ITQAN
Programme

هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) Report

Pakistan Islamia Higher Secondary School SHJ.LLC

5 – 8 February 2024

Overall Effectiveness: ACCEPTABLE

إتقان ITQAN

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-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.

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 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

<table>
<tr><td rowspan="10">School</td><td>School ID</td><td>212</td></tr>
<tr><td>School location</td><td>Al Ghubaiba, Sharjah</td></tr>
<tr><td>Establishment date</td><td>September 1974</td></tr>
<tr><td>Language of instruction</td><td>English</td></tr>
<tr><td>School curriculum</td><td>Pakistani, Federal Board of Intermediate and Secondary Education (FBISE)</td></tr>
<tr><td>Accreditation body</td><td>-</td></tr>
<tr><td>Examination Board</td><td>FBISE</td></tr>
<tr><td>National Agenda Benchmark Tests/ International assessment</td><td>PISA, TIMSS, ASSET & CAT-4</td></tr>
<tr><td>Fee range</td><td>4,500 – 8,000 AED</td></tr>
<tr><td rowspan="6">Staff</td><td>Principal</td><td>Syed Najaf Shah</td></tr>
<tr><td>Chair of Board of Governors</td><td>H.E. Ali Al Hosani</td></tr>
<tr><td>Total number of teachers</td><td>143</td></tr>
<tr><td>Total number of teaching assistants</td><td>8</td></tr>
<tr><td>Turnover rate</td><td>6%</td></tr>
<tr><td>Main nationality of teachers</td><td>Pakistani</td></tr>
<tr><td rowspan="12">Students</td><td>Teacher: student ratio</td><td>1:18</td></tr>
<tr><td>Total number of students</td><td>2,527</td></tr>
<tr><td>Total number of students per cycle</td><td>KG: 242,
Primary: 697
Middle: 829
High: 759</td></tr>
<tr><td>Number of Emirati students</td><td>0</td></tr>
<tr><td>Number of Emirati students per cycle</td><td>0</td></tr>
<tr><td>KG: number and gender</td><td>Boys: 112 Girls: 130</td></tr>
<tr><td>Primary: number and gender</td><td>Boys: 345 Girls: 352</td></tr>
<tr><td>Middle: number and gender</td><td>Boys: 384 Girls: 445</td></tr>
<tr><td>High: number and gender</td><td>Boys: 347 Girls: 412</td></tr>
<tr><td>Nationality groups</td><td>1. Pakistani</td></tr>
<tr><td></td><td>2. Afghani</td></tr>
<tr><td>Total number of students with special educational needs</td><td>13</td></tr>
</table>

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 190 lesson observations, 32 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as the previous review. The principal has set a clear direction for improvement which is now evident in the improvement of students' overall achievement of good in Islamic Education, social studies, mathematics, and other subjects. Although achievement is acceptable in Arabic second language (ASL), English and science, learning skills have improved and are now good overall. Students' personal development and the understanding of Islamic values and awareness of UAE culture are good. Innovation skills have improved and are now good. Teaching and assessment remain acceptable overall. There are improved teaching practises in ASL, social studies, mathematics, and other subjects. English and science remain acceptable due to inconsistent teaching. The curriculum is broad and balanced and meets the needs of more students. The quality of health, protection and safety have improved from the last school review. The school has made an improvement in accommodating the needs of the majority of groups of students. The leadership of the school has improved students' progress in more subjects but not in all core subjects, resulting in insufficient impact on raising attainment overall. The school has acceptable capacity to move the school forward.

KEY AREAS OF STRENGTH:

- Students' good personal development and their innovation skills.
- The curriculum design and modification to create activities for creativity and innovation.
- Partnerships with parents.

KEY AREAS FOR IMPROVEMENT:

- The senior leadership, to raise academic standards in the school.
- Students' attainment in all subjects.
- Teaching for effective learning and personalised support and challenge for students.
- The opportunities for students to use electronic resources to support learning in lessons.

