



**"READERS.
ARE LEADERS"**

PIRLS 2021
School Report

The Westminster School

PROGRESS IN INTERNATIONAL READING LITERACY STUDY
PIRLS

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What is PIRLS?

PIRLS is the Progress of International Reading and Literacy Study. Although PIRLS was launched in 2001, and is conducted every five years, Dubai took part for the first time in 2011 and for the third time, most recently, in 2021. Worldwide, there were 60 participants in PIRLS 2021, including 50 countries and 11 benchmarking participants.

In Dubai, more than 7,000 students from Grade 4 (Year 5) participated in PIRLS.

PIRLS assesses students' abilities to comprehend and construct meaning from different written language forms, for different purposes. PIRLS results are expressed in two ways: according to average scale scores (around a centre-point score of 500) and by reporting the percentage of students at four international benchmarks. PIRLS was administered in the language of instruction of your school.

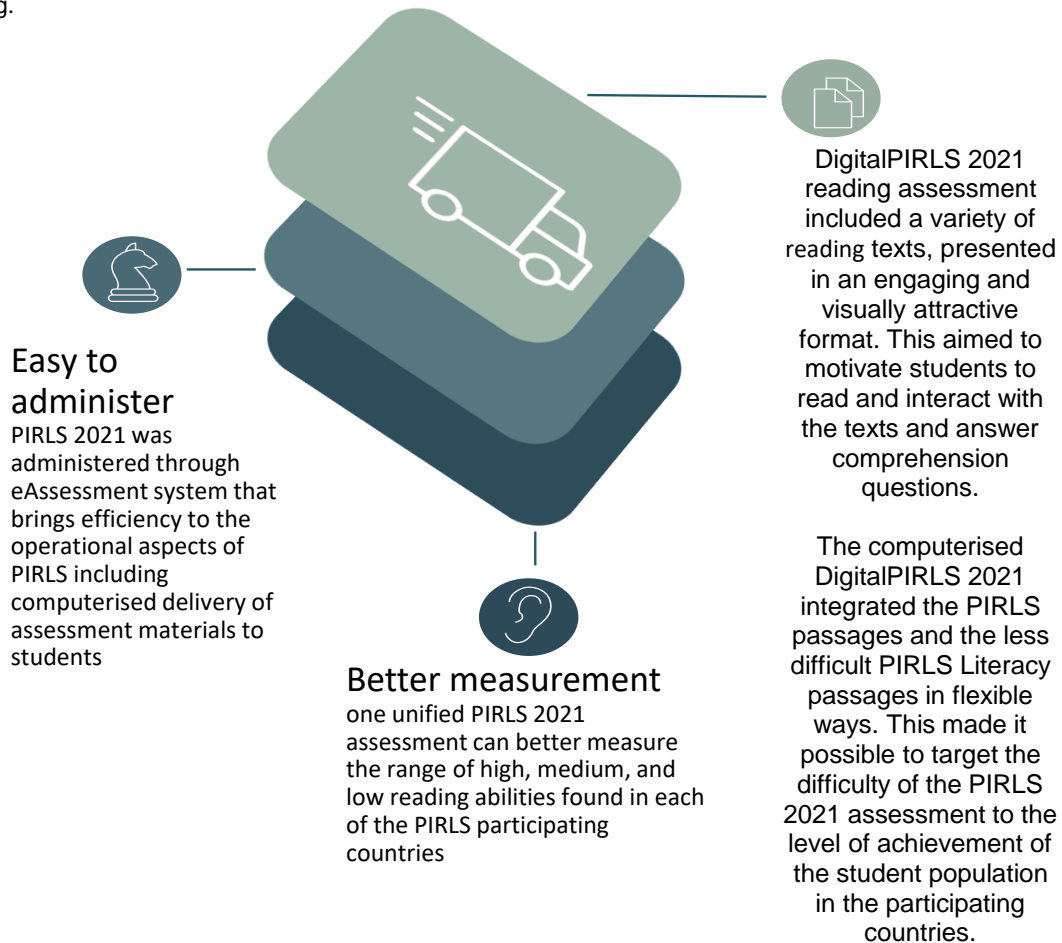
On average, in 2021, students in Dubai achieved above the international scale centre-point of 500 although variation was seen in student achievement across schools offering different curricula. This report summarises the performance of students in your school - those who took part in PIRLS 2021.

The results from PIRLS provide very useful information to school leaders. The capabilities of students in reading literacy is central to their ability to access the curriculum and their achievement across all subject areas. During the annual inspection process, amongst other things, we evaluate the extent to which you have made effective use of the data outlined in this report; adapting the curriculum and bringing sharper language and literacy skills focus to lesson planning. Leaders can use the school level reports to study strengths and weaknesses in the achievement of their students in reading literacy. They will be able to compare the achievement of students in their own school with international benchmarks. Leaders will also be able to compare the achievement of their own students with that of students in other schools in Dubai and other schools in Dubai following a similar curriculum.

These analyses will help school leaders and teachers match the content of lessons and the broader curriculum to the identified needs of students in the school. The inspectors' judgements about students' attainment and progress, assessment, leadership and self-evaluation will to some extent be informed by each school's effective use of PIRLS data information, alongside other international and standardised benchmark assessment data.

Transitioning to Digital PIRLS

In 2021, PIRLS was transitioning from a paper-based assessment to a digital implementation. About half the countries implemented PIRLS 2021 via computers, using a streamlined, user-friendly interface which allowed students to read passages and answer associated questions easily and seamlessly. The colourful passages were designed to be engaging, with new questions added to facilitate automated scoring.



Reading literacy

Reading literacy is the ability to understand and utilise written language forms that are essential to comprehend the world and/or are valued by individuals. Skilled readers can derive meaning from various types of texts, and engage in reading for learning, social interaction, and pleasure both in academic and personal contexts. Students with high levels of reading literacy find it easier to access the curriculum and assessments, generally have greater confidence in their abilities as learners and make more rapid and sustained progress.

This perspective on reading aligns with several theories of reading literacy as an interactive and constructive process, wherein meaning is created through the dynamic interaction between the reader and the text within a particular reading experience. Readers are seen as actively constructing meaning by engaging with the text, decoding, applying critical reasoning, and employing effective reading strategies, including self-reflection as they read.

