



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Pakistan Islamia Higher Secondary School

24-27 October 2022

Overall Effectiveness

ACCEPTABLE





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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	School ID	212
	School location	Al Ghubaibah, Al Sharjah
	Establishment date	1974
	Language of instruction	English
	School curriculum	Pakistani
	Accreditation body	
	Examination Board	FBISE
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, PIRLS, EMSAT
	Fee range	4500 - 8000
	Principal	Mr Syed Najaf Ali Shah
	Chair of Board of Governors	HE Mr Mohammed Ahmed Almulla
Staff	Total number of teachers	117
	Total number of teaching assistants	8
	Turnover rate	6%
	Main nationality of teachers	Pakistani
	Teacher: student ratio	1:19
	Total number of students	2303
Students	Number of Emirati students	0
	KG: number and gender	224 (94F 130M)
	Primary: number and gender	620 (304F 316M)
	Middle: number and gender	764 (390F 374M)
	High: number and gender	695 (354F 341M)
	Nationality groups	1. Pakistani 2. Afghan
	Total number of students with special educational needs	0

PROGRESS JOURNEY

Previous Inspection in 2019:	Current Inspection:
ACCEPTABLE	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 132 lesson observations, 24 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as the previous inspection in 2019. The recently appointed principal has set a clear path for improvement but this is yet to have an impact on teaching and student achievement across the school, apart from Islamic education and social studies which have improved to good since the last inspection. Curriculum implementation and modification and, teaching and assessment are acceptable. Protection, care, guidance and support are also acceptable. The premises are relatively old and not always clean but are generally well-maintained.

KEY AREAS OF STRENGTH:

- The overall good achievement of students in Islamic education and social studies.
- The school's collation and presentation of assessment data.
- Students' commendable behaviour and positive attitude to their studies.
- Students' English speaking and communication skills in Cycles 3 and 4.
- Students' appreciation and understanding of UAE heritage and culture.

KEY AREAS FOR IMPROVEMENT:

- The levels of attainment in every subject.
- The impact and effectiveness of middle leaders.
- The quality of teaching to match the most effective teachers.
- Challenge and interest for all students, particularly the gifted and talented.
- Provision for students with special educational needs.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good in cycles 1, 2 and 3 where the majority of students attain levels that are above the curriculum standards.• School internal examination results show very good attainment. This does not match inspection evidence where a majority of students attain above curriculum standards.• The majority of students demonstrate knowledge and skills that are above expectations. Students' progress is good in the cycles reviewed. They know and understand Islamic values and can explain the importance of the Holy Qur'an and Sunnah in Islam. Students demonstrate a clear understanding of Islamic principles and know how to implement them in their daily life. The majority of students applied the required rules of Tajweed, with intonation. They interpret new words effectively and ensure understanding using examples. Students' knowledge of faith and their understanding of Islam identity are less well developed.• The majority of groups of students make above expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Islamic values and principles.• Students' recitation skills.	<ul style="list-style-type: none">• Students' knowledge of faith.• Students' understanding of Islam Identity.

Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a second language is acceptable overall. In lessons and in their work, most students make acceptable progress in all cycles. This does not match with the school's internal data which shows progress is outstanding across the school.• There is no MOE examination data for the subject. Internal data shows attainment as outstanding. This is not seen in lessons and in students' books where, overall, most students in all cycles attain in line with the curriculum standards.• Most students make acceptable progress. In cycle 1, students develop appropriate speaking, listening, reading and writing skills. A minority can read and analyse the vocabulary into letters and syllables. They are developing skills to express their ideas clearly. Most students in cycle 2 make acceptable progress in developing speaking, listening and reading skills in line with curriculum standards. Most can read correctly, gain new vocabulary and use them in sentences. Students' extended writing skills are less well developed. In a Grade 9 lesson, most students could recognise new vocabulary and employ them in sentences of their own.• Overall, all groups of students make at least expected progress. Higher-attaining students do not progress as well as they could, particularly in cycle 3.
	Areas of Strength