PERFORMANCE STANDARD 1:
STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		**KG**	**Primary**	**Middle**	**High**
Islamic Education	**Attainment**	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	**Attainment**	NA	NA	NA	NA
	Progress	NA	NA	NA	NA
Arabic (as an additional Language)	**Attainment**	NA	Good	Acceptable	Acceptable
	Progress	NA	Good	Acceptable	Acceptable
Social Studies	**Attainment**	NA	Good	Good	Good
	Progress	NA	Good	Good	Good
English	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Good
Mathematics	**Attainment**	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
Science	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	**Attainment**	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good

Islamic Education	
	• Students' achievement in Islamic Education is good overall. In lessons and in their work, students make good progress in all phases. This does not fully match with school data which indicates very good progress across all phases.
• There are no externally benchmarked assessments in Islamic Education. Internal assessment data show attainment is outstanding in KG, Primary and High and very good in Middle. This does not match what was seen in lessons and in students' work where attainment was seen to be good in all phases.
• In KG, children memorise Surah Al-Fatihah, names of Allah (SWT), the full name of the Prophet (PBUH). In Primary, students show deep understanding of cooperation and mercy for others and define the blessing of Allah (SWT). Students' ability to interpret the overall meaning of Noble Hadeeth is less secure. In Middle, students understand the Islamic law and etiquettes. They appreciate the importance and follow diligently the recommendations of Friday prayers. They are less confident when discussing it's impact on the individual and society. In High, students understand the key principles of Islamic faith. In all phases, students have secure knowledge of the pillars and principles of Islam. Students' ability to link between the Noble Hadeeth and Qur'an verses is less secure. Students' recitation following the correct Tajweed rules is less well developed.
• The majority of student groups make better-than-expected progress.

Areas of Strength	Areas for Improvement
• Students' understanding of Islamic Faith in High.
• Students' understanding of Islamic law and etiquettes in Middle.
• Students' knowledge of the pillars and principles of Islam in all phases.	• Students' interpretation of the meaning of Hadeeth in Primary.
• Students' analytical skills and ability to link between the Noble Hadeeth and Qur'an verses in all phases.
• Students' recitation following the correct Tajweed rules in Primary, Middle and High.

Arabic	- Students' achievement in Arabic second language (ASL) is acceptable overall. In lessons and in their work, students make good progress in Primary, and acceptable in Middle and High. This does not fully match with school data which indicates good progress in Primary, Middle and High. - There are no externally benchmarked assessments. Internal assessment data shows attainment as outstanding in Primary and High and weak in Middle. This does not match what was seen in lessons and in students' work where, attainment is good in Primary, and acceptable in Middle and High. - In Primary, the majority of students develop speaking, listening, and reading skills in familiar contexts. They read short sentences and understand their meanings. They can pronounce and break down the words into syllables. Students' ability in changing singular nouns to plural nouns is less developed. In Middle, students make acceptable progress in developing their speaking and listening skills. Their expressive reading and application of grammar rules are less developed. A few students struggle in understanding new words, meanings, or expressions. Spelling mistakes are common in students' writing and their reading and comprehension skills are less developed. In High, most students demonstrate comprehension skills when listening to the text and can discuss and speak in appropriate language. Reading fluently and accurately, and extended writing skills are less developed for students in Middle. - Most groups of students make similar progress across phases. The progress of the low ability attaining students is not accelerated as they are not sufficiently supported.

Areas of Strength	**Areas for Improvement**
- Students' ability in pronunciation and analysing words into syllables in Primary. - Students' speaking skills particularly in Middle.	- Students' ability to use plural forms of nouns in Primary - Students' ability to read fluently and accurately on familiar and unfamiliar topics in Middle. - Students' ability to spell words accurately in Middle.

Social Studies	- Students' achievement in social studies is good overall. In lessons and in their work, students make good progress in Primary, Middle and High. This does not fully match with school data which indicates very good progress in primary and middle. - There are no externally benchmarked assessments in social studies. Internal assessment data show attainment as outstanding in Primary and Middle. This does not match what was seen in lessons and in students' work, where attainment is good in Primary, Middle and High. - In Primary, the majority of students can identify some government services in the UAE, and the responsibilities of citizens in using different government services. Students were less confident discussing the importance of government services in maintaining a stable and functioning society in the UAE. In Middle, the majority of students can define the concept of rights. They understand responsibilities they must carry out at home and school and some jobs in real life. Students' knowledge of the civil rights of citizens guaranteed by the Constitution in the UAE is less secure. In High, the majority of students show deep understanding of sustainability goals in the UAE and explain how the success of these goals will benefit the country and its inhabitants. Students' knowledge of The UAE Energy Strategy 2050 is less developed. - The majority of students make better than expected progress. Most groups of students make similar progress across phases.

Areas of Strength	Areas for Improvement
- Students' understanding of sustainability goals in the UAE and its benefit for the country and its inhabitants in High. - Students' identification of government services and responsibilities of citizens in using them in Primary.	- Students' understanding of the importance of government services in maintaining a functioning society in the UAE in Primary. - Students' knowledge of the civil rights of citizens in the UAE in Middle. - Students' knowledge of The UAE Energy Strategy 2050in High.

English	
	- Students' achievement in English is acceptable overall. A majority of students make acceptable progress in the Primary and Middle phases, and in KG and the High phase a majority make good progress. - Internal assessment and Federal Board of Intermediate and Secondary Education (FBISE) examination data show that attainment and progress are good in KG, Primary and Middle, and outstanding in the High phase. This does not align with what is seen in lessons and in students' work, where a majority of children and students attain above curriculum standards in KG and High. Most students attain in line with curriculum standards in Primary and Middle. - Most children in KG can follow instructions and identify numbers, colours, and other common words. Most students in the Primary and Middle form and use verbs correctly. Their pronunciation and intonation are inconsistent, especially when they speak too fast. Their writing requires more mastery of grammar details such as capitalisation, punctuation, distinguishing singular and plural, and tense selection. Most students in all phases have secure comprehension skills. In High, the majority can sustain a narrative or a description with conviction and write for different purposes and audiences. Most are persuasive about their opinions, and they use sophisticated vocabulary. Students have developed knowledge, skills and understanding in reading, writing, speaking, and listening. - Higher attaining students do not make the progress of which they are capable.

Areas of Strength	Areas for Improvement
- Students' speaking skills in Middle and High. - Listening and reading comprehension skills in all phases.	- Students' pronunciation and intonation when speaking or reading aloud in Primary. - Children and students in KG, Primary and Middle's mastery of grammar details when writing.

Mathematics	- Students' achievement in mathematics is good overall. In lessons and in their work, the majority of children, and students in Primary and Middle make better than expected progress. The majority of students in High make better than expected progress. School data indicates that children and students make very good progress across the school. - External FBISE results for High show that most students attain in line with international average. In lessons and in students' recent work, most children in KG and students in Primary and Middle attain levels in line with curriculum standards, the majority of students attain above the curriculum standards in High. - Internal assessment data show attainment as outstanding in KG, very good in Primary, acceptable in Middle and good in High. Most students demonstrate skills organising and analysing data. In KG children can differentiate between subtraction and addition signs and solve problems using manipulatives. They demonstrate their simple skills of understanding these operations confidently. Their mathematical writing skills are less developed particularly in KG1. In Primary, students demonstrate skills in measurement, such as telling the time, measuring by adding to find perimeter of different shapes. Students can apply their mathematical skills to real life context using mathematical thinking skills. Skills in solving questions that involve reasoning are less developed in Middle. In High, students can apply their knowledge and skills of linear inequalities to real life applications across subjects. Inquiry and research skills are less developed in High. - There is insignificant variation in progress between different groups of students.

Areas of Strength	**Areas for Improvement**
- Students' application skills of mathematical understanding in real life contexts and across subjects in High. - Students' ability to communicate ideas using more than one approach to problem solving in Primary. - Students' skills in organising and analysing data.	- Children's mathematical writing skills in KG. - Students' ability to solve problems using reasoning, particularly in Middle. - Students' independent skills for inquiry and research, particularly in High.

Science	- Students' achievement in science is acceptable overall. The school's internal assessment information indicates that progress is good in KG, Middle and High and very good in Primary. This does match with that seen in lessons and in students' work, where most of the students make progress which is in line with curriculum expectations.
	- The school's internal data shows that attainment is very good in KG and Primary and good in Middle and in High. This does not fully match with that seen in lessons and in students' work. In all phases, students reach levels of attainment which are in line with curriculum standards.
	- External Board data for Grades 10 and 12 shows that attainment is good. In external ASSET examination, students' performance is weak. There is no external data for KG.
	- Most students across all phases demonstrate an awareness of various curricular themes. The students acquire age-appropriate knowledge of various topics such as farm animals in KG, the solar system and planets in Primary, acids and bases in Middle and molecular structure and the ability to conduct text-based research in lessons in High. Students' can grasp and retain information related to these curriculum themes. Students' across phases demonstrate a secure understanding of the science themes covered in the curriculum. They are less skilled, across all phases, in applying scientific skills of investigation, such as planning, conducting, analysing, and communicating experiments. Their scientific skills of inquiry that are essential for scientific literacy are underdeveloped, such as formulating questions, designing investigations, collecting, and interpreting data, and drawing conclusions, across all phases.
	- Most groups of students make expected progress overall, this includes the students with low abilities and those with special educational needs.

