



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

PAMIR PRIVATE SCHOOL

24-27 October 2022

Overall Effectiveness

ACCEPTABLE





TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION	6
<i>Pamir Private School</i>	6
SUMMARY OF REVIEW FINDINGS	7
MAIN REVIEW REPORT	8
<i>Performance Standard 1:</i>	8
<i>Students' Achievement</i>	8
<i>Performance Standard 2:</i>	17
<i>Students' personal and social development and their innovation skills</i>	17
<i>Performance Standard 3:</i>	19
<i>Teaching and assessment</i>	19
<i>Performance Standard 4:</i>	21
<i>Curriculum</i>	21
<i>Performance Standard 5:</i>	22
<i>The protection, care, guidance and support of students</i>	22
<i>Performance Standard 6:</i>	24
<i>Leadership and management</i>	24
SPEA ADDITIONAL focus areas	26
VIEWS OF Parents	28
STRATEGIC RECOMMENDATIONS & NEXT STEPS	28



PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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




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

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



SCHOOL INFORMATION

PAMIR PRIVATE SCHOOL

School	School ID	220	
	School location	Al Rahmanyia	
	Establishment date	08/01/2018	
	Language of instruction	English	
	School curriculum	Pakistani	
	Accreditation body	Federal Board of Intermediate and Secondary Education (FBISE)	
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, ASSET, ISA, CAT4, PIRLS, EmSAT, MAP	
	Fee range	10000-20000 AED	
	Staff	Principal	Muhammad Zahid Azeem
		Chair of Board of Governors	Mr Gorchi
Total number of teachers		55	
Total number of teaching assistants		5	
Turnover rate		40%	
Main nationality of teachers		Pakistani	
	Teacher: student ratio	1:9	
	Total number of students	486	
	Number of Emirati students	0	
	KG: number and gender	Female :34 Male: 25	
	Primary: number and gender	Female: 91 Male: 97	
	Middle: number and gender	Female: 78 Male: 87	
	High: number and gender	Female: 42 Male: 44	
	Nationality groups	1. Pakistani 2. Afghani	
	Total number of students with special educational needs	0	

PROGRESS JOURNEY

PREVIOUS INSPECTION:	CURRENT REVIEW
N/A	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of four reviewers' 115 lesson observations, 11 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. The school opened in 2019 and this is the school's first review. Leaders have a clear vision for the future direction of the school and provide training programmes for teachers. Despite the high teacher turnover, training has improved achievement from the school's acceptable self-evaluation to good, in mathematics in most phases, in science in phases 1 and 2 and in English in phase 1. Teaching and learning are acceptable. Other aspects of provision in the school are at least acceptable and, in some cases, good. The learning environment supports students' learning. Classrooms are spacious and bright and the school is maintained to a very high standard. Relationships, student attendance and behaviour are good, and good progress has been made in the forging of partnerships with parents.

KEY AREAS OF STRENGTH:

- Achievement in mathematics in all phases, in science in phases 1 and 2 and in English in phase 1.
- The improvement in students' attendance and their overall behaviour and self-discipline.
- Communications and partnership with parents.

KEY AREAS FOR IMPROVEMENT:

