



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

Pakistan Islamia Higher Secondary School – Sharjah
17 to 20 February 2025

Overall
Effectiveness
Rating:
GOOD

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements



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

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

School	School ID	212
	School location	Al Ghubaiba, Sharjah
	Establishment date	1974
	Language of instruction	English
	School Curriculum	Pakistan
	Accreditation body	Federal Board of Intermediate and Secondary Education (FBISE)
	Examination Board	FBISE
	External Assessments International and Curriculum Benchmark Assessments	Cognitive Ability Tests (CAT4) International Benchmark Tests (IBT) Arabic Benchmarking Tests (ABT) Federal Board of Intermediate and Secondary Education (FBISE) Trends in International Mathematics and Science Study (TIMSS)
	Fee Range	AED 4,500 to AED 8,000
Staff	Principal	Syed Najaf Ali Shah
	Chair of board of governors	H. E. Ali Al Hosani
	Total number of teachers	132
	Total number of teaching assistants	10
	Turnover rate	6.45%
Students	Teacher: student ratio	1:19
	Total number of students	2,538
	Total number of students per cycle/phase	KG: 237 Primary: 682 Middle: 855 High: 764
	KG: 1/2 number and gender	Boys: 112 Girls: 125
	Primary: number and gender	Boys: 340 Girls: 342
	Middle: number and gender	Boys: 398 Girls: 457
	High: number and gender	Boys: 367 Girls: 397
	Total number of Emirati	0

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	students	
	KG: 1,2 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 (largest first)	1. Pakistan 2. Afghanistan
	Total number of students with special educational needs	48



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 8 reviewers' 192 lesson observations, 62 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement since the previous review visit when it was acceptable. In Kindergarten (KG) attainment in English, mathematics and science is now good. In Primary science attainment and progress has moved up to good though English remains acceptable. There are considerable improvements in Middle and High including Arabic as a second language (ASL) and science attainment and progress and attainment in social studies. English and mathematics are also good. Other subjects which cover a wide range of subjects such as information and communication technology (ICT) is very good overall across the school. Students' personal and social development is very good and innovation is a strongly developing feature. The more strategic teaching and assessment skills are now good supported by considerable work on developing the curriculum. Rigorous procedures for care and support of students ensure the school is safe, though identification and support for students with special educational needs (SEN) is inconsistent. The leaders and governors, guided by thorough self-evaluation, are achieving strategic goals for school improvement effectively.

KEY AREAS OF STRENGTH:

- The systematic and rigorous self-evaluation processes.
- The care, welfare, safeguarding and protection of students and their personal development.
- The coherent and consistent internal assessment processes which are aligned with external assessments.
- The provision for innovation and the development of learning technologies.
- The school environment which reflects a focus on sustainability and recycling.

KEY AREAS FOR IMPROVEMENT:

- The identification, provision and support in lessons for all students with SEN and those who are gifted and talented (G&T).
- Attainment and progress in English in Primary.
- Teachers' strategies and classroom management skills to effectively meet the learning needs of students in lower Primary.

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	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	Very Good	Very Good	Very Good	Very Good
Learning Skills		Good	Good	Good	Very Good

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Islamic Education

- Student achievement in Islamic education is good. School internal assessments indicate very good progress across all grades. This does not match what is observed in lessons and in their recent work where the majority of students make good progress over time.
- The school's internal attainment data is very good. External assessment data indicates good attainment for Middle and outstanding for High. This is not seen in lessons and in students' work, where the majority of students have good attainment across the grades.
- Children in KG recite short Surah of the Holy Qur'an. They sit politely while listening to the Quranic verses. They know the etiquette and Du'aa when eating their meals. In Primary, the majority of students demonstrate the ability to recite prescribed simple verses from the Holy Qur'an and apply Islamic etiquettes of the Holy Qur'an recitation. In Middle, the majority of students understand the Noble Hadeeth, recognise the positive characteristics of Muslims and understand the meaning and importance of good behaviour in Islam. Only a minority are able to apply their learning effectively in real-life situations, especially in Grade 7. In High, the majority of students could explain the Noble Hadeeth and provide real-life examples to illustrate their understanding. Only a minority were able to apply Tajweed rules at grade-appropriate levels, for example, in Grade 11 there is limited students' participation in recitation.
- The majority of groups of students make better than expected progress. SEN students make expected progress. There are no differences between boys and girls.