Areas of Strength	Areas for Improvement
- Students' understanding of the science themes in the curriculum in all phases. - Students' ability to do text-based research in lessons in High.	- Students' scientific skills of investigation in all phases. - Students' literacy skills in science in all phases. - Students' skills of formulating questions, designing investigations interpreting data and drawing conclusions in all phases.

Other subjects	• Students' overall achievement in other subjects is good. Achievement in information computer technology (ICT), physical education (PE), Moral, Social and Cultural Studies (MSCS), personal, social and emotional development (PSED), civics, home economics, accounting and banking, is good. In Urdu achievement is acceptable. Attainment in PE and the electives seen is good. This evaluation was based on lessons observed and scrutiny of students' work. • In PE, students successfully develop their fitness and motor skills though physical challenge. In MSCS, students discuss the global contribution of Bill Gates. Students in the Creative Lab use ICT to design and produce a variety of creative, problem-solving solutions including the application of coding software in different topics. In PSED lessons, children develop a good understanding of health and hygiene and apply them in daily life. With the introduction of the Akhdar Project students in all phases have been part of the creation of the gardens with the focus of energy efficiency, sustainable materials, and waste reduction. In Urdu, students in High can narrate the poem in the poetic manner and find the meaning of the difficult words in the poem and can translate it in an easy and more understandable form. A few students find it difficult to explain the true meaning of the poem in their own words. In home economics, students learn about the concept of creating patchwork designs independently. In accounting, students can correct accounting errors. In civics, students can define who is a true believer and write the key objectives and characteristics of a true believer independently. In banking, students have secure knowledge of different types of credit, the application of this in the real world was less evident. • All groups of students make better than expected progress across these subjects except Urdu.

Areas of Strength	Areas for Improvement
• Children's personal, social and emotional development. • Students' knowledge in PE, home economics, accounting, and banking. • Students' understanding of global contributions of key influencers in ICT.	• Students' advanced use of Urdu in higher grades. • Students' application of banking knowledge in the real world.

Learning Skills	- Students learning skills are good overall. Students across the school are keen to learn and have positive attitudes towards their studies. Students in High take responsibility for their own learning and know their strengths and weaknesses. Most students know their targets and how to improve. - Students collaborate well in groups when given the opportunity to do so. KG children collaborate when engaged in play and practical activities. In all phases they listen to their peers and exchange points of view. - The majority of students make effective connections to the real world. They make links between subjects and with their everyday experiences and can see the relevance and links to their own interests, needs and life. The application to real-life situations, problems, and events is a strong feature. - Opportunities to promote critical thinking and discussion are not sufficient. In all phases, students' critical thinking and problem-solving skills are not regularly displayed in lessons. Too often, students are dependent on their teachers and do not develop independent learning skills. The use of IT to extend learning in High is consistent. This is not the case in Primary and Middle.

Areas of Strength	**Areas for Improvement**
- Students across the school are keen to learn and have positive attitudes towards their studies. - Students in High take responsibility for their own learning and know their strengths and weaknesses. - Effective connections to the real world, links between subjects and the application to real life situations, problems, and events is a strong feature across the school.	- Students' ability to problem-solve and apply critical-thinking skills in all phases. - Students' increased use of IT to enhance learning in Primary and Middle.

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
Personal development	Good	Good	Good	Good

- Students demonstrate positive attitudes and respond well to critical feedback. Students think independently and can make decisions for themselves, particularly in Middle and High.
- Students' behaviour demonstrates respect and politeness to teachers and others. Students follow the behaviour policy and take an active role and interest in the behaviour management committee. Accordingly, the school is well-ordered and a safe place for students to have broader opportunities for learning. Respectful relationships exist between students and teachers, and students demonstrate sensitivity to the needs of others. Students have positive attitudes and habits that support a healthy lifestyle. Students know what a healthy lifestyle means and participate in activities, such as the fun with fruit competition and healthy lunch box. Most students are involved in programmes and sports in school, and competitions outside of the school to sustain a healthy lifestyle.
- Almost all students are punctual and attend school on time and for the start of lessons. Students' attendance is good at 94.1 %.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students across the school show a clear appreciation and deep understanding of Islamic values and their influence on people's life in the UAE. They can provide examples that demonstrate their understanding.
- Students across the school appreciate Emirati culture. They demonstrate their understanding of their culture and other cultures. Students are active in participating in cultural activities.
- Students demonstrate clear understanding of their own culture. They participate in Urdu week and Quaid e-Azam Day. Students can describe the similarities and differences between their own culture and other world cultures. They have the opportunity at school to explore other cultures such as celebrating Human Fraternity Day, World Peace and Living Together, increasing their awareness and respect in inclusive societies.

