



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

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**Pamir Private School**

19-22 January 2026

**Overall Effectiveness**

**Good**



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.




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

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

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



## SCHOOL INFORMATION

School	
School ID	220
School location	Al Rahmaniya, Sharjah
Establishment date	01/01/2019
Language of instruction	English
School curriculum	Pakistani
Accreditation body	Federal Board of intermediate and Secondary Education (FBISE)
Examination Board	FBISE
External assessments International and Curriculum Benchmark Assessments	PISA, TIMMS, PIRLS, CAT4, ASSET
Fee range	AED 10,000 - AED 20,000
Staff	
Principal	Abdul Wadood
Chair of Board of Governors	Khalid Gorski
Total number of teachers	53
Total number of teaching assistants	8
Turnover rate	15.1%
Students	
Teacher: student ratio	1:14
Total number of students	720
Total number of students per cycle/phase	KG: 106 Cycle/Phase 1: 257 Cycle/Phase 2: 207 Cycle/Phase 3: 150
Pre-KG: number and gender	Boys: 0 Girls: 0
KG: number and gender	Boys: 61 Girls: 45
Primary: number and gender	Boys: 140 Girls: 117
Middle: number and gender	Boys: 105 Girls: 102
High: number and gender	Boys: 72 Girls: 78
Total number of Emirati students	0
Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
KG: Emirati number and gender	Boys: 0 Girls: 0
Primary: Emirati number and gender	Boys: 0 Girls: 0
Middle: Emirati number and gender	Boys: 0 Girls: 0
High: Emirati number and gender	Boys: 0 Girls: 0
Nationality groups	1. Pakistani 2. Afghan
Total number of students with special educational needs	0

## PROGRESS JOURNEY

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Previous Review: (2023-24)	Current Review:
Good	Good



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' lesson observations, 144 of which 70 were carried out jointly with school leaders.

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

The school's overall effectiveness is good. This is the same as the previous review in 2024. While improvements are evident in English in phases 2, 3 and 4, students' achievement remains good overall because attainment has not improved consistently across other subjects and phases. However, across several subjects, internal assessment information tends to overstate attainment and progress when compared with evidence seen in lessons and students' work. Students' personal and social development, including their understanding of UAE culture, remains good. However, attendance has declined to 90% compared with 95% at the time of the previous review. Students' social responsibility and innovation skills remain acceptable. Teaching and assessment, curriculum provision, and arrangements for students' health, safety, safeguarding, care and support are all good overall. Identification and support for students with additional learning needs showing early signs of improvement, following the establishment of an inclusive department staffed by six full-time specialists. Leadership and management remain good. The principal provides clear strategic direction and demonstrates strong commitment to improvement. Staff retention has improved, with turnover reduced to 15.1%. The school premises are well maintained and provide inclusive access for all groups of students.

### KEY AREAS OF STRENGTH:

- Students' good achievement across subjects and phases.
- Students' positive and respectful behaviour and relationships with each other and with the staff.
- Effective health, safety, safeguarding and child protection procedures ensure that students are safe and well cared for while in school
- Effective school leadership that maintains secure academic standards and demonstrates clear commitment to UAE national priorities.

### KEY AREAS FOR IMPROVEMENT:

- Accelerate the progress of the different groups of students in all core subjects across all phases, including by implementing stronger academic challenge.
- Improve the quality of teaching across the curriculum through the implementation of effective lesson planning and differentiated learning that are based on rigorous assessment of students' learning and progress.
- Strengthen the effectiveness of leadership in the self-evaluation process, monitoring for effective teaching and impact of CPD on classroom teaching practices and students' outcomes.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement overall is good.**

Indicators:		KG	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as a Second Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good

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<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic education is good overall. The school's internal data shows that students make very good progress in all phases. This does not match with that seen in lessons and in students work, where only the majority of students make progress above curriculum expectations. This does not align with the school's internal data which indicates very good progress.</li><li>• There are no externally benchmarked assessments in Islamic Education. The school's internal data shows that attainment is outstanding in phases 1, 2 and 4; and very good in Phase 3. This does not fully match with that seen in lessons and in students' work, which shows the majority of students reach levels of attainment which are above curriculum standards.</li><li>• In KG, most children demonstrate secure knowledge of basic Islamic concepts. They can recite short Ayat from the Holy Qur'an, use simple Du'aa, and identify everyday practices linked to Islamic values. In Phase 2, most students can read short Surah from the Holy Qur'an and selected narrations from the Noble Hadeeth and demonstrate a growing understanding of the core elements of belief in Islam. In Phase 3, students develop stronger skills in translating selected Surah from the Holy Qur'an and deepen their understanding of Islamic values and principles. In Phase 4, most students demonstrate a secure understanding of the Seerah, life of the Prophet Muhammad (PBUH), and its relevance to moral conduct and daily life. Across all phases, however, students' accuracy in reading Surah from the Holy Qur'an and their ability to consistently link Islamic values and principles to relevant Surah and the Noble Hadeeth are less secure, which limits the depth and application of learning for some students.</li><li>• The majority of groups of students make above expected progress overall. Some students with exceptional needs including additional learning and gifted and talented, do not make sufficient progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' ability to recite selected Surah and Du'aa with confidence, particularly in KG and Phase 2.</li><li>• Students' developing ability to translate selected Surah from the Holy Qur'an, especially in Phase 3.</li><li>• Students' secure understanding of the Seerah, life of the Prophet Muhammad (PBUH), particularly in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>• Students' accuracy in reading Ayat from the Holy Qur'an across all phases.</li><li>• Students' ability to consistently link Islamic values and principles to relevant Surah and the Noble Hadeeth in all phases.</li></ul>