	<ul style="list-style-type: none">• Students' reading comprehension skills in all cycles.• Students' listening skills in all cycles.	<ul style="list-style-type: none">• Students' ability to analyse and present their ideas coherently.• Students' extended writing skills in all cycles.
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Social Studies	<ul style="list-style-type: none">• Students' achievement in UAE social studies is good overall. In lessons and their work, the majority of students make good progress in both cycles. This does not match with the school's internal data which shows all students make outstanding progress across the school.• There is no MOE examination data for cycles 1 and 2.• The majority of students make more than the expected progress. In cycle 1, students can list different types of goods and services. They understand the important difference between needs and wants. Students in cycle 2 make good progress although their skills in using a map are limited. They understand early civilizations and their advancement at that time. They can also write about the impact of the Maya and Olmec civilizations. In both cycles, students can relate historical events to the present day although their use of technology for geographical research is an area for development.• Overall, the majority of groups of students make above expected progress. Higher-attaining students do not progress as well as they could, particularly in cycle 2 because there is little challenge in their lessons.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the traditions in the UAE in cycle 2.• Students' knowledge of the basic needs and wants of human beings in cycle 2.	<ul style="list-style-type: none">• Students' skills in using a map in cycle 2.• Students' use of technology for geographical research in cycle 2.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable in KG and all cycles. Most students make acceptable progress in lessons. This does not match with the school's internal assessment data which indicate very good progress.• External examination data for the Pakistani Federal Board of Intermediate and Secondary Education (FBISE), indicate attainment is outstanding for grades 9 and 11 and very good for grades 10 and 12. This was not observed in lessons and in student work, where attainment was found to be in line with curriculum standards in all cycles.• Students in KG make acceptable progress. They recognize letters and say their sounds clearly. In cycle 1, students develop understanding to identify information from the text and make predictions on outcomes. Not all students could follow the text, as their reading skills were not well developed. In cycle 2, students understand the features of autobiography, such as past tense and chronological order. In cycle 3 students make good progress. By Grade 10, they analyse similarities and differences between newspapers and television. By Grade 11, students effectively analyse text to find key themes but do not always present their findings clearly. They identify criteria for different job requirements and explore the value of preparing for interviews.• A few students in all cycles make better than expected progress, but overall, all groups of students make the expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• The ability of most students to speak fluently in English from cycle 2 onwards.• Cycle 3 students' reading comprehension skills which analyse the intentions of the writer.	<ul style="list-style-type: none">• Students' reading skills in cycle 1.• Students' presentation skills.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. Progress is acceptable based on progress seen in lessons and students' books. The school's internal data evaluates progress over time as outstanding in KG, outstanding in cycle1, very good in cycle 2 and weak in cycle 3.• Attainment in mathematics is acceptable overall. The external national examination data and international ASSET results indicate weak attainment but the internal assessment data overall is outstanding. Neither match with attainment observed in lessons and seen in students' books where students demonstrate knowledge and understanding of number, space and shape measurement, geometry and algebra in line with curriculum standards.• In KG, children are learning to name different shapes such as a triangle, square and pentagon based on the number of sides they have. In cycle1, students begin to work with fractions and progress to adding, subtracting and multiplying fractions in cycle 2. In cycle 3, students' make progress in their graphing of equations although their interpretation of them is not always accurate. Students grow in confidence to work independently and collaboratively to discuss and solve mathematical problems and are starting to apply mathematics to real-life. Their application of their mathematical skills in other subjects is developing.• In lessons, all groups of students make the expected progress. In most lessons, girls' progress is better than the boys. Gifted and talented students do not always make better progress due to insufficient opportunities to research and investigate.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' independent and collaborative work to discuss and solve mathematical problems.• Students' application of their mathematical understanding to real-life scenarios.	<ul style="list-style-type: none">• The interpretation of graphs and data when solving mathematical problems.• The application of their mathematical skills in other subjects.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. Lesson observations and student work show that most students across all cycles in the school make expected progress.• 2021- 2022 internal assessments show outstanding levels of attainment in KG, cycle 1 and cycle 2. In national examination (FBISE), results indicate very good attainment in the year 2022. In the international examinations, TIMSS and ASSET, these students attain below the curriculum standards. In lessons, attainment is acceptable in all cycles where most students demonstrate knowledge and understanding of physical life, earth and environmental science in line with curriculum standards.• In lessons, most children in KG develop the skills of investigating and exploring their own self and the environment. They know that living things need food and water to help them grow. By Grade 3, most students can describe the three states of matter along with their properties. By Grade 7, most students have a good recall of factual information and key scientific concepts. By Grade 10, most can explain the difference between conductors and insulators. Students demonstrate acceptable skills in experimentation. They have an effective understanding of how to conduct a fair test. Few know how to make general conclusions or how to express their findings factually.• In lessons all student groups make the expected progress. At times, girls progress is better than the boys in both cycle 1 and cycle 2. Higher-attaining students do not always make sufficient progress particularly in the higher grades because students are not given sufficient opportunities to investigate and work independently.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's knowledge and understanding of basic science principles.• Students' understanding of a fair test in science.	<ul style="list-style-type: none">• Older students' skills to use scientific inquiry covering exploration, prediction, recording, inferring and concluding.• Students' independent input into planning and implementing scientific investigations.



