



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

# School Performance Review (SPR) | Report

Pamir Private School L.L.C S.P

5 -8 February 2024

**Overall  
Effectiveness:  
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-point scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

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

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

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

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

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

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



## Judgements

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




<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 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		220		
	School location	Al Rahmaniya, Sharjah			
	Establishment date	2019			
	Language of instruction	English			
	School curriculum	Pakistani			
	Accreditation body	-			
	Examination Board	Federal Board of Intermediate and Secondary Education (FBISE)			
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, PIRLS, ASSET, CAT4, EmsAT			
	Fee range	10,000 – 20,000 AED			
		Principal	Mr. Muhammad Zahid Azeem		
		Chair of Board of Governors	Mr. Ch. Khalid Mahmood Gorski		
Total number of teachers		54			
Total number of teaching assistants		4			
Turnover rate		25%			
Main nationality of teachers		Pakistani			
	Teacher: student ratio	1:11			
	Total number of students	568			
	Total number of students per cycle	KG: 83	Primary: 248	Middle: 121	High: 116
	Number of Emirati students	0			
	Number of Emirati students per cycle	0			
	KG: number and gender	Boys: 38	Girls: 45		
	Primary: number and gender	Boys: 123	Girls: 125		
	Middle: number and gender	Boys: 60	Girls: 61		
	High: number and gender	Boys: 60	Girls: 56		
	Nationality groups	1. Pakistani 2. Afghani			
Total number of students with special educational needs	2				



## PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
<b>ACCEPTABLE</b>	<b>GOOD</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 139 lesson observations, 18 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is good. This is an improvement on the previous review visit. All stakeholders have focused on strategic planning which has been adopted with success. Leadership at almost all levels is focused and works collaboratively towards the key priorities. The delivery of priorities in the school improvement plan has resulted in improvements in almost all subjects. External examination results in English, Islamic education, computer studies, Urdu and social studies are overall very good. Students' attitudes to learning and relationships with staff and their peers are good. The school has good procedures in place for the safeguarding and protection of students. The school's learning environments are well maintained and support student learning.

#### KEY AREAS OF STRENGTH:

- Students' progress in almost all subjects across the phases.
- Students' achievements in FBISE examinations in English, Islamic education, computer science, Urdu and social studies.
- The school's effective use of data to modify the curriculum to inform teaching and learning.
- The school's inspirational and effective school leadership.
- The school's professional partnerships.

#### KEY AREAS FOR IMPROVEMENT:

- Student's achievement to be raised to the next level in all subjects across the school.
- The effectiveness of the school's quality of teaching, learning and assessment to meet the needs of all groups of students.
- The leadership to be accurate and systematic in identifying and addressing gaps in students' learning.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is good overall.**

