



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**OUR OWN ENGLISH HIGH SCHOOL  
- BOYS**

21-24 November 2022

Overall Effectiveness

Very Good





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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	167	
	School location		
	Establishment date	01.08.2007	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body		
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	AISSCE , AISSE PISA, TIMSS, ASSET, CAT4, EmSAT	
	Fee range	7502- 14300 AED	
	Principal	Srivalsan Murugan	
	Chair of Board of Governors	Michael Guzder	
Staff	Total number of teachers	164	
	Total number of teaching assistants	4	
	Turnover rate	10%	
	Main nationality of teachers	Indian	
	Teacher: student ratio	1:20	
	Students	Total number of students	3287
		Number of Emirati students	0
		KG: number and gender	KG : 353 males
		Primary: number and gender	Primary: 1156 males
		Middle: number and gender	Middle: 1048 males
		High: number and gender	High : 726 males
Nationality groups		1. Indian 2. Pakistani	
Total number of students with special educational needs		57	

## PROGRESS JOURNEY

Previous Inspection in 2019:	Current Review:
<b>GOOD</b>	<b>VERY GOOD</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of seven reviewers' 210 lesson observations, 25 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is Very Good. This is an improvement since the previous inspection. The school has focused on strategic planning involving all stakeholders, which has been adopted and embedded very successfully across the whole school. Leadership is very strong at all levels, having focused systematically on school improvement priorities. The CBSE external examination results for the core subjects including academic other subjects are outstanding and most students move onto top universities nationally and internationally. In KG, a focused skills learning curriculum has improved children's learning to Good. Arabic second language has shown improvement and is now Good. Students' attitudes to learning and relationships with staff are outstanding. The identification, and support, for all students with special educational needs is very well developed. The school's facilities are of an outstanding quality and support students' learning very effectively.

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

- Students' attainment in external and international examinations.
- Student's personal and social development and their innovation skills in cross curricular activities and clubs.
- Health and safety and compliance through rigorous procedures across the school.
- Very effective and inspirational school leadership team.
- The drive and expertise on the board of governors and the professional partnerships with the school community.

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

- Continued improvement in students' achievement across the school.
- Systematic embedding of innovation in all lessons.
- Further strengthening of curricular choices for Phase 3 students, including industry internships.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement overall is Very Good**

Indicators:		KG	Phase 1	Phase 2	Phase 3
Islamic Education	Attainment	N/A	Very Good	Very Good	Very Good
	Progress	N/A	Very Good	Very Good	Very 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	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Social Studies	Attainment	N/A	Very Good	Very Good	N/A
	Progress	N/A	Very Good	Very Good	N/A
English	Attainment	Good	Very Good	Very Good	Outstanding
	Progress	Good	Very Good	Very Good	Outstanding
Mathematics	Attainment	Very Good	Very Good	Very Good	Outstanding
	Progress	Very Good	Very Good	Very Good	Outstanding
Science	Attainment	Good	Very Good	Very Good	Outstanding
	Progress	Good	Very Good	Very Good	Outstanding
Other subjects (Art, Music, PE)	Attainment	Very Good	Very Good	Very Good	Outstanding
	Progress	Very Good	Very Good	Very Good	Outstanding
Learning Skills		Very Good	Very Good	Very Good	Outstanding



