

INSPECTION REPORT

2022-2023



PEARL WISDOM SCHOOL L.L.C

INDIAN CURRICULUM









ACCEPTABLE

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Hor Al Anz
	Opening year of School	2020
	Website	http://www.pearlwisdomschool.com
	Telephone	048843884
	Principal	Jaemi Byju
	Principal - Date appointed	10/18/2021
	Language of Instruction	English
	Inspection Dates	05 to 09 December 2022





STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 13
	Grades or year groups	KG 1 to Grade 8
	Number of students on roll	590
	Number of Emirati students	0
	Number of students of determination	51
	Largest nationality group of students	Indian

TEACHERS

	Number of teachers	63
	Largest nationality group of teachers	Indian
	Number of teaching assistants	7
	Teacher-student ratio	1:9
	Number of guidance counsellors	1
	Teacher turnover	6.3

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	N/A
	Accreditation	CBSE

School Journey for PEARL WISDOM SCHOOL L.L.C

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2022-2023

Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

STUDENTS' OUTCOMES	<ul style="list-style-type: none"> Across all subjects in Kindergarten (KG), children's attainment is acceptable. In the other phases, students' attainment in English and science is good. In mathematics, it is mostly good with acceptable progress in Primary. In Islamic education and Arabic, attainment is typically acceptable but weak in Arabic in Middle. Students' learning skills in Primary and Middle are good, and in KG they are acceptable. Students' personal development is good and mostly very good. They have a secure knowledge of Islamic values, which they view as universal and relevant to their lives. They appreciate the UAE heritage and Emirati culture. Their understanding of their own cultures is strong, and that of other world cultures emerging. Although not yet leading on community initiatives, students willingly participate in many.
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> Teaching is acceptable in KG where it is too directed by teachers, not always sufficiently resourced and makes little meaningful use of outdoor spaces. In the primary and middle phases, teaching is mostly good or better in English, science and many other subjects. However, because expectations are not always sufficiently high and lesson plans do not take enough account of students' assessments, teaching is only acceptable in Islamic education, Arabic and mathematics. The programme in KG is based on the English Early Years Foundation Stage curriculum. There is a curriculum policy in place, and there are lesson plans in use. A full curriculum map, showing clear progression and associated developmental learning goals, is not in place. The curriculum in Primary and Middle is good. However, across the school, it is not always sufficiently adapted to meet the needs of all. The protection, care, guidance and support of students are very strong features of the school. Students feel safe and valued. They see the school as an extension of their family. Members of staff have very positive and purposeful relationships with students. The school accurately identifies and ensures good provision for students of determination. Students' wellbeing and personal development are very well supported.
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> The dedicated principal and vice-principal oversee the development of an improving leadership team. The school opened at the start of the pandemic with little to draw upon. However, governors and leaders have established an acceptable school with some good and very good features. Although overall acceptable, provision improves further up the school. The greatest priority for improvement is in the KG.

The Best Features of The School:

- The dedicated principal and vice-principal whose clear mission is to improve standards
- The very good care and support that students receive in an inclusive school environment
- The very effective day-to-day management of the school, with a very strong and successful commitment to promoting health, safety and the wellbeing of all
- The very good personal and social development of students across most of the school
- The strong partnerships with parents and their engagement in the life of the school.





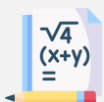

Key Recommendations:

- Raise standards of achievement in KG by mapping the curriculum more coherently, improving assessment strategies and making more effective use of prior assessments.
- Improve the quality of teaching in the primary and middle phases in most subject areas, particularly in Islamic education, Arabic and mathematics.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good
 Mathematics	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good

	KG	Primary	Middle
Learning skills	Acceptable	Good	Good

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle
Personal development	Good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable

5. The protection, care, guidance and support of students

	KG	Primary	Middle
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Very good	Very good	Very good

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Good

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	is below expectations	Not applicable

- Data from the National Agenda Parameter, ASSET, taken in 2020-21 and 2021-22 show a decline. The test was taken remotely in 2020-21 and the school population grew considerably over the intervening year.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- The curriculum has not been meaningfully adapted as a result of the analysis of benchmark assessment data. Some repeated teaching has a positive impact. However, teachers do not consistently use the data to adjust their routine practice.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	Not applicable

- The current reading assessment does not offer data which can be compared with age-related expectations. Students' reading levels do not generally feature in teachers' planning.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

For Development:

- Use a reading assessment which offers quantified data which can be compared to age-related expectations.
- Ensure that all teachers are aware of the gaps in students' knowledge, understanding and skills, and that they use this information to plan appropriate support in their lessons.