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	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	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Social Studies	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>Students' achievement in Islamic education is good overall. The majority of students attain levels that are above curriculum standards. Internal examination results show very good attainment. This does not match with what is seen in lessons and students' work where a majority of students attain above curriculum standards.</li><li>The outcomes of external FBISE examinations are very good. This is not evident in lessons and in students' work which indicates that most students attain above curriculum standards.</li><li>The majority of students demonstrate knowledge, skills and understanding above expectations. Students' progress is good in all phases. Across phases, students demonstrate good recitation skills. The interpretation of Quranic surah is less secure. In KG, children can name the five prayers. They know and understand Islamic values and can explain the importance of Sunnah in Islam. Students demonstrate a clear understanding of Islamic principles and know how to implement them in their daily life. In Primary, the majority of students can share manners of dealing with neighbours and explain the rights of neighbours. In Middle, students can explain the concept of different types of fasting including voluntary fasting. In High, they can discover aspects of mercifulness manifested in the Prophet's (PBUH) Seerah. Students across phases are less secure in using their knowledge of Islamic values in day-to-day experiences.</li><li>Overall, all groups of students make the expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' recitation skills in all phases.</li><li>Students' knowledge of faith and Islamic identity in KG.</li></ul>	<ul style="list-style-type: none"><li>The interpretation of Quranic verses in all phases.</li><li>The application of Islamic values in daily life in all phases.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a Second Language (ASL) is good overall. In lessons and in their work, the majority of students make better than expected progress in all phases. This does not match with the school's internal data which shows that students make very good progress.</li><li>• Internal data shows attainment is very good. This is not seen in lessons and in students' books where, most students attain above curriculum standards.</li><li>• The majority of students demonstrate knowledge, skills and understanding above curriculum standards. In KG, children can draw the letters on a dotted line and can distinguish sounds of letters when listening. In Primary, students develop good speaking, listening, reading, and writing skills. They can read and analyse the vocabulary into letters and syllables. They can express their ideas orally. The majority of students in the Middle phase are confident in speaking, listening, and reading. They can read correctly, gain a range of vocabulary and write full sentences. Students' extended writing skills are less well developed. In High, the majority of students can read aloud and analyse the paragraphs linguistically. They can interpret the new vocabulary and express themselves accurately in written work. Across phases, students' need to develop speaking skills further in different contexts.</li><li>• Overall, most groups of students make progress above expectations. Higher-attaining students do not progress as well.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' reading skills in Primary, Middle and High.</li><li>• Students' ability to analyse texts linguistically in High phase.</li></ul>	<ul style="list-style-type: none"><li>• Students' speaking skills in different contexts in all phases.</li><li>• Students' extended writing skills in Middle phase.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good overall. In lessons and their recent work, the majority of students make good progress across the phases. This does not match with the school's internal data which shows all students make outstanding progress.</li><li>• External assessment data shows attainment is acceptable in all phases. This is not seen in lessons and in students' books where the majority of students attain above curriculum standards. External FBISE examination results are very good.</li><li>• The majority of students demonstrate knowledge, skills and understanding and make good progress. In Primary, students can list, identify and differentiate between currency and notes used in the UAE. They know the roles of UAE leaders and the importance of environmental issues. In Middle, students can explain the causes and effects of pollution, they know its consequences and suggest solutions. However, they do not understand the wider international implications of pollution. In High, students can understand the concept of urbanisation and its causes and effects. They do not make links to the effects of urbanisation on society.</li><li>• Overall, most groups of students make above the expected progress. Higher-attaining students do not progress as well.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of the roles of UAE leaders in Primary.</li><li>• Students' understanding of the causes and effects of pollution, in Middle.</li></ul>	<ul style="list-style-type: none"><li>• Students understanding of global consequences of pollution, in Middle.</li><li>• Students' understanding and ability to make links to the effects of urbanisation on society, in High.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is acceptable overall. It is good in KG and acceptable in other phases. In lessons and in their work, most students in KG make better than expected progress. In other phases they make acceptable progress. This does not match with the school's internal data which shows students make good progress.</li><li>• International School Assessment (ISA) external benchmark tests in Primary and Middle is weak. External FBISE examinations is outstanding.</li><li>• Most students demonstrate knowledge, skills and understanding and make acceptable progress. In KG, children understand letters and sounds, parts of speech and grammatical structures. They can write short sentences and can communicate accurately. In Primary the majority of students can recall in detail the contents of topics. Only high-ability students can use suitable phrasing and expression. In Primary and Middle, speaking and listening skills vary. Across Primary, Middle and High, most students demonstrate an acceptable level of skimming and scanning skills and can select information from prose texts and poems though higher level reading skills are less developed. Students in Middle and High cannot analyse texts and use inference to identify deeper meanings or ideas. In Primary, Middle and High, only a small minority of students demonstrate the breadth and depth of vocabulary. They do not have command of grammatical structures to enable them to write at an age-appropriate level.</li><li>• Overall girls make better progress than boys.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge of phonics, new words and elements of grammar in KG.</li><li>• Students' skills of retrieval and summary in texts in all phases.</li></ul>	<ul style="list-style-type: none"><li>• Students' higher level reading skills in Primary, Middle and High.