- Achievement in all core subjects
- The quality and consistency of teaching throughout the school.
- Identification of and support and guidance for all students, including students of determination and the gifted and talented.
- Involvement of all stakeholders including representatives of parents, students and teachers in school governance.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable in phases 1, 2 and 3 and good in phase 4.• In lessons and in their work, most students make expected progress in phases 1, 2 and 3. In phase 4, students make better than expected progress. Internal data shows all students make outstanding progress in phase 1, acceptable progress in phase 2, very weak progress in phase 3 and very good progress in phase 4. This data does not match what was observed in lessons.• External assessment data (FBISE) available shows that almost all students make outstanding progress in phase 4. In lessons and students' books, attainment is good for phase 4.• In phase 1, children have secure understanding of Islamic manners. In phases 1 and 2, students understand the main meanings of verses from the Holy Qur'an. However, recitation and memorisation skills in phase 2 and 3 are less secure. They know the key Islamic pillars, values and etiquettes. In phase 4, students develop better understanding and recitation skills than in phases 2 and 3. Application of values in real-life situations is not well established in phase 3.• The majority of groups of students makes expected progress. Lower and higher-attaining students across all phases do not progress as expected.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the Islamic values and their mannerly behaviour.• Students' understanding of Islamic law and etiquettes.	<ul style="list-style-type: none">• Students' Holy Qur'an memorisation and recitation skills in phases 2 and 3.• Students' understanding of Islam application in real-life situations in phase 3.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as an additional language is acceptable overall. In lessons and their work, most students make expected progress in all phases. Internal data shows all students make outstanding progress in phases 1 and 2, very good progress in phase 3 and acceptable progress in phase 4. This does not match what was observed in lessons.There is no external assessment data available. In lessons and students' books, attainment is acceptable in all phases.Most students make acceptable progress. In phase 1, children learn to speak and answer simple questions relevant to daily routine. In phase 2, they can read text and answer questions using a range of appropriate vocabulary. In phase 3, students can form sentences using the new words and demonstrate an understanding of new words used in daily life. Phase 4 students develop appropriate speaking, listening, reading, and writing skills. They can read, comprehend texts and are developing their speaking skills with confidence when expressing their ideas. Students' vocabulary and extended writing skills are less well developed across all phases.Most groups of students make expected progress. lower and higher-attaining students across all phases do not progress as expected.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Language application in real-life situations in phase 1.Students' speaking with confidence in phase 4.	<ul style="list-style-type: none">Students' vocabulary to support speaking skills.Students' ability to write extended paragraphs.



Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is acceptable overall. In lessons and in their recent work, most students make expected progress in phases 2 and 3 and above expected progress in phase 4. Internal data shows all students make outstanding progress across all phases. This was not matched in what was observed in lessons.(FBISE) external assessment data show that attainment is outstanding in phase 4. In lessons and students' work, attainment is acceptable for phases 2 and 3. Attainment is good for phase 4.Most students attain in line with the curriculum standards. In phase 2, students have secure knowledge and understanding of UAE's capital and human resources. They don't always see their relevance in their own lives. In phase 3, students demonstrate secure understanding of the UAE federal system and the type and variety of citizenships. In phase 4, students have a strong understanding and knowledge of the how the UAE Government works and its laws. They make less secure links with UAE Government and its immediate effects on their daily lives outside lessons.Most of groups of students make expected progress. Yet, lower, and higher-attaining students across all phases do not progress as expected.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' understanding of the roles of UAE leaders.Students' understanding of the national economy of UAE.	<ul style="list-style-type: none">Students' understanding of values and ethics of the UAE.Students linking learning with real life situation to promote the good citizenship.