<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic education is very good in all Phases where it is taught. In lessons and in their work, the large majority of students make very good progress. This is not aligned with the school's internal data which shows all students make outstanding progress.</li><li>• Internal assessments and external results show attainment as outstanding. This is not seen in lessons and in students' work where, overall, the large majority of students attain above curriculum standards.</li><li>• In Phase 1, students are familiar with a number of short verses from the Holy Qur'an and Noble Hadeeth. By grade 5, students understand the etiquettes Muslims follow when performing Friday prayer and the prayer of two feasts. They can apply their learning to real-life practices. In Phase 2, students identify the purpose of applying Islamic rules, such as the compulsory charity (Zakah). They know that this is a means to get closer to Allah The Almighty, however, they do not necessarily know the rationale behind its regulation. Students in Phase 3 identify and talk about scientific miracles mentioned in the Holy Qur'an. Recitation skills are observed in the school but only by a minority of students. Students understand the main ideas behind a prescribed verse from the Holy Qur'an and Noble Hadeeth, but they do not make references consistently and link these to previous learning.</li><li>• Overall, most groups of students make better than expected progress. However, higher-attaining students and those who are gifted and talented, are not sufficiently challenged to make accelerated progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Understanding of the assigned holy verses and Noble Hadeeth.</li><li>• Understanding of the values and the Prophetic guidance embedded in Noble Hadeeth.</li></ul>	<ul style="list-style-type: none"><li>• Understanding the reasoning behind the prescribed Islamic rules, laws and acts of worship.</li><li>• Recitation skills and applying appropriate Tajweed rules.</li></ul>



<b>Arabic second language</b>	<ul style="list-style-type: none"><li>Students' achievement in Arabic as a second language is good in all Phases where it is taught. In lessons and in their work, the majority of students make good progress. This is not aligned with the school's internal data which indicates all students make outstanding progress in KG and Phases 1 and 2.</li><li>Internal assessment data for KG and Phase 1 indicates attainment as outstanding, and good in Phase 2. This is not seen in lessons and in students' workbooks. Overall, the majority of students attain above curriculum standards in all Phases.</li><li>In KG, children learn to speak in accurate, full sentences and demonstrate progress in pronouncing letters with their correct phonic sounds. They can write the letters with standard Arabic writing skills. Phase 1 and 2 students demonstrate progress in extracting key information from a text using dictionaries and writing grammatically correct short sentences. Students can read different texts with accurate pronunciation and develop skills to speak confidently, when expressing their ideas. Students' extended writing skills using paragraphs with accurate punctuation and Tashkeel and their comprehension reading skills are less well developed in Phases 1 and 2.</li><li>Overall, the majority of groups of students make better than expected progress. Lower-attaining students make slower progress, particularly in Phases 1 and 2.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Accurate listening skills.</li><li>Accurate speaking skills and the use of correct phonics.</li></ul>	<ul style="list-style-type: none"><li>Comprehension reading skills with correct Tashkeel and punctuation in Phases 1 and 2.</li><li>Extended writing skills using paragraphs and correct punctuation in Phases 1 and 2.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in UAE social studies is very good in both Phases 1 and 2. In lessons and in their work, the large majority of students make very good progress. This is not aligned with the school's internal data which shows all students make outstanding progress across the school.</li><li>• Internal assessment data shows attainment as outstanding. This is not seen in lessons and in students' work where the large majority of students attain above curriculum standards.</li><li>• Phase 1 students develop understanding of the importance of natural resources and the significance of conserving water bodies. Grade 4 students recognize different landscapes and landforms in the UAE. They can discuss the vegetation found in deserts. Their map reading skills are less well developed in Phase 1. Students' skills to make historical comparisons between the UAE and other countries are underdeveloped. In Phase 2, students make very good progress in understanding climate change. They can explain how the UAE ministry of climate and environment is combating climate change. They know about the reasons and strategies to protect natural resources and terrestrial and marine bodies in the UAE. A few students do not understand the full value of the country's natural resources in expanding its economy.</li><li>• Overall, most groups of students make better than expected progress. Higher-attaining students and those who are gifted and talented do not make accelerated progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Knowledge of sustainability strategies to combat climate change.</li><li>• Knowledge and understanding of geographical features in the UAE.</li></ul>	<ul style="list-style-type: none"><li>• Map reading skills in Phase 1.</li><li>• Skills to make historical comparisons between the UAE and other countries in Phase 1.</li></ul>