Wellbeing

The quality of wellbeing provision and outcomes is at a high level:

- The school has a clear vision for wellbeing, based firmly on school values and aims and a shared understanding of communal responsibility. Leaders' accurate evaluation of wellbeing provision informs well-planned activities which promote physical, social and emotional wellbeing throughout. Monitoring by the governing board is an area for further development. The school actively seeks stakeholders' views, notably students' confidential views about their experiences in school. Highly efficient daily routines contribute to a welcoming, calm and purposeful learning environment.
- Leaders address perceived barriers to students' wellbeing, and actively promote highly positive relationships between students and teachers, and among students themselves. The needs of students of determination and students with gifts and talents are well recognised and increasingly well met. Staff wellbeing is also fostered through professional training and the recognition of effective practice, contributing to high morale. Leaders are highly attuned to stakeholders' opinions. Their positive response to community views contributes significantly to the development of wellbeing provision.
- The wide-ranging wellbeing curriculum is a strength across the school. Students make informed decisions about their own choices and behaviour. Students demonstrate very positive attitudes and are respectful to others. Assessment information does not always inform modification to curriculum design or delivery to ensure sufficiently challenging and engaging learning experiences. This includes learning through play for the youngest children. Students are empowered to inform improvement, such as longer and more active lunch breaks. Students feel they have very positive engagement with their teachers and do not experience cyber bullying.

UAE social studies and Moral Education

- The school implements the moral, social and cultural education (MSC) framework across all grades, along with the separate subject of social science, as required by CBSE.
- Teaching takes account of all the aspects of moral, social and cultural education in line with the current framework. MSC is included in various elements of the school curriculum along with specific teaching for two periods each week, making use of the recommended textbook as a resource. Students learn through lessons, integrated provision and through various cultural activities conducted by the school. Students are assessed three times per year.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Most students demonstrate knowledge and understanding in line with Ministry of Education (MoE) standards, in lessons and in recent work. The school's assessment data show better attainment and progress than those observed in lessons. Although boys' progress is better in lessons, girls achieve better overall.
- Students' understanding of Islamic values and principles of worship is stronger than their comprehension of the Holy Qur'an and Hadith. Only a few can refer to them for evidence of values or rulings. Knowledge of Seerah and its use for evidence or guidance is limited.
- Students' memorisation and recitation skills of the Holy Qur'an and their knowledge of recitation rules are not secure across the phases, particularly in the middle phase.

For Development:

- Ensure that teachers make stronger links to the Holy Qur'an, Hadith and Seerah in all areas of learning.
- Improve students' memorisation and recitation skills of the Holy Qur'an by providing more opportunities for them to practise recitation with rules.

Arabic as an Additional Language

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable

- In Primary, students show knowledge, understanding and skills that are in line with curriculum expectations. In Middle, students' attainment is below expectations in lessons and in written work.
- Students' listening skills within given contexts are relatively strong. Their ability to speak confidently using standard Arabic is less developed because of their limited vocabulary. Reading and reading comprehension skills are underdeveloped.
- Placing students in ability-based teaching groups in Grades 3 and 4 enables them to access a more appropriate curriculum. However, curriculum planning and the assessment of progress do not always take sufficient account of students' starting points.

For Development:

- Raise teachers' expectations of what students can achieve.
- Raise attainment and accelerate progress in all four language skills, urgently in the middle phase.