Other subjects	<ul style="list-style-type: none">• Students' overall achievement in other subjects is acceptable. Achievement in art and computer studies is acceptable. It is weak in PE. Progress is acceptable overall in the cycle 3 electives including banking, civics, home economics, economics and accounting, the subjects that were sampled during the review.• Attainment in art and the electives seen is acceptable. In PE, attainment is week. This evaluation was based on lessons and work seen.• In KG personal development lessons, children explore and can explain the importance of key values such as kindness, honesty and respect. In cycle 1 art lessons, students follow teacher directions effectively to create colourful pictures. For example, in a Grade 4 class, students used perspective to create sunset scenes. In computer studies, students across the cycles are developing basic computer skills in using software applications to present their work. Students do not make progress in PE as lessons are invariably unstructured with little attention paid to developing specific skills, such as sporting skills. Progress in the cycle 3 electives is only acceptable with students given little opportunity to extend their applied learning through research-based, problem-solving activities. In home economics, where students work productively as individuals crafting artistic embroidery artefacts, progress is good.• All groups of students make at least expected progress across the subjects.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' development of basic artistic skills to produce noteworthy pieces of work.• Students' progress in embroidery in home economics.	<ul style="list-style-type: none">• Students' development of their individual and team physical skills in PE.• Students' application of learning through research and problem-solving skills.



Learning Skills	<ul style="list-style-type: none">• Students' independent learning skills are acceptable. Students' engagement in, and responsibility for their own learning are acceptable. They can work independently without teacher direction. Students have positive attitudes towards learning. They enjoy their work but do not always receive sufficient opportunities to extend their learning into more complex areas of the subjects.• Students' interactions, collaboration and communication skills are acceptable. Most students work collaboratively in groups when they are given opportunities to do so.• Students' application of learning to the world and making connections between areas of learning are acceptable. Most students make connections between areas of learning and their understanding of UAE heritage and culture.• Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies are acceptable. Students research lesson topics well enough but are not always given challenging questions to extend their learning. Their application of critical thinking skills to solving problems is weak. The school provides appropriate opportunities to develop students' IT skills but their use of learning technologies is underdeveloped. Students' innovation skills are acceptable.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' responsibility for their own learning.• Students' positive attitude to their studies.	<ul style="list-style-type: none">• Students' innovation skills.• Students' application of their critical thinking skills to solving problems.



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">Students' personal and social development and their innovation skills are good overall across the school. Personal development is very good. Understanding of Islamic values and awareness of Emirati and world cultures are good. Social responsibility and innovation skills are acceptable.Attitudes as observed in lessons are good. Students show positive attitudes toward one another.Behaviour is very good in lessons and around the school. In a few classes, when the teacher failed to engage students in their learning, a few students are not sufficiently self-disciplined to remain on task.Students are sensitive to the needs of others. They have respectful and considerate relationships with each other and school staff. When given opportunities, they help others in lessons who do not understand a particular topic or task.Students have a sound understanding of healthy living and most bring healthy snacks to school.Attendance is acceptable at 93%. Punctuality is good in the mixed and girls' sections and acceptable in the boys' section. A minority of students were late to join the morning assembly and late to class after the break period.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students' understanding and appreciation of the role and values of Islam in UAE society are good. They know the importance of applying these to their daily lives.Their respect for the heritage and culture of the UAE is good. They know the days of UAE celebrations. They participate in the cultural events of the UAE such as National, Flag and Martyrs' days. Students have a good knowledge of the history of the country. They understand the role Sheikh Zayed (RIP) played in the formation of the UAE and can quote some stories from his life.Students talk in detail about their own culture and can cite examples of cultural activities of many countries such as South Korea and China. They understand and appreciate the history of Pakistan and the important stages in its history since its formation.				