English	<ul style="list-style-type: none"><li>Students' achievement in English is very good overall. It is good in KG, very good in Phases 1 and 2, and outstanding in Phase 3. In lessons and in their work, the large majority of students make very good progress in Phases 1 and 2, outstanding progress in Phase 2 and good progress in KG. This is not fully aligned with the school's internal data which shows all students make outstanding progress across the school.</li><li>Internal assessment data shows attainment as outstanding. In Asset examinations in Phase 1, students' results show outstanding performance while Phase 2 show very good attainment. In CBSE external benchmarking examinations students' attainment is outstanding in Phase 3.</li><li>KG1 children are able to make words with phonics and can find words starting with 'ch'. KG2 children listen and enjoy story telling with 'props', however, they have limited opportunities for developing their conversation skills through role play. Grade 2 students work on picture compositions and can write sentences using appropriate vocabulary following grammar conventions. Their skills to write in complex sentences are less well-developed. Students in Phase 1 can differentiate between fact or opinion and by Phase 2, they can work on case studies, analyse poems and discuss literary devices. Students are able to listen, speak, read and write in simple sentences. In Phase 2, students discuss finer nuances of poetry, such as exploring the question of strength in the battlefield equating to a strong nation. In Phase 3, students develop their analysis and reasoning skills through exploring the dilemma facing an ailing planet with sustainability goals. They look at the possibilities of creating different climaxes to drama and can take the role of a travel guide as they explore travels.</li><li>Overall, most 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>Speaking, listening and reading skills.</li><li>Developed and extended writing skills.</li></ul>	<ul style="list-style-type: none"><li>Conversation skills through role play in KG.</li><li>Writing in complex sentences in Phase1.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is very good overall; it is outstanding in Phase 3. In lessons and in their work, the large majority of students make very good progress in KG, and Phases 1 and 2. Students make outstanding progress in Phase 3.</li><li>• Internal assessment data shows attainment is outstanding in KG and in Phase 1, very good in Phase 2, and good in Phase 3. In CBSE external benchmarking assessments data shows that attainment is very good, overall. However, in lessons and in students' work, the large majority of students attain above curriculum standards in KG and Phases 1 and 2, and most students attain above curriculum standards in Phase 3.</li><li>• In KG, children can count and write numerals up to and including ten and can add single-digit numbers. In Phase 1, students can apply multiplication and division to solve problems with money and apply this knowledge to real-life experiences. However, this is not consolidated through the use of concrete materials. The large majority of students in Phase 2 can derive the formula for calculating the surface area of a sphere and can apply the formula to slant height. Students, however, are less able to express their mathematical reasoning using topic-specific language or compute mathematical operations orally. Students in the higher grades can formulate linear programming problems and can derive the equation of a line in slope-intercept form. Recording of mathematical learning is progressive and incorporates self and peer-assessment strategies.</li><li>• Overall, most groups of students make better than expected progress in KG, and Phases 1 and 2. All groups of students make better than expected progress in Phase 3.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Linking mathematical skills to real-life situations and experiences in KG and Phase 1.</li><li>• Interpreting and applying complex formulae to mathematical operations in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>• Computing mathematical operations orally in Phase 2.</li><li>• Use of mathematical resources when exploring new concepts in Phase 1.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is very good overall; it is outstanding in Phase 3 and good in KG. In lessons and in their work, the majority of students make good progress in KG, very good progress in Phases 1 and 2, and outstanding progress in Phase 3. This is not fully aligned with the school's internal data.</li><li>• The CBSE external assessment data for Grade 12 shows outstanding attainment. ASSET examination results for Phases 1, 2 and 3 indicate attainment as very good. This is seen in lessons and in students' books where, overall, the large majority of students attain above curriculum standards. Attainment is outstanding in Phase 3.