</li><li>• Students' writing skills at an age-appropriate level in Primary, Middle and High.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is good overall. In lessons and students' work, the majority of students across all phases attain levels that are above curriculum standards.</li><li>• Internal assessment data indicates outstanding attainment in KG and Primary, with acceptable attainment in Middle and weak in High. This does not match with that seen in lessons and in students' work, where the majority of students attain above curriculum standards across all phases. External FBISE examination data indicates very weak attainment.</li><li>• The majority of students demonstrate knowledge, skills and understanding and make better than expected progress. In KG children are able to match the time from a digital clock to an analogue clock. In Primary, students can successfully complete a tally chart for a range of different colour cars. They know 3D shapes and can identify squares, triangles and circles. In Middle, students understand the workings of a function machine. They know how to calculate the probability of numbers using a range of different examples, In High, students can distinguish between even and odd functions. Across phases, students are less secure in mental calculations and their pace of solving problems is slow.</li><li>• Overall, the majority of student groups make better than expected progress. SEN and gifted and talented students' progress is good.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge, skills and understanding of number at an age-appropriate level in all phases.</li><li>• Children's understanding of matching time from a digital clock to an analogue clock in KG.</li><li>• Students' ability to identify 3D shapes in Primary.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to apply their mathematical skills to solve problems speedily in all phases.</li><li>• Students' ability to make mental mathematical calculations accurately in all phases.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is good overall. Students make good progress in all phases.</li><li>• Students' attainment is good across all phases. This matches internal assessment data for KG. External FBISE examinations is acceptable.</li><li>• The majority of students demonstrate knowledge, skills and understanding and make good progress. In KG, children use their practical skills to develop a deep understanding of the seasons and the weather. Their enquiry skills are not developed sufficiently to enable them to think and to communicate their ideas scientifically. In Primary, students demonstrate experimental skills in finding out sources and classification of sounds. They can demonstrate how friction and air resistance contribute to the slowdown of parachutes using investigative skills. In Middle, students apply their enquiry skills to identify the hazards and can control the risk of using acids and alkalis. They can apply their experimental skills to find out the effect of exercise on breathing and heartbeat. In High, students explore the laws of refraction and find out the focal length of a convex lens by the displacement method using scientific methods. They can relate their learning to the environment and society. Students' research skills are less well-developed.</li><li>• Overall, most groups of students make good progress. Girls make better progress than boys. Higher-attaining students do not progress as well.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's understanding of seasons and the weather in KG.</li><li>• Students' practical, laboratory and investigative skills in all phases.</li><li>• Students' ability to draw conclusions and communicate their ideas scientifically in all phases.</li></ul>	<ul style="list-style-type: none"><li>• Scientific thinking and enquiry skills in KG.</li><li>• Students' research skills in all phases.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>Students 'achievement in other subjects is good overall. It is good in physical education, art, computer science, Urdu and humanities pathway subjects. In lessons and in their work, the majority of students demonstrate levels above curriculum standards. This matches the school's internal data which is good across all phases.</li><li>External FBISE examinations is outstanding in computer science and very good in Urdu.</li><li>The majority of students demonstrate knowledge, skills and understanding and make good progress. In KG, children develop their gross motor skills in physical education (PE) and make links to mathematics during competitive drills. They can count while jumping and passing the ball. Across phases, students lack skills in coaching their teams in competitive games. In Primary, children create art print images using primary colours and can identify shapes that resemble animals and fruits. In Middle, computer science students can use data validation using MS excel and can differentiate between validation and list evaluations. In High, Urdu students can speak and articulate stories with understanding. In humanities pathway subjects, students do not routinely use innovation and research skills.</li><li>Overall, the majority of students make better than expected progress. Girls make better progress than boys.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' computer application skills.</li><li>Students' language skills in Urdu in High.</li></ul>	<ul style="list-style-type: none"><li>Students' coaching skills in competitive sports across the phases.</li><li>Students' use of innovation and research skills in High phase.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are good overall. In KG, students make good use of 'hands-on' practical activities when they work independently to apply and extend their knowledge of new concepts. Across phases students are attentive and engage with the teacher. They take responsibility for their learning in lessons, including 'mini-teacher roles' or as a group leader spokesperson.</li><li>• Students in all phases enjoy working in pairs and most can work productively on their own without teacher intervention. Their age-appropriate spoken language skills are of sufficient quality to enable them to work cooperatively with their peers and communicate their ideas clearly.</li><li>• In many lessons, students make connections with real life examples in other areas of learning. In Primary, mathematics students use picture frames to work out perimeters. In Middle, science students identify the steps to be taken to control the potential hazards in the use of acids and alkalis in industry.</li><li>• In science and mathematics, students develop their enquiry, critical thinking and problem-solving skills well. In Middle, mathematics students use function machines to formulate outputs and generate permutations. Students' research, innovation, enterprise and technological skills are insufficiently developed across the phases.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' eagerness to learn across the phases.</li><li>• Students' enquiry, critical thinking and problem-solving skills in mathematics and science in Primary, Middle and High.</li></ul>	<ul style="list-style-type: none"><li>• Students' technological skills across all phases.</li><li>• Students' innovation and enterprise skills across all phases.</li></ul>