English	<ul style="list-style-type: none">• Students' achievement in English is good in phase 1 and acceptable in all other phases. In lessons and in their work, most students in phase 1 make good progress, while acceptable progress is made in phases 2, 3 and 4. This does not match with the school's internal data, which shows students make outstanding progress in phase 1 and 2, acceptable progress in phase 3 and very good progress in phase 4.• External assessment shows attainment in phases 2,3 is weak in ISA and outstanding in FBISE examination in phase 4. This is not seen in lessons and students' work. Most students attain at acceptable curriculum standards.• In phase 1, students can speak in short sentences, understand directions and write short sentences. In phases 2, 3 and 4, most students can apply their skills in creative writing. In phase 2, most students can write a personal narrative paragraph in simple sentences and read it aloud, while the others struggle to complete. In phase 3, groups of students can design billboards for advertisement using appropriate genre within a group activity with the support of the teacher. In phase 4, students understand the story of Helen Keller, but have difficulty in reading independently, and describe various disabilities and coping mechanisms which reflect their acceptable level of comprehension skills in English.• Overall, most groups of students make acceptable progress. However higher-attaining students do not make as much progress as desired.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' age-appropriate listening, speaking and understanding skills in all phases.• Students' ability to speak and express themselves in English in all phases.	<ul style="list-style-type: none">• Students' independent reading and comprehension to understand texts.• Independent, creative and extended creative writing.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall. It is acceptable in phase 4. In lessons and in students' work, the majority of students make good progress in phases 1, 2 and 3. Most students make acceptable progress in phase 4. This matches the school's internal data.• External FBISE assessment data indicates that most students in phase 4 attain levels that are in line with national standards. ASSET and ISA assessment data indicate that only a majority of students attain levels that are in line with curriculum standards. This is not evidenced in lessons or in students' work, where overall the majority of students attain above curriculum standards. In phase 4 most students attain in line with curriculum standards.• A majority of students make good progress. In phase 1, most children can name 2D shapes and recognise their properties in real life. They are confidently using calculation of time in AM/PM. Not all students understand the relationship between the these and the 24-hour clock. In phase 2 and phase 3 students understand the similarities and differences between two and three-dimensional shapes but not all can identify these in their surrounding environment. Phase 2 students accurately draw lines of symmetry in complex shapes while phase 4 students, can describe sets, union, intersection and give examples for various sets. In phase 4 a minority students could not describe sets, union, intersection and give example for various sets for example whole numbers, integers.• There are no marked differences in progress between any groups through all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to do research in mathematical solutions using operation of sets.• Students' understanding of the interrelationships between mathematical equations and problem solving.	<ul style="list-style-type: none">• Students' linking of mathematics to real-life situations• Students' ability to transfer knowledge in different mathematical situations.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. In phases 3 and 4, it is acceptable. The school's internal data shows that attainment in science is very good overall. In lessons and in students' work, progress in science is good in phases 1 and 2, but acceptable in phases 3 and 4.• External assessment data (FBISE and Asset and ISA) indicates that attainment in science is weak overall but is acceptable in phase 4. This is not seen in lessons and in students' work, where overall the majority of students attain above curriculum standards in phase 1 and most students attain in line with curriculum standards in phases 2, 3 and 4.• Students in phase 1 are gaining knowledge about life earth and space and can conduct a basic scientific enquiry about plants animals and climate. They develop their investigative skills during practical experiments in most lessons. In phase 2 students gain knowledge about magnets and magnetic force. They can identify materials which are magnetic and non-magnetic They are less able to conduct experiments in groups. Phase 3 students develop their knowledge of types of motion in physics and know about different types of motion. However, their laboratory skills are not developed to their potential. Phase 4 students acquire chemistry skills and knowledge during laboratory experiments on different types of reactions of benzene and in biology students show the ability to draw conclusions and communicate ideas when exploring the nutrient needs of the human body. More opportunities for students in phases 3 and 4 to improve their practical laboratory skills and investigative skill would enhance their learning.• All groups make at least expected progress in relation to their starting points. However high attainers do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of the natural world in phase 1.• Students' knowledge of scientific facts and theory in phase 4.	<ul style="list-style-type: none">• Scientific thinking, enquiry and investigation skills• Students' practical and laboratory skills in all phases.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good. In lessons the majority of students make more than expected progress except in art where achievement is acceptable.• Attainment is good overall but weak in art. Internal attainment results show attainment as very good. In lessons and students' work, students attain in line with curriculum standards in all other subjects except art which is acceptable.• In art students know how to make Mandala art using variety of tools and with teachers' guidance and support. Phase 2 students demonstrate confidence in drawing Mandala using circular objects like lids, bangles, or circular cardboard cut-outs. In phase 3, students' creative ability in art is less secure. Students can apply their computer skills in practical lessons to draw with a pen in Scratch and in phase 3 students create modules using X, Y coordinates. In PE, in phase 3 students know the skills of passing the ball and use them effectively for basketball games. Students can demonstrate ball passing tactics in a football game during PE. Students in geography lessons identify the canals of Pakistan and its role in culture and economy. However, when it comes to making relevance of the knowledge, students are unable to identify how learning canal systems can help them understand the economy and agriculture of the land.• Most groups make expected progress in other subjects.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' ball skills in PE.• Students' IT skills in Scratch.	<ul style="list-style-type: none">• Creative skills in art.• Making connections to real-life scenarios in geography.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall. They are good in phase1.• Students demonstrate positive attitudes in lessons and are keen learners. Students do not always understand what they need to do to improve and rely on teacher support to help them succeed. In phase 1, children are learning to take responsibility for their learning because they are given better opportunities to work independently and in groups. Some learners are passive.• When facilitated, students work collaboratively in groups, particularly in phase 1 where children can take turns and share resources. Students in the higher phases can communicate ideas clearly particularly in English. Students do not yet always listen carefully to one another or challenge each other's views.• Overall students only make superficial connections between areas of learning in English, mathematics and science to their understanding of the world or to their own lives. This is more developed in Islamic education, where students demonstrate an understanding of how these values influence and shape their lives.• Students' innovation, critical thinking and problem-solving skills are underdeveloped in all subjects. Although students use technology confidently, where available, there are too few opportunities for students to work independently, develop research skills or show imagination and creativity in lessons. Where students have opportunities, these are often part of a project or competition and not embedded all lessons.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' keenness to learn.• Students taking responsibility for their own learning in phase 1.	<ul style="list-style-type: none">• Critical thinking, research and innovation skills.• Connecting learning to real-life experiences in almost all subjects.