</li><li>• In KG, the majority of children make good progress in understanding different needs of plants, and naming animals and describing their habitats. Children's scientific investigative skills are less well developed. Phase 1 students make very good progress in investigating the level of absorbency of different materials using different hands-on activities and in developing their observation and prediction skills. In Phase 2, students make very good progress in extracting factors that affect pressure in different virtual experiments and develop their investigation and observation skills. In Phase 3, students develop strong scientific thinking methods and enquiry-based predictions. They can find the volume of an acid needed to neutralize a base and calculate the strength of the base in different laboratory experiments. Students' ability to write scientific reports is less well developed in Phases 1 and 2.</li><li>• Overall, most 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>• Scientific literacy in KG.</li><li>• Scientific thinking, enquiry and investigative skills in Phases 1, 2 and 3.</li><li>• Conclusions, predictions and observations in Phases 1, 2 and 3.</li></ul>	<ul style="list-style-type: none"><li>• Development of knowledge through observation and practical activities in KG.</li><li>• Scientific methodology for writing scientific reports in Phases 1 and 2.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"> <li>Students' achievement in other subjects is very good overall. It is outstanding in Phase 3. A large majority of students make very good progress in KG, and Phases 1 and 2. Progress in Phase 3 is outstanding which matches the school's data.</li> <li>Internal assessments and results for Phase 2 show that the large majority attain above curriculum standards. In the CBSE examinations in Phase 3 attainment is outstanding in economics, enterprise, computer science and information practices which matches the attainment seen in lessons and in students' work.</li> <li>In KG children can sing the phonic sounds and can count to the beats in songs. In art they can draw freehand and use different colours and textures. They understand Mandala patterns and can create designs using computer graphic mathematical shapes. A large majority of students in Phase 1 develop skills in physical education. They understand the rules of posture when throwing and catching a cricket ball. In music students know about recycling through song and can adapt songs to include rhythms about recycling. In moral education students know about kindness and how to be thoughtful to others. Phase 2 students know how to greet others in French. They know the days of the week and the months of the year. They can write grammatically correct simple sentences. In Phase 3, students in enterprise know about consumer rights and the buying behaviours of a diverse range of consumers. In computer science they understand the stages in python programming and can design data bases accordingly.</li> <li>Overall, most groups of students make better than expected progress. All groups of students in Phase 3 make better than expected progress in 'other subjects'.</li> </ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Performance skills in music and art.</li> <li>Use of motor skills in physical education.</li> </ul>	<ul style="list-style-type: none"> <li>Extended writing skills in French in Phase 2.</li> </ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are very good overall. They are outstanding in Phase 3. Students are very responsible and motivated. They enjoy their learning and know their strengths and weaknesses. They produce work of a high standard. Phase 3 students are conscientious and meticulous in their preparation for external examinations. KG children are keen to learn and respond with curiosity and positivity to their play-centred curriculum.</li><li>• Students interact and collaborate with purpose. Their ability to communicate their learning is clear, confident and effective.</li><li>• Students use their critical thinking skills effectively when given open-ended tasks and problem-solving activities. They can make connections in their learning and understand the world.</li><li>• Students make meaningful and valid connections between their learning and the real world.</li><li>• Students have very good research skills and demonstrate creativity but are more limited in their innovation skills.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Increasing ability to be independent learners.</li><li>• Responsible preparation for external examinations in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>• Development of innovation skills in all phases.</li></ul>