<b>Arabic as a second language (ASL)</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a Second Language (ASL) is good overall. The school's internal data shows that students make outstanding progress in Phase 1, and very good progress in phases 2, 3 and 4. This does not match with what is seen in lessons and in students' work where the majority of students make better than expected progress in phases 1, 2, 3 and 4.</li><li>• There are no externally benchmarked assessments in ASL. The school's internal data shows that attainment is outstanding in Phase 1; and very good in phases 2, 3 and 4. This does not fully match with that seen in lessons and in students' work, which shows the majority of students reach levels of attainment which are above curriculum standards.</li><li>• The majority of children in KG, and students in phases 2, 3 and 4 demonstrate listening, understanding, comprehension and reading skills that are above curriculum standards. In KG, children recognise familiar words and can match them to pictures correctly. In Phase 2, students can answer comprehension questions related to short text. In Phase 3, students can understand the meaning of lesson vocabulary and can use it in short sentences and change singular words into plural forms accurately. In Phase 4, students can write short paragraphs with correct grammar and structure about what they did on the weekend. Across all phases, students' ability to express ideas orally is less secure. Students' extended writing is inconsistent.</li><li>• The majority of groups of students make better than expected progress overall.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's ability to match words in Arabic to pictures.</li><li>• Students' secure understanding of familiar words and lesson vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Students' expressing ideas clearly and fluently.</li><li>• Students' extended writing skills to improve extended writing.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in Social Studies is good overall. The school's internal data shows that students make outstanding progress in Phase 2, 3 and 4. This does not fully match with that seen in lessons and in students' work, where the majority of students make better than expected progress in phases 2, 3 and 4.</li><li>• There are no externally benchmarked assessments in Social Studies. The school's internal data shows that attainment is outstanding across all phases. This does not match with that seen in lessons and in students' work, which shows that the majority of students attain above curriculum standards in phases 2, 3 and 4.</li><li>• In KG, most students demonstrate secure knowledge of basic social concepts and can identify government services such as health and education, although their explanations of how different roles contribute to society are sometimes underdeveloped. In Phase 2, students demonstrate a good understanding of the role of government and can identify key public services and national institutions. However, some students find it difficult to explain clearly how these services interact and support communities. In Phase 3, students show good awareness of digital safety and civic responsibility and can describe examples of responsible behaviour, though their ability to provide detailed explanations and real-world examples is inconsistent. In Phase 4, students demonstrate a sound understanding of sustainability and environmental responsibility and can identify national initiatives. However, they are less secure in explaining the long-term impact of sustainability on future generations and linking concepts to everyday practices. Across all phases, students' ability to apply knowledge in depth, justify ideas clearly, and make well-developed connections between concepts is variable, which limits the depth of learning for some students.</li><li>• The majority of groups of students make above expected progress overall. Some students who have additional educational learning needs do not make sufficient progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of government roles and digital safety.</li><li>• Students' awareness and understanding about how to stay safe while using the internet.</li><li>• Students' understanding of sustainability and importance for the environment in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>• Students' understanding and appreciation of different jobs within the health and other government services.</li><li>• Students' understanding of the impact of a sustained environment and energy on the life of future generations.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>Students' achievement in English is good overall. The school's internal data shows that students make good progress overall. This matches with that seen in lessons and in students work where majority of students make progress which is above curriculum expectations.</li><li>The school's internal data shows that that attainment is outstanding in phases 1, 2 and 4, and very good Phase 3. This does not match fully with that seen in lessons and students' work, which shows that the majority of the students reach levels of attainment that are above curriculum standards. In FBISE examinations, attainment of students in Phase 4 is outstanding. Attainment of students in phases 3 and 4 in ASSET is weak.</li><li>In KG, most children demonstrate secure early literacy skills. They recognise letters and sound accurately through phonics and show confidence in listening and responding to stories. In Phase 2, students develop their reading comprehension further and can write short, structured pieces with appropriate support, demonstrating growing confidence in sentence construction. In Phase 3, students read a range of texts with understanding and can skim and scan for key information. However, their vocabulary range and grammatical accuracy limit the quality of written responses for some students. Their spoken responses are generally confident, although extended independent writing remains variable in quality. In Phase 4, students demonstrate secure reading and analytical skills, including interpreting poetry and identifying deeper meanings. However, across all phases, students' extended writing, use of wider vocabulary, and accuracy in grammar are inconsistent, which limits the depth and sophistication of written outcomes.</li><li>The majority of groups of students make above expected progress overall. Some students who have additional learning needs do not make sufficient progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' ability, particularly in the upper phases, to analyse prose and poetry texts and use inference to identify meaning and ideas.</li><li>Students' secure recall and understanding of key details from a range of reading texts.</li><li>Students' generally confident speaking skills, enabling them to express ideas clearly in structured discussions.</li></ul>	<ul style="list-style-type: none"><li>Students' use of wider vocabulary and accurate grammatical structures across phases, particularly in sustained writing</li><li>Students' ability to produce extended, independent pieces of writing that demonstrate depth, coherence, and accuracy</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in Mathematics is good overall. The school's internal data shows that students make very good progress in all phases. This does not match with that seen in lessons and in students work, where only the majority of students make progress which is above curriculum expectations.</li><li>• The school's internal data shows that attainment is good across all phases. This matches with that seen in lessons and in students' work, where the majority of students reach levels of attainment which are above curriculum standards. In the ASSET exams the performance of students in Phase 2 is good, Phase 3 is acceptable and Phase 4 is very good.</li><li>• In KG, most children demonstrate secure early numeracy skills. They count confidently, recognise numbers, represent time using clocks, and carry out simple subtraction, supported by well-developed fine motor and coordination skills. In Phase 2, students demonstrate a secure understanding of key number concepts and operations, and can apply subtraction and measurement skills accurately in familiar classroom activities. In Phase 3, students show good understanding of mathematical concepts such as fractions, angles, and measurement, and use appropriate methods to solve routine problems with accuracy. In Phase 4, students demonstrate secure computational skills and conceptual understanding, including work with angles, algebraic concepts, and more complex procedures. Across all phases, however, students' mathematical learning is largely procedural. Opportunities for independent application, mathematical reasoning, and solving multi-step problems in unfamiliar contexts are limited, which restricts the depth of learning and attainment for some students.</li><li>• The majority of groups of students make above expected progress overall. Some students with additional learning needs and gifted and talented, do not make sufficient progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• KG Children's secure early numeracy skills, including counting, basic calculation, and number recognition.</li><li>• Students across phases demonstrate secure understanding of key concepts and use of standard procedures in familiar contexts.</li><li>• Students' ability to solve routine verbal problems using appropriate methods.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to apply mathematical knowledge and skills independently in real-life and unfamiliar contexts.</li><li>• Students' mathematical reasoning, problem-solving, and justification of solutions.</li></ul>