Areas of Strength

- Students' understanding of Islamic values and learned lessons from the Noble Hadeeth in Primary.
- Students' knowledge and application of the required Islamic etiquettes of the Holy Qur'an recitation in Middle.

Areas for Improvement

- Students' recitation of the Holy Qur'an with Tajweed rules in Middle and High
- Students' ability to relate the Islamic values to real-life in Middle.



Arabic second language

- Students' achievement in ASL is good and students make good progress over time. This progress is based on lesson observations and a review of students work. Internal data indicates similar levels of progress.
- The school's analysis of internal assessment data indicates that for the majority of students attainment is good. External assessment also indicates good levels of attainment. This was seen in lessons and in students' work, where the majority of students have good attainment across Primary, Middle and High.
- In Primary, students confidently speak using standard Arabic. In Grade 1, the majority of students are able to recognise the alphabets and words starting with specific letters. Across Primary, the majority of students use new vocabulary effectively in familiar meaningful sentences, though students in Grade 2 initially struggle with word analysis. Students in Middle read simple sentences using basic standard Arabic although their grammar is not always accurate. Students' writing structure and accuracy is inconsistent. Across all phases, students' reading of familiar texts is more developed.
- The majority of groups of students make better than expected progress. SEN students make expected progress. Girls make slightly better progress than boys.

Areas of Strength

- Students' ability to speak confidently in standard Arabic language across all phases.
- Students' ability to read familiar texts across all phases.

Areas for Improvement

- Students' skills in writing structure and accuracy across the school.
- Students' ability in using grammar accurately in Middle.



Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is good. Internal assessments indicate good progress. This matches what was observed in lessons and seen in students' recent work where the majority of students make good progress over time.The school's analysis of internal and external data indicates good attainment across all phases This was confirmed in lessons and in students' work.In Primary, the majority of students demonstrate the ability to explain the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in building the union, understand safety and security tips and identify Islamic and national events in the UAE. Only a few students were able to recognise the influence of culture and traditions on contemporary UAE society. In Middle, the majority of students can identify UAE as a global hub and describe UAE's achievements in peace making. Only a small number of students could articulate the relationship between the UAE and other countries.The majority of groups of students make better than expected progress. SEN students make expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' knowledge of the leaders in the Emirates and their roles in building the union in Primary.Students' understanding of the role of UAE in peace making around the world in Middle.	<ul style="list-style-type: none">Students' ability to recognise the impact of culture and traditions on UAE society in Primary.Students' understanding of the relationship between UAE and other countries in Middle.



English

- Students' attainment in English is good overall. The school's internal data shows that students make good progress. This matches what is seen in lessons and students work. A majority of students make better than expected progress over time, although most students in Primary make expected progress.
- The school's internal data for attainment is outstanding in KG, good in Primary and very good in Middle. External data from FBISE is outstanding in High. This does not match what is seen in lessons and students' work which shows that the majority of students attain above curriculum standards in KG, Middle and High and most students attain in line with curriculum standards in Primary. Students' performance in IBT is acceptable in Primary and outstanding in Middle and High. There is no external assessment data for KG.
- The majority of children and students in KG, Middle and High make better than expected progress and Primary students make the expected progress. KG children recognise and segregate nouns as names of persons, places, animals or things and a minority can write nouns such as lion. In Primary, students confidently perform role play presentations. Most students in lower Primary struggle to independently read unfamiliar texts with understanding. Students in Middle can read, infer and enact role plays to showcase their understanding of textual content and innovate to design games such as 'Cheese Rolling Sport'. Students can also confidently conduct mock interviews. Students in High present their research clearly and fluently debate topics such as overpopulation. They can critically appreciate texts, use literary devices when writing reports and construct plots. Students' independent, creative and extended writing skills are less well developed across the school.
- Overall, the majority of groups of students make better than expected progress.

Areas of Strength

- Children's ability to identify and name nouns in KG.
- Students' critical evaluations of text in High.

Areas for Improvement

- Students' ability to independently read with understanding in Primary.
- Students' independent, extended and creative writing skills across all phases.