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

Indicators:	KG	Phase 1	Phase 2	Phase 3
<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 across all Phases. Their innovation skills are outstanding in many extracurricular activities, but are less well-developed in lessons.</li><li>Students demonstrate very positive, self-reliant and responsible attitudes to learning across all Phases. Students' behaviour is outstanding throughout the school. Students are confident and self-disciplined, and have very respectful and considerate relationships with their teachers. They are highly supportive of their peers.</li><li>Students have an excellent understanding of safe and healthy living and apply this to their everyday life. They participate in physical education and healthy lifestyle events. They excel in performance activities and demonstrate their talents in photography, fashion, business and culinary clubs as well as in many sporting competitions nationally.</li><li>Students' attendance is very good at 96% overall. They are punctual to school and to 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' secure understanding and appreciation of Islamic values is evident in their active participation of national and Islamic celebrations and events. In preparation for Ramadan, students celebrate the spiritually uplifting occasion of "Hag El Laila." During the Holy month of Ramadan, students who do not fast know that they should behave respectfully towards those who do.</li><li>Students are very respectful of the UAE heritage and culture. Their involvement in various cultural and social activities indicates that they are very knowledgeable and respectful of the culture that underpins and influences contemporary life in the UAE.</li><li>Students actively participate in a range of UAE national events such as Flag Day, Martyrs' Day and National Day celebrations. Students show awareness of other world cultures and participate in cross-cultural activities, such as teaching their peers their national language.</li></ul>				



Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"><li>• Students' community involvement, volunteering and social contribution is outstanding across the Phases. Activities are more limited in KG.</li><li>• Students demonstrate excellent work ethics and readily take on initiatives and manage their own projects. Many take on innovative and entrepreneurial projects outside lessons which have significant social benefits. This is less well-developed through opportunities in lessons.</li><li>• Students from Grade 4 onwards serve on the Student Council and are proactive and responsible members of the community, sharing their views with senior leaders. Students run a wide range of clubs and support many fund-raising activities. They lead on many of the sustainability initiatives and show respect for the school environment through sustainability and recycling projects.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Attitudes towards learning, behaviour and attendance.</li><li>• Leadership initiatives.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Students' innovative and entrepreneurial roles in lessons.</li></ul>				



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Phase 1	Phase 2	Phase 3
<b>Teaching for effective learning</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Outstanding</b>
<ul style="list-style-type: none"><li>The overall quality of teaching and assessment is very good. It is outstanding in Phase 3.</li><li>Teachers effectively apply their subject knowledge and show a deep understanding of how students learn, particularly in Phase 3. In a strong culture of professional development, teachers participate in a well-structured continuous development programme. Effective collaboration training supports teachers to create and deliver lessons that are embedded in effective classroom practices.</li><li>Teachers plan imaginative and engaging lessons. In KG, the physical environment is attractive, secure and conducive to learning. Teachers use resources to accelerate students' learning but less so in some mathematics lessons. Activity-based learning is well planned however, in some instances, the teacher's dominance overshadows real and genuine opportunities for individual learning.</li><li>Teachers' interactions with students are very positive, fostering high levels of student engagement and motivation to succeed, particularly in Phase 3. Teachers have adopted a targeted approach to questioning which promotes students' high-level thinking skills and critical responses.</li><li>Teachers provide imaginative and engaging activities for the various ability levels including SEND students. While tasks are effectively designed to maximize the progress of gifted and talented students, their learning potential is not appropriately challenged in lessons.</li><li>Students have purposefully developed critical thinking, problem-solving and independent learning skills, particularly in Phase 3. However, there are fewer opportunities for students to develop their innovation skills in lessons.</li></ul>				
<b>Assessment</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Outstanding</b>
<ul style="list-style-type: none"><li>Internal assessment processes are coherent and consistent. They are linked appropriately to the school's curriculum and used purposefully to track student progress and identify areas for improvement. This has resulted in outstanding achievements in Phase 3.</li><li>Students' achievements are benchmarked effectively and thoroughly against external, national, and international expectations including TIMSS and PISA for mathematics, science, and reading.</li></ul>				



- Both formative and summative assessment data is analysed. It is used accurately to identify the strengths and areas for improvement in students' attainment and to also modify the curriculum.
- Teachers have a good knowledge of students' strengths and weaknesses, particularly in Phase 3. Oral feedback to students is prompt and frequent. Students' workbooks are well presented. However, the use of constructive written feedback and guidance for the next steps in their learning is not a consistent feature of classroom practice.

**Areas of Strength:**

- The quality of teaching and use of a wide range of assessment strategies, particularly in Phase 3.
- Positive interactions between teachers and students.

**Areas for Improvement:**

- Engaging and challenging gifted and talented students.
- Comprehensive and developmental written feedback.



## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Phase 1	Phase 2	Phase 3
<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 curriculum design and implementation is very good. It is very good in Phase 3.</li><li>• The curriculum is broad and balanced and has a clear rationale. It follows the Central Board of Secondary Education (CBSE) that is based on the National Education Framework of India. The Ministry of Education (MOE) curriculum is followed in Arabic, Islamic education and social studies. It is relevant and promotes innovation and challenge.</li><li>• The curriculum is effectively planned through a scope and sequence programme. Continuity of learning is smooth and students are very well prepared for the next Phase of education, particularly in Phase 3.</li><li>• The range of curricular options provides Phase 3 students with ample choices to develop their talents, interests and aspirations. Phase 1 and 2 students are provided with a choice of languages and clubs to develop their talents. Phase 3 students are provided with options of commerce and science pathways, although the choice of humanities subjects is limited. Internships are being developed for alumni students.</li><li>• Cross-curricular links are meaningful planned to link learning between different subjects. Across the Phases and subjects there are real-life links with the UAE. In English, effective cross-curricular links are made through themes taken from environmental science and sustainability goals. For example, Grade 4 students outlined the main idea of podcasts which relates to recycle, reuse and reduce.</li><li>• Senior leaders have conducted an extensive review to consolidate students' learning and to further develop the curriculum. As a result, the school has introduced coding for all students in Phase 2 along with a robust reading programme.</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>• Teachers successfully modify the curriculum to meet the needs of all students. However, gifted and talented students' needs are not routinely developed within lessons.</li><li>• The curriculum is well-enriched by a variety of extra-curricular activities including clubs for art, music and physical education. Educational visits to places of interest and celebration of special</li></ul>				



days add to enhance students' learning. Such activities provide good opportunities for students to be innovative. However, innovation in lessons is not well mapped or embedded. Through fund-raising, business studies students develop enterprise and entrepreneurship skills.

- The curriculum supports students to develop a very good understanding of the UAE culture and society, through coherent learning experiences such as, 'Green School Lead,' on sustainability and environmental awareness.

**Areas of Strength:**

- Curriculum enrichment through clubs.
- Cross-curricular links.
- UAE links with heritage and culture.

**Areas for Improvement:**

- Curriculum choices for Phase 3 students in humanities subjects.



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

Indicators:	KG	Phase 1	Phase 2	Phase 3
<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 overall protection, care, guidance and support of students is outstanding across the school.</li><li>• All staff, students and parents are fully aware of the school's safeguarding procedures and child protection policies. These policies are highly effective. Students feel safe, secure and confident to report any concerns to members of staff. Highly effective and comprehensive procedures ensure all students are protected from harm, including bullying and through social media. All staff receive highly effective training.</li><li>• The school conducts thorough and frequent safety checks. Maintenance logs indicate the school is safe, clean and secure. Supervision of students is effective at all times. Record-keeping of students' health, safety and well-being is very detailed.</li><li>• Facilities, premises and the excellent learning environments meet the learning needs of all students. Well-resourced science and information technology laboratories and sports facilities enhance effective learning environments. In KG, there is well-resourced skills-based room.</li><li>• Promotion of healthy living is very successful throughout the school. The weight-reduction programme is effective and promoted alongside physical education and after-school sports clubs. Exercise is a feature of morning assemblies.</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 and behaviours between staff and students are exemplary. The school's comprehensive and rigorous attendance monitoring procedures promote very good attendance.</li><li>• The school identifies students with special educational needs and disabilities (SEND) and those who are gifted and talented (G&amp;T). The process involves all key stakeholders. Specialist staff provide effective support for SEND students. G&amp;T students are very well supported through extra-curricular activities, but this is less effectively delivered through lessons.</li><li>• The personal support provided to all students is very effective. Students' academic and personal development is very well supported by efficient monitoring processes.</li><li>• Counselling and guidance are very effective. Personalised advice enables students to make well-informed career and university choices. The school has links with universities nationally and</li></ul>				



internationally, with many Phase 3 students going on to take degrees in medicine and engineering. Students gain access to Russell Group universities.