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is good overall. The school's internal data shows that students make outstanding progress in Phases1 and 2, very good in Phase3 and acceptable progress in Phase4. This does not match with that seen in lessons and in students' work, where only the majority of students make progress which is above curriculum expectations.</li><li>• The school's internal data shows that attainment is outstanding in phases 1 and 2, very good in Phase 3 and acceptable in Phase 4. This does not fully match with that seen in lessons and in students' work, which shows the majority of students reach levels of attainment which are above curriculum standards. ASSET data indicates students' attainment in Phase2 is acceptable; weak in Phase 3, and very good in Phase 4. In the National Federal Board of Intermediate and Secondary Education FBISE, in Phase 4 attainment is good in biology, physics and chemistry. This matches with that seen in lessons and in students' work, where the majority of students reach levels of attainment which are above curriculum standards.</li><li>• In KG, children develop good awareness of basic scientific concepts through hands-on activities and simple experiments, such as exploring materials that sink or float. While children engage enthusiastically in practical activities, their ability to predict outcomes, observe systematically, and draw conclusions is still developing. In Phase 2, students investigate the physical properties of materials and can identify simple scientific characteristics, such as whether materials are magnetic or non-magnetic, using appropriate equipment. In Phase 3, students demonstrate good understanding of scientific concepts and increasingly use digital tools and simulations to support learning and research. However, their ability to use scientific reasoning to explain findings and justify conclusions is inconsistent. In Phase 4, students develop secure laboratory skills and conduct experiments with confidence. Although they collect data accurately, their ability to interpret results and explain patterns is less secure. Across all phases, students' scientific reasoning, data interpretation, and independent investigative skills are not yet consistently strong, which limits the depth of scientific understanding and attainment for some students.</li><li>• The majority of groups of students make above expected progress overall. Some students who have additional educational needs do not make sufficient progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's ability to conduct simple experiments in KG and Phase 1.</li><li>• Students' secure practical and laboratory skills when carrying out investigations under guidance.</li></ul>	<ul style="list-style-type: none"><li>• Students' experimentation and investigation skills and be able to predict and observe accurately.</li><li>• Students' scientific reasoning skills, and their ability to interpret results and justify conclusions.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is good overall. The school's internal data shows that students make good progress physical education, art, computer science and Urdu. This matches with that seen in lessons and students work, where majority of students make progress which is above curriculum expectations.</li><li>• External FBISE examinations show very good in computer science and Urdu. The school internal data shows that overall attainment in computer science is very good and in Urdu attainment is good. In lessons and students work, majority of students reach levels of attainment which are above curriculum standards.</li><li>• The majority of children and students demonstrate knowledge, skills and understanding and make good progress. In phase 2 and 3, students develop their drawing skills using pencils and producing 3-D pictures. However, their skill in making drawings from real life is less developed. In phases 3 and 4, students develop their computer skills in designing robotic games, excel sheet with formula and the use of AI. However, students' skills in using AI to conduct research and create artifacts relevant daily life examples is developing.</li><li>• The majority of groups of students make above expected progress overall.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' design of simple robotic based games</li><li>• Students' drawing skills.</li><li>• Students' ability to use AI.</li></ul>	<ul style="list-style-type: none"><li>• Students' skills in 3-D drawings from real life context.</li><li>• Students' application and the use of AI in conducting research and creating artifacts relevant daily life examples.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Across all phases, children and students are keen to learn and they enjoy lessons, especially when they are given the opportunity to take responsibility for the learning. Students can articulate their learning, and they can identify specific areas for improvement in their work, especially in the high grades. Few students, across all phases, do not always work independently, finding things out for themselves.</li><li>• Across the school, group work is the main feature of lessons, with students collaborating in mixed-ability groups to complete tasks. However, higher abilities occasionally control the work being produced, with other students not making effective contributions. In a few occasions, across all phases, students do not have enough opportunities to communicate what they know and have learned with others.</li><li>• Students make clear real-world connections across all subjects. They can relate class topics to the world around them, especially when explaining their ideas. Students make links between different subjects; however, the skill is not fully developed for making effective connections between different subjects; for example, science and math.</li><li>• Students' critical thinking, reasoning, and problem-solving skills are developed. In science and across all phases, students can investigate using hand on real life materials. Students use reasoning to solve math problems in the high grades; and use manipulatives effectively in lower grades. Students' independent inquiry and research skills are not fully promoted through use of ICT and e-learning technologies.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students are keen to learn and enjoy learning.</li><li>• Students' collaboration within mixed ability groups.</li><li>• Students make clear real-world connections across all subjects.</li></ul>	<ul style="list-style-type: none"><li>• Students' independent inquiry and research skills, including the use of ICT and e-learning technologies.</li><li>• Students make effective connections and use of skills between different subjects.</li></ul>