English

	KG	Primary	Middle
Attainment	Acceptable	Good	Good
Progress	Acceptable	Good	Good

- In KG, children make steady progress in speaking and in developing early reading skills. Progress accelerates through the primary and middle phases, where students speak fluently and read well. Students in the middle phase sustain this momentum and achieve well, particularly in writing.
- Children in KG use their knowledge of letters and sounds to read and write simple sentences. In the primary and middle phases, students are generally adept at applying their knowledge of spelling, punctuation and grammar when writing. They are less confident when writing creatively.
- Efforts to increase students' confidence in expressing opinions eloquently are successful. The approach to developing students' ability to write imaginatively, using literary devices encountered in their reading, is effective.

For Development:

- Extend opportunities for students to use their writing skills across a wider range of literary types, including poetry, script writing and story writing.

Mathematics

	KG	Primary	Middle
Attainment	Acceptable	Good	Good
Progress	Acceptable	Acceptable	Good

- Most students in the primary and middle phases attain above curriculum standards in external examinations. Most children in KG attain in line with curriculum standards in internal assessments. Most groups of students in the primary and middle phases show better than expected progress in internal assessments, and a large majority of children in KG progress in line with curriculum expectations.
- Most students in the primary and middle phases can apply calculation skills to solve problems involving numbers, shape and space. A majority of the children in KG can identify shapes and recognise numbers.
- Lesson planning is not sufficiently personalised. All too frequently it does not allow for students to be sufficiently challenged. Therefore, progress in KG and Primary is most often only just in line with curriculum expectations.

For Development:

- Ensure that all students in all phases make better progress by personalising lesson planning and by engaging students in mathematical thinking through better dialogue and questioning.
- Improve the attainment and progress of children in KG by providing appropriate challenge.

Science

	KG	Primary	Middle
Attainment	Acceptable	Good	Good
Progress	Acceptable	Good	Good

- A majority of students in Primary and Middle attains a level which is above curriculum standards in tests, but this is not apparent consistently in lessons. In KG, most children attain in line with curriculum standards. Most children in KG progress as expected. The majority in the other phases make better than expected progress.
- Students' knowledge and understanding are stronger features than their ability to display practical skills, such as hypothesising or experimenting.
- Students' use of the laboratory has increased. Nevertheless, the development of investigative skills is hindered by the lack of consistent practical activities.

For Development:

- Ensure that practical and investigative skills are developed, making more frequent use of the laboratory.

Learning Skills

	KG	Primary	Middle
Learning skills	Acceptable	Good	Good

- In all phases, students are keen to learn and generally engage well in lessons. Because the lessons in KG are too controlled by the teachers, children lack independence, are over-reliant on support from adults and rarely initiate their own activities. In the other phases, students collaborate with increasing maturity and confidently communicate their learning.
- Students routinely demonstrate critical thinking skills during English lessons but rarely in the other subjects. They are able to pursue independent lines of enquiry but have limited opportunities to do so. In Islamic education, they spontaneously identify links with everyday life.
- In response to parents' feedback on the overuse of technology during the pandemic, students' access to online learning is limited to two days each week. Leaders are now considering removing this restriction to enable students to use modern technology fully to enhance learning and enable independent research.

For Development:

- Increase opportunities for students to develop and extend their independent learning skills, including the use of technology.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle
Personal development	Good	Very good	Very good

- Students, notably in Primary and Middle, show high levels of responsibility and positive attitudes. They are self-disciplined, have very positive attitudes to learning and are respectful to others. Children in KG listen to their teachers, settle in quickly, mostly behave well and follow established routines.
- Students across all phases demonstrate positive attitudes towards healthy eating and active lifestyles. Healthy choices in lunch boxes are usual in all phases.
- Attendance and punctuality are closely monitored. The average attendance during the year is overall very good, but there is a variable picture at times.

	KG	Primary	Middle
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students across the school appreciate Islamic values. They see them as universal, relate to them and understand their impact on and relevance to UAE society. They are happy to live in the UAE, which they love as their home. They describe the UAE as a very welcoming, tolerant country where people of different religions and nationalities live together in peace and harmony.
- Students are well aware of their own cultures. Most older students can give details about their own countries, their history, languages and tourist attractions. However, appreciation of some aspects of their own cultures and world cultures is not consistently strong among younger students.
- Students' knowledge of the UAE heritage is well developed across the school. Heritage awareness is embedded in subjects such as Islamic education, Arabic and social studies, and it is enhanced by school activities such as assemblies and celebrations.