Social responsibility and innovation skills	Good	Good	Good	Good

- Students develop leadership skills and social responsibility in participating in school and community projects. They convey their leadership in assembly and community activities such as Donation for Gaza and a Charity Campaign.
- Students are developing their understanding of work ethics. They generate ideas, with the help of their teachers, demonstrating their willingness and abilities to lead projects. Students are engaged in Innovation Club and Innovation laboratory to initiate projects and activities to encourage innovation and thinking skills.
- Students across the school are aware of environmental issues. They understand the value of sustainability of resources and apply it into their learning. They relate their knowledge to improve their school and think of improving the environment beyond school. They participated in sustainability projects such as green school, Project for Sharjah, Volunteer Club, Sustainability Garden and Plantation Campaigns.

Areas of Strength:

- Students' understanding of the needs and differences of others.
- Students' clear understanding and implementation of Islamic values and how they influence UAE society.
- Students' participation in sustainability projects
- Students' clear understanding of their responsibilities in the school and community.

Areas for Improvement:

- Students initiating and participating in a wider range of activities that promote healthy lifestyle activities.
- Students' extended participation in the Innovation Club across all phases to encourage creative innovative ideas for school and their community.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

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

- Teachers are now more secure in their subject knowledge and have a better understanding of how students learn. Teaching has improved, due to focused professional development, greater consistency in planning and regular monitoring and support.
- Lesson planning is thorough and well planned, with adequate focus on how students learn. Effective use of time and resources enhances and solidifies learning, leading to the creation of positive and enjoyable learning environments by teachers. Teachers' interactions with students are mostly positive, and relationships are good. Teachers' use of questioning varies across phases. They are stronger in Middle and High where teachers encourage students to explain their answers and give their own solutions to problems.
- Differentiation is planned but is not always implemented in lessons. Teachers do understand that students, including SEN students, have differing abilities, requirements, strength and challenges. Lesson planning to maximize student potential and their progress in learning is not frequently observed.
- Questioning is improving but does not sufficiently promote the development of critical thinking skills across the school.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school has a consistent internal assessment procedure which gives a clear picture of students' progress. The assessment links securely with the school curriculum. The school has a suitable array of external examinations to benchmark academic outcomes against national and international standards. Results are insufficiently well analysed to give a clear summative picture of attainment at the end of different phases. Although the rigorous internal assessment system gives a clear picture about students' progress, it does not provide an accurate overall summative picture of students' attainment.
- Overall, assessment information is used appropriately to inform teaching strategies. The information does not sufficiently inform teaching in terms of providing a full level of challenge for higher-attaining students yet across the school.
- Through their questioning and monitoring in lessons, teachers have an adequate view of students' strengths and weaknesses. Work in books is not marked regularly and insufficient feedback is provided to students on the quality of their written work and advice on how they can improve.

Areas of Strength:

- The school has consistent internal assessment procedures that provide appropriate measures of students' progress.
- Assessment results are carefully analysed to identify the strengths and weaknesses of most groups of students.

Areas for Improvement:

- Teachers' increased use questions to deepen students' understanding in lessons across Primary, Middle and High.
- Teachers' use of assessment information to influence teaching, the curriculum and to increase the rates of progress made by higher attaining students.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

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

- Overall, the curriculum design and implementation are good, and fully meets the requirements. In addition to the core subjects, it offers a suitable range of taught subject options, especially in Middle. The knowledge content is effectively monitored in all subjects to ensure progression is smooth. School leaders have also incorporated more opportunities for creativity and innovation, and the development of skills such as leadership and teamwork. This further enhances the coherence and continuity of the curriculum.
- The development of Akhdar Initiative, the school's green agenda, is creating sustainable gardens designed and tended by students. This is an example of enabling students to become more independent learners. The design and implementation of a source of solar power by students exemplifies this, while also embracing the school's charitable ambitions, since savings can be diverted to other school resources. School leaders have trained staff on aligning curriculum content with the school's values. This has been a product of a rigorous system for reviewing the curriculum. This is supported by a strong co-curricular programme of activities, recognised, and valued by students. Not all students who wish to be involved can currently be accommodated. Leaders have successfully reinforced cross-curricular links and the promotion of the principles and values of Islam and the UAE within lessons.
- The school conducts regular reviews to meet the needs of most students though the identification of students with SEN is not consistently systematic. The newly appointed special education needs coordinator (SENCO) is making progress, and Individual Education Plans (IEPs) are being introduced.