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

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

Indicators:	KG	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Students' personal development is good across all phases. Children and students demonstrate positive and responsible attitudes towards school and learning and respond well to guidance and feedback from teachers. Behaviour is generally good in lessons and assemblies. Students are self-reliant and consistently demonstrate self-discipline and respect for established routines. Bullying is rare, and when incidents occur, they are addressed promptly.</li><li>• Children and students have respectful and trusting relationships with their teachers. They feel safe, supported and valued, which helps them feel confident and comfortable in school. Relationships between students are generally kind and cooperative, with students showing awareness of the needs of others and working well together in groups.</li><li>• Students demonstrate a sound understanding of safe and healthy lifestyles. They are aware of healthy eating and make appropriate food choices. Students follow hygiene protocols and understand the importance of regular physical activity. They participate willingly in sports activities and morning assembly exercises.</li><li>• Students' attendance, at around 90%, and remains an area for improvement. However, students usually arrive at school and lessons on time, indicating generally positive attitudes towards punctuality.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Students demonstrate a clear understanding of Islamic values and how these influence daily life in the UAE. Across the school, students participate in a daily morning reflection (Nazrah), where they listen to and recite Surah from the Holy Qur'an. Assemblies further reinforce Islamic teachings through recitation from the Holy Qur'an and the Noble Hadeeth, supported by translation and a clear focus on values such as kindness, respect, and care for others.</li><li>• Students are knowledgeable and appreciative of the heritage and culture of the UAE. They participate in a wide range of cultural activities, including UAE National Day and Flag Day, which strengthen their sense of national identity. Assemblies linked to Emirati values and traditions promote respect for national symbols, including the flag and national anthem. Classrooms display UAE cultural corners, national leaders, and heritage themes, and students engage in</li></ul>				