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Community involvement, volunteering and social contribution skills are acceptable. Students are aware of their responsibilities in the school community.• Involvement outside school and with the local community is underdeveloped. They have though made and distributed food packages for the Red Crescent.• Students enjoy work but many lack initiative. Innovation and enterprise skills are acceptable.• Students show sufficient environmental awareness, but the school is not litter-free. Students have participated in a few projects to raise awareness of environmental pollution.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' commendable behaviour and positive attitude to their studies.• Understanding and appreciation of their own and UAE culture and heritage.				
Areas for Improvement:				
<ul style="list-style-type: none">• Further improvements in students' attendance.• Wider and more consistent involvement in community activities outside school.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The overall quality of teaching and assessment is acceptable overall.• Most teachers have a secure knowledge of their subjects and how students learn their subject, particularly in cycles 3 and 4.• Teachers plan detailed lessons that are aligned to curriculum standards. They use a standard format, but all planned activities are not covered in the lesson. Cross-curricular links are planned but are not fully understood by teachers and are not shared with learners. The KG teachers use a monthly or weekly plan and lesson-to-lesson planning is flexible to accommodate the pace of learning of students. Teachers across the school use appropriate strategies to engage students and in some more effective lessons to challenge them. Almost all teachers use technology appropriately to share information with students although the quality and range of resources generally is limited, particularly for PE.• Teacher-student interactions are positive and ensure students are engaged in lessons. Questioning is used appropriately to check and correct understanding and is challenging in the few better lessons.• Teachers plan differentiated tasks to cater for lower attaining students but do not consistently use strategies to extend students' knowledge, particularly for the higher-attaining students.• Teachers promote independent learning effectively but do not provide sufficient opportunities for students to develop their critical thinking, problem-solving and innovation.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Assessment is acceptable. Processes to record and analyse assessment data are comprehensive enough and cover both internal and external data. Internal assessments are based on the agreed curriculum and are reviewed regularly by senior leaders.• The school uses ASSET, TIMSS, PISA and CAT4 data to benchmark students' academic outcomes.• The recording of assessment information is organised efficiently. Senior leaders analyse assessment data to identify broad trends and patterns of attainment. Analysis of individual student progress is less well developed, including for students with learning difficulties, gifted and talented and higher attainers.• Assessment data is not always clearly understood and used by staff to inform their lesson planning and curriculum modifications to ensure the learning needs of individuals and groups of students are met.				

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- Most teachers give oral feedback to students on their work. They mark students' work with helpful examples in the form of written feedback. Teachers involve students in self and peer assessments although this is not yet fully embedded in all subjects and grades.

Areas of Strength:

- Teachers' subject knowledge, particularly in cycles 3 and 4.
- Teacher/student interaction and engagement.

Areas for Improvement:

- Strategies to develop students' critical thinking, problem-solving and innovation.
- The use of assessment data to inform progress monitoring, lesson planning and curriculum modifications, particularly the gifted and talented, higher attainers and students with learning difficulties.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The quality of curriculum design, implementation and adaptation is acceptable. The core curriculum is reasonably broad and balanced and enhanced by other subjects including art, computer studies and physical education. The school provides a wide range of electives for Cycle 3 students.Regular planning and collaboration between senior leaders, heads of department across grade levels and subject teachers provides coherence, and the curricular structure leads to appropriate continuity and progression within subjects.Cross-curricular links are established in the subjects taught in Arabic and within KG and Cycle 1 themes. Purposeful links between subjects are developing, particularly so between sciences, art, Islamic education and Arabic. Planned opportunities for independent learning research, problem solving and critical thinking are more limited in all cycles.The curriculum is regularly reviewed by senior leaders but this does not always result in teachers adjusting their lesson planning or curriculum modifications.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Curriculum adaptation is acceptable. The school has established an acceptable balance of time to develop key competences in the core subjects. The delivery of the curriculum is modified insufficiently to meet the needs of all groups, particularly the higher-attaining students.The school is at a very early stage of developing plans to promote innovation skills. There are limited opportunities for students to participate in projects that support innovation and enterprise. There are limited investigative and enquiry-based learning opportunities. Critical thinking is planned by most teachers but there is often insufficient time in lessons to embed them in students' learning.The curriculum promotes a good understanding of UAE culture and heritage. It develops students' understanding of the UAE's values and society effectively. The school has a number of specialist areas to promote UAE awareness, including artwork, traditional tools and housewares that show the history of the country.				
Areas of Strength:				



- Curricular choices in Cycle 3.
- Links with UAE culture and heritage.