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

**Students' personal and social development and their innovation skills are good overall.**

Indicators:	KG	Primary	Middle	High
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The quality of students' personal and social development, and their innovation skills is good overall. Most students have positive and responsible attitudes and need little reassurance. They are self-reliant, though less confident risk-takers. They respond well to critical feedback.</li><li>• Students behave well throughout the school. They are courteous to adults and other students. They exercise self-control and follow school rules. Student-staff relationships are friendly and respectful. Bullying incidents are rare and acted upon immediately. The school is safe and orderly.</li><li>• Students demonstrate a sound understanding of healthy eating and maintain active lifestyles. They follow the school's advice by selecting healthy choices for snacks and meals and participate in morning exercises and physical education.</li><li>• Students' attendance is good at 95%.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Students demonstrate a clear understanding of Islamic values and how they influence contemporary society in the UAE. Students act positively towards projects which enable them to explore and reflect on Islamic values. They take the lead in assemblies, in daily prayer and participate in Nazra classes. They know how Islamic values impact on their life.</li><li>• Students are knowledgeable and appreciative of Emirati heritage and culture. They can discuss the history, literature, arts, and sports of the UAE in depth. They celebrate National Day, Flag Day, and other national occasions. Students lead in an Emirati drama performance in the Pakistani Social Centre. They regularly visit museums in the UAE.</li><li>• Students have a clear understanding and appreciation of their own culture and can describe the aspects which are similar and different to other cultures.</li></ul>				



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none"><li>• Students have a developed sense of civic responsibility and contribute to the wider community. They participate in volunteer activities concerning awareness of arthritis and deafness affecting local communities. They have participated in fundraising to support the Tarahum programme in Gaza. Students show consideration and empathy for other students.</li><li>• Students enjoy coming to school and attending lessons. Students have economic awareness and entrepreneurship skills. These skills are used in the annual carnival and multicultural day when products are sold to the local community. Students' innovation skills are developing.</li><li>• Students are aware of environmental issues, including sustainability. They are regularly involved in COP 28 programmes and green school projects and activities. They participate in recycling day and conduct art and science exhibitions to highlight environmental issues. However, students take fewer roles in leading initiatives.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Students' personal development and understanding of Islamic values.</li><li>• Social responsibility, work ethic, and enterprise in projects.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Students' ability to take the lead in innovation activities.</li><li>• Students' ability to take the lead in initiatives around the school.</li></ul>				



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is good overall.**

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

- The quality of teaching and assessment is good overall. Teachers have a good knowledge of their subjects. Most teachers can share and develop knowledge in interesting ways to help students understand new concepts and skills. Lesson planning is effective and guides the teaching and learning in most lessons. They identify cross-curricular links in their planning. In the large majority of lessons teachers make skilful use of time and resources to enable students to learn at a brisk pace.
- Teachers interact well with students and make effective use of group work opportunities. Questioning is most effective in promoting dialogue between students. This develops their thinking skills and clarifies any misconceptions.
- Most teachers have good expectations for students' progress. In a minority of lessons, questioning and other strategies are less well adapted to ensure sufficient challenge for high-ability students. Students often have to wait until their peers catch up before they can move on in their learning.
- Most teachers, in mathematics and science, plan successful lessons to develop students' capacity to think critically and solve problems. The impact of lessons on students' innovation and independent learning skills, including the use of new technology, is less well developed.