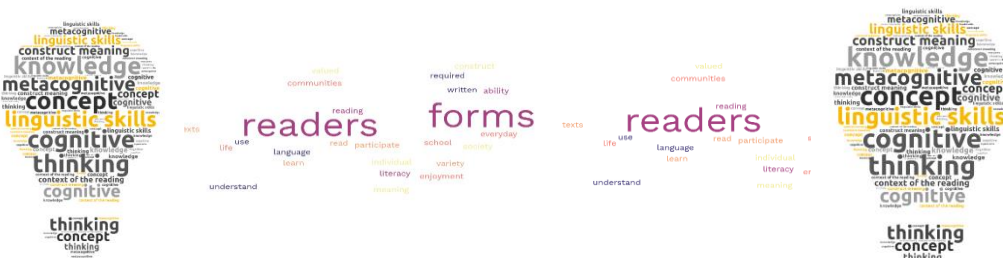
Before, during, and after reading, readers use a range of linguistic skills, cognitive and metacognitive strategies, and background knowledge and experience to construct and validate meaning. Additionally, the context of the reading situation can support the construction of meaning by promoting engagement and motivation to read, but it can also place specific demands that might not support the construction of meaning.

To acquire knowledge about the world and themselves, readers can learn from a variety of text types, each of which follows conventional forms and rules that aid the reader's interpretation of the text.

Internet reading has become an integral part of school curricula and a primary means by which students acquire information. Therefore, new digital literacies are required for effective reading on the internet. A successful reader in this context is one who can efficiently locate and comprehend the target information to achieve their reading goals.

Essentially, reading for informational purposes on the internet requires all the reading comprehension skills and strategies necessary for reading traditional printed text, but in a different environment containing much more information. Because of the complexity of the internet, online reading involves being able to use reading comprehension skills and strategies in contexts that are very different from those encountered in reading traditional printed materials.

Whether reading online or printed text, discussing what they have read with different groups of individuals allows young students to construct text meaning in a variety of contexts. Social interactions about reading in one or more communities of readers can be instrumental in helping young students gain an understanding and appreciation of texts and other sources of information. Socially constructed environments in the classroom or school library can give young students formal and informal opportunities to broaden their perspectives and see reading as a shared experience with their classmates and teachers. This can be extended to communities outside of school as young students talk with their families and friends about ideas and information acquired from reading.



Your PIRLS Targets

KHDA has set individual school targets for the next PIRLS assessment in 2026 in order to further improve standards of reading literacy. These targets are based on the school's results in 2021, which are presented in the table below.

While these targets may be challenging, the information provided in this report should give school leaders a comprehensive understanding of their students' performance in PIRLS 2021.

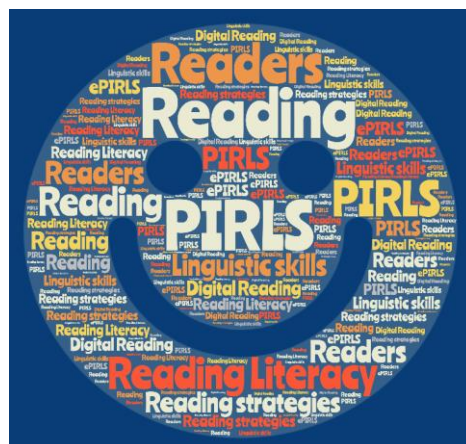
It is therefore crucial for school leaders to use all the data presented in different sections of this report to strategically plan for meeting these targets. The plans and progress made towards achieving these targets will be assessed during the next DSIB inspection.

Your School New 2026 targets	
	PIRLS
Your School Score	575
Your PIRLS 2026 Target Score	585

KHDA continues to monitor each school's performance against their National Agenda targets during annual school inspections. In 2015, KHDA launched the National Agenda Parameter (N.A.P), which is a method for continuously measuring and monitoring schools' progress towards achieving their individual National Agenda targets in international assessments (PISA, TIMSS and PIRLS). This is done through the use of externally set and moderated N.A.P benchmark tests, which must include a reading literacy element. Furthermore, as part of N.A.P, from 2022, schools are now required to register students for an annual, standardised reading assessment and to make effective use of this to raise standards of reading literacy.

Inspectors evaluate:

- the effective use of accurately analysed N.A.P data information pertaining to reading literacy and its impact on education provision and outcomes in the school alongside their effective use of the data in this report.
- the extent to which schools have modified their curriculum to address shortfalls, and how teaching methods have been adapted to engage students in aspects of their reading literacy that are in need of improvement;
- the validity of each school's assessment methods so that progress towards targets can be accurately and reliably measured and both adaptations and interventions are data-informed, and
- the progress students are making towards targets in reading literacy - the differences in the progress of girls and boys and between Emirati and expatriate students.



The Westminster School

Summary

School Profile:

School Type	Private
School Curriculum	Private - UK
Location	Dubai
Number of Students Assessed in PIRLS	64



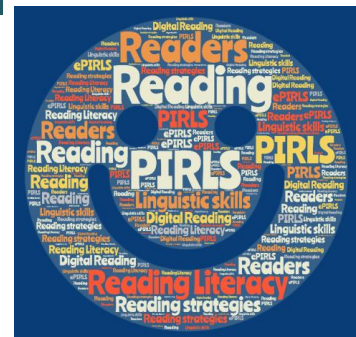
Students Sample at your school

The students' sample selection process occurred through two phases to assure the representation of the schools sample and the accuracy of the data. Students were sampled using an advanced statistical technique to ensure representative sampling in each of the relevant curricula. The sampling was overseen by the International Association for the Evaluation of Educational Achievement (IEA) to maintain strict adherence. The basic design for the PIRLS sample is referred to as a two-stage stratified cluster sample design. The first stage consisted of establishing a sample of schools. The second stage consisted of classes selected at random from the target grade levels (4 or year 5) in the sampled schools. The students in the selected classes were representative of the students in the population and weightings were used to adjust for any differences arising from intended features of the design (e.g. to over-sample minorities) or non-participation by students who were selected. In this way, measures of achievement could be provided for the population, based on the responses of a sample of students, along with the confidence interval to indicate the precision of those measures.

Overall Performance

Assessment	Score	Benchmark
PIRLS	575	High International Benchmark

	Advanced International Benchmark
	High International Benchmark
	Intermediate International Benchmark
	Low International Benchmarking
	Below Low International Benchmarking



How well did your students achieve compared to their peers in Dubai?