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">• Students' personal and social development and their innovation skills are acceptable overall.• Students demonstrate positive and responsible attitudes. They are keen learners and respond well to critical feedback from adults in lessons and during school breaks.• Students' good behaviour and self-discipline are evident in lessons and assemblies, where students take leadership roles and throughout the school This provides for a pleasant learning environment throughout the school.• Student-staff relationships are based upon mutual respect. Students are cooperative in lessons and good examples of peer support were evident in lessons in all phases. Students show consideration to the students with special needs and show empathy to one another.• Students have a general understanding of healthy, safe and active lifestyles. However, a few students do not always bring healthy lunches to school. Students enjoy participating in a range of physical activities during PE lessons and some after school activities.• Students' attendance is good at 95%. Almost all students attend school and lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Students demonstrate an adequate understanding of Islamic values and their influences on life in the UAE. Students recite and show respect during the recitation of the Quran at assemblies and in lessons can articulate the relevance of Islam in their daily lives.• Students have a basic knowledge of aspects of UAE culture and are developing a respect for the traditions and heritage of the UAE. They participate in the National Day, Martyr's Day, and the Flag Day. A variety of events is organised to promote awareness. Students sing the national anthem with enthusiasm during assemblies. They lead assemblies on UAE culture and present their projects displaying artefacts relevant to UAE life. They know the dress of UAE in public places. Displays on school corridors focus on aspects of UAE life culture and practice to create a fuller awareness.				



- Students are developing a greater awareness of their own culture through partnerships with others Pakistani schools and support from the Pakistani Association. They participate in cultural activities in school to promote their culture and traditions. These include assemblies and school open days and lessons on Pakistani social studies. They have only basic awareness of other world cultures and of common aspect of cultures from around the world but have a limited knowledge of them. Students are engaged in volunteering and leadership roles within the school and the community.

Social responsibility and innovation skills

Acceptable

Acceptable

Acceptable

Acceptable

- Students engage in some volunteering and leadership roles within the school. The community involvement club organised a visit to an elderly shelter and did charitable work during Ramadan. The school held a prefect investiture recently to promote leadership and involvement among students.
- Students show a positive work ethic. They enjoy lessons and sometimes take the initiative to organise activities themselves. Their innovation and enterprise skills are less well developed. In lessons students demonstrate an awareness of the importance of energy conservation and world environmental concerns.

Areas of Strength:

- Students' attendance in all phases.
- Students' positive behaviour and attitudes in lessons.