Curriculum adaptation	Good	Good	Good	Good

- The curriculum adaptation is good overall. Curriculum modification is carried out regularly, at the end of teaching units and end of year, to meet the needs of the subject and the needs of groups of students. Lesson plans are not yet sufficiently modified to provide effective challenges to enable higher attaining students, to achieve their full potential.
- The curriculum now provides opportunities for students to engage in activities that promote enterprise, innovation, and critical thinking as part of science and technology and extra-curricular activities across all phases. The school's facilities are not yet able to accommodate larger groups of students.

- Opportunities for students to develop a full understanding of UAE's culture, traditions and values are well developed and frequently engage the support of parents.

Areas of Strength:

- Opportunities for creativity and innovation.
- Cross-curricular links and promotion of the principles and values of Islam and the UAE.

Areas for Improvement:

- The systematic review of the curriculum to ensure provision across subjects meets the needs of most students, including those requiring IEPs.
- The capacity of the innovation and creativity facilities to accommodate more students, which is currently limited.

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 school has clear procedures and systems for safeguarding students which are displayed in the child protection flow chart. The capacity of staff has been enhanced by providing level 1 training in child protection. The child protection policy is also available on the school's website for stakeholders to read. The school has strict procedures in place to safeguard students against all forms of abuse, such as bullying and cyber bullying through regular awareness programmes. The school's buses include security cameras, and all the bus staff are approved by SPEA. Students are aware of all evacuation routes and fire drills are conducted regularly every term. The building premises, although old, are appropriately signed. Risk assessments are conducted by class teachers and any issues inside the school are addressed by the risk management team. A healthy and hygienic lifestyle is promoted through student engagement in activities. The canteen provides food approved by the health department.
- Partnership and contacts with various departments, such as the municipality, Pest Control, and Waste Disposal teams, ensure that the building is maintained well and a safe learning environment. The school's maintenance and record keeping are effective. The school is appropriately maintained and provides a healthy and conducive learning environment. The school building has appropriate facilities, including ramps, allocated parking space and wheelchairs, for students with physical disabilities or special needs. These features enable access and use of the school facilities and services safely. They also promote inclusion and participation of all students in the school community. There are no lifts.
- The school promotes healthy lifestyles by offering various PE activities and orientation programmes that aim to enhance their physical, mental, and social well-being. The orientation programme provides information and guidance on topics such as nutrition and disease prevention. The students are aware of the theme of recycling and work in collaboration with the Mind Lab.

Care and support	Good	Good	Good	Good

- The school has satisfactory relationships and behavioural management systems to create a positive and respectful learning environment for all students and staff. The school has policies and procedures that define the expectations and consequences for behaviour. The school also

- uses strategies to address behavioural issues, such as positive reinforcement, rewards and sanctions.
- The school values the importance of regular attendance and punctuality for the students' academic and personal development. The school records and monitors the attendance and punctuality of the students using a daily log and a WhatsApp group. The attendance data is analysed regularly to identify any patterns or issues that need to be addressed.
- The school has set up a new inclusion department to identify and address the concerns of students with SEN and the Gifted and Talented (G&T). Differentiated worksheets cater to individual strengths and needs. The buddy support system fosters a sense of community and provides peer assistance. The team is beginning to identify and plan interventions for G&T students.
- The school provides appropriate support for most students with SEN and those G&T. Systems to record and improve the progress of these students is yet to be implemented. Learning support classes, reward charts in classes motivate students in achieving better outcomes.
- The school has several initiatives for the wellbeing of staff and students. Guidance and support for all students is provided through counselling, teachers' support, and Students' Council. Career guidance by professionals and sessions by alumni helps the older students in choosing future pathways.

Areas of Strength:

- Systems to monitor behaviour and attendance.
- Career guidance support for older students.
- Promotion of healthy lifestyles through various activities.

Areas for Improvement:

- Improve further the arrangement for risk assessment to include the school surroundings.
- Procedures for identifying and supporting different learners.
- Quality of support for all students.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership	Acceptable

- Governors and school leaders, promote a clear inclusive vision of students' personal achievement, global citizenship, and full commitment to Islamic UAE priorities. Governors, the principal and senior leaders have appropriate knowledge and capacity to improve the school further. The school is compliant with statutory and regulatory requirements.
- Leaders display the capacity to lead and continually improve the school and middle leaders demonstrate secure knowledge in best practice in teaching, learning and assessment across phases. This is not yet consistent and fully shared across the whole school. The use of assessment to plan learning for students of different abilities is not effective across all subjects and this remains an important area for development. Mutually respectful relationships are well established across the school.

Self-evaluation and improvement planning	Acceptable

- The school uses a range of sources to evaluate what it does well and to inform school improvement. Nevertheless, the school's own self-evaluation judgement is slightly over-generous and not yet reflecting accurate understanding of students' performance in core subjects. Lesson observations and performance management are well established within the school, although middle leaders are not yet effective in monitoring lessons to ensure students' attainment is improving across all lessons. Extensive improvement planning is undertaken at whole school level and progress has been achieved in addressing most of the recommendations of the previous review. In particular, the provision of additional resources such as establishing technology laboratories and facilities has broadened students' opportunities to develop their creativity and problem-solving skills. The school has increased inclusivity through the admission and support for students with learning difficulties, although there are currently no learning support staff deployed in lessons.

Partnerships with parents and the community	Good

- Parents are positive and active stakeholders in the school. They take part and contribute to parent-teacher conferences, the parent council and sporting events. Parents praised the changes they observed over the past 2 years which has contributed to the progress made by their children and provided them with more opportunities, including trips. The parent survey highlights that more challenge and opportunities for critical thinking are required. The parent council are active members of the school and are present during the monthly principal events. Members of the parent council also offer their areas of specialism, including conducting training on health and safety. Communication is identified as a strength and the weekly updates on learning for the week ahead are useful for parents. Frequent report cards and updates on students' progress allows parents to feel well informed. Parents and students volunteer to be part of the improvement of the school grounds and the gardens. Families also contribute to the schools' charitable events.
- The school has regular and constructive activities that benefit the wider community. It participates regularly in community events and there are links established for example, with Mind Lab, Digital Fest by Cyber Square, Beaconhouse Talks, and Sharjah Youth Forum. There are strong links with the Green School Project and My Environment is my Future Project. This work is evident in the recycling and sustainability projects of students in school. Teachers visit other schools to observe best practices in teaching and learning. A partnership to identify SEN students is established. International partnerships to support the school are less developed.

Governance	Good

- The school board is well established and includes experienced education specialists and professional representatives. The governing body meets regularly with the principal. They have an overview of the school's financial commitments, and commitment for improving the quality of learning and resources to enhance students' learning. They regularly monitor the academic progress of students. Governors currently gain the views of parents through surveys and discussions. Consideration is being given to include a parent on the governing body.

Management, staffing, facilities and resources	Acceptable

- The day-to-day management of the school is organised adequately by a range of staff, who ensure standards in the upkeep and maintenance of the facilities. The school premises consist of a range of older buildings. Staff have modified the previously traditional classroom setting to provide a learning environment that aids teaching and learning appropriately. A range of supporting learning resources across the curriculum contribute effectively to enhancing students' progress. Too few opportunities for students to use electronic devices to support their learning in

lessons is limiting their achievement. The staff benefit from adequate professional development training, which is inconsistently reflected in lessons.

Areas of Strength:

- The school's increasing capacity to make further improvement in Islamic Education, social studies, mathematics, and other subjects.
- The positive and supportive relationships with parents.
- Strong partnership with the community which supports students' personal and social development.

Areas for Improvement:

- Improve the capacity of all leaders to lead the improvements in the school.
- Provide effective professional development for teachers to raise students' attainment and progress in lessons and their performance in international benchmark tests, particularly in core subjects across the school.
- Strengthen the international partnerships to improve the school.
- Ensure access to more electronic devices to support learning in lessons.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 9 Arabic language teachers, to cater for 1,763 students in Grades 1 to 9 giving a ratio of 1:195.
- There are a total of 698 Arabic fiction and non-fiction books in the library, including 90 Arabic fiction books and 608 Arabic non-fiction books. The library also has 77 Arabic language grammar books. The range of books includes children's stories and stories for different ages, activity books, magazines, Arabic language for beginners and dictionaries for Arabic into English and Arabic into Urdu.
- Students use the internet to read about various topics and complete research. Students read some books and stories from the library. Dictionaries are shared with parents to improve their children's speaking and writing skills. Parents participate in supporting students memorising and reading of the Qur'an to develop their children's reading skills.
- Extra-curricular activities follow the school's annual plan of activities. Students take part in the Day of Arabic when they sing Arabic songs, role play and perform traditional Arabic dances. The school holds regular Arabic assemblies. Parents are engaged in competitions and quizzes.