Assessment	Good	Good	Good	Good
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- The school implements a range of internal assessments to measure students' achievements, linked to the school's curriculum standards. Outcomes are moderated following students' performance in benchmark tests and external examinations to produce a valid profile of students' achievements. In High, greater emphasis is given to students' performance in external examinations. Within subject departments, assessment test-types are devised by teachers working in teams to ensure consistency.
- The school has taken all reasonable steps to enter students for benchmark tests. These include PISA and TIMSS. ISA tests at Primary and Middle. CAT4 tests and IBT tests in Arabic are planned. School leaders make good use of information from tests to moderate judgements on students' achievements. The ISA test outcomes are used to re-design the curriculum for English, mathematics and science. Leaders have incorporated skills from



benchmark tests to inform teaching and assessment. Leaders acknowledge that teachers do not use data information consistently to meet the needs of all students.

- Leaders analyse data on students' achievements in depth and monitor students' progress on a weekly, monthly and termly basis. Students' progress in a range of subject skills is assessed. New students take an admission test to establish starting points. Targets are set for individual students, groups and classes. Assessment sheets are shared and discussed with parents monthly. Most teachers know the strengths and weaknesses of individual students and groups. Teachers offer helpful support to low ability students. They do not challenge higher attaining students sufficiently. In most subjects, useful verbal feedback is provided. However, marking and written feedback is not sufficiently constructive to help students identify what they need to do to further improve their learning.

#### **Areas of Strength:**

- Teachers' subject knowledge and their understanding of how well students learn best.
- Teachers' use of data to monitor students' achievements.
- The school's use of benchmark information to modify the curriculum to support students' learning of 21st century skills.

#### **Areas for Improvement:**

- Teachers' planning of lessons that meet the needs of higher attainers across the phases.
- Teachers' marking and written feedback to inform students of their next steps in all phases.
- Teachers' consistent use of data analysis to meet all students' needs and provide challenge for higher attaining students.



## PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>It is broad and balanced and aligned with the school's vision. Statutory requirements are fully met. The school adapts Oxford international books from KG to Middle. In High, it follows FBISE requirements. Most of its programmes are effective in developing students' knowledge, skills and understanding. Cross-curricular links are planned meaningfully to enhance students' transfer of learning between different subjects. Links are made in planning to allow good opportunities for students to learn collaboratively and develop skills in critical thinking.</li><li>Subject choices for High students provide a range of opportunities. This includes subjects such as computer studies, economics, civics, statistics, general science and mathematics alongside pre-medical and engineering courses. STEM labs and club activities also support students' learning.</li><li>The school conducts curriculum reviews regularly and systematically. Changes to the curriculum meet the needs of most students, including those with special educational needs (SEN).</li></ul>				
<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Teachers successfully modify the curriculum to meet the needs of almost all groups of students. Provision for high attainers is less well developed. The curriculum is not yet fully adapted to provide opportunities for innovation.</li><li>Teachers provide a wide range of cross-curricular and extracurricular activities, including projects and club activities. These support students' academic and personal development.</li><li>Opportunities to develop enterprise and entrepreneurship skills are provided at school events, including multicultural day, the annual carnival, and Net Zero Hero. The Arabic and Islamic curricula have links to Emirati culture and UAE society.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Cross-curricular links in almost all subjects.</li><li>Curriculum adaptation to meet the needs of most groups.</li></ul>				



**Areas for Improvement:**

- Curriculum adaptation to provide appropriate challenge and learning opportunities for high attainers.
- Opportunities to develop innovation skills in all subjects.



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

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

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

- The protection, care, guidance and support of students is good overall. Safeguarding procedures are effective. The school provides a safe environment which is effective in protecting all students. The child protection policy is shared with all stakeholders.
- The school is well maintained. Fire evacuation procedures are held every term. Risk assessments are comprehensive. The school has a well-structured, accurate and secure record-keeping system. All incidents are logged in detail and appropriate action is taken by school leaders.
- Students' well-being is regularly monitored by the school nurse who includes monitoring of students at risk of obesity. There are suitable facilities and opportunities for sport to promote fitness. Students bring their own food from home and are encouraged to make healthy food choices. Involvement of parents and teachers with the school nurse ensures a comprehensive approach to dietary concerns.