Compared To		PIRLS
All Private Schools Participating in Dubai	Average Score	566
		Significantly higher than PIRLS centre-point
Your School	Average Score	575
		Significantly Higher than PIRLS centre-point

* PIRLS center point is 500

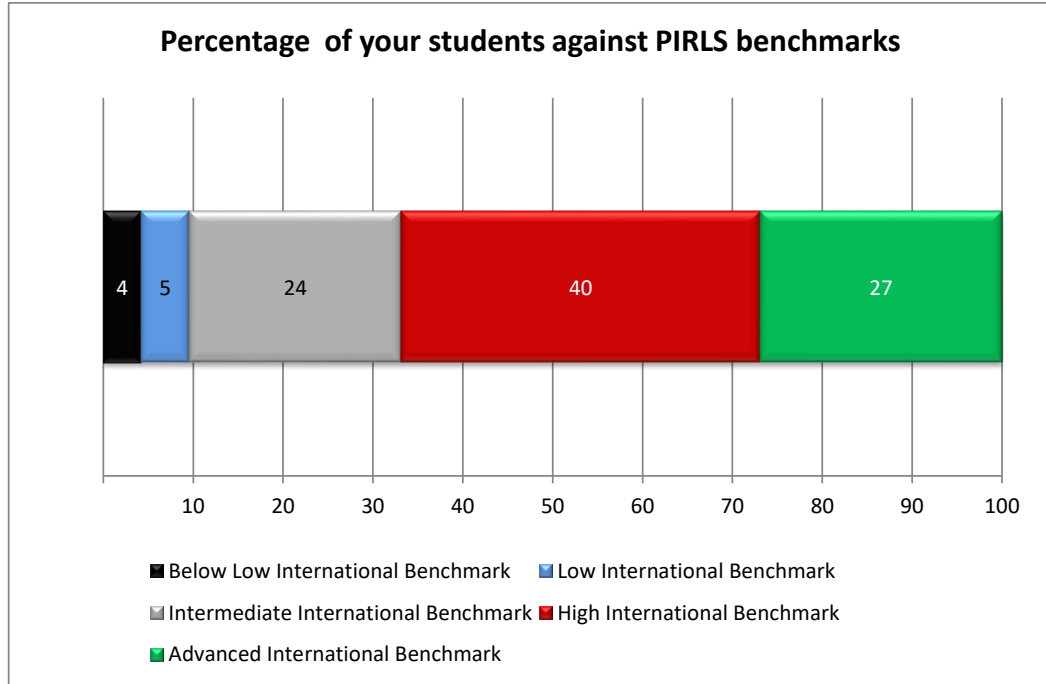
Average Performance of students in different curricula offered in Dubai

Curriculum	PIRLS
Private - UK	588
Private - IB	583
Private - Indian	567
Private - US	522
Private - MoE	468

**NA : Not Applicable

How well did your students achieve against PIRLS International Benchmarks?

This chart shows the distribution of your students across each of the International Benchmark Levels. The chart indicates the percentage of students who have reached achievement levels at every benchmark.



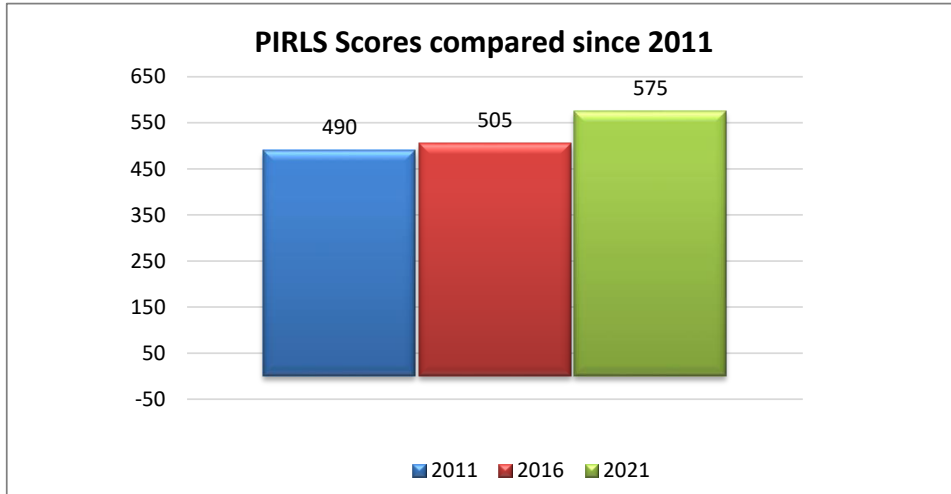
PIRLS International Benchmarks Thresholds

Benchmark Level	Benchmark threshold
Advanced International Benchmark	625
High International Benchmark	550
Centre-point (average scale)	500
Intermediate International Benchmark	475
Low International Benchmark	400

* Please refer to the Appendix for full descriptions of the international benchmarks

Change Over Time PIRLS

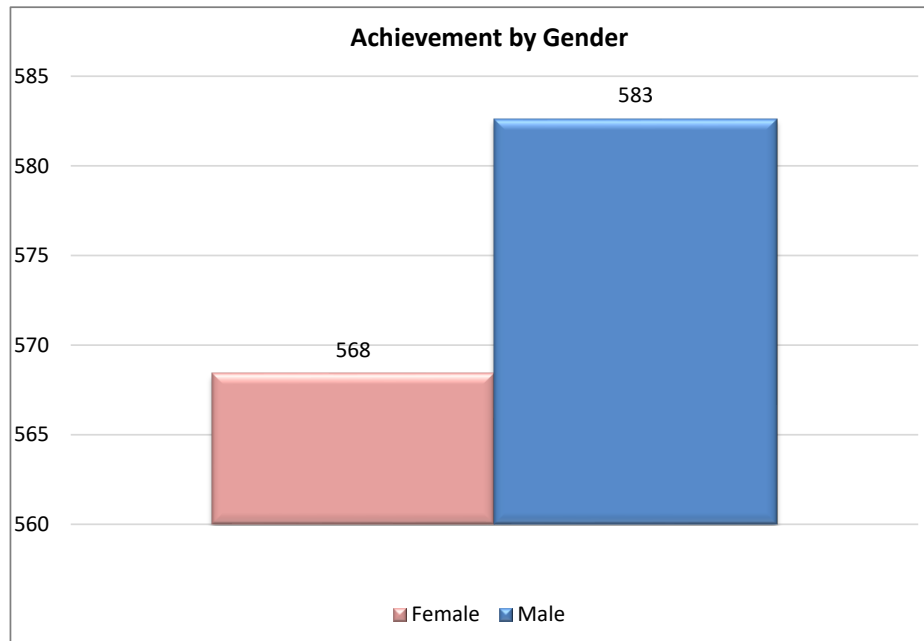
The chart below compares your students' scores in the last three cycles of PIRLS



How does achievement at your school vary by gender?

This bar chart indicates the performance of female and male in your school

Gender	Female students	Male students
Number of students in PIRLS	33	31



****Not Applicable if students with one gender in sample and schools with single gender**

Achievement in the Purposes of Reading and Comprehension Process in PIRLS

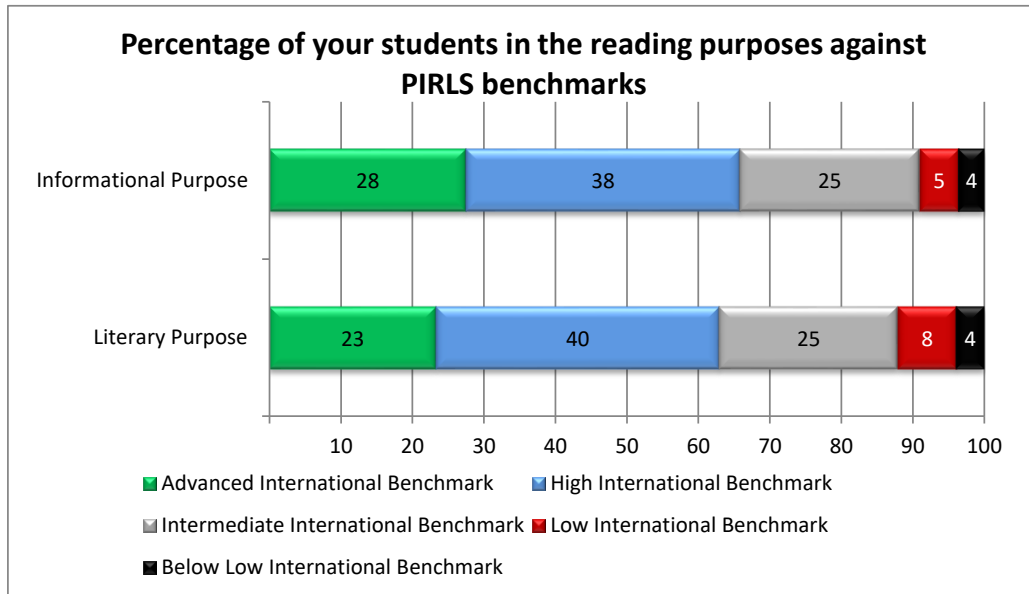
PIRLS student achievement can be analyzed in terms of two types of reading skills: reading for informational purposes and reading for literary enjoyment. Additionally, achievement data can be broken down by two processes of reading comprehension. The distribution of these purposes and processes in the PIRLS test is as follows:

Reading Purposes		
Literary purpose		50%
Acquire and use information purpose		50%

Comprehension Processes	Topic areas	Target %
Retrieval and Straightforward Inferences Process	Focus on and Retrieve Explicitly Stated Information	20%
	Make Straightforward Inferences	30%
Interpreting, Integrating and Evaluating Process	Interpret and Integrate Ideas and Information	30%
	Examine and Evaluate Content, Language, and Textual elements	20%

How did your students perform in the Reading Purposes?

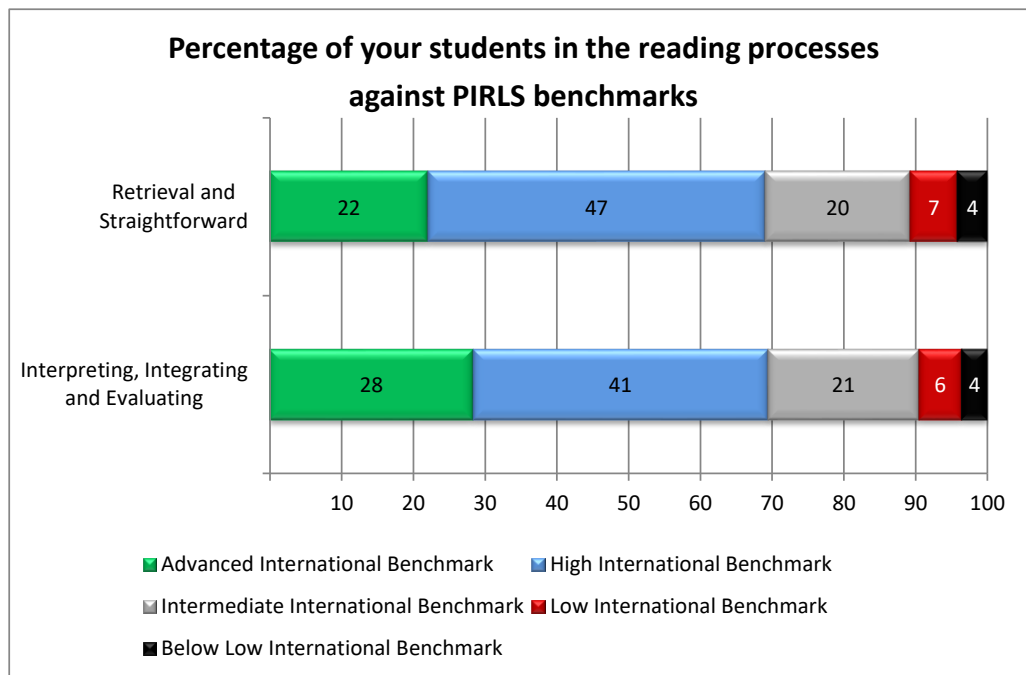
Purpose	Informational Purpose	Literary Purpose
Average score of your students	575	569
Overall average of Dubai private schools	567	564



***The total values might not add up to 100% due to rounding**

How well did your students perform in the Comprehension Processes in PIRLS?

Processes	Retrieval and Straightforward	Interpreting, Integrating and Evaluating
Average score of your students	571	579
Overall average of Dubai private schools	563	569



***The total values might not add up to 100% due to rounding**

The performance of Emirati students in your school

The standards of achievement of Emirati students is a very high priority for KHDA and across Dubai there are new, aspirational targets for the performance of the Emirati student cohort in international assessments.

The table below outlines the difference in achievement between Emiratis and expatriate students in your school.

As KHDA continues to prioritise improving the knowledge acquisition and skills development of Emirati students, it is important for schools to work towards improving their reading skills which will underpin the overall academic performance of this cohort.

Through strategic evaluation and planning and subsequent adaptations to the curriculum and pedagogy, schools must make provision to ensure that Emirati and expatriate students alike go on to make the highest levels of progress in reading.

Nationality	Overall Score in PIRLS
Emirati students in your school	
Expatriate students in your school	
Emirati students in private Schools	508
Expatriate students in private Schools	578
2026 PIRLS Dubai Target Scores for Emirati Students	538
2026 PIRLS Dubai Target Scores for Expatriate Students	598

***** Note : there is no comparison of Emirati students against Expatriate student if less than 5 Emirati students for comparison in sample tested because of data restriction**

What did your students have to say?

Students who took part in PIRLS 2021, were also asked to complete a background questionnaire. The survey sought information about the students themselves, their homes, their school and their learning experiences.

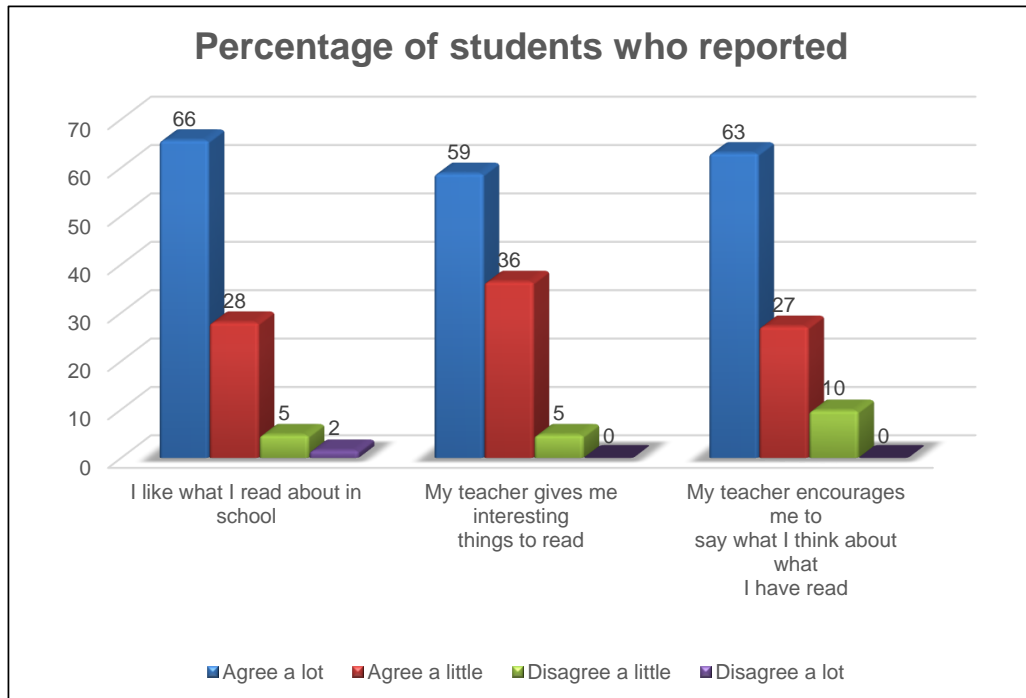
The questionnaire was divided into six sections encompassing seventy questions. In its effort to improve standards and bring to the school's attention certain areas worth prioritising, in this report, we have chosen a few of these questions to share with you.

Answers to these questions may be relevant to your students' performance. Teachers and school leaders need to be able to identify the issues that students are facing. Understanding the problems that students face in their learning should help schools to find suitable solutions.

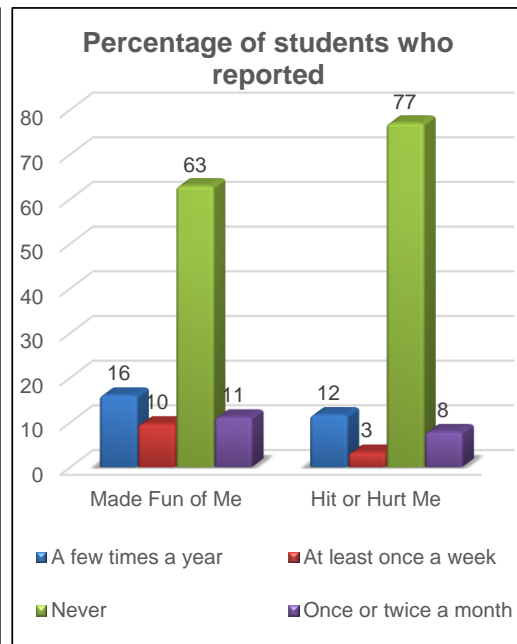
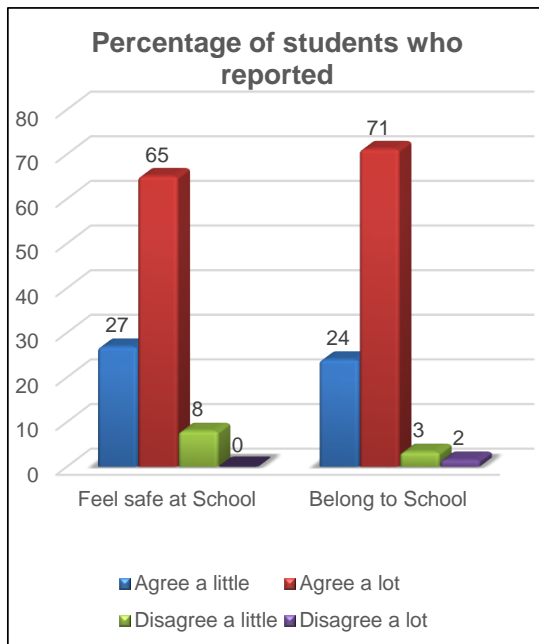
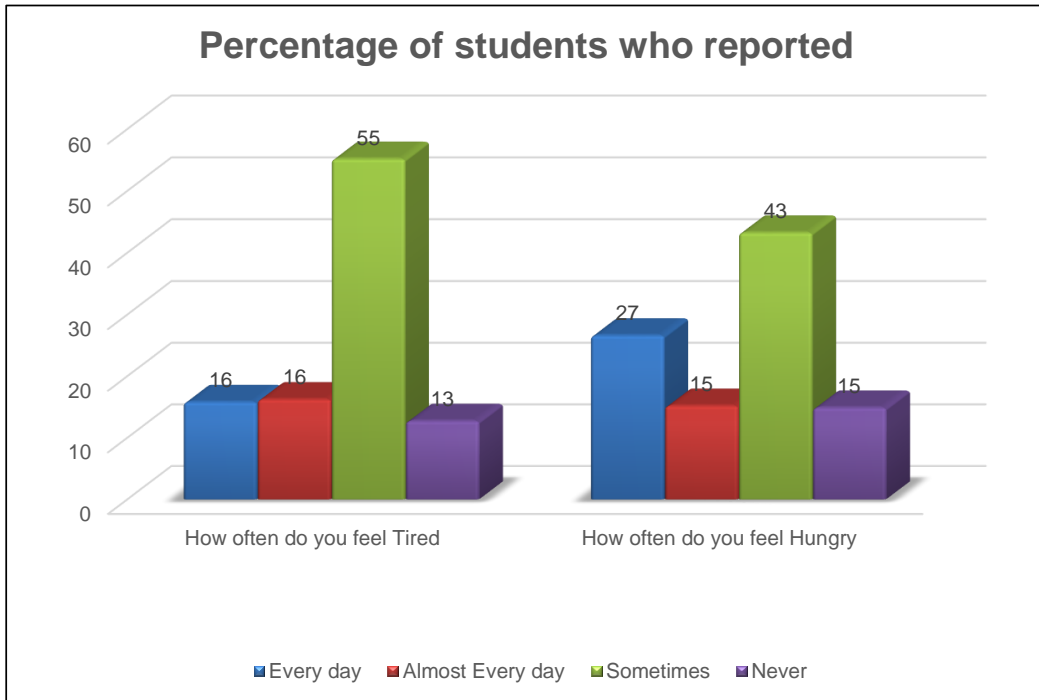
Schools should reflect on what these responses are suggesting about provision (particularly in relation to reading) and make appropriate adjustments to the curriculum and to the planning (cohort and individual) of learning experiences in lessons. Once again, the impact of what you do in this way will be evaluated during future inspection in the National Agenda project.

The charts below reflect the percentage of students in your school who answered to the following questions:

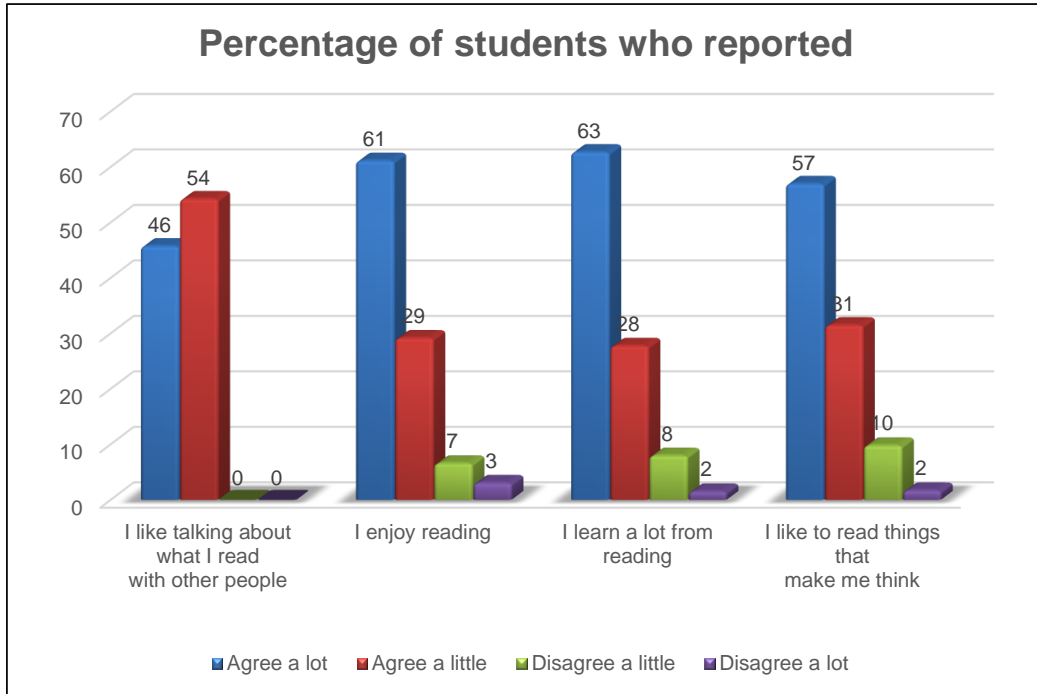
Think about the reading you do for school. How much do you agree with these statements about your reading lessons?



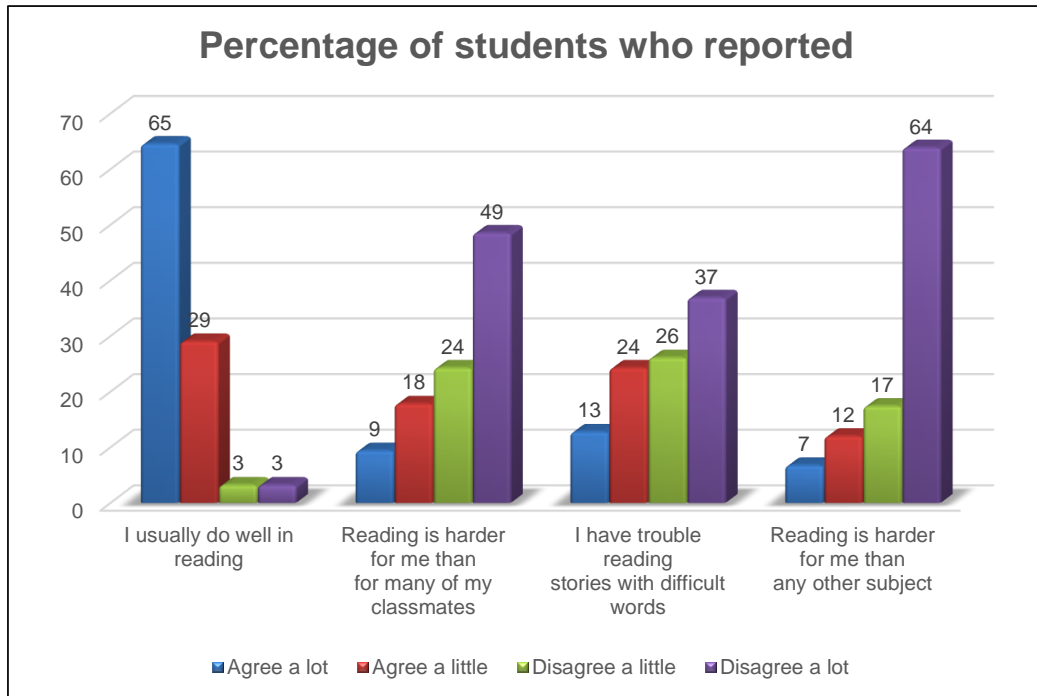
**What do you think about your school?
Tell how much you agree with each of these statements.**



What do you think about reading? Tell how much you agree with each of these statements.



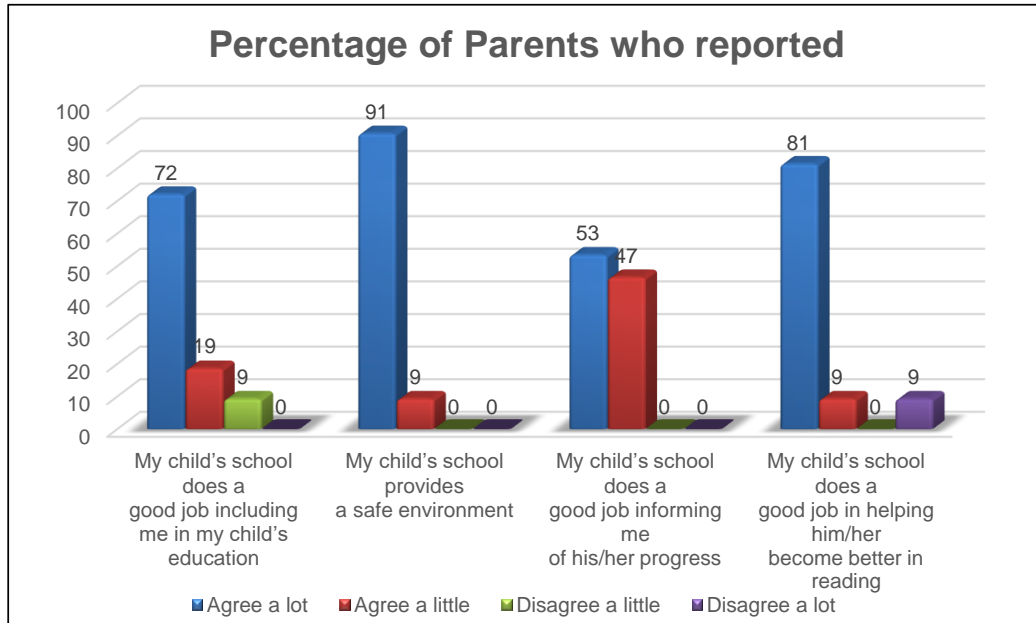
How well do you read? Tell how much you agree with each of these statements.



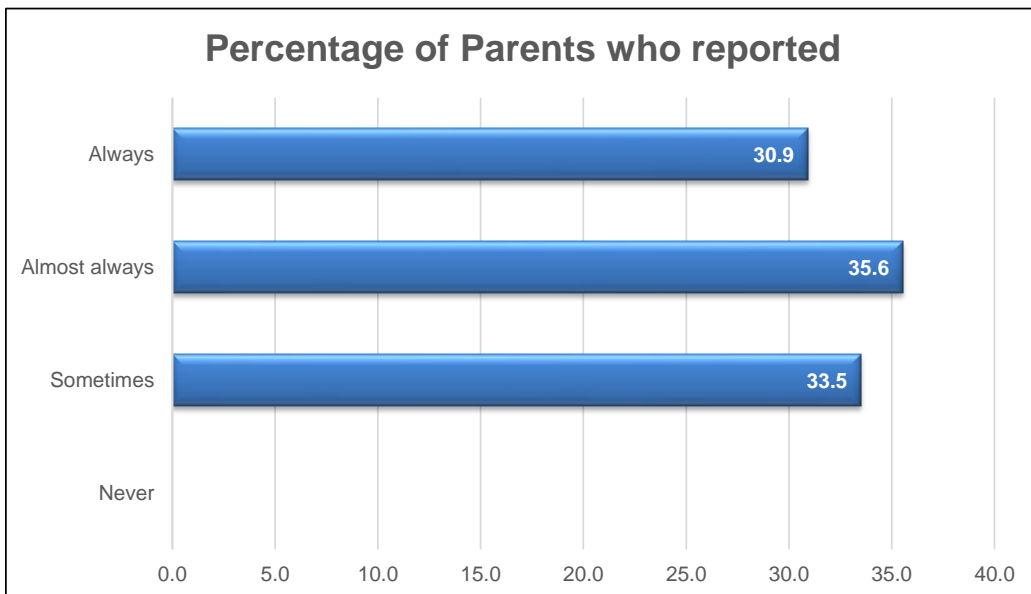
What did your students Parents have to say?

Parents of students who were entered for PIRLS 2021 were also asked to answer a questionnaire. The questionnaire sought information about their children, their homes and their school and learning experiences. Again, we have chosen a few of these questions to share with you. Answers to these questions may be relevant to your students' performance in reading literacy assessments and be useful to you in your planning.

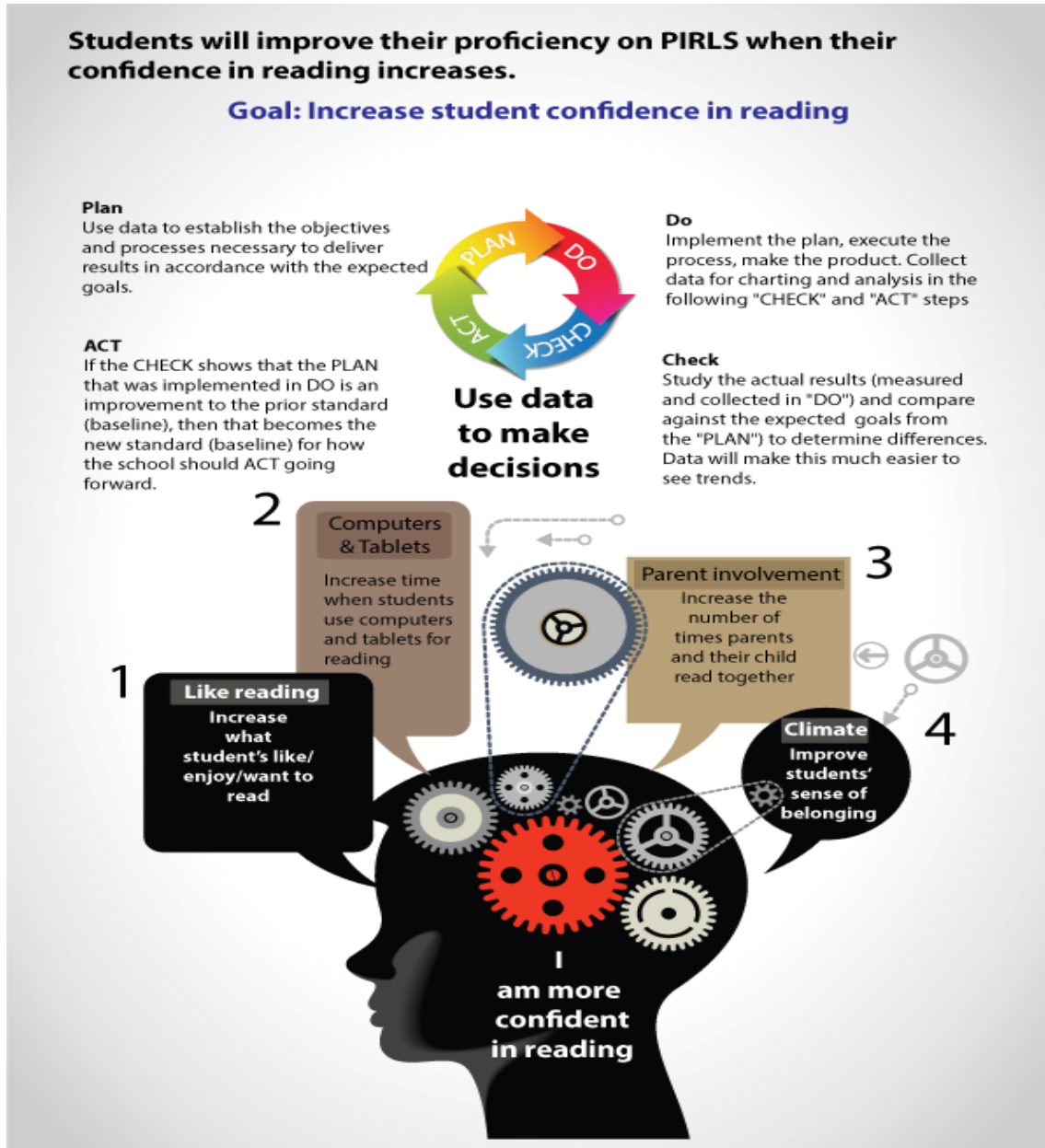
The charts below reflect the percentage of Parents of students in your school who answered to the following questions from survey:
What do you think of your child's school?



How often does your child speak English Language at home?



The following recommendations are based on a causal analysis of data related to questionnaires. Principals will be able to improve students' scores by improving several variables at the same time.



Students will improve their proficiency on PIRLS when lessons are more engaging.

Goal: Increase school emphasis on academic achievement

Plan

Use data to establish the objectives and processes necessary to deliver results in accordance with the expected goals.

ACT

If the CHECK shows that the PLAN that was implemented in DO is an improvement to the prior standard (baseline), then that becomes the new standard (baseline) for how the school should ACT going forward.



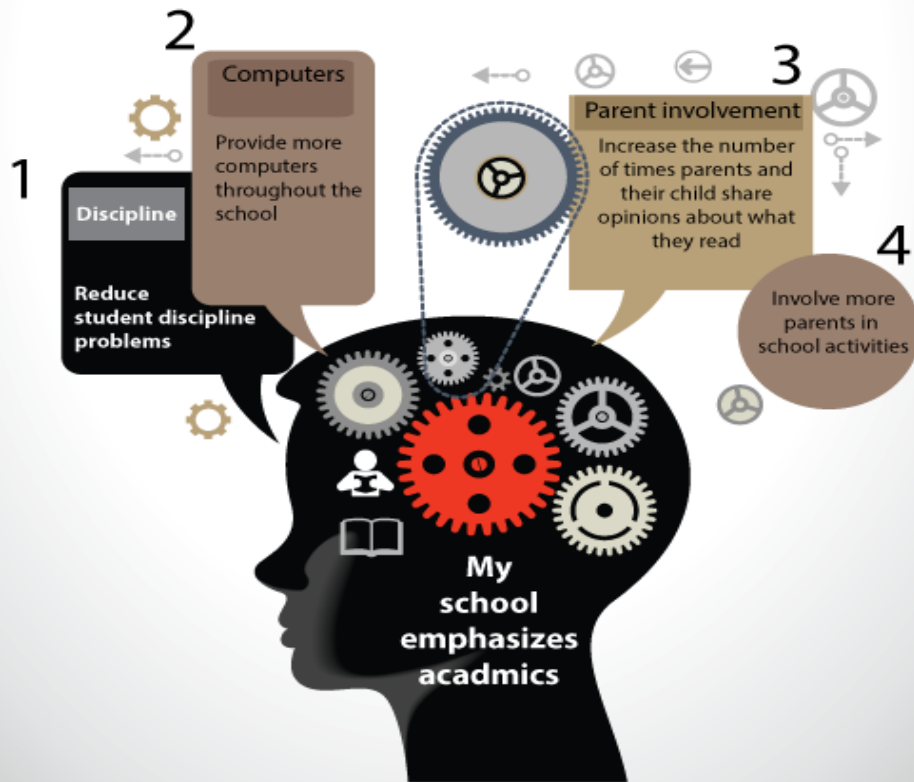
Use data to make decisions

Do

Implement the plan, execute the process, make the product. Collect data for charting and analysis in the following "CHECK" and "ACT" steps

Check

Study the actual results (measured and collected in "DO") and compare against the expected goals from the "PLAN" to determine differences. Data will make this much easier to see trends.



Further information on PIRLS 2021 :

[https://pirls2021.org/frameworks/.](https://pirls2021.org/frameworks/)

Sample PIRLS passages, questions, and scoring guides are available at:

<https://pirls2021.org.>

Appendix

Descriptions of the International Benchmarks

PIRLS
Advanced International Benchmark - 625
<p>When reading relatively complex literary texts, students can:</p> <ul style="list-style-type: none"> • Interpret story events and character actions to provide reasons, motivations, feelings, and character traits with full text-based support • Begin to evaluate the effect on the reader of the author's language and style choices <p>When reading information texts, students can:</p> <ul style="list-style-type: none"> • Distinguish and interpret complex information from different parts of text, and provide full text-based support • Integrate information across a text to explain relationships and sequence activities • Begin to evaluate visual and textual elements to consider the author's point of view
High International Benchmark - 550
<p>When reading relatively complex literary texts, students can:</p> <ul style="list-style-type: none"> • Locate and distinguish significant actions and details embedded across the text • Make inferences to explain relationships between intentions, actions, events, and feelings, and give text-based support • Interpret and integrate story events and character actions and traits from different parts of the text • Evaluate the significance of events and actions across the entire story • Recognize the use of some language features (e.g., metaphor, tone, imagery) <p>When reading relatively complex information texts, students can:</p> <ul style="list-style-type: none"> • Locate and distinguish relevant information within a dense text or a complex table • Make inferences about logical connections to provide explanations and reasons • Integrate textual and visual information to interpret the relationship between ideas • Evaluate and make generalizations about content and textual elements
Intermediate International Benchmark - 475
<p>When reading a mix of simpler and relatively complex literary texts, students can:</p> <ul style="list-style-type: none"> • Independently locate, recognize and reproduce explicitly stated actions, events, and feelings • Make straightforward inferences about the attributes, feelings, and motivations of main characters • Interpret obvious reasons and causes and give simple explanations • Begin to recognize language features and style <p>When reading relatively complex information texts, students can:</p> <ul style="list-style-type: none"> • Locate and reproduce two or three pieces of information from within the text • Make straightforward inferences to provide factual explanations • Begin to interpret and integrate information to order events
Low International Benchmark - 400
<p>When reading relatively complex literary texts, students can:</p> <ul style="list-style-type: none"> • Locate and retrieve an explicitly stated information, actions, or ideas • Make straightforward inferences about events and reasons for actions • Begin to interpret story events and central ideas <p>When reading relatively complex information texts, students can:</p> <ul style="list-style-type: none"> • Locate and reproduce explicitly stated information from text and other format (e.g., charts, diagrams) • Begin to make straightforward inferences about explanations, actions, and descriptions

**For more information about Dubai’s participation in PIRLS ,
please check :**

<https://www.khda.gov.ae/en/publications>

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