**Areas of Strength:**

- The protection, care, guidance and support of all students.
- The successful promotion of healthy lifestyles.
- Relationships and behaviour throughout the school.

**Areas for Improvement:**

- Challenge for G&T students 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>Very Good</b>
<b>Governance</b>	<b>Outstanding</b>
<b>Management, staffing, facilities and resources</b>	<b>Very Good</b>

- The overall quality of leadership and management is very good.
- The bold and aspirational vision and mission led by the Principal and senior leaders is collectively shared by the whole school community. School leaders continue to operate an inclusive school. Leaders at all levels are very clear about the future direction of the school including its changing vision and values. Senior leaders are highly committed to the UAE national and Emirate priorities. Staff at all levels are aware of the key priorities to improve the school and, through distributive leadership, ensure that teaching and learning is set at an exceptional level. The school is compliant with all statutory requirements and with the National Agenda targets.
- Leaders at all levels have a thorough knowledge of the CBSE curriculum and best practices in teaching, learning and assessment. They are passionate about education and work systematically to improve performance across the whole school. They achieve outstanding results in external benchmarking assessments in English, mathematics and science and other academic subjects at Phase 3.
- Relationships and communication with all stakeholders is consistently professional, effective and supportive. Morale throughout the school is very positive. Senior leaders' distributive leadership is very effective across the school. Competent and skilled individuals are driven by shared accountability for very good outcomes. They understand fully the agenda to innovate and improve the school.
- The detailed and transparent self-evaluation form (SEF) is linked to the UAE School Inspection framework and identifies the school's improvement plan (SIP) and strategic areas for development. Through systematic monitoring across all levels of leadership the school has made significant progress in all subject areas resulting in a very positive impact on student achievement. Recommendations from the previous inspection report and the review report have been addressed. This has resulted in sustained improvement.



- The school is successful and effective in engaging parents through the parent council. In addition, parental surveys act as a further vehicle for parents to express their views and contribute to the school's development. Communication through the online portal remains instrumental in informing parents of their child's progress.
- Governors are intrinsic to the school's improvement planning. They consistently seek and thoughtfully consider all stakeholders' views. They systematically and effectively monitor the school's actions. They collectively take a proactive part in improving the quality of teaching, learning and assessment. Their expertise in teaching and learning has been fundamental in supporting improvement of the school's overall performance.
- The school premises are of a very high standard and very well resourced. The learning environments include a skills-based studio for KG, a well-resourced library, a creative arts and music studio and dedicated sports areas for badminton, basketball, tennis, and soccer.

**Areas of Strength:**

- Aspirational leadership at governance level.
- Aspirational school improvement planning.
- Educational premises to promote teaching and learning.

**Areas for Improvement:**

- Embedding future planned changes to raise attainment.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are twelve Arabic teachers and four Islamic teachers. There is a pending appointment for an Emirati staff member to teach Arabic and Islamic subjects.
- There are 373 books ranging from stories, books for beginners, guidebooks for teachers, tracing books for KG, flash card reference books, encyclopaedias, cultural traditional books, and books written by the rulers of the UAE on culture and heritage. Bedtime audio stories in Arabic are sent to students. The school subscribes to 'apps,' such as 'Bravo Bravo', 'Asafeer' and 'Twinkl'; these online resources enhance pupils' reading skills.
- Pupils across all Phases participate in extracurricular activities designed to improve Arabic language skills such as creative story writing. 'Just a minute' sessions include the observance of Flag Day and celebration of UAE National Day. These sessions are well embedded in Arabic lessons to enhance pupils' communication- skills in Arabic.
- Special orientation sessions and Arabic language sessions are organized for parents to help them support their child's learning in Arabic.