Mathematics

- Students' achievement in mathematics is good overall. In lessons and students' work, the majority of students across all phases make good progress over time.
- The school's internal assessment data indicates outstanding attainment in KG, good attainment in Primary and acceptable in Middle and High. The internal data matches that seen in lessons in Primary and not in the other phases where attainment is good. IBT results are good in Primary and outstanding in Middle and High. TIMSS 2023 results are below UAE average in Grades 4 and 8.
- The majority of students make good progress across all phases. In KG, children know about shapes and numbers and can subtract single digit numbers. Primary students can tell the time using an analogue clock and most can identify odd and even numbers. A minority of students in Primary and Middle struggle with word problems. Their understanding of the calendar and the 24-hour clock is insecure. Grade 5 students can measure distances, learn perimeters and areas, and apply these skills in real-life scenarios. In Middle, students use Heron's formula to find the area of a triangle and they can graph bisecting lines. They perform operations to find unknowns in linear equations, although a minority lack confidence with multi-operation equations. In High, students understand circles, make composite indexes, graph linear equations, work with matrices, and compute angles of elevation and depression using trigonometric rules and midpoints in a Cartesian coordinate system.
- Overall, the majority of groups of students make better than expected progress.

Areas of Strength

- Students' understanding of computation of distance, area, and perimeter in Primary.
- Students' application of trigonometric rules to look for measurements in High.

Areas for Improvement

- Students' skills in solving word problems in Primary and Middle.
- Students' understanding of the 24-hour clock and calendars in Primary.



Science

- Students' achievement in science is good overall. The majority of students make at least good progress in KG, Primary, Middle and High. This is aligned to what is seen in lessons and students work where the majority of students make better than expected progress over time.
- The school's internal data shows outstanding attainment in KG, good attainment in Primary and Middle and very good in High. In the FBISE examinations the attainment of Grade 9 is good and it is very good in Grades 10, 11 and 12. IBT results are very good in Primary and outstanding in Middle and High. TIMSS results for 2023 in Grades 4 and 8 are below the UAE average.
- Overall, the majority of students make better than expected progress. In KG, children explore the importance of light on earth, identifying sources and illustrating the night sky with stars, the moon and the sun representing daytime. Primary students engage with the scientific method by constructing a model cart to demonstrate the movement of wheels and axles. Middle School students investigate the internal structure of a leaf using a hand lens and microscope. They successfully record observations. Students across school use technology effectively, for example, in Middle they access simulation of refraction of light and analyse the difference between apparent and real depth of coins in water. High students recognise functional groups and name organic compounds. They differentiate between different functional groups presented in organic compounds although some cannot identify structures of compounds. Students are not able to solve equations and apply formulas independently. Students' proficiency to articulate scientific concepts across the phases is inconsistent.
- Overall, the majority of groups of students, including SEN and G&T, make better than expected progress from their starting point.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' effective use of technology to access simulations and tasks and support their understanding of concepts across all phases.Students' practical skills in conducting experiments and investigations across all phases.	<ul style="list-style-type: none">Students' proficiency in articulating scientific concepts across all phases.Students' skills in deriving equations and applying formulae in High.