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<p>projects related to UAE history, culture, and Vision 2031.</p> <ul style="list-style-type: none"><li>• Students demonstrate clear understanding, awareness, and appreciation of their own culture and other world cultures. They participate actively in cultural days, where classes represent different countries by showcasing traditional food, clothing, and customs, supporting respect for diversity and global awareness.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Students demonstrate good awareness of their responsibilities within the school and wider community. They participate in activities such as tree planting and volunteering during school-organised events, including initiatives linked to the local community and the Pakistani community in Sharjah. Students also volunteer in health awareness campaigns, such as breast cancer events, and contribute to charitable initiatives, including packing food boxes for countries in need. Further opportunities for regular and sustained community volunteering would strengthen students' social responsibility further.</li><li>• Students participate enthusiastically in STEM and creative activities, including art exhibitions, AI labs, coding activities, code battles, and school competitions. While students show creativity and engagement, they often rely on adult guidance and are less confident in taking initiative or leading activities independently, which limits the development of innovation, enterprise, and entrepreneurial skills.</li><li>• Students care for their school and its environment and take pride in contributing to its improvement. They participate in sustainability initiatives, such as developing a school greenhouse and garden, and produce displays and 3D models that demonstrate understanding of environmental issues, including the impact of plastic waste on marine life and pollution on the environment.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Students' positive attitudes to learning and generally good behaviour across the school.</li><li>• Students' knowledge and appreciation of the heritage, culture, and values of the UAE.</li><li>• Students' strong sense of responsibility and care for their school, community, and environment.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Students' attendance so that it consistently supports stronger engagement and continuity of learning.</li><li>• Students' initiative, leadership, and sustained involvement in community, environmental, and innovation activities, so that participation is more student-led and impactful.</li></ul>				



## PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

Indicators:	KG	Phase 2	Phase 3	Phase 4
<b>Teaching for effective learning</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The overall quality of teaching for effective learning is good across all phases. Most teachers demonstrate secure subject knowledge and a clear understanding of how students learn. Lessons are generally well planned, with a variety of strategies, including group work, effective use of time, and purposeful questioning, which support positive student engagement in learning.</li><li>• Teachers set clear success criteria and use a range of resources and activities to support students' learning. In most lessons, these activities engage students effectively and contribute to successful learning outcomes. Teachers' interactions with students, including well-pitched and purposeful questioning, promote meaningful dialogue. For example, in a KG science lesson, children participated in a role-play activity between a doctor and a patient, which led to purposeful discussion and enhanced understanding.</li><li>• Most teachers adapt their strategies and resources to meet the individual needs of students. However, this practice is not yet consistent across lessons and phases. The quality and effectiveness of differentiation vary, and further refinement is needed to ensure that the needs of all groups of students are met consistently.</li><li>• Teachers provide some opportunities for challenge to promote critical thinking, problem-solving, and independent learning. However, this is not yet embedded consistently across the school. While ICT resources are used regularly to support learning, their use does not always extend students' thinking or sufficiently promote independence and higher-order learning.</li></ul>				
<b>Assessment</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Assessment is good across all phases. Assessment processes are coherent and provide useful information about students' attainment, aligned with the Pakistan Federal Board of Secondary Education and MoE curricula. External assessments are used effectively to benchmark students' academic outcomes against national and international expectations. The school uses CAT4, TIMSS, PISA, and PIRLS to benchmark students' attainment, and all students participate in these international assessments.</li><li>• Assessment information is analysed by teachers and leaders on a regular basis, including on a weekly, monthly, and termly reviews. While assessment data is used to track attainment and progress, the analysis of progress for individuals and groups is not yet fully consistent across the school. Nevertheless, teachers use available assessment information to inform teaching and address individual learning needs.</li><li>• Teachers demonstrate good awareness of students' strengths and provide appropriate support,</li></ul>				

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challenge, and feedback. Teachers use online assessment tools to assess learning and provide feedback. Marking and formative feedback generally help students understand how to improve their work. However, opportunities to use assessment more consistently to deepen learning and promote independence remain variable.

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

- Teachers purposeful lesson planning and effective use of teaching learning strategies including technology.
- Assessment outcomes are effectively moderated using recognised benchmark tests and external examinations, ensuring the validity and reliability of attainment data.
- School implements a comprehensive range of internal assessments aligned to its curriculum standards.

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

- Rigorous recording, analysis, and tracking of assessment data to identify trends and gaps more consistently and use this information more effectively in lesson planning to meet the needs of all learners.
- Opportunities for students to promote critical thinking, problem solving and innovation.