For improvement:

- Improve students' awareness of cultural diversity by providing more activities in which students can compare different cultures.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- The student council is actively involved in listening to and implementing students' ideas. The council has a debating board to encourage communication with students and to provide feedback during broadcasts. The 'Monday at Pearl' is a weekly competition to stimulate discussion between students and parents.
- Students of all ages are aware of environmental issues. They recycle paper and metal cans, and plant saplings to improve their environment. Most initiatives are organised by teachers and based within the school and local community. They include offering gifts and food to show appreciation to workers in the school.
- Students are considerate of others. They share an understanding of how to make a difference through charitable donations. Two girls donated hair for young cancer patients. Older students spend time reading stories to KG children as their way of contributing to the school community.

For Development:

- Encourage all students to be effective collaborators during their group activities.
- Increase students' involvement in projects to support conservation and develop social responsibility within and beyond the local community.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teaching in KG provides general support but is not sufficiently personalised to match children's abilities. Much learning is directed by teachers, restricting the nurturing of learning skills and what children discover for themselves. There are strengths in the other phases, but teaching is not consistently effective.
- Some teachers use questioning appropriately to enhance students' understanding, but inconsistently across grades and subjects. Although lessons are generally well structured, there are discrepancies in the extent of challenge for the more able or support for the less confident students. Planning is not sufficiently personalised.
- The continuous influx of new students and new members of staff has constrained efforts to ensure that all teachers are confident in promoting independent work. Teachers do not capitalise on students' mature attitudes to broaden their learning skills.

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Assessment systems generally produce data which are linked to the curriculum standards. This is a developing feature in the KG. Information is gathered on students' performance both internally and externally, and sets of data are compared.
- The school lacks valid and reliable measures of students' progress. Certain skills are tracked, but this is not coordinated across all subjects and phases.
- Teachers have information about their students, but they do not use the information to full effect to ensure that all students receive the support and challenge they need.

For Development:

- Ensure that teachers use assessment data to provide consistent, appropriate challenge for the more able and support for the less confident students.
- Ensure that there is a systematic, coordinated and embedded approach to curriculum-linked assessments throughout the school.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Good	Good

- The curriculum has a clear rationale in the primary and middle phases, but not in the KG. The curriculum is compliant. Appropriate time is allocated to all key subjects in the KG and Primary.
- Most learning activities promote enjoyment and interest for all students. The school curriculum offers an adequate choice of subjects and activities. In all the phases, the curriculum emphasises the development of knowledge and is less focused on the development of practical and investigative skills.
- The curriculum was reviewed to include additional topics to meet the benchmarking test requirements in key subjects. However, these modifications are not always implemented in lessons, and so the needs of all students are not consistently met.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Curriculum adaptation is based on the identification of gaps in knowledge in all phases. Teachers too often implement the same curriculum for all groups. Adaptations are particularly strong in Arabic in Primary and Middle but are inconsistently applied in lessons in many other subjects.
- Most subjects include appropriate learning experiences to develop students' understanding of UAE culture and society. These, however, are not totally integrated into the curriculum.
- There are increasing opportunities for enterprise, innovation and social contribution in the curriculum. Opportunities for students to demonstrate creativity are limited in all phases.
- Arabic is not taught in KG. There are plans to introduce it in January 2023.

For Development:

- Ensure that cross-curricular links promote effective transfer of learning.
- Provide an appropriate level of challenge in all lessons and consistently apply curriculum modifications to meet the needs of all groups of students.

5. The protection, care, guidance and support of students

	KG	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- Risk assessments and record-keeping procedures are rigorous. The new building is an attractive, clean and safe learning environment. School transport is very well supervised. The building is fully accessible, with lifts and ramps.
- School safeguarding policies, including child protection, are reviewed annually and shared with parents on the school portal. Entrances and exits to the school site are secure, including when students arrive or leave.
- The school clinic is fully staffed and takes care of students' medical needs. Records are kept in secure cabinets. The counsellor and the clinic staff advise students and parents on the benefits to health of exercise and sensible food choices.