Areas for Improvement:

- Students' involvement as volunteers within the local community.
- Students' understanding and appreciation of other world cultures and environmental issues.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The overall quality of teaching and assessment is acceptable. Most teachers have secure subject knowledge and understand how students learn, particularly in phase1. Lesson objectives are shared with students. Most teachers' time management is effective and they use suitable resources to support activity-based learning in lessons in phases 1 and 2. This develops students' understanding of their subject.Teachers use questioning to assess students' understanding but do not always give sufficient time for weaker or passive learners to respond. Teacher questioning and dialogue does not always engage students in meaningful discussions resulting in a few passive learners. When given the opportunities students enjoy working in groups and engage more actively. In better lessons observed, teachers make use of open-ended questions based on teachers' knowledge of students' abilities. Teachers do not routinely use open-ended questioning to help students think critically.Teachers do not consistently match the work to students needs and the higher-attaining students who are not always challenged sufficiently. Teachers interact positively with students and students respond well to them, but a few are over reliant on their intervention in lessons. The use of differentiated materials is more appropriate for SEN provision than for those who are higher-attaining.In most lessons, teachers do not sufficiently promote problem solving or innovation skills. These skills, are however, developed in a few science and mathematics lessons.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The school's internal data is accurate and provides a clear picture of students' progress. Internal assessment processes are consistent, and the school accurately benchmarks students' academic outcomes and link them to the school's curriculum standards. The school accurately compares national and international assessment data against appropriate external, national and international expectations and policies are modified adequately to improve student achievement. The school has applied for the IBT Arabic language tests which will help the school to better assess proficiency in Arabic reading, grammar, spelling and vocabulary and is also registered for CAT4 assessment. These will strengthen the school's assessment processes.Teachers' analysis of the data is not always used effectively in lessons to ensure the implementation of planned differentiated work.Most teachers have knowledge of students' achievement and are aware of their individual weaknesses and strengths and provide them with appropriate support. Teachers consistently provide helpful feedback particularly in students' work.				



Areas of Strength:
<ul style="list-style-type: none">• Teachers' secure subject knowledge in all subjects.• Teachers' promotion of students' collaborative skills.
Areas for Improvement:
<ul style="list-style-type: none">• Appropriate challenge for the higher-attaining students.• The consistent use of data to inform teaching and learning.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Curriculum design and implementation is acceptable overall.The school curriculum has a clear rationale and is broad and balanced. It follows the authorised requirements and provides students with the basic knowledge and skills they need which shows phased progression, building on prior knowledge and skills. The provision in higher phases helps students build their independent learning skills and prepares them sufficiently for their next phase of education.Some curricular choices are provided for older students targeted at developing the students' interests and aspirations. Cross-curricular links are planned for all subjects. However, they are not yet consistently effective in lessons to facilitate students' transfer of learning.The curriculum is reviewed yearly and the gaps in outcomes are identified. Modifications provide appropriate support and opportunities for student needs. In lessons however support and challenge for low achieving and more able students is variable.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The curriculum has a planned and appropriate range of extracurricular activities that meet most students' needs. The promotion of the enterprise and innovation skills particularly in lessons is inconsistent.The curriculum enables students to develop a good understanding of UAE's values, culture and Emirati society through planned and integrated activities across all subjects.				
Areas of Strength:				
<ul style="list-style-type: none">Curriculum rationale, balance, compliance, continuity and progression.Links to Emirati culture and UAE society.				
Areas for Improvement:				
<ul style="list-style-type: none">Modifications of the curriculum to meet the needs of all groups of students in lessons.A wider range of curricular choices for older students.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The overall quality of protection, care, guidance and support is acceptable.The school has a range of suitable policies and procedures which provide for a safe, secure and hygienic environment. These include arrangements for child protection, fire safety and school transport. Most of the school community is aware of school policies and procedures. The school has initiated steps to create awareness among students and protect them from all forms of abuse, including bullying and via the internet and social media.The school buildings are new and are very well maintained. Safety checks are thorough and detailed records of follow up actions are maintained. The premises are suitable to meet the needs of all students, including students with Special Educational Needs (SEN). Students are well supervised throughout the school at arrival and departure times. School prefects support staff in organizing events and encouraging students to participate.The school nurse keeps meticulous records on all students, the clinic is very clean and medicines are stored in locked cabinets. She provides guidance to students for safe and healthy lifestyles. However, the school healthy lifestyle policy needs to be implemented and monitored more effectively to ensure consistent implementation across the school.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Staff-student relationships are good. There is a consistently calm atmosphere in the school. The counsellor has prepared a detailed positive behavior management policy in consultation with parents and teachers. The school is effective in promoting good attendance and punctuality.The school has appointed personnel to initiate a plan for school inclusion and to identify SEN students and gifted and talented students.Student leadership roles have been introduced to involve students in decision making. Career guidance is evolving to ensure that students receive wider exposure and guidance about higher education. The school is beginning to provide appropriate guidance to students on subject choices to support them with their university applications. These plans are not yet embedded across the school.				
Areas of Strength:				
<ul style="list-style-type: none">Positive staff-student relationships.				