Areas for Improvement:

- Provision for innovation, enterprise, research, problem solving and critical thinking across the subjects.
- Curriculum modifications to meet the needs of the higher-attaining students.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The overall quality of protection, care, guidance and support for students is acceptable. Students and parents are fully aware of the safeguarding policies and procedures to safeguard against bullying, internet safety and child protection. Students report that they feel safe.• Students are supervised well at all times. Buses are well supervised. Fire drills are held termly and all equipment is checked regularly. Students are well supervised during the day, including by the school prefects. However, the KG has several health and safety issues, including not being properly enclosed to prevent unauthorised entry or children wandering outside the KG area. The premises are old and difficult to maintain and not always clean. There are steps without rails and hard play areas have not been covered with soft floor finishings. There is no lift.• Records are properly maintained on incidents and subsequent actions. This is overseen by the principal who ensures agreed actions are carried through effectively.• The school provides guidance on healthy eating from teachers, the doctor and nurse which most students follow.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Student-staff relationships are good and behaviour management is effective and includes the support of a team of student prefects.• The school's approach is adequate in promoting attendance and punctuality.• The school identifies students who are gifted or talented, though support is not appropriate in lessons. There is no system for identifying students who have special needs or learning difficulties, in consequence there is no provision for such students.• The well-being of students is managed by a newly formed well-being team. Guidance on careers and university choices is a feature in cycle 3.				
Areas of Strength				



- The supervision of students across all cycles, including by the student prefects.
- The formation of a team of teachers to support student well-being.

Areas for Improvement:

- Support for gifted and talented students in lessons and the curriculum.
- The identification and provision for students with special educational needs.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is acceptable.
- The principal and senior leaders support the achievement of the school's vision to develop students' academic performance as well as their personal and social attributes as responsible global citizens. This has not yet been evidenced in improvements in classroom teaching and subsequent student achievement across all subjects. Leaders are committed to the UAE national priorities and being a fully inclusive school although arrangements for supporting students with learning difficulties are not in place. Relationships are respect and professional.
- School leaders have changed their approach to improving standards by focusing on more open-ended, problem-solving lesson activities and assessments. The impact of this has yet to be felt overall at the school but students' achievement has improved in Islamic education and social studies although this has not yet happened in other subjects.
- All stakeholders participate in the school self-evaluation process and a clear set of priorities has been set for school improvement. However, the school's self-evaluation judgements are not based accurately on the review framework criteria. Middle leaders are not effective enough in monitoring and raising standards in their subjects. The process for monitoring teaching is not rigorous enough to ensure all students make the progress in their learning of which they are capable.
- The school has the support of most parents in their children's education but this is yet to make a positive contribution to improving student attainment across the school. They are appreciative of the access to the principal and teachers and the regular parents' meetings to discuss the progress of their children or should they have concerns about their academic or personal development.



- The chairman and members of the governing body meet regularly with the principal. They monitor the academic performance of the school but have more of a focus on financial matters to improve both the learning environment and teacher remuneration.
- The school is managed effectively on a day-day-basis. The school is fully staffed. Most teachers are suitably qualified but a large majority are yet to adopt teaching practices that enhance students' learning in the classroom. The premises are relatively old and not always clean but are generally well-maintained. The KG facilities are in need of review and modernising. The range of resources for effective teaching and learning are limited, particularly for PE.

Areas of Strength:

- The commitment of the principal and senior leaders to improving the learning environment at the school.
- The involvement of all stakeholders in the self-evaluation of the school.

Areas for Improvement:

- Improvements to the school's facilities and resources for PE and the KG.
- The rigorous monitoring of the quality and impact of teaching on student learning, including by middle leaders.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has ten classroom teachers of Arabic for 1613 students from grades 1 to 9, each teacher having between four and six classes. The teacher/student ratio is approximately 1:32. There are no support staff for the subject.
- There are 487 Arabic fiction and non-fiction books in the library including dictionaries, children's stories, magazines, Arabic language resources for beginners and Arabic activity books. The library also has books supplied by SPEA on a range of subjects including leadership, and health and safety. Students have a timetabled lesson in the library each week where they read Arabic texts and write a synopsis of the book. During lessons, they are given topics to research using the internet. Recent topics have included the planet Mars and the American 'Miracle Woman' Helen Keller.
- A range of Arabic-themed activities occur each year including The Day of Arabic featuring Arabic songs, theatrical works and dances. There is an Arabic assembly three days per week for different phases.
- Parents have access to Arabic teachers should they have any concerns about their child's progress in the subject and attend formal meetings with parents twice a year.