Other subjects

- Students' achievement in other subjects is very good across all phases. The other subjects sampled were art, ICT, robotics, physical education (PE), Urdu, accounting, civics, home economics, economics, commerce, commercial geography and banking. In lessons and in their work, students make very good progress over time across all phases. This does not fully match with school internal assessment data, which indicates outstanding progress in KG, good progress in Primary and Middle and in external FBISE acceptable progress in High.
- Internal student assessment data shows attainment as outstanding in KG, good in Middle and Primary and FBISE assessment data shows attainment as good in High. This matches what is seen in lessons and students' work except in Attainment is good across all phases.
- In KG creative art lessons, children learn about different shapes such as circles, triangles, and squares, stars and hearts, cones and cylinders and use colour to identify them. In Urdu lessons, children identify the difference between singular and plural words and sing songs to develop their vocabulary. In Primary PE lessons, students practise their skills in relay running. They also focus on passing the baton related to relay sports. In Middle technology lessons, students are learning to use artificial intelligence (AI) to program and control electronic devices and use building blocks technology to bring their ideas to life through such creations as self-driving buggies and cars. Students do not consistently share their ICT knowledge and skills with one another. In High robotics, students design electronic sensors to measure temperature. In home economics lessons, students learn to do hand embroidered samples. They know and understand how to apply a range of stitches to produce decorative pieces. In accounting, students analyse the process of discounting a bill of exchange with the bank and consider the financial implications of discounting for the drawer and the trader procedures.
- The large majority of groups of students, including boys and girls, lower and higher attaining students, SEN, and G&T students, make better than expected progress.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' increasing expertise in the use of ICT, AI, robotics and control technology. Students' attainment in home economics, banking, economics and Urdu in High. 	<ul style="list-style-type: none"> Students' sharing of their ICT skills and knowledge in robotics and control technology.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall. Almost all students are keen to learn and have positive attitudes towards learning particularly when they are engaged in practical subjects. Students across all phases take responsibility for their own learning and know their strengths and areas for improvement. They know and understand what they have learned and can take steps to improve their work when guided. Students work productively in groups and collaborate well in a range of learning situations. Across all phases, they communicate well, listen to their peers, exchange ideas, and in most lessons share their learning clearly with each other. Students make clear connections between their learning, the wider world and their everyday experiences. Their application of learning to real-life situations, problems and events is a strong feature of their learning. Students use their knowledge, research skills, collaborative and debating skills well, particularly in High. The more regular application of independent analytical and critical thinking skills across the school are less consistent. Students are innovative and the majority can find things out for themselves. They use technologies to successfully support their learning, although they sometimes take research at face value without interpretation. Critical thinking and problem-solving skills are developing in the lower phases and are more common features of learning in High. 	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' use of resources, including technology and their increasingly taking responsibility for their own learning. Students' knowledge, research, collaboration and debating skills particularly in High. 	<ul style="list-style-type: none"> Students' in-depth interpretation of their research, across the school. Critical thinking and problem-solving skills in KG, 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 very good overall.

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good

- Students demonstrate very strong personal and social development across all phases. They exhibit positive and responsible attitudes, showing self-reliance and openness to constructive feedback. Their self-discipline is evident through their interactions and collaborative efforts to resolve differences. Bullying is rare and promptly addressed.
- Students are very well behaved both within and beyond the classroom, contributing to a harmonious and inclusive learning environment. They are sensitive, supportive, and maintain trusting relationships with peers and staff. Prefects actively monitor student behaviour during breaks, assemblies, and dispersal times.
- Students make responsible choices regarding their health and safety. The school canteen offers healthy food options, and most students opt for them. Additionally, the school's healthcare team deliver programmes on nutrition and hygiene. Student council members monitor student hygiene twice each week.
- Attendance at 96.7% and punctuality across all phases are consistently very good.



Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students demonstrate a strong understanding of the importance of Islamic values in the UAE and how these values shape their lives and society. Middle and High students in the Qur'anic club deliver presentations on the influence of Islamic values on UAE society. Models are made of UAE landmarks of historical, cultural, and architectural importance by students from Grades 5, 6, 7 and 8. The school actively marks significant Islamic occasions such as the Holy Month of Ramadan.Students exhibit deep knowledge and respect for UAE's heritage and culture. They actively participate in cultural events such as National Day, Martyrs' Day, and Flag Day. Many lessons incorporate connections to UAE heritage and the school environment visibly reflects Emirati culture and priorities.Students show a strong awareness of global cultures beyond their own culture. The school's diverse student body fosters an inclusive environment, celebrated through events such as the Golden Jubilee Gala, International Day, and HaqAl-Laila. Such initiatives promote cultural exchange and appreciation, enhancing students' global awareness while maintaining a firm connection to their own identity.				
Social responsibility and innovation skills	Good	Good	Very Good	Very Good
<ul style="list-style-type: none">Students make purposeful contributions to their community, actively engaging in service initiatives. They willingly participate in charitable activities, such as Red Crescent, the Ramadan Solidarity Drive and the Happy Boxes initiative, which provides non-perishable food items for support staff.Students demonstrate a strong work ethic and are committed to sustainability and resource conservation. Initiatives such as Save the Blue, Save the Bright, promote efficient resource management, focusing on economies of water and electricity conservation, solar power expansion and the Windmill Project. Economic decision making is less developed in Primary and Middle.Students make valuable contributions to environmental sustainability and innovation through clubs and projects. Initiatives such as project Akhdar, the Green Energy Garden, and tree planting on Earth Day, foster environmental awareness and there is a sustainability garden. Innovation and environmental enrichment clubs develop students' economic decision making				