## PERFORMANCE STANDARD 4: CURRICULUM

### The quality of the curriculum is good overall.

Indicators:	KG	Phase 2	Phase 3	Phase 4
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The curriculum design and implementation are good overall across all phases. Both FBISE and MoE curricula have clear rationales and fully meets statutory requirements. The broad and balanced curriculum is aligned with the school's vision and values.</li><li>• The curriculum is planned so that learning builds well on students' previous achievement and ensures systematic progression to next phase. Cross curricular links are meaningful and planned. However, they do not fully facilitate students transfer of learning between subjects.</li><li>• The regular annual reviews involve subject leaders and teachers to ensure that the needs of students academic, creative, physical and practical experiences are fully met. Transfer of learning between different subjects is less developed. Links are made in planning to allow opportunities for students to learn collaboratively and further develop critical thinking.</li></ul>				
<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The school is generally successful in ensuring that teachers modify the curriculum to meet the needs of most groups of students. Modification is less effective to meet the needs of high attainers and students with additional education needs. Adaptation of curriculum to develop students' innovation and problem solving is variable.</li><li>• Curriculum modification promotes learning skills and engages most students in collaborative activities. However, modification inconsistently provides opportunities for students to develop innovation and creativity skills. School plan and implement a wide range of extracurricular activities for students that including a range of competitions, including ICODE Global Hackathon, UAE AI and IoT challenge across the UAE.</li><li>• The school curriculum provides consistent opportunities for the students developing understanding and appreciation for the UAE National Identity. Most of the Arabic language subjects effectively integrate learning opportunities for the students to demonstrate UAE values and culture. However, this is not a consistent feature across all lessons in the core subjects.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Effective adaptation of the curriculum supports continuity and progression in students' learning across phases.</li><li>• Curriculum modification meets the needs of most groups of students and supports engagement</li></ul>				

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in learning.

- Curriculum activities provide effective opportunities for students to develop a clear understanding of UAE culture, values, and society.

**Areas for Improvement:**

- Further adapt the curriculum to meet the needs of all groups of students, particularly high attainers and students with additional educational needs.
- Strengthen curriculum provision to promote students' innovation and creativity skills more consistently across subjects.



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

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

Indicators:	KG	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The school provides effective protection, care, and guidance for students. Safeguarding arrangements are secure, with clear child protection and anti-bullying policies in place. An established complaints procedure supports accountability and helps to ensure a safe environment for all students.</li><li>• The school provides a safe, well-maintained, and inclusive environment supported by comprehensive facilities. Safety measures are monitored carefully. The on-site clinic is staffed by a licensed doctor and nurse and provides health check-ups, vaccinations, and developmental and mental health screenings, with records maintained accurately. School leaders act promptly to address any issues that may compromise students' safety, for example ensuring that all seatbelts on school buses are fully operational.</li><li>• The promotion of healthy lifestyles is evident across the school. Students' physical, social, and emotional well-being is supported through targeted awareness initiatives. The school also promotes and celebrates students' participation and achievement in sports activities and competitions.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The school promotes punctuality effectively, and most students arrive at school and lessons on time. However, processes to improve overall attendance are less effective and remain an area for development.</li><li>• The school is committed to inclusive practice. While there are no formally registered students with special educational needs, systems are in place to support students with additional and emerging learning needs. An inclusion department has been established with six full-time staff, including a social worker, counsellor, and support teachers. Targeted support is provided in and out of lessons, particularly in mathematics, Arabic, Urdu, and science, to support low-attaining students and those with additional learning needs.</li><li>• The school identifies students with additional learning needs and those who are gifted and talented through early screening, supported by the school doctor, psychologist, and social worker. In collaboration with external agencies, such as the Sharjah Social Services Department, and in partnership with parents, the school provides individual learning plans and additional</li></ul>				

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support. However, the impact of these arrangements is not yet consistently strong across all cases.

- The school promotes students' social and emotional well-being through targeted awareness initiatives and supports post-school transition through career guidance. Partnerships with universities are established, with plans in place to extend links with leading higher education institutions.

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

- Secure safeguarding arrangements and effective systems that promote students' safety, welfare, and wellbeing.
- A safe, well-maintained, and well-resourced physical environment that supports students' learning and care.
- Integrated health, wellbeing, and guidance support that contributes positively to students' physical, social, and emotional development.