The school's use of external benchmarking data

- Approximately 25% of students take external tests and examinations including CAT4 (grades 3 to 9), ASSET (grades 3, 5, 7 and 9), PISA (a sample of 15-year-olds), and TIMSS (grades 4 and 8 in science and mathematics). Student lists are sent to the relevant organisation and the parents of those students selected are informed of their child's selection for the tests. This is in line with SPEA guidance on entries for the assessments. Parents are charged for entries which does raise issues with a few parents. Student names are sent to the assessment organisation after gaining parental consent.
- Students and classes selected for the assessments are provided with at least one lesson per week dedicated to preparation for the assessment. Students are also provided with support for on-line practice which they undertake at home, after school and at weekends.
- Students who are sitting the tests attend meetings with the relevant head of department who explains the purpose, content, structure and timing of the assessments.
- Parents are notified by the school administration of the results of these external examinations.

Provision for KG

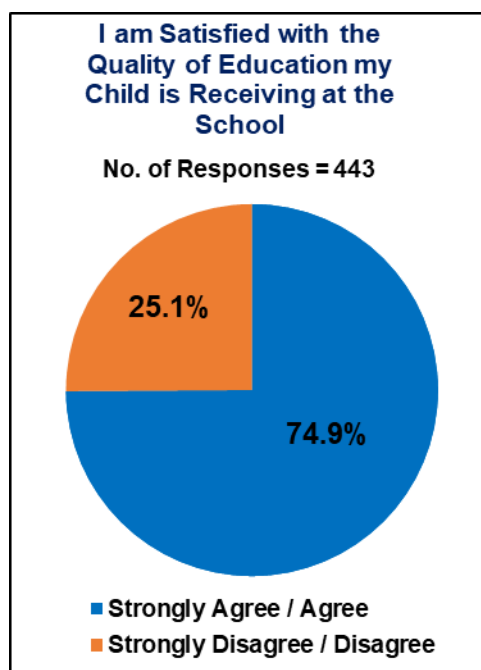
- The school has nine KG teachers, five teaching assistants and two nannies for 220 children. The ratio of teachers to children is 1:24.
- The internal learning environment includes tables and chairs sufficient for the numbers of KG children in each class, large smart TVs and a wide range of suitable KG resources such as fruit and vegetable models, coloured pencils and mathematics manipulatives.



- Outdoor facilities include several large play activity structures. There are no soft play mats.
- When children start school, they are invited to the school to meet their homeroom teacher and familiarise themselves with the school and the KG area. Book lists and the stationary list is given to parents. Parents are communicated with on a regular basis through phone calls and social texting software. Initial KG lessons focus on key values such as respect for the environment and their peers as well as basic classroom rules and procedures, particularly behaviour expectations.
- Early lessons have a focus on students' personal, social and emotional development (PSED). The school regularly reports on the progress of KG children, reporting on the key aspects of literacy, numeracy, their physical and emotional development, personal hygiene and their behaviour in school.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

1. Raise levels of attainment in every subject by:

- reviewing and focusing the subject curricula to focus more exclusively on students' application of their knowledge and understanding
- using student assessment data to identify specific subject areas to focus on to raise student attainment levels.

2. Improve the impact and effectiveness of middle leaders by:

- providing relevant professional development in key leadership areas
- ensuring all leaders are fully involved in whole-school strategic planning
- embedding a more rigorous system of accountability for subject performance, particularly in the monitoring of the quality of classroom teaching
- ensuring all middle leaders undertake lesson observations to monitor the consistency of teaching in their subject.



3. Improve the quality of teaching and the learning environment in all subjects and phases by:

- planning lessons that have a clear focus on student-centred learning with minimal teacher exposition
- ensuring every lesson has activities that involve students producing an assessable piece of work
- ensuring teachers use targeted questions more effectively in lessons to check student understanding
- using student assessment data to inform lesson and curriculum planning.

4. Plan and implement more challenging activities for all students, particularly the gifted and talented, by:

- identifying more accurately the gifted students and the particular talents of all students
- providing more opportunities in lessons for these students to lead, support and share their talents with other students
- ensuring all students have access to and use relevant learning technologies in lessons
- providing more opportunities outside of lessons for students across all subjects and interests.

5. Provide more effective provision for students with special educational needs by:

- implementing school-wide procedures that can identify those students who may have learning difficulties
- providing appropriate intervention strategies and individual learning plans for these students
- monitoring the support, engagement and progress of these students.

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.

**School Performance Review of Pakistan Islamia Higher Secondary School
24-27 October 2022**



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

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