Care and support	Good	Good	Good	Good
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- Staff student relationships across the school are positive. These relationships allow students to develop their social, emotional, academic and physical needs. The systems implemented across the school for managing behaviour are successful. The conduct of behaviour around the school is respectful.
- The school has effective protocols to record student attendance and punctuality. The follow-up of unauthorised absences is efficient and effective.
- The school's commitment to inclusion is demonstrated through the provision of an accessible learning environment. The identification of students with special educational needs has been recognised through a structured process involving assessments and observations. Additionally, the school has identified students as being gifted and talented (G&T) with support in place.
- Students with SEN benefit from tailored interventions, including individual education plans and one-to-one sessions. G&T students are supported in national competitions. Talented students are nominated as prefects and lead assemblies. They support monitoring students' movements around the school.



- The school focuses on academic and personal development. Students are supported with progression routes to national and international universities. Personal development programmes are yet to be embedded in school activities for students in Primary.

**Areas of Strength:**

- Staff-student relationships and effective behaviour management strategies.
- Effective arrangements for safeguarding students, including child protection.

**Areas for Improvement:**

- Develop opportunities for students who are G&T through innovation.
- Personal development programmes for Primary students.





## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**The quality of leadership and management is good overall.**

**Indicators:**

**The effectiveness of leadership**

**Good**

- The quality of leadership and management is good overall. The school has a dedicated leadership team led by a highly focused principal. This has set the direction of the school's vision to develop twenty-first century education. All stakeholders share this vision. The school is committed to UAE national agenda. Leaders demonstrate a commitment to inclusion. Leaders throughout the school demonstrate a secure understanding of the Pakistan FBISE curriculum. They understand best practices in teaching, learning and assessment and have been successful in developing the school's positive learning environments. The school has devolved responsibilities to middle leaders who are accountable and successful in establishing high standards.
- Relationships and communication are effective in bringing about improvements. Morale is positive and staff turnover has been reduced significantly. Leaders work as a team and openly share ideas. This approach has been effective in overcoming barriers and sustaining improvement. The school is compliant with all statutory and regulatory requirements. Leaders have worked on the priorities in a systematic way. All areas for development have been improved since the previous review visit.

**Self-evaluation and improvement planning**

**Good**

- The school's approach to self-evaluation and improvement planning is systematic. The analysis of internal and external data and key priorities is embedded in the process. The school knows its strengths and areas for improvement. It is realistic about the improvements in teaching and learning and the impact on students' achievements. This has resulted in positive improvements throughout the school.

**Partnerships with parents and the community**

**Good**

- The school continues to maintain successful partnerships with all key stakeholders through its open-door approach. Its persistence in engaging with hard-to-reach communities has resulted in parents making a positive contribution to the school. Parents are key players in the school's



<p>day-to-day operations and actively take part in events. They are kept informed on their child's performance and work with the school to support their learning.</p> <ul style="list-style-type: none"><li>The school makes regular contributions to local, national and international communities. The school has sponsored events in partnership with Pakistan Association Dubai and Pakistani Social Centre Sharjah.</li></ul>	
<b>Governance</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Governance representation includes the school's owner. Detailed information about the school's performance is reviewed systematically. The governing body has been successful in driving up standards and sets a clear agenda for accountability. Governors have set a long-term vision for the school. The governing body has supported the school with appropriate staffing and resources to bring about improvements and further expansion.</li></ul>	
<b>Management, staffing, facilities and resources</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The school environment is effectively managed daily with supervisors who support the procedures and routines throughout the school. The school deploys suitably qualified staff and has endeavoured to reduce staff turnover by developing staff from within the school. Middle leaders are developed through targeted professional development activities which is beginning to have an impact on improvements. They have yet to identify the barriers to learning with boys in the Middle phase. The wide range of resources support effective teaching. Computer facilities are in the process of being enhanced.</li></ul>	
<b>Areas of Strength:</b>	
<ul style="list-style-type: none"><li>The highly focused vision of the principal.</li><li>The schools' professional partnerships.</li></ul>	
<b>Areas for Improvement:</b>	
<ul style="list-style-type: none"><li>The provision of enhanced resources for computing throughout the phases.</li><li>Leaders' systematic accountability to develop enhanced learning for boys.</li></ul>	



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The staffing provision for Arabic Language is 4 teaching staff and 4 support staff. The ratio of teachers to students is 1:121.
- The total library provision of books is 317. The number of non-Arabic fiction is 257: and number of Arabic non-fictions is 60.
- The reading provision in classrooms includes the use of technology. Reading is enhanced through handouts, short stories, poems and power point slides.
- Extra-curricular activities include competitions, quizzes and engagement with parents. Arabic morning assemblies are conducted routinely. Arabic culture and food related activities are hosted to enhance students' vocabulary and speaking skills.