The school's use of external benchmarking data

- The proportion of students in the school taking international tests and examinations in PISA (10%), TIMSS (20%), ASSET (50%) and CAT4 (40%). The school is compliant with SPEA requirements.
- The curriculum has been modified and aligned with the international exams. The heads of departments provide necessary information and guidance to the subject teachers to prepare the students for the international exams. Parents are also informed about these tests and their importance.
- The school communicates the results to students and parents. As the school receives the results, students are informed about their performance through their class teachers and subject teachers.
- Communication of international test results is shared with parents by class teachers.
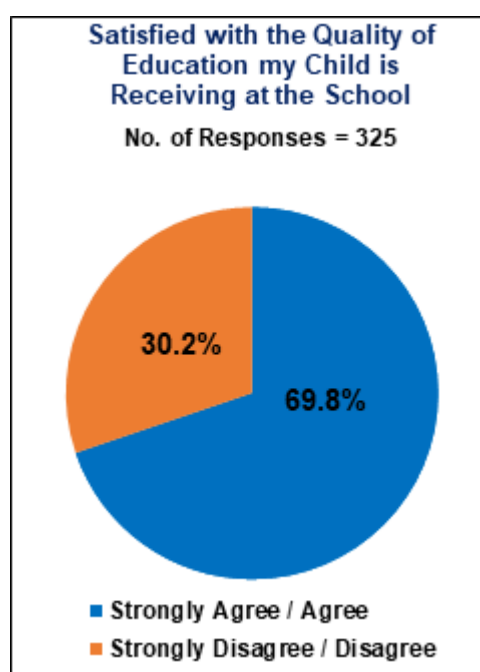
Provision for KG

- The school has 19 KG teachers, 6 teaching assistants and 3 nannies for 242 children. The ratio of teachers to children is 1:13.
- The internal learning environment includes tables and chairs sufficient for the numbers of KG children in each class, large interactive smart boards and a wide range of suitable KG resources such as fruit and vegetable models, coloured pencils and mathematics manipulatives. Outdoor facilities include several large play activity structures with soft flooring for children's safety. There is a stage for show and tell activities as well as performances.
- Parents are communicated with on a regular basis through phone calls and social texting software. This is often translated. All children carry a hygiene box and understand the contents of this and how to use it.

- Children are very respectful of each other and their environment. They follow classroom rules and procedures, particularly behaviour expectations. Personal, social and emotional development is a focus each day. The school regularly reports on the progress of KG children, reporting on the key aspects of literacy, numeracy, their physical and emotional development, personal hygiene and their behaviour in school.

VIEWS OF PARENTS

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

No. of Responses = 325

30.2%

69.8%

- Strongly Agree / Agree
- Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- The senior leaders to raise academic standards in the school by:
  - ensuring rigorous analysis and use of student performance data to support lesson planning.
  - providing more professional development for teachers to analyse, use and apply performance data more effectively for lesson planning.
  - monitoring teaching to evaluate teachers use of assessment data, and impact on lesson planning, teaching and learning in lessons.
  - providing training for teachers to broaden the range of strategies they use to provide challenge for students of different abilities.
  - ensuring teachers provide differentiated tasks and challenge for higher, middle and lower attaining students in lessons.
  - strengthening the professional partnership with education entities to improve the quality of teaching and the effective use of assessment.

- Raise students' attainment in all subjects by:
  - bridging the gap between internal and external assessment data through accurate marking and appropriate curriculum expectations delivered.
  - providing professional development for teachers on how to differentiate and use effective questioning to support and challenge all groups of students.
  - monitoring teachers marking and feedback to ensure both individual and groups of students are improving their attainment across the school.
  - ensuring all subjects delivery is knowledge and skills balanced.

- Teaching for effective learning and personalised support and challenge for students by:
  - ensuring effective use of student's performance data for planning lessons.
  - providing more opportunities for students to developed learning skills including critical thinking, research, problem solving and innovation in lessons and projects.
  - ensuring students are well supported and sufficiently challenged to achieve their potential attainment targets in lessons.
  - providing additional extra-curricular activities to enable higher attaining students to develop.

Increase opportunities for students to use electronic resources to support learning in lessons by:
  - providing opportunities for students to access electronic resources to broaden their scope for research in lessons.
  - providing opportunities for students to research and communicate learning through presentations and independent works.
  - increasing the quality and accuracy of students reading, writing and speaking and presentation skills across all subjects.

School Performance Review of Pakistan Islamia Higher Secondary School -SHJ.LLC
5 - 8 February 2024

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 within three weeks of receiving this report.