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although this is less well developed in Primary and Middle. Students have achieved notable success in various competitions, including winning the Mangrove Boat Competition and the Sharjah Sustainability Award, securing third place in the Great Battery Challenge. They take a leading role in campaigns such as recycling plastic bottles and the Hortus Botanicus plantation.

Areas of Strength:

- Students' extended participation in the various clubs including innovation and sustainability clubs across all phases.
- Students' clear understanding and implementation of Islamic values and their knowledge of how they influence UAE society.

Areas for Improvement:

- Students' economic decision making in Primary and Middle.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

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

- The quality of teaching and assessment is good overall. Most teachers have thorough subject knowledge which they consistently apply. They know how students learn and usually adapt different strategies to ensure good levels of students' progress.
- Lesson planning, which is reviewed by heads of departments, is effective and purposeful. The learning environment, time management and limited resources are used successfully. Teachers use play-based resources in KG. Teachers' and students' interactions leading to dialogue and meaningful discussion are not a consistent feature across the school. In the best lessons in High, teachers' questioning leads to students' reflection, developing their thinking skills especially in ICT and innovation. Teachers have a friendly rapport with students and create a positive learning environment, although challenge and high expectations are not always seen.



- Teachers recognise that different groups of students, including those with SEN, have different learning needs and they generally adapt their methods and resources. Differentiation in planning, although a regular feature of the school, is inconsistent in a minority of lessons in lower Primary, leading to disengagement.
- Teachers assess students' understanding and promote critical thinking, problem solving and independent learning skills. These are not fully embedded across all lessons. Use of learning technologies enables students to be better informed following their research.

Assessment	Good	Good	Good	Good
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- Internal assessment data processes provide comprehensive information on students' attainment and social development. The management system enables leaders to cross reference assessment data accurately. The school uses a range of external examinations that meet the UAE priorities to benchmark students' academic outcomes against national and international standards. Results are analysed in some depth to inform individual students' profiles and the progress of different groups of students.
- Middle leaders and teachers evaluate students' achievement accurately. The majority of teachers use data to guide their lesson planning by aligning activities to students' needs and grouping them creatively such as 'Rising Writers, Language Leaders' or 'Literary Legends'. Teachers' challenge for more able students is limited and varies considerably across the school. Assessment data is tracked and used to guide some adaptations to the curriculum and changes to teaching approaches. The school has begun to consistently and extensively use data from external assessments to align lesson objectives to the national and international expectations.
- Most teachers provide oral and written feedback which often lacks constructive guidance. In the majority of lessons, teachers encourage peer and self-evaluation across all phases, although it is not always driven by objective criteria. Progress tracker systems provide teachers with comprehensive information enabling the majority of teachers to identify their students' learning levels and styles.

Areas of Strength:

- Teachers' lesson planning that is detailed and purposeful.
- The school's internal and external benchmarking assessment processes.

Areas for Improvement:

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- Teaching strategies that accurately challenge high-ability students.
- Teachers' comprehensive and constructive feedback to students to identify their next steps in learning.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Very Good	Very Good
<ul style="list-style-type: none">• Curriculum design and implementation are good overall. The FBISE curriculum has a clear rationale and is broad, balanced and well planned to prepare students for external examinations including benchmarking tests. The curriculum meets statutory requirements including those for the Ministry of Education (MoE). The children in KG follow the Early Years Foundation Stage.• The recently enhanced wide range of curricular options provide older students, with choices to meet their interests and aspirations. Close consultations with parents and students help in decisions about subjects, courses and career choices, ensuring they are fully prepared for their chosen careers and future educational pathways. Cross-curricular links are well-planned and made clear in the majority of lessons. In the best lessons, teachers use real life examples and link learning to the UAE context to extend learning further.• Termly reviews are now a regular feature, and the curriculum is updated in terms of content, teaching activities and assessment processes. These reviews include the consideration of enrichment activities and teachers' feedback on students' learning to meet the needs of most groups of students.				
Curriculum adaptation	Good	Good	Good	Very Good
<ul style="list-style-type: none">• School leaders successfully modify the curriculum to ensure needs of the majority of groups of children and students are met through a range of opportunities to enhance academic and personal development. Opportunities for enterprise, innovation, creativity and social contribution are now embedded across the school curriculum. Within lessons, some innovation				

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programmes are imaginative and creative, particularly in High. The modified enrichment activities and extension tasks to challenge students' aspirations are visible through projects such as the solar powering of the school auditorium and designing of windmills to produce energy.

- Planned opportunities for students to engage in projects offer them a chance to develop academically and personally. In the best lessons, teachers integrate inquiry, enterprise and project-based learning skills. These practices are not yet robustly embedded in the curriculum across all subjects and grades.
- The curriculum includes programmes that develop students' knowledge understanding and appreciation of the heritage of UAE and Emirati traditions, culture and values that influence UAE society.

Areas of Strength:

- The enhancement of the curriculum to meet the aspirations of students, particularly in High.
- Curriculum options that enhance students' innovation and creativity in High.

Areas for Improvement:

- Students' inquiry, enterprise and project-based learning skills across all phases and subjects.



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

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

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

- The protection, care, guidance and support of students are very good overall. All staff, parents and students are fully aware of the rigorous provisions for the protection, safeguarding, supervision and safety of the students including cyber-security for all students. All aspects of students' welfare and protection are disseminated through parents' assemblies, digital platforms, classroom discussions and displays across the school. They are all monitored by the school's inclusion and wellbeing team, senior and middle leaders and teachers.
- The school has very effective policies and procedures to ensure that buildings and equipment are well-maintained, clean and hygienic. Services are contracted out to third parties and there are on-site, full-time utility personnel to handle immediate and urgent requirements for maintenance and repair. Senior leaders, teachers and the safeguarding team know their roles. They ensure the transport and school dispersal systems are safe and well organised. The school has a comprehensive record keeping system for school maintenance and regularly conducts fire and evacuation drills. The school doctor and nurses provide medical care, health awareness seminars and first aid training. Medicines are secure and protocols regarding the administration of medicines including consent forms and data privacy concerns are meticulously followed. The buildings, though old, are well-maintained and are conducive to supporting students' learning and personal development.
- The promotion of healthy lifestyle is an important provision in school and is evident in thematic celebrations on healthy lifestyles, such as healthy lunch box competitions, random lunch box checks during assemblies and offering Sharjah approved food in the canteen. Systems to promote healthy lifestyles also include communications to parents on healthy foods, and meetings with them regarding their children's body mass index (BMI). Students participate in sporting activities and competitions in school and in inter-school competitions to enhance their physical fitness and wellbeing.

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Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">The relationships between staff and students are very positive. Students value the role of their teachers in supporting their learning. Teachers comprehensively understand the personal and academic strengths and areas for improvement of their students. Students' behaviour reflects the consistent effective guidelines, systems and procedures which also promote good rapport with staff throughout the school.The school has robust and fully established systems to track students' attendance and punctuality, and subject teachers regularly check attendance throughout the day. The management of unauthorised absences is both efficient and successful as reflected in the very good level of attendance.The school has appropriate, although not fully comprehensive, systems to identify students with SEN and those who are G&T through observations, checklists, referrals, progress reports and results of benchmarking tests. The school has staff members with sufficient expertise to lead the identification process. The school has inclusive entrance procedures.The school's support for students with SEN is appropriately managed though limited. Pull-out and in-class support with a learning assistant are scheduled so that every week each SEN student receives some specialist support. Teachers are guided on the use of individual education plans (IEPs) for SEN students and routinely monitor the weekly and monthly progress reports which are communicated to parents. The school has identified G&T students and makes a few appropriate short and long-term plans to support them such as G&T students representing the school in external events.The school has reliable systems for monitoring students' wellbeing and they have access to their teachers or to the services of the guidance office should they have need for individual advice or counselling. There are inconsistencies in the provision and access to these services for boys and girls. Older students engage in effective transition activities to support their next steps to higher education or career pathways which are well aligned to their aptitude and aspirations.				
Areas of Strength:				
<ul style="list-style-type: none">The systems for students' care, welfare, safeguarding and child protection throughout the school.The school's promotion of attendance and punctuality.				
Areas for Improvement:				
<ul style="list-style-type: none">The identification of students with SEN and G&T students across all phases.				

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PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- Leaders using a delegated leadership model set a clear strategic direction based on building students' skills as global citizens. All stakeholders including parents are aware of the vision and mission. The school is committed to meeting UAE priorities including sustainability and the UAE agenda on international benchmarking. All leaders and teachers are held accountable for the quality of teaching and for improving outcomes for students and all know the value of their role in the community.
- Actions by senior leaders such as implementing data driven teachers' planning, continuous professional development and a focus on refining the quality of teaching have led to better classroom practices and consequently improved students' achievement. The use of technology for innovation is now developing effectively. The promotion of inclusive support for all students is underdeveloped. The school meets all the statutory regulations and requirements.

Self-evaluation and improvement planning

Very Good

- The school has introduced a rigorous system of self-evaluation which is based on a wide range of evidence including stakeholder surveys and skilful analysis of internal and external data, which is validated for accuracy and reliability. The findings together with the areas for development from the last review report and UAE priorities directly contribute toward school improvement planning. The plan focuses on promoting inclusion, the integration of technology, teacher growth and robust assessment systems. These priorities are being implemented effectively through closely monitored action plans and the school is successful in meeting its targets.

Partnerships with parents and the community

Good

- Parents report that they are partners in their children's learning as they are kept up to date on lessons and homework through the school portal. They are kept informed of key strategic developments in school. Their views, gathered from surveys and parents' council meetings are

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considered when decisions are made on school improvements and future planning. Parents feel welcome in the school, can communicate easily with teachers and senior staff and feel that any concerns are addressed quickly and effectively.

- There are links to the wider community for environmental projects, recycling and battery collections. Students are involved in a wide range of competitions and community events, although links to local businesses are inconsistent. The school believes in acquiring partners both nationally and internationally for the benefit of students, although these are yet to be fully developed in the wider community.

Governance

Very Good

- The governing body consists of the owner and various stakeholders, although does not include parents. Governors set the strategic direction for the school, including the vision for Sharjah and oversee the financial position, budget, the premises, school administration, the development plan and marketing. They are working together closely with school leaders on the development of a 3-year plan, setting smart goals to develop a competence-based curriculum, students' learning skills, benchmarking for the UAE agenda and quality of teaching. They meet regularly with the development committee and seek information regarding students' achievement from the academic committee. Developmental goals are set for the principal to ensure accountability, as the school aims to be a model within the Pakistani community.

Management, staffing, facilities and resources

Good

- The school is effectively managed and runs smoothly including the management of a double shift day. Staff are well qualified, and most teach in their subject specialist areas. The inclusion department is understaffed. Continual professional development based on identified needs is delivered through formal training sessions, a mentorship programme, peer support and self-learning. The premises, despite being old are well cared for and provide an appropriate and safe learning environment, enhanced by colourful gardens. The learning resources especially for technology and innovation are plentiful. Resources for other subjects are more limited, especially for younger learners in Primary.

Areas of Strength:

- The rigorous self-evaluation process based on robust and valid evidence.
- The implementation of data driven decision making to inform planning.

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Areas for Improvement:

- Leaders' development of the inclusion department to ensure the provision of consistent levels of support and challenge to meet the needs of all students.
- Leaders' provision of learning resources especially to benefit younger students.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic language department consists of 11 teachers, responsible for a total of 1,535 students. The ratio of teachers to students is 1:139. The school library has 674 books, including 390 fiction and 284 non-fiction.
- The school offers a range of digital resources including 1,778 e-books on Kutubee platform and an online dictionary. The school has introduced the ABT platform and a digital reading platform to assign books, which enhances language skills through interactive learning.
- The school actively participates in special Arabic Language events such as Arabic Language Day, Arabic culture day and hosts internal activities focused on reading, such as the 'Arabic Language Park' in the library to enhance students' motivation for learning Arabic, enrich their vocabulary and develop their language skills through games and educational tools.
- Parents are encouraged to support their children's Arabic learning by attending meetings, joining the parents' portal and tracking their children's performance via the ABT platform. The school shares reading resources with parents and conducts meetings with them to raise their awareness of the importance of reading stories to their children.