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

- Strengthen the consistency and impact of care and support systems, particularly in improving attendance and monitoring outcomes for different groups of students.
- Ensure that care, guidance, and inclusion arrangements consistently support all students, including students with additional learning needs, high attainers, and gifted and talented students, so that all groups achieve their full potential.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

**Indicators:**

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

- The senior leadership team, supported by heads of phases and subject coordinators, provides clear strategic direction and demonstrates a secure commitment to UAE national priorities, including inclusion. This is reflected in the establishment of the inclusion department and the use of international benchmarking to track students' attainment and progress. Leaders at all levels demonstrate a secure understanding of effective teaching and learning, although the capacity and impact of middle leaders are not yet fully developed and would benefit from further support and resources.
- Self-evaluation is systematic and aligned with the inspection framework, informing the school improvement plan effectively. Leaders have a realistic understanding of strengths and areas for development and monitor teaching and learning regularly. However, monitoring and feedback focus more on processes than on the direct impact on students' learning and progress, and success criteria in improvement planning are not yet sufficiently focused on measurable outcomes for students.
- Partnerships with parents are positive and well established, with effective communication and regular reporting on students' learning and wellbeing. Governance, provided by the school owner, is informed and actively engaged in supporting school improvement through regular engagement with leaders, staff, and parents. Governance works collaboratively with senior leaders to ensure accountability and continued improvement, although further investment in resources and the development of middle leadership would strengthen impact further.
- Governance is provided by the school owner, who meets regularly with leaders, teachers, and parents. Governance is well informed and actively involved in supporting school improvement, including contributing to professional development and monitoring teaching and learning. Parents' views are considered consistently, and governance works collaboratively with senior leaders to hold the school accountable for performance. Further investment in resources and the development of middle leadership would strengthen governance impact further.
- The school is managed effectively, with clear organisational structures and delegated responsibilities supporting smooth day-to-day operations. Staffing levels are sufficient, and teachers benefit from regular professional development through departmental and whole-school

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training. School premises and facilities are suitable and accessible, and resources support curriculum delivery well; however, further development of digital resources is needed to strengthen students' independent learning and research skill.

**Areas of Strength:**

- Clear commitment to UAE national priorities, including inclusion.
- Effective day-to-day management, supported by a clear organisational structure that ensures smooth school operations.
- Positive and consistent engagement between parents and school leadership.

**Areas for Improvement:**

- Strengthen the capacity of middle leaders through targeted professional development and access to appropriate resources.
- Sharpen the monitoring of teaching and learning so that feedback focuses more consistently on the impact on students' learning and progress.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The staffing provision for Arabic Language is 6 teaching staff. The ratio of teachers to students is 1:120.
- The total library provision of books is 400. The number of Arabic fiction books is 215, and the number of Arabic non-fiction books is 185.
- Additional support classes are provided for beginners and students who are struggling to improve their Arabic language skills. Teachers use handouts of short stories to support students' reading skills.
- Extra-curricular activities: The school has registered for Arabic Reading Challenge organized by SPEA. In-house reading competitions inside classrooms focus on correct pronunciation and build confidence. School arranges for Arabic-related school activities to expand students' vocabulary and promote speaking skills.

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

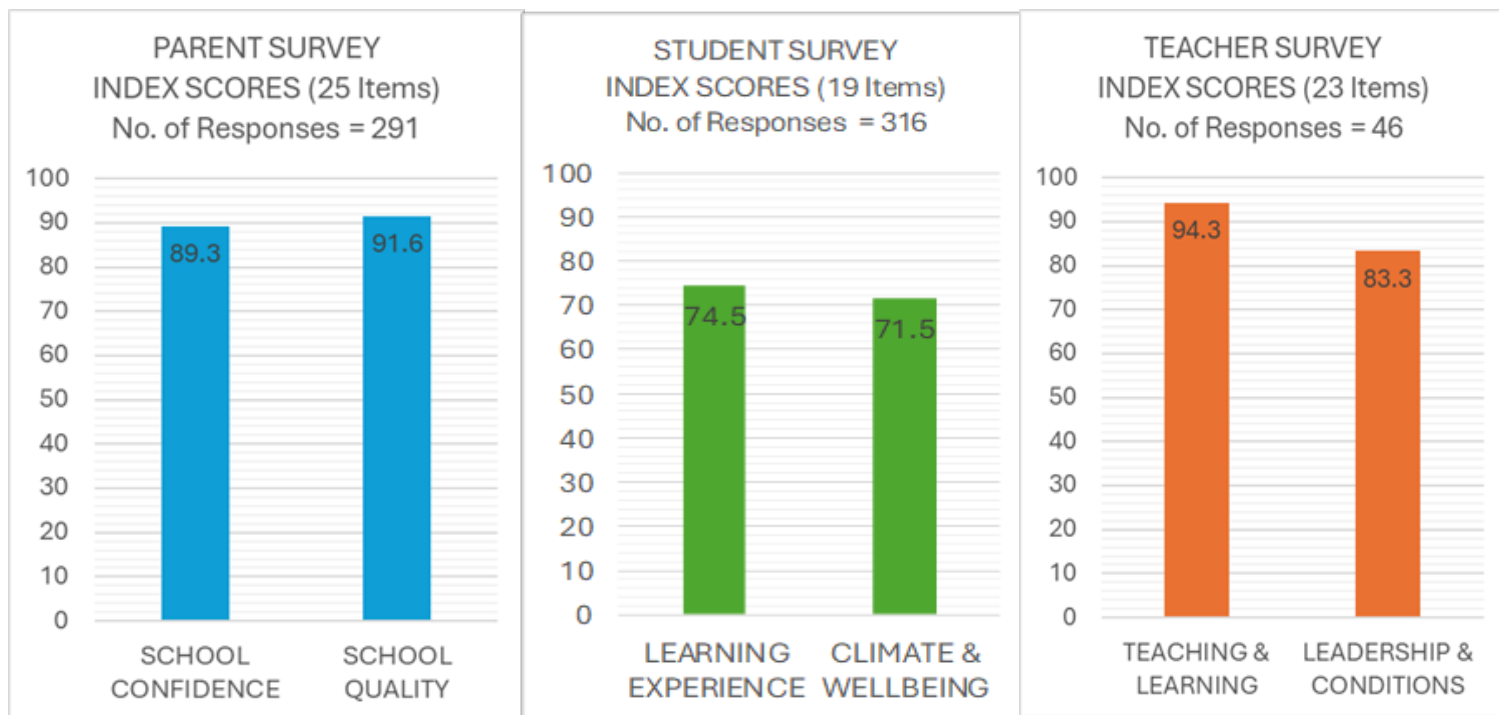
- The school fully complies with all external and standardized assessments required by SPEA. School succeeded in arranging for all students to sit for the international tests (TIMSS, ASSET, CAT4 and PISA).
- To improve assessment practices, the school has introduced computer-based testing (CBT) in English, Mathematics, Science, and Reading Comprehension for both formative and summative assessments. Oral assessments are also used to give students opportunities to explain their learning, demonstrate understanding, and reflect on what they need to improve. The school's internal assessment system attempts to mirror national and international benchmark assessment questions.
- Assessment results are shared with students and parents. Teachers discuss results with students to help them understand their progress, reflect on their performance, and identify clear next steps for learning.

### Provision for KG

- The staffing provision for KG for 106 students is 5 home room teachers, 3 teaching assistants and 1 Arabic teacher. The student teacher ratio is 1:21.
- The indoor environment is a large learning resource room that is fully equipped with age-appropriate play equipment that promotes fine motor skills, coordination, creativity, and social interaction. Online educational resources include Twinkle, Sparkle Box, Pinterest, Kahoot, and Plickers. Technology used includes smartboards and projectors confined for teachers' use.
- Outdoor environment is spacious and well maintained, featuring equipment such as slides water, sand, role play, art and reading and other play structures that support physical development, balance, and gross motor skills.
- To support a smooth transition from KG2 to Grade 1, the school has carefully planned the curriculum to ensure continuity in learning. In addition, orientation sessions are conducted during the first month of the academic year, with particular focus on newly admitted students. The school social worker plays an active role in supporting students during the orientation and transition process.



## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Accelerate the progress of the different groups of students in all core subjects across all phases; and implement stronger academic challenge and learning, by:
  - Using internal and external benchmarking assessment to identify the starting point for all students from the different groups.
  - Ensuring that assessment data is fully analysed and accurately identifies the students from different groups; particularly high and low attainers, gifted and talented, and students with additional learning needs.
  - Developing assessment processes that consistently track progress of individual and students from different groups of overtime, which can be used to inform teaching and curriculum planning.
- Improve teaching across the curriculum through the implementation of effective lesson planning and differentiated learning that are based on rigorous assessment processes for students' learning progress, by:
  - Ensuring teachers' lesson plans are further developed to include more detail on how the learning needs of the G&T and those who need additional support are to be consistently met in the lesson.
  - Using a wider range of resources to stimulate and motivate students and reinforce key learning.
  - Providing more challenging activities for the higher attaining students and support for the lower attaining students in lessons.
  - Developing and using questioning strategies that require students to give extended responses in lessons to promote their language and critical thinking skills.
  - Implementing strategies to promote the students' innovation skills in lessons.
- Strengthen the effectiveness of leadership in the self-evaluation process, monitoring for effective teaching and impact of CPD on classroom teaching practices, by:
  - Linking procedures for monitoring the effectiveness of teaching more explicitly to learning outcomes for students and groups of students in lessons.
  - Senior leaders, using assessment outcomes more systematically to track the progress of individual students and groups of students over time.
  - Ensuring assessment data provides a personalized learning pathway that meets the needs of all students.
  - Strengthening the middle leaders' skills to provide effective supervision for teachers, develop stronger understanding of best practices and equipped with time and resources that will support their role.
  - Subject leaders using more accurate evaluations of student learning to inform the processes of subject action-planning and target-setting.



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

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

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

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