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

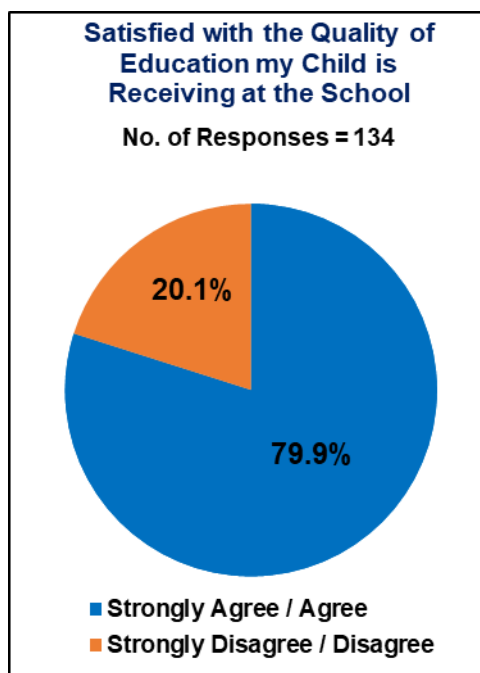
- The proportion of students taking international tests and examinations is as follows: ASSET benchmark exams results pending; CAT4 is scheduled to take place next term: PISA and TIMSS are pending. In addition to these international and benchmark examinations, students also take the UAE National Examinations EmSAT and the school national examinations in FBISE.
- To raise awareness and prepare students for these examinations and tests the school conducts orientation sessions for the students and teachers. The curriculum is reviewed to meet the international standards. The style of questions required for TIMSS and PISA is integrated into teaching, learning and assessment.
- Communication of international test results is discussed with students and individual results are sent out by email.
- Communication of international test results with parents is by email. In the future it is planned that the school will invite parents into school to discuss the results.

### Provision for KG

- The staffing provision for KG for 83 students is 4 teachers and 1 teaching assistant. The student teacher ratio is 1:20.
- The indoor environment is a large learning resource room designated for personal, emotional, and social development. This area has learning environments for water, sand, role play, and art. Items available include cones, horses, hula hoops, balls, and bean bags. Resources include notebooks, workbooks, flashcards, whiteboards, hands-on activities, and reading logs. Online educational resources include Twinkle, Sparkle Box, Pinterest, Kahoot, and Plickers. Technology includes computers, smartboards, and projectors.
- The outdoor environment and learning resources include a main playground for sports events. There are learning environments for play, water, sand, and reading.
- The school conducts orientation sessions. KG parents are invited to meet the teachers and can discuss their child's needs. Transition to Grade 1 takes place at the end of the academic year, when children and parents meet their teachers.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Students' achievement to be raised to the next level across the school in all subjects by:
  - improving student's literacy skills in English in Primary, Middle and High especially in reading and writing.
  - improving students' mental math's skills in all four operations.
  - developing students research skills in science in all phases.
  - improving students' innovation, enterprise and technological skills.
- The school's quality of teaching and learning and assessment to be highly effective to meet the needs of all groups of students by:
  - ensuring teachers make highly effective use of data to match work consistently to meet the needs of all groups, particularly higher performing students.
  - improving the quality of written feedback to clarify next steps for students.
  - improve learning skills in innovation.
- The leadership to be accurate and systematic to identify and address gaps in students learning by:



- enhancing the effectiveness of leadership and management.
- implementing innovative learner-centred approaches.
- evaluating the impact of professional development programmes to address the schools' key improvement priorities.
- deepening all leaders' capacity to identify and address potential gaps in leadership competencies.

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

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

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

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