The school's use of external benchmarking data

- The school complies with the FBISE and SPEA requirements by administering CAT4, TIMSS, FBISE and IBT examinations to almost all eligible students. CAT4 data shows students perform at national and international standards, particularly in the quantitative and non-verbal areas. Recent TIMSS data indicates a low-level performance in mathematics and science which is below the TIMSS and Sharjah Private Schools' average.
- Through the National Agenda Programme, students and parents receive support and guidance on the significance and processes of benchmarking tests through circulars, workshops, seminars and online sessions. Teachers integrate examination style questions into lessons and emphasise problem-solving, reading comprehension, mathematics, science, and critical thinking.
- Reports for students are shared with parents through the school's portal for parents and by section heads and class teachers.
- Test results are shared through circulars, meetings, digital platforms, workshops, and newsletters. Teachers explain outcomes to parents, and students receive certificates.

Provision for KG

- The school has 23 KG teachers, 8 teaching assistants and 3 nannies for 242 children. The ratio of teachers to children is 1:11.
- 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

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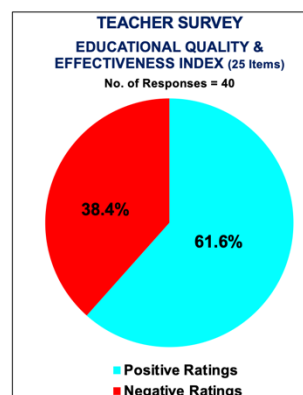
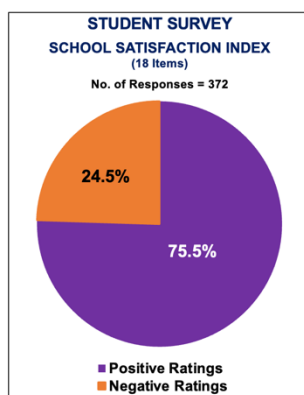
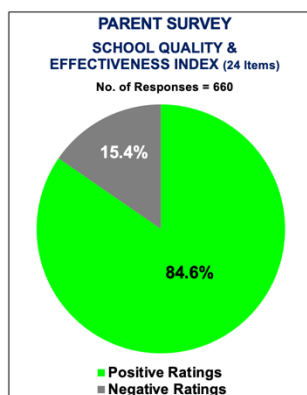
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such as fruit and vegetable models, coloured pencils and English, science, Islamic education and mathematical manipulatives.

- Outdoor facilities include several large play activity structures with soft flooring for children's safety. There are cones, rings, ropes and rides for playing in the soft areas. There is also a stage for show and tell activities and performances.
- The school runs an Orientation Day every year before the classes start, to which parents are invited. Teachers and the KG coordinator brief parents about the KG section, rules and regulations which supports a smooth transition from home into a safe school environment. Parents visit classrooms to meet class teachers. They discuss their child in detail. Transition from KG to Grade 1 is managed through discussions and a briefing session, where Grade 1 teachers are provided with information, including the behaviour and academic performance of KG2 children.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the identification and provision for students with SEN and G&T students by:
 - deploying sufficient specialist staff to support students in lessons.
 - developing a rigorous identification and support system for SEN and G&T students across the whole school.
 - providing support for students who join the school late and lack English literacy skills.
- Improve attainment in English in Primary by:
 - providing training for teachers to support their skills in teaching English to second language learners.
 - focusing on students' development of phonological based speaking, listening and writing skills.
 - developing reading programmes using books which students enjoy reading, linked to lively and appropriate activities based on comprehension, prediction, storytelling and writing skills.
- Improve teaching strategies and classroom management skills for lower Primary by:
 - developing class rules and regulations which the students have participated in creating.
 - sharing clear expectations of student behaviour which are always adhered to.
 - Providing exciting learning environments and well planned, appropriate learning activities which stimulate students' engagement and nurture curiosity.

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.

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