns in the sentences.Overall, all groups of students make acceptable progress. Girls make better progress than boys in the High phase.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' speaking and listening skills in Primary.Students' understanding of verb sentences.	<ul style="list-style-type: none">Students' use of feminine and masculine nouns in the sentences in Middle and High.Students' vocabulary in the Middle phase.



Social Studies	<ul style="list-style-type: none"> Students' achievement in social studies is acceptable overall. In lessons and in their work, most students make acceptable progress in Primary, Middle and High. This does not match with the school's internal data which shows that students make broadly very good progress overall. Internal assessment shows students' attainment is very good overall. The school has no external data for social studies. This is not seen in lessons and in students' books where most students attain in line with curriculum standards across all phases. In Primary, students are able to define producers and consumers and understand that some companies can be both a consumer and a producer. However, they are less able to conclude the impact of the two concepts on the country's economic status. In Middle, students understand the importance of technology in the modern UAE economy and the fairness of exploiting the resources of the UAE. They understand the history and achievements of the indigenous people of North America and the time periods of migration. However, they are less able to draw comparisons with UAE history and achievements. In the High phase, students have knowledge and understanding of the links of the stone age Arabian Bifacial and Ubaid cultures with the UAE. They demonstrate an understanding of how heritage is improving the future of the UAE. However, across all phases, students' demonstration of links between lessons and applications to daily life is limited and less developed. Overall, all groups of students make the expected progress. Girls make slightly better progress than boys across all phases. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' knowledge about the role of technology in the UAE in Middle phase. Students' knowledge about the Islamic civilization in UAE overtime. 	<ul style="list-style-type: none"> Students' skills to compare different civilizations with UAE and draw conclusions. Students' conclusion of links between learning and examples from the UAE real-life context.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable in Primary, Middle and High phases. Achievement in KG is weak. In lessons and in their work, most students make expected progress in Primary, Middle and High phases. In the KG only a minority of children make the expected progress. This does not match with the school's internal data which shows students make broadly very good progress overall.• Internal assessment data shows attainment is very good overall. ASSET data for Grades 3-9 shows attainment is weak. Grade 10 CBSE results for 2022 show acceptable attainment. In the lessons and in their books, attainment is acceptable in Primary, Middle and High. Attainment in KG is weak.• In KG, only a majority of children develop their understanding of phonics and sounding letters and words, such as the letter J, and blending words such as jacket, jelly, and juice. They recognise short words and read them phonetically. However, their literacy skills are less developed. In Primary, students develop literacy skills and build their vocabulary through teacher read stories for example, 'Goldilocks and the Three Bears', and can understand, and illustrate basic prepositions. In Middle, students develop their writing and comprehension skills. They can frame sentences using positive, comparative and superlative adjectives which relate to daily life such as 'that boy is clever or the cleverest in the class'. However, oral language skills are less developed. In High, students develop their grammar and oral skills. They demonstrate an understanding of the story 'A house is not a home' and summarise it through role play.• Overall, all groups of students make the expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• High phase students' grammar, oral skills and listening skills.• Students' writing and comprehension skills in Middle and High phases.	<ul style="list-style-type: none">• Literacy skills in KG.• Oral language skills in KG, Primary and Middle phases.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable across all phases. In lessons and their work, most students show acceptable progress across all phases. This does not match with the school's internal assessment which shows that students make broadly very good progress overall.• Internal assessment indicates that students' attainment is outstanding in KG and Primary, very good in Middle and good in High. External CBSE results indicate acceptable attainment for Grade 10 students in 2022. ASSET data shows weak attainment in Primary and Middle. In lessons and students' books, most students attain in line with curriculum standards in Primary, Middle and High.• Students in KG can identify, compare and add two-digit numbers. In Primary, students can perform basic mathematical operations, interpret data and find fractions in different geometric shapes listing their properties. Students in Middle are able to interpret graphs and other forms of data. However, they are less able to solve word problems and to link them to real life especially while applying operations with decimals and fractions. In High, students can use the data to plot graphs of quadratic and linear equations and relate coordinate geometry concepts to locate ships and aircrafts using GPS system. Overall, students' ability to apply their mathematical knowledge to real-life contexts is underdeveloped especially in Primary and Middle.• All groups of students make the expected progress. However, in Middle and High, girls make better progress than boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills to perform basic mathematical operations.• Students' skills of data interpretation using graphs especially in High phase.	<ul style="list-style-type: none">• Students performing mathematical operations using fractions and decimals.• Application of mathematical thinking to real-life situations.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable in Primary, Middle and High phases. Achievement in KG is weak. In lessons and in their work most students make acceptable progress in Primary, Middle and High, but students make weak progress in KG. This does not match with the school's internal data that shows students make very good progress overall.• Internal assessment data shows very good attainment in Primary, Middle and High phases. External ASSET exams show weak attainment in Middle and High. CBSE for Grade 10 show acceptable attainment. This is not seen in lessons and students' books where, overall, students attain in line with curriculum standards in Primary, Middle and High. Attainment in KG is weak.• In KG, only a majority of children develop their scientific factual knowledge about the world, animals and environment. However, their discovery skills to conclude knowledge are less developed. Most students in Primary can name different types of teeth and their functions. They recognize that incisors are cutting teeth; however, they are less able to explain why teeth play a significant role in digestion of food. In Middle, students show clear understanding of the concepts of reflection and refraction. However, students are less able to link to daily life phenomena. In High, students are able to make connections between technology and society and their conceptual understanding of static and current electricity. However, they are less able to recognize practical applications for the different electric circuits. Students also develop their understanding about objects in liquids. However, they are less able to fully explain the buoyancy phenomenon.• All groups of students make the expected progress. Girls, particularly in the higher phase, make better progress than boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' conceptual scientific understanding of reflection and refraction.• Students' skills to make connections between technology and society.	<ul style="list-style-type: none">• KG children's scientific discovery skills.• Students' understanding of practical applications of different types of electricity.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. There is no provision for Music. The school's internal data shows that over time students make good progress. This is not seen in lessons and students' work as most students make expected progress across all phases.• Internal assessment data for all phases show attainment as good. This does not match what is seen in lessons and in students' books, where overall most students attain in line with the curriculum standards across all phases.• In moral science, students learn about freedom fighters and bravery. Students were given the opportunity to construct complex language in their responses in discussing bravery and freedom fighters. In ICT, in the Middle phase, students can confidently use drawing skills in MS paint to draw columns and can use a paintbrush and a rubber. Most students finished this exercise and were given the opportunity for more complex work searching for more obscure icons for MS paint. In the library, students watched two cartoons about the lazy donkey and the mouse and the lion. The teacher used questioning to elicit the students' feelings about the stories and could relate their feelings to everyday life. In PE, Grade 5 students can perform basic Ju Jitsu moves. In Hindi students can write basic vocabulary correctly and communicate their knowledge with some confidence, however, they can't write full sentences.• Overall, all groups of students make the expected progress in other subjects.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• In Hindi, students' writing of basic vocabulary correctly and communicating their knowledge with confidence.• In ICT, students' use of paintbrush and a rubber in MS paint.	<ul style="list-style-type: none">• More complex Ju Jitsu moves in PE.• In Hindi students skills to write full sentences correctly.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills across the school are acceptable overall and weak in KG. Across the school, students enjoy learning. Students have positive attitudes toward learning and can work for short periods without intervention. However, KG children get restless quickly and need constant direction.• Students can work productively in groups although the quality of their interactions is varied, and collaboration is limited. They are less confident in presenting their work to the rest of the class. Students communicate their learning adequately. However, children's ability to work in groups is less developed as they rely too much on their teacher.• Across the school, students adequately relate their learning to the UAE context and the world. They make connections between different areas of learning in some subjects and activities. However, links between subject are inconsistent.• Students' critical thinking and problem-solving skills are developing features across all phases. Students' innovation and enterprise skills are less developed.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes to learning• Students' ability to relate their learning to the real world	<ul style="list-style-type: none">• Students' critical thinking and problem-solving skills.• KG children's skills to work in groups.



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

Indicators:	KG	Primary	Middle	High
Personal development	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Students' personal and social development are acceptable overall. Most students demonstrate acceptable motivation for learning. They engage in the activities planned and directed by their teachers. They take a role in organising themselves during break time and morning assembly. However, students depend mostly on teachers delivering the learning for them.Students' behaviour is respectful to their teachers and to other students. Classroom rules are clearly stated, understood and followed. Students are self-disciplined and respond well to critical feedback, particularly girls, but this is less evident in boys in the High phase. Students say that bullying is rare.Student-staff relationships are respectful. Relationships between students are respectful and friendly and students are sensitive to the needs of others.Students demonstrate a general understanding of safe and healthy living. They participate in health awareness activities, for example 'No Tobacco Day', 'Vegetable Day', and protection from COVID-19. Students talk about diabetes during assembly.Students' attendance is acceptable at 92.5%. Students attend school and arrive at school on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Students' understanding of Islamic values and awareness of Emirati culture is acceptable. Students have an adequate understanding and appreciation of how Islamic values influence UAE society and apply them in their daily life. This is evident in school assemblies, moral education, participation in religious events, and the links with UAE culture and values which are embedded in lessons.Students have adequate knowledge and awareness of UAE heritage, and they show respect towards UAE culture. They engage in the activities and projects organized by the school. They are able to model the UAE and Islamic values in lessons. Students also produced materials displayed on the school boards that show respect for the UAE culture.				



<ul style="list-style-type: none">Students demonstrate clear understanding of their own culture; however, their understanding of other cultures is a developing feature. Opportunities for students to enhance their understanding of world cultures are less developed.				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Students are aware of their responsibilities in the school community and as volunteers within the local community. Students have occasional participation in beach-cleaning campaigns and donations of food parcels during Ramadan.Students enjoy taking part in projects. Some students' drawing displays reflect creativeness. However, students' innovation and enterprise skills are less developed. Most students' projects are conventional rather than creative. Students take care of their school and are aware of important environmental issues. They participate in planting and use recycled materials for projects. Their actions to conserve the environment are limited.				
Areas of Strength:				
<ul style="list-style-type: none">Students' behaviour and self-discipline.Students' relationships with each other and staff.				
Areas for Improvement:				
<ul style="list-style-type: none">Students' innovation and enterprise skills.Students' contribution and action towards conservation in the local and wider world environment.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

- Most teachers demonstrate secure knowledge of their subjects. However, their pedagogical knowledge and skills are less developed, particularly in KG. Consequently, teachers adopt a more didactic approach in their lessons as their understanding of how children and students learn is less developed. Teachers start their lessons from students' previous knowledge and then introduce the new knowledge to ensure that students' learning is accumulative. However, they rarely adapt or plan for differentiated activities to meet the needs of students from different groups. In a few lessons in Islamic Education and English in High, teachers use role-play strategies to engage students in the learning activities.
- Learning environments, planning, time management and use of resources are variable. Across all phases technology is not effectively utilised, student resources are limited, and most lessons are teacher led from the board. Teachers occasionally share expected learning outcomes with their students. In KG, learning resources and manipulatives are underdeveloped and children rarely learn by play or discovery.
- Teachers consistently use direct questioning to direct students' learning and to check their understanding. Consequently, students' responses are short and limited to recitation of factual knowledge. The closed questions approach provides limited opportunities for students to develop higher order thinking skills.
- Across all phases, teachers' strategies do not meet the needs of groups of students. Teachers plan for learning activities directed to all students. Differentiation of activities to meet the needs of all students from different groups is rare. Teachers' lesson plans sometimes indicate activities to develop students' critical thinking, problem-solving, innovation and independent learning skills. However, the activities are not implemented consistently in the delivery of lessons. Consequently, students' critical thinking and problem-solving skills are underdeveloped. In mathematics teachers sometimes develop students' critical thinking and problem-solving using different tools to measure and understand length.



Assessment	Weak	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Internal assessment processes are consistent and carried out regularly across all phases. However, in KG, assessment of children's learning is inconsistent and there is no data to show children's attainment and progress. Assessments are appropriately linked to the school's curriculum and are reviewed annually. However, the analysis of the internal assessment data is not in line with the MoE benchmarking.The school has administered CBSE and ASSET tests. However, the use of data to accurately benchmark students' achievement is less developed. The school does not sufficiently analyse the test results and benchmark students' attainment.The school benchmarks academic outcomes against appropriate external and international expectations and this is used to check progress.Data analysis is underdeveloped as data is either analysed inaccurately or remains at the raw level. Consequently, there is very limited influence in adjusting teaching, learning and the curriculum. Teachers rarely adapt their plans effectively to challenge and support individual learning needs.Teachers' use of strategies and tools in assessing students' skills is underdeveloped. Most teachers mark and check students' work, however, if feedback is present, it does not provide points for students to develop and progress.				
Areas of Strength:				
<ul style="list-style-type: none">Teachers' secure knowledge of subjects.Consistent and regular assessment processes.				
Areas for Improvement:				
<ul style="list-style-type: none">Consistent use of differentiation strategies, support and challenge across all phases.Effective use of data analysis to benchmark students' attainment, progress and to inform curriculum and teaching across all phases, particularly in KG.				



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The curriculum is acceptable overall. It is reasonably broad and balanced. It mainly follows CBSE board requirements and the national statutory requirements. However, the teaching focuses on the content more than the skills. Therefore, students are stronger in their knowledge understanding than their application of learning.Curriculum is planned with adequate continuity and progression which intends to develop students' knowledge, skills and understanding. Teachers plan according to the scope and sequence of the curriculum plan and therefore ensure progression over time. Differentiated activities are rarely planned and this limits the progress for individuals and groups.The school is only up to Grade 10 and offers only limited curricular choices. Some curricular links are planned but they do not fully facilitate the transfer of learning between subjects. They are more evident between social studies and other subjects. The scope of activities in supporting students to make cross-curricular links within their own learning is relatively small and less effective.Curriculum reviews are insufficiently focused on the academic and personal development needs of most students in all subjects. For example, the KG curriculum does not provide a strong basis for children going into Primary in the development of language skills.				
Curriculum adaptation	Weak	Weak	Weak	Weak
<ul style="list-style-type: none">Curriculum modifications to meet the educational and personal development needs of all groups of students are limited. The curriculum is not sufficiently modified to meet the needs of Special Educational Needs and Disabilities (SEND) students. Also, modification to meet the needs of higher and lower-attainers, and gifted and talented (G&T) students is limited.The wider curriculum has limited opportunities for students to develop their innovative and enterprise skills. The curriculum includes learning experiences that are embedded in subjects to promote students' understanding of Emirati culture and UAE society. However, in the delivery, teachers only occasionally expand the learning to link with UAE culture.				
Areas of Strength:				
<ul style="list-style-type: none">Broad and reasonably balanced curriculum.Links with Emirati culture and UAE society.				



Areas for Improvement:

- Modification in the curriculum to meet the needs of all students, particularly SEND students, the lower and higher attainers, and those who are G&T.
- Planning of lessons and opportunities for students to develop independent critical thinking skills.



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	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Arrangements for the protection, care, guidance and support of students are acceptable overall. Students state they feel safe. Procedures for safeguarding are effective. All staff, students and parents fully understand the child protection policies and procedures. The school has effective arrangements to protect students from all forms of verbal, physical and emotional/psychological abuse and bullying.• Suitable policies and procedures are in place to ensure that students are kept safe. There are regular and routine fire drills, evacuation procedures and other incidents, with clearly stated action taken, to prevent their recurrence.• Buildings and equipment are maintained in an acceptable condition. There are school records of maintenance works; however, they are not analysed to draw conclusions.• School premises and facilities provide a safe and healthy environment that is fit for the needs of all. The premises and toilets are hygienic. The school has introduced ramps on the ground floor but no equipment is installed on the first floor. Therefore, access to the first floor for students with mobility challenges is limited.• The school regards the promotion of healthy living as an important part of its provision. The curriculum content of some programmes such as Moral Education, Form Time and assemblies includes references to healthy lifestyles such as aspects of diet and exercise.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Staff have positive relationships with all students. Systems and procedures for managing students' behaviour are effective. Almost all students manage their own behaviour effectively.• Systems for managing attendance and punctuality, including follow up of unexcused absences and lateness are appropriate. There are clear procedures in place to record students' attendance and inform parents.• The school system for identifying SEND and G&T students is ineffective. The school's admission policy is restrictive and does not allow for the enrolment of students with special educational needs.				



- Students identified with SEND are provided with limited or no support. Also, support for G&T students provides limited developmental opportunities.
- The school provides comprehensive orientation evenings for parents which are followed up by extensive emails and newsletters. Career guidance through the career counsellor for older students is appropriate.

Areas of Strength:

- The promotion of safeguarding and child protection.
- Staff-students' positive relationships.

Areas for Improvement:

- Access arrangements to ensure school is fully inclusive.
- Identification and support for SEND and G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The principal and senior leaders are committed to improving the school. They set a clear, strategic direction. This is communicated with the whole school community. Most leaders demonstrate a basic awareness of how to improve the school. Middle leaders have not yet been successful in raising standards in all subjects and phases. Relationships are courteous and professional. Morale is positive. Leaders' capacity to further improve the school is acceptable.
- The school identifies its main key strengths and areas for development through its SEF. Judgments are not closely aligned to the UAE inspection framework. Improvement planning documents are in place and set realistic targets. Leaders monitor action plans, but this is not yet focused sufficiently on students' achievement. Middle leaders monitor lessons and give feedback to teachers. However, observations do not yet consistently focus on students' achievements. Processes to share best practice are not yet developed. Leaders have addressed most of the recommendations in the previous inspection report. However, this has not yet had a positive impact on students' achievement.
- 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 students' learning and development. Recently the school has established links with a local school. The school works closely with local organizations in projects like sustainability, conservation and other global issues.
- Governance includes parents and meets on a monthly basis. The governing body monitors the school's actions and has a good understanding of the strengths and weaknesses of the school. However, governors do not yet effectively hold senior leaders to account for students' outcomes.
- The day-to-day management of the school is well organised. Routines ensure the smooth running of the school. Most staff are suitably qualified and receive regular professional development that is matched to schools' priorities. Learning areas and facilities are sufficient to support students'



learning. However, some classes are overcrowded with limited resources to support effective learning. KG is insufficiently equipped with resources for children's engagement in learning activities.

Areas of Strength:

- The commitment of the chair of the governing body, principal and senior leaders to improve the school's performance
- Partnerships with parents

Areas for Improvement:

- Leaders' accuracy in self-evaluation and measuring impact against the benchmarks in the UAE inspection framework.
- The provision of effective professional development to enhance students' learning in all phases and particularly in KG.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has 3 Arabic teachers teaching Arabic as second language for 640 students from G1-10. Teacher: student ratio is 1:213.
- The school has 310 books in Arabic including 100 stories in Arabic. Students have access to books to read but are not able to borrow books.
- The textbook is the main source for reading in Arabic. The school has no access to reading platforms. The one timetabled period a week in the library for each class is inconsistently used. The school library has no schedule for reading hours in classrooms nor reading corners. The school support the reading provision in Arabic through integrating Arabic additional text in lessons.
- The school celebrates Arabic language day and participates in limited Arabic competitions such as a reading competition and calligraphy competition. The school has no plan to enrich and encourage reading. The school had organised for an Arabic language exhibition in October 2022.

The school's use of external benchmarking data

- ASSET– Data collected for last the last three years for Grades 3 – 9 students. The analysis showed students' attainment is weak. The school has put in a strategy in English, mathematics and science in July 2022 to obtain acceptable levels in ASSET outcomes.
- PISA – The school conducted PISA last year for the first time, and 34 students participated in the exam. The school is still waiting for the results. It is mainly focused on mathematics. Students, on every Thursday last period, are given a worksheet to practise and be prepared for the exam.
- Every Thursday students are given additional activities to prepare for international tests. Last time TIMSS was conducted in 2018. The majority of students took part in 2018.
- The school communicates external exam results to parents and students by quarterly termly reports, which also includes the internal assessment information.

Provision for KG

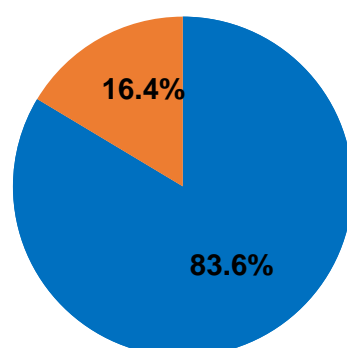
- There are 4 classes for KG and four teachers. Teacher: children ratio is 1:30.
- The school has limited resources in the classrooms. It has recently invested in kinaesthetic resources like flash cards and manipulative resources. However, KG remains insufficiently resourced to allow children to learn through play and discovery.
- Outside there are limited facilities to enhance children's active learning and play.
- The school has focused on enhancing kinaesthetic and IT resources since September 2022 in order to enrich children's real-life experiences. Children are tested using diagnostic tests to establish a baseline. The school has suitable arrangements for transition from KG to Grade 1. Teachers from Grade 1 visit children towards the end of their time in KG.



VIEWS OF PARENTS

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

No. of Responses = 299



■ Strongly Agree / Agree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise students' achievement in all phases, particularly in KG, by:
 - enhancing opportunities and resources for children in KG to learn through discovery and play
 - ensuring students develop their accurate reading and extended writing skills in ASL and English
 - developing students' skills in solving word problems in mathematics across all phases
 - enhancing students' conceptual scientific content and developing their investigation and experimentation skills
 - continuing to raise attainment and progress across key subjects.
- Improve student-centred teaching strategies and use of assessment data to meet the needs of all students by:
 - ensuring lesson planning consistently include activities to allow active and participative learning, particularly in KG



- using assessment information more effectively to plan tasks that enable students to consistently make better than expected progress
 - ensuring that there are appropriately challenging activities within lessons to support and extend the learning of the gifted and talented (G&T) and higher-attaining students
 - providing opportunities to students to further develop their innovation and inquiry skills
 - providing constructive feedback to the students so that they can further progress their work.
- Further improve the impact of the leadership by:
 - developing the roles of middle leaders to drive the school improvement effectively, and accurately monitor the quality of teaching and learning within their departments
 - developing teachers' skills through targeted CPD to raise students' progress and attainment
 - ensuring the curriculum is adapted effectively to provide sufficient challenge for all students.

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.