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

- CAT: 1192 students took the test in the current academic session 2022-23. ASSET: 1755 students took the test in 2021-22. 462 students from grades 5 to 8 qualified for an advanced ASSET talent search exam by being in the top 15%. PISA: The school participated in 2018 and 2021. There were 29 and 53 participants respectively. TIMSS: The school participated in 2019 and prior in the TIMSS Field Trial. There were 59 and 61 participants for grades 4 and 8 respectively in 2019. 125 students participated in the field trial.
- There is a curriculum review to embed ASSET, PISA and the TIMSS framework. Lessons employ strategies to improve higher-order thinking skills. Enquiry-based lessons in science target investigatory skills of pupils.
- Students' progress is regularly monitored and measured against readiness at entry levels in different phases.
- Individual student reports are shared with students to understand their strengths and areas for improvement. Teachers use this data to create personalized learning opportunities.

### Provision for KG

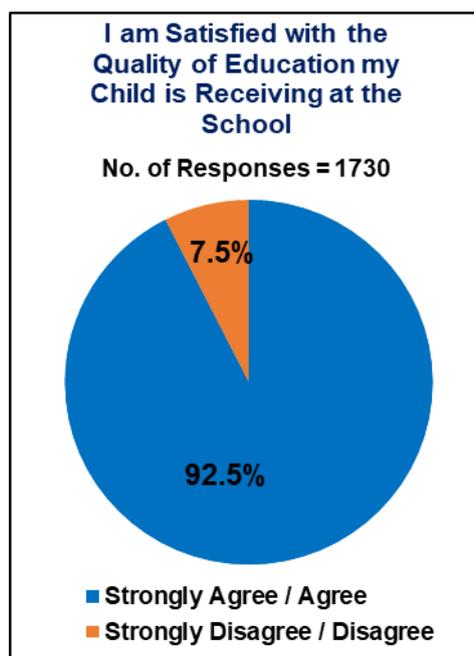
- Overall, there is a ratio of 1:25 of adults to children including teachers, teaching assistants and support staff.
- Every class is equipped with a Smartboard and I-pads, age-appropriate reading books, learning materials, and in-class 'Book Café' Manipulatives for specific learning areas in literacy, numeracy and understanding of the world. Classroom displays showcase student work as a continuum of learning and progress. Sight word walls, number charts, motivational charts, calming corners, self-attendance displays are in each classroom.



- There is a quadrangle for free play and physical education with age-appropriate equipment. There is a synthetic flooring for outdoor play and including slides, balancing beams, hurdles, hop-scotch, balancing poles, swings, sandpit, tricycles with safety helmets and guards, and outdoor spaces for free-play and water-play. There is access to the multi-purpose hall for assemblies and other events.
- Parent orientation for new parents is at the beginning of the academic year to familiarize them, 'as partners in progress' with the curriculum, rules and regulations of the school, teaching methodologies and the co-scholastic activities. This also includes an orientation in phonics and into teaching parents the basics of Arabic language. Open house/parent teacher interface is scheduled four times a year. This gives parents an update on the attainment and progress of their children.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Continue to improve attainment by:
  - ensuring that lesson planning provides innovative challenges
  - setting very high expectations for students to be innovative in their learning
  - ensuring that good quality feedback is given in students' workbooks
  - concentrating on further improvements in teacher practice and understanding of attainment.
- Improve and embed innovation in all lessons by:
  - using information and applying it to different and new situations
  - improving real-world thinking by asking students to reflect on local, national and international issues through case studies and project-based inquiry
  - asking questions which synthesise information and require higher-level thinking
  - providing evidence of responses and comparing responses with other students for review and further challenge.
- Review curriculum pathways by:
  - reviewing the CBSE humanities pathways.



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.