- Suitability of premises.

Areas for Improvement:

- Identification and support for all students.
- More effective promotion of healthy lifestyles.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is acceptable.
- Leaders, including the principal, vice principal, phase and subject coordinators create a clear vision and inclusive direction for the school. They successfully provide a positive learning environment where students enjoy school and are keen to learn.
- Relationships and communication are professional across the school and all members of the school staff feel valued as part of the school community.
- School leaders demonstrate a capacity and determination to make the necessary improvements in students' achievement. However significant challenges remain to achieving improvement. Leaders have adequately improved some aspects of school performance and the school is compliant with all regulatory requirements.
- Self-evaluation is acceptable and middle leaders have worked hard to accurately evaluate the quality of provision across the school. However, there are inconsistencies in the language and structure of the self-evaluation document and a few areas where there is a mismatch between the judgements and the narrative. Further training of middle leaders would streamline these processes.
- Teachers receive continuous professional development and systems are in place for monitoring teaching and learning. However, the high turnover of teachers has impinged on the monitoring processes, which are not yet fully embedded across the school.
- There are adequate systems to monitor lesson quality and student attainment and leaders provide clear feedback to teachers. The school has a full range of strategies to ensure that lessons cater for the needs of most students. However, greater focus is needed on training middle leaders to help teachers cater for all groups of students including SEN.
- The school improvement plan is focused and contains specific strategic goals for each performance standard. However, the implementation of these strategies needs to be accelerated particularly in teaching and learning and the development of students' skills, knowledge and understanding.



- The school has established a strong partnership with parents. A parents' council has been established. Systems of communication including social media are used to report to parents regularly on their children's progress and school events. Parent-teacher meetings are held regularly. Parents are positive and supportive of the school.
- The school is aware of the need to develop more international partnerships with other schools and organisations to strengthen students understanding of their roles as global citizens.
- Governance, which includes school owners, seeks input from management, parents and staff occasionally which drives school policies to improve student achievement. The governors support and monitor the senior leaders and staff and seek regular updates on student achievement. They know the school and make frequent onsite visits regarding all aspects of the school including resources, statutory requirements and the overall performance of the school.
- The school runs very efficiently on a day-to-day basis. The school is adequately staffed. However, the school faces challenges in teacher retention due to the remoteness of the school's location which impinges on student achievement.
- School facilities, including laboratories and technology facilities are well designed and very well maintained and provide a good learning environment for all students. Sporting activity and playground areas are of good quality with potential for more extensive play areas as the school grows. However, further resources for IT, PE and phase 1 would help further develop students' achievement and social development.

Areas of Strength:

- Partnerships with parents.
- The day-to-day management of the school.

Areas for Improvement:

- School self-evaluation processes.
- Training for middle management teams.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has four Arabic Teachers who teach Arabic as a second language and Islamic education. The overall ratio of students to teachers is 18:1
- The school has 22 Arabic fiction library books. It has a library but does not have a librarian to help students access appropriate reading material in Arabic. Students are encouraged to visit the library during substitute lessons. No records are kept of books borrowed by students
- The school does not have class libraries with reading materials in Arabic and these resources are not updated regularly. Students do not have access to online reading resources in class.
- Arabic reading log is provided to the students to read at home with the support of the parents, especially in phases 2 and 3.

The school's use of external benchmarking data

- The proportion of students in the school taking international tests and examinations and in compliance with SPEA requirements are:
 - The school registered all students for PISA, 92% of eligible students took PISA
 - The school registered all students for ASSET, 83% of eligible students took this
 - 100% of students attempted ISA tests
 - All grade 4 and 8 students (15%) will take TIMSS
 - The school has registered for IBT assessment in Arabic.
 - The school has begun the registration process for the CAT4 tests for all eligible students.
- The school prepares students for examinations and tests by providing PISA-practice tests according to SPEA guidelines. PISA-style questions are integrated into teaching, learning and assessments. TIMSS-style questions are practised regularly and integrated into the formative and summative assessments since 2020. Students have not yet taken PIRLS but are practising PIRLS-style questions in English. Teachers have attended SPEA's PISA training sessions for PIRLS and TIMSS.
- Result of ASSET are sent to all students during online classes. Marksheets of FBISE were provided to all students. ISA Results will be provided to them during November and there will be parent teacher meetings and detailed discussion with the students during their lessons.

Provision for KG

- There are 23 children in KG1, 18 and 20 in KG2A/KG2B totalling 61. The teacher: student ratio is 1:20. Phase 1 has 3 classroom assistants.
- The school has an indoor play area designed to support personal and social development. The school plans are to have further space for play, materials for dramatic play, physical education, science/discovery, an aquarium and sand/water areas to develop children's motor skills and social skills. Working in computer labs helps children develop cooperative problem-solving skills and opportunities to interact with others.



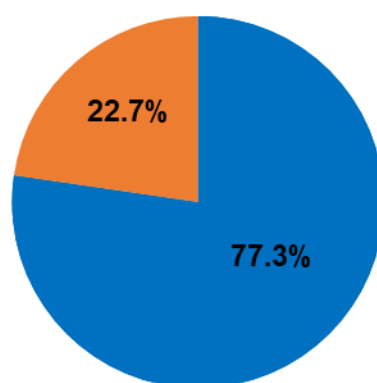
- The school has outdoor play areas, sand trays, a farming space, a variety of toys and role-play tools. These resources are designed to provide opportunities and a platform for practical learning.
- In the beginning stage the school provides induction by introducing activities which help children's fine motor skills, cognitive sensory and communication skills. Differentiated curriculum activities are also arranged to monitor their development levels which are determined during interview at the time of admission. The school reviews the curriculum to make sure progression and continuity help the transition phase for the children. It assesses children's readiness for grade by reviewing and reinforcing their current skills, preparing them to be independent, developing reading, writing and comprehension and learning skills. Phase 1 orientation week allows parents to visit and information sessions are arranged.



VIEWS OF PARENTS

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

No. of Responses = 132



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- **Improve achievement in all core subjects by:**
 - providing opportunities for students to engage in extended reading and creative writing
 - developing students' mental maths and problem solving
 - developing library resources to enhance literacy in all subjects
 - using data more effectively to inform teaching and learning
 - using IBT data effectively (when available) to promote better achievement in Arabic
 - focusing on teacher/student interactions through consolidating classroom routines, using effective questioning and dialogue, and providing meaningful feedback to students
 - training students in content management to focus on critical thinking
- **Improve the quality and consistency of teaching throughout the school by:**



- matching planning and delivery to all students' needs
 - adapting methodologies which best fit the development of all students' skills
 - planning hands-on activities to promote students' independent learning, critical thinking and innovation
 - implementing consistent and meaningful differentiation in all lessons
 - developing the use of scientific enquiry methods and approaches in all science and mathematics lessons
 - using IT to develop students' enquiry and research skills in lessons.
 - reviewing all aspects of the school CPD programme, the monitoring and mentoring of teachers
 - using co-curricular approaches during lessons to enhance and broaden the quality of curriculum and teaching to meet student' learning styles
 - promoting peer teaching.
- **Identification of, and support and guidance for, all students including SEN and the gifted and talented (G&T) by:**
 - planning an appropriate identification process
 - providing resources, staff and training teachers to support SEN and G&T students in classes
 - developing individual learning programmes
 - providing for differentiated learning.
- **Involvement of all stakeholders including representatives of parents, students and teachers in school governance by:**
 - devising structures to facilitate the setting up of a governing body
 - providing opportunities for teachers, parents and student to actively engage in governance
 - including all stakeholders in policy making, the SEF and the SIF
 - developing meaningful leadership roles for members.

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

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



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

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