	KG	Primary	Middle
Care and support	Very good	Very good	Very good

- A culture of mutual care and respect leads to excellent relationships between staff and students in all phases. Behaviour policies promote high levels of mutual respect. Well-considered policies secure generally high levels of attendance and punctuality across the school.
- The school accurately and promptly identifies students who may have barriers to learning and those with gifts and talents. Teachers' modification of curricular provision and of learning in daily lessons does not provide consistently suitable support for these students.
- The school provides very effective care, support and guidance for students in all phases. Personal development programmes support students' social and emotional wellbeing, and key staff provide individual advice and support. Age-appropriate career information is provided from mid-primary grades onwards.

For Development:

- Provide effective classroom interventions and curricular modifications to support students of determination and those with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The well-qualified inclusion leader and team in this relatively new, inclusive school have established effective systems for the identification of students of determination and those with gifts and talents. They focus accurately on students' personal and social development needs and increasingly on academic progress.
- Identification processes are accurate and based on school assessments and professional diagnosis where needed. The resultant individual education plans (IEPs) do not always include both academic and personal development targets. The inclusion team knows in detail students' strengths, development needs and progress.
- Parents are appropriately engaged as partners in their children's learning. They are consulted throughout the identification process. Their views contribute to students' support plans. Helpful communication between teachers and parents supports the exchange of information and advice.
- Teachers attempt to modify learning to meet the wide range of students' needs, adopting strategies from IEPs with varying effectiveness. The well-qualified learning support assistants provide appropriate support. The most effective modification of learning occurs in individual or group tutorials.
- Almost all students make better than acceptable progress towards their personal development targets. A majority make good progress from individual starting points in academic learning. Tracking and monitoring of academic progress are not as well developed as those of personal development.

For Development:

- Ensure that all IEPs comprise both academic targets and personal development goals, with personalised and specific classroom interventions.
- Ensure that teachers modify the curriculum and daily learning in ways that provide appropriate support and challenge for all students, and that progress is precisely tracked and monitored.

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Good

- The principal, supported very well by the vice-principal, opened the school in extremely challenging circumstances at the start of the recent pandemic. Although some leaders are inexperienced in their roles, the principal is building a dedicated and increasingly capable team of senior and middle leaders. Leaders have a clear vision for the school, which is on a steady trajectory to realise the principal's ambitions.
- Leaders' approach to self-evaluation is systematic and draws upon the use of internal and external assessment information. Monitoring of teaching takes place, but it is not regular. Monitoring generally does not include a careful review of lesson planning to ensure that learning expectations are high enough and that learning opportunities are appropriately personalised. School improvement plans are adequate but are only loosely aligned to the priorities determined in the self-evaluation document. There are early signs of improvement in some areas as a result of this work.
- The school is successful in engaging parents both as partners in their children's learning and in support of the school and its activities. Parents acknowledge that communication and the accessibility of all members of staff, including senior leaders, are strong features of the school. They also value the regular feedback that they receive on what has been taught and learned and the progress report cards they receive. The school is beginning to offer social contributions and make links with the wider community.
- Governance includes representation from most stakeholder groups. Governors are visible and effectively engage with both parents and students. Although they regularly monitor the school's actions, both holding senior leaders to account and their oversight of the school's self-evaluation lack rigour. They successfully promote inclusion and wellbeing. Together with the principal, they have established a vision and a mission for the school that match those of other schools in the group.
- The day-to-day operations of the school are extremely well managed. Routines and procedures are highly effective. Members of staff are mostly well qualified and undergo professional training to carry out their respective roles. The premises are well designed and offer scope for considerable expansion. The specialist areas are well resourced. The KG, however, is not well resourced, especially in terms of outdoor provision. Technology to enhance and support learning is insufficiently used.

For Development:

- Hold middle leaders to account for more regular and accurate monitoring and review of lesson planning, use of assessment data, teaching and work scrutiny.
- Improve the accuracy of school self-evaluation.
- Improve the resourcing of the KG, particularly the outdoor provision.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae