



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN  
Programme

# School Performance Review REPORT | (SPR)



إتقان ITQAN

**AI AMAAL ENGLISH HIGH SCHOOL (Private)**

10 to 13 February 2025

Overall  
Effectiveness  
Rating:  
**ACCEPTABLE**

## TABLE OF CONTENTS

<b>PURPOSE AND SCOPE .....</b>	<b>2</b>
<b>THE SCHOOL PERFORMANCE REVIEW PROCESS.....</b>	<b>3</b>
<b>SCHOOL INFORMATION .....</b>	<b>5</b>
<b>SUMMARY OF REVIEW FINDINGS .....</b>	<b>7</b>
<b>MAIN REVIEW REPORT.....</b>	<b>9</b>
<b>PERFORMANCE STANDARD 1: .....</b>	<b>9</b>
<b>STUDENTS' ACHIEVEMENT .....</b>	<b>9</b>
<b>PERFORMANCE STANDARD 2: .....</b>	<b>19</b>
<b>STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS.....</b>	<b>19</b>
<b>PERFORMANCE STANDARD 3: .....</b>	<b>21</b>
<b>TEACHING AND ASSESSMENT.....</b>	<b>21</b>
<b>PERFORMANCE STANDARD 4: .....</b>	<b>23</b>
<b>CURRICULUM .....</b>	<b>23</b>
<b>PERFORMANCE STANDARD 5: .....</b>	<b>25</b>
<b>THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS.....</b>	<b>25</b>
<b>PERFORMANCE STANDARD 6: .....</b>	<b>27</b>
<b>LEADERSHIP AND MANAGEMENT .....</b>	<b>27</b>
<b>SPEA ADDITIONAL FOCUS AREAS .....</b>	<b>30</b>
<b>VIEWS OF STAKEHOLDERS .....</b>	<b>31</b>
<b>STRATEGIC RECOMMENDATIONS &amp; NEXT STEPS.....</b>	<b>31</b>



## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement**, comprising:

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

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

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

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

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

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

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

**Performance Standard 6. Leadership and management**, comprising:

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

### Judgements



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

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

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

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



## SCHOOL INFORMATION

School	School ID	200
	School location	Butina, Sharjah
	Establishment date	1988
	Language of instruction	English
	School Curriculum	Pakistani
	Accreditation body	-
	Examination Board	Federal Board Intermediate Secondary Education (FBISE)
Staff	External Assessments International and Curriculum Benchmark Assessments	International Schools Assessment (ISA) Cognitive Assessment Tests (CAT 4) Programme for International Student Assessment (PISA) Trends in Mathematics and Science Studies (TIMSS) Progress in International Reading Literacy Study (PIRLS)
	Fee Range	AED 4,001 to AED 7,200
	Principal	Shaheen Badar Saadi
	Chair of board of governors	Ali Obaid Alghazal
	Total number of teachers	100
	Total number of teaching assistants	2
Students	Turnover rate	15%
	Teacher: student ratio	1:17
	Total number of students	1,681
	Total number of students per phase	KG: 170 Primary: 750 Middle: 411 High: 350
	Pre-KG: number and gender Phase 1 (KG): number and gender	Boys:0      Girls: 0 Boys:77      Girls:93
	Primary: number and gender	Boys: 381      Girls: 369
	Middle: number and gender	Boys: 203      Girls: 208
	High: number and gender	Boys: 163      Girls: 187

### School Performance Review of Al Amaal English High School (Private) 10 to 13 February 2025



	Total number of Emirati students	0
	Pre-KG: Emirati number and gender	Boys:0    Girls: 0
	KG: Emirati number and gender	Boys: 0    Girls: 0
	Primary: Emirati number and gender	Boys: 0    Girls: 0
	Middle: Emirati number and gender	Boys: 0    Girls: 0
	High: Emirati number and gender	Boys: 0    Girls: 0
	Nationality groups (largest first)	1. Pakistani
		2. Afghan
	Total number of students with special educational needs	6



## PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
<b>ACCEPTABLE</b>	<b>ACCEPTABLE</b>

### SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 151 lesson observations, 103 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 at the previous review. Students' achievement is acceptable across most subjects, with good progress in MoE subjects, science in Middle, and English in High. Students' learning skills are developing and require further enhancement in critical thinking and independent learning. Personal and social development is good, with students demonstrating respect and responsibility. Teaching and assessment are acceptable, with inconsistencies in the use of assessment data to differentiate learning to meet all students' needs and aspirations. The curriculum meets statutory requirements though lacks sufficient modifications to ensure that students with special educational needs (SEN) and gifted and talented (G&T students) receive the support required to maximise their progress. Care and support systems are in place, and behaviour management and inclusion are areas for improvement. Leadership ensures compliance with statutory and regulatory requirements. Their capacity to drive positive change is impeded by the high staff turnover and limited resources making sustained improvements more challenging.

#### KEY AREAS OF STRENGTH:

- Students' achievement in Arabic-medium subjects, science in Middle, and English in High.
- Students' good personal and social development.
- Students' understanding of Islamic values and Emirati culture and heritage.
- The daily management of the school.

#### KEY AREAS FOR IMPROVEMENT:

- Students' achievement in all subjects and phases to be at least good.
- Teachers' effective use of assessment information to plan and deliver lessons that meet the needs of all ability groups and develop self-reliant learners.





- The adaptation and delivery of the curriculum to ensure that all students have the necessary skills for their next steps in learning.
- The impact of leadership and management on improving students' outcomes.
- The governing board's composition, role, remit and responsibilities and its impact on the school's improvement.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement is acceptable overall.**

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an additional Language)	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Very Good	Acceptable	Good	Acceptable
	Progress	Acceptable	Acceptable	Good	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

**School Performance Review of Al Amaal English High School (Private)  
10 to 13 February 2025**



Islamic Education

- Students' achievement in Islamic education is good overall. Internal data shows that students make good progress over time across all phases. This aligns with lesson observations and students' work where the majority of students across all phases demonstrate good progress over time.
- Internal data indicates very good attainment in KG, Primary and Middle and good attainment in High. This does not match with what is seen in lessons and their work, which shows that the majority of students attain above curriculum expectations. There is no external data for Islamic studies.
- The majority of students make good progress. In KG, children recognise Allah's (SWT) creations and differentiate them from human-made objects. They also identify the five pillars of Islam. In Primary, students appreciate Allah's (SWT) blessings, though their correct recitation of the Holy Qur'an using Tajweed rules remains underdeveloped. In Middle, students understand Islamic values and their impact on individuals and society. Their ability to support views with the Holy Qur'anic and the Noble Hadeeth references is limited. In High, students analyse the Holy Qur'anic verses, and the Noble Hadeeth though require further development in applying analytical skills to identifying modern Islamic issues and suggesting solutions for them.
- The majority of students make better than expected progress although high-attaining students do not always reach their full potential.

**Areas of Strength**

- Students' understanding and appreciation of the Islamic values and their impact on individuals and society in Middle.
- Students' ability to analyse and understand the general meaning of the Holy Qur'an verses and the Noble Hadeeth in High.

**Areas for Improvement**

- Students' correct recitation of the Holy Qur'an verses using Tajweed rules in Primary.
- Students' analytical skills in identifying modern Islamic issues and suggesting solutions for them in High.



Arabic	<ul style="list-style-type: none"> <li>Students' achievement in Arabic as a second language (ASL) is good overall. The school's internal data shows that students make acceptable progress in KG and good in Primary, Middle and High. This matches with what is seen in lessons and their work, where most children in KG make expected progress and the majority of students in the 3 other phases make better than expected progress over time.</li> <li>The school's internal data shows that attainment is very good in KG and good in Primary, Middle and High. This does not match what was seen in lessons and in students' work which shows most children in KG attain in line with curriculum standards and the majority of students in Primary, Middle and High attain above curriculum standards. There is no external data for ASL.</li> <li>In KG, children recognise the shapes and sounds of the Arabic alphabet. Their ability to read and write simple words correctly is underdeveloped. In Primary, students can analyse an audio text and understand its general meaning. Their skills in reading aloud are less developed. In Middle, students can analyse a reading text and identify the main and minor ideas. Their speaking skills using correct language structures are underdeveloped. In High, students can extract the meaning of unfamiliar vocabulary from context. Their writing skills are less developed.</li> <li>The majority of students make similar rates of progress. High-attaining students who do not make the progress of which they are capable.</li> </ul>	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students' reading comprehension skills in Middle.</li> <li>Students' skills in extracting the meaning of unfamiliar vocabulary from context in High.</li> </ul>	<ul style="list-style-type: none"> <li>Students' speaking skills using correct language structures in Middle.</li> <li>Students' writing skills in all phases.</li> </ul>



**Social Studies**

- Students' achievement in social studies is good overall. Internal data shows very good progress in Primary and Middle and good progress in High. This does not align with what is seen in lessons and their work, where the majority of students in Primary, Middle and High make good progress over time.
- Internal data shows very good attainment in Primary and good attainment in Middle and High. This does not fully align with lesson observations and students' work where the majority of students attain above curriculum expectations. There is no external data for social studies.
- In Primary, students understand citizenship and their role as good citizens. They recognise the UAE government's efforts in providing water. They have a less developed understanding of sustainability. In Middle, students can identify geographical concepts although enquiry skills in identifying global social issues and proposing solutions are underdeveloped. In High, students connect social values to daily life and recognise factual and geographical information about Central Asia. Their understanding of the impact of social media and information communication technology on cultures is limited.
- The majority of students make better than expected progress although high-attaining students do not always achieve their full potential.

**Areas of Strength**

- Students' understanding of geographical concepts in Middle.
- Students' understanding of social values and connecting them to their daily life in High.

**Areas for Improvement**

- Students' enquiry skills in identifying social global issues and suggesting solutions for them in Middle.
- Students' ability to understand the impact of social media and information communication technology on different cultures in High.



English

- Students' achievement in English is acceptable overall. Internal data shows good progress in KG, Primary, and Middle, and very good progress in High. This does not align with what is seen in lessons or their work, where most children in KG, and students in Primary, and Middle make expected progress while the majority in High make better than expected progress over time.
- Internal attainment data is very good in KG and Primary and good in Middle and High. This does not fully align with lesson observations and students' workbooks which show that most children and students attain in line with curriculum standards in KG, Primary and Middle and the majority attain above curriculum standards in High. External benchmarking through ISA indicates weak attainment in grades 3 to 10, while FBISE national examination results for grades 9-12 are good. TIMSS for Reading and PISA results are below the international average.
- Listening and comprehension skills are stronger than speaking and reading except in Middle and High where students read and speak fluently. Writing remains the weakest skill with grammatical and spelling errors. KG children identify vowels and articles yet struggle with using phonics. By Grade 5 in Primary students write applications correctly. In Middle, reading and speaking improve with girls excelling. Students analyse poetry, summarise stories, and integrate moral values. In High, students discuss social topics such as the role of women and modernisation.
- All groups make similar progress, though girls outperform boys in reading and speaking in Middle and High.

**Areas of Strength**

- Students' listening skills and comprehension in Middle and High.
- Students' speaking and reading skills in Middle and High.

**Areas for Improvement**

- Students' writing skills throughout the school.
- Children's and students' speaking and reading skills in KG and Primary.
- Children's use of phonics to form and decode words in KG.



## Mathematics

- Students' achievement in mathematics is acceptable across all phases. In lessons and their work, most students make expected progress over time across all phases.
- Internal data shows that a large majority of KG children attain above curriculum standards. In Primary and Middle, a majority attain above expectations while in High most attain in line with expectations. This does not entirely match with what is seen in lessons and their work, where most children in KG and students in Primary and High attain in line with curriculum standards and the majority attain above curriculum standards in Middle. External assessment data indicates that most students in High attain in line with curriculum standards although TIMSS 2023 results show that most students attain below the benchmark.
- In KG and Primary, students demonstrate number recognition and counting skills. They rely heavily on rote memorisation rather than conceptual understanding and mental arithmetic. In these phases, learners have limited use of manipulatives and real-life applications. In Middle, students develop algebraic foundations although they lack confidence in enquiry-based learning. In High, students focus on algebra, calculus, and trigonometry with structured problem-solving although limited exposure to applied mathematics and reasoning inhibit their enquiry-based and investigative skills development.
- Most student groups make similar rates of progress although lower- and higher-attaining students are not always sufficiently supported or challenged.

### Areas of Strength

- Children's and students' counting skills in KG and Primary.
- Students' use of structured problem-solving in Middle and High.

### Areas for Improvement

- Students' conceptual understanding and mental arithmetic skills in KG and Primary.
- Children's and students' use of manipulatives and real-life applications in KG and Primary.
- Students' enquiry based learning and investigative skills in Middle and High.



Science

- Students' achievement in science is acceptable overall. It is acceptable in KG, Primary, and High and good in Middle. Internal assessment data indicates very good progress in KG and High and good in Primary and Middle. This does not fully align with lesson observations and students' work where most students make expected progress in KG, Primary, and High and the majority make better than expected progress over time in Middle.
- Internal data shows that attainment is very good in KG and Primary and good in Middle and High. This does not fully align with lesson observations and students' work where a large majority of children in KG attain above, and most students attain in line with curriculum standards in Primary and High and the majority attain above curriculum standards in Middle. External TIMSS 2023 results indicate good attainment in Primary and weak in Middle. FBISE examination results for High are acceptable. Despite positive internal data, external results highlight gaps in students' ability to apply scientific concepts in unfamiliar contexts.
- Most children in KG can identify non-living things. In Primary, most students can differentiate between healthy and unhealthy food. In Middle, a majority identify safety measures related to electricity. In High, most students explore how light changes direction and speed in different media. All students have access to science laboratories although their practical application of investigative skills is underdeveloped. Students' ability to make predictions, analyse data, and write hypotheses using scientific terms are underdeveloped. Experiential learning is limited particularly in KG and Primary. In High, students record observations well. In Middle, boys outperform girls in scientific reasoning.
- All student groups make similar progress although higher attaining students do not always make the progress of which they are capable.





	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>Children's knowledge and classification of non-living things in KG.</li><li>Students' knowledge of natural science phenomena in Middle and High.</li></ul>	<ul style="list-style-type: none"><li>Students' practical application of their investigative skills across the school.</li><li>Students' ability to make predictions, analyse data, and write hypotheses using scientific terms in High.</li><li>Children's and students' experiential learning opportunities in KG and Primary.</li></ul>



Other subjects

- Students' achievement in other subjects is acceptable overall. In lessons and their work, most children in KG and students in Primary, Middle and High make expected progress over time except in PE where progress remains weak as at the time of the previous review.
- Internal assessment data shows that most students attain above curriculum standards in Urdu, attain in line with expectations in computing, and show weak attainment in physical education (PE). This does not closely align with lesson observations and workbooks evidence, where most students attain in line with curriculum expectations across all phases. FBISE external exam results in Urdu, computing, and commerce indicate that most High school students exceed curriculum standards although results vary.
- In PE, students improve their fitness through physical challenges although they struggle to apply key skills in team games. Their commitment to following technical instructions is limited. Students do not advance their skills development sufficiently well. A minority of girls do not wear the correct sports clothing and attend PE in full uniform, while most wear incorrect footwear, adversely affecting performance. In computing, Middle and High students create applications using coding, solve syntax errors and apply formulae in spreadsheets. Students' application and use of computing skills are underdeveloped in KG and Primary. In KG, children develop an understanding of science and mathematical concepts through creative activities that also enhance their listening and speaking skills. In Urdu, most Middle students confidently recognise sentence structures and grammar rules incorporating new vocabulary when speaking aloud. In High, students interpret complex words in Urdu and translate passages accurately. In commerce, students apply formulae to solving problems in statistics and explain their reasoning well. Students use of real-life applications is less well developed across all subjects and phases.
- Different student groups make similar rates of progress.

**Areas of Strength**

- Students' knowledge in computing, commerce and accounting in High.
- Students' speaking skills in Urdu in Middle.

**Areas for Improvement**

- Students' commitment to PE and their application of technical skills throughout the school.
- Students' application and use of computing skills in KG and Primary.
- Students use of real-life applications across all subjects and phases.



Learning Skills

- Students' learning skills are acceptable overall. They are keen to learn, especially in the girls' section, and demonstrate positive attitudes toward their studies. In High, students take responsibility for their learning showing awareness of their strengths and weaknesses. Across all phases, most students are not fully aware of their individual targets or steps needed for improvement. This inhibits their ability to take full ownership of their progress.
- Students in Middle and High collaborate well in paired discussions although these often lack structure and depth. In KG, children engage in collaboration through cooperative play-based activities showing their emerging confidence to work together. Across all phases, students listen attentively to their peers and respond positively to teachers' questions. Students' do not typically engage in extended discussions and this impedes their enquiry skills development.
- A minority of students connect their learning to real-world situations. Middle and High students make some links between subjects and daily life. The application of students' knowledge to real-world contexts is underdeveloped across all phases.
- Students' critical thinking, collaboration, and discussion skills are underdeveloped. Students are over reliant on teachers in their work and their problem-solving skills, including using technologies to support their learning in different subjects, are underdeveloped throughout the school.

**Areas of Strength**

- Students' positive attitudes towards their studies across all phases.
- Students' ability to take responsibility for their own learning and know their strengths and weaknesses in High.

**Areas for Improvement**

- Students' enquiry, problem-solving, innovation and critical-thinking skills across all phases.
- Students' ability to learn independently and make meaningful connections between areas of learning and relate these to their understanding of the world across all phases.
- Students' use of technology to support their own learning and research and enquiry skills throughout the school.



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

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

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

- Students across the school demonstrate responsible attitudes toward learning. They show developing self-reliance and appreciate constructive feedback. They contribute to school life through planned responsibilities, volunteer activities and social initiatives. A few students take on leadership roles in organising school events and extracurricular activities which fosters responsibility and teamwork.
- Students respect and follow school rules inside and outside the classroom. They are courteous and interact positively with peers. Bullying incidents are rare and if they do occur are addressed promptly. Students support each other, especially student council members, creating a culture of mutual respect.
- Students have a general understanding about safe and healthy living. They participate in wellbeing activities and attend awareness sessions by the school nurse and social workers. Many bring home cooked meals, and the canteen offers nutritious options.
- Attendance is good at 94% with only a few students arriving late to school.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
---	------	------	------	------

- Children and students across all phases show a clear appreciation of UAE culture and Islamic values. This is evident in their respectful behaviour in assemblies and the awareness they show about Islam and UAE culture in lessons. Students are engaged in a range of internal activities such as the Holy Qur'an competitions, Islamic events organised by the school and external Islamic competitions.
- Students are knowledgeable about UAE culture and heritage. This is demonstrated well in the many displays throughout the school. Students participate in a number of projects and cultural events to further enhance their understanding.

**School Performance Review of Al Amaal English High School (Private)  
10 to 13 February 2025**



- Students have a deep awareness of their own Pakistani culture. They presented their culture's food and traditions during Exhibition Day. They have only a basic understanding of other world cultures.

**Social responsibility and innovation skills**

**Acceptable**

**Acceptable**

**Acceptable**

**Acceptable**

- Students are aware of their responsibilities as part of the school community such as members of the student council. They are not often engaged in wider activities such as volunteering. They participate in initiatives such as cleaning Sharjah Beach and recycling projects although they do not often take the initiative.
- Students enjoy their work and a few show creativity and are enterprising for example, as members of the experiment club. Students participate in projects to support charitable events in partnership with the Red Crescent Society. Their decision-making and innovation skills are underdeveloped.
- Students are aware of environmental issues and develop their understanding of sustainability through moral education lessons. They participate in school environment projects such as planting around 300 plants in the school grounds, and won first prize in a science, technology, engineering and mathematics (STEM) competition. Their involvement in broader sustainability and conservation efforts is less well developed.

**Areas of Strength:**

- Students' positive attitudes and courteous relationships with staff across all phases.
- Students' understanding and appreciation of Islamic values, and Emirati heritage and culture throughout the school.

**Areas for Improvement:**

- Students' awareness of other world cultures and broader sustainability and conservation efforts across the school.
- Students' decision-making, creativity, enterprise and innovation skills across all phases.



### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The quality of teaching and assessment is acceptable overall. Most teachers have secure subject knowledge although their understanding of how students learn is variable. Lessons are planned, and the learning environment is appropriate. Teachers tend to over direct students in their work and their management of time and resources in all phases and subjects is inconsistent. Students rarely lead their own learning, and their independent reasoning and enquiry skills are underdeveloped.</li><li>In KG, children rarely initiate learning through play or discovery limiting their deeper understanding. In mathematics and science throughout the school students do not often experience problem-solving and enquiry-based activities. In Middle and High, questioning in English, Arabic, and Islamic education lessons leads to effective teacher-student dialogues. Lesson sequencing and the levels of challenge, particularly for higher attaining students are not strong across subjects.</li><li>Teachers recognise that students with SEN and G&amp;T students have different learning needs. Differentiation in planning and lessons to meet their specific needs is still developing. Teachers do not often ask open-ended questions and vary learning strategies.</li><li>Teachers assess students' knowledge and understanding, though they do not consistently develop students' resilience or their ability to improve their own work. critical thinking, problem-solving and independent learning are not embedded in lessons. Technology use in science and mathematics is more evident in Middle and High than in other phases.</li></ul>				
<b>Assessment</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The school follows a structured internal and external assessment system aligned with the UAE National Agenda. Almost all students from Grades 3 to 10 take the ISA examination and Grades 9 to 12 follow the FBISE Pakistani Board exams. Students also participate in TIMSS and PISA to meet SPEA guidelines. External benchmarking highlights discrepancies between internal and external results which are not consistently used to improve teaching and learning.</li></ul>				

**School Performance Review of Al Amaal English High School (Private)  
10 to 13 February 2025**



- Assessment data is analysed to track students' progress over time although it does not routinely inform lesson planning. Personalised learning is underdeveloped, and differentiation for all abilities is inconsistent. Teachers do not always use assessment data to adjust their approaches leading to gaps in the challenge and support provided for students.
- Teachers check students' work and provide general feedback. Marking does not often help students improve their own work. Students are not consistently engaged in self- or peer-assessment limiting reflection and goal setting.

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

- Teachers' secure subject knowledge.
- The school's structured internal and external assessment system aligned with the UAE National Agenda.

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

- Teachers' use of a range of approaches to develop students' critical thinking, problem-solving, innovation, enquiry and independent learning skills across the school.
- Teachers' use of reliable assessment information to influence the differentiation in planning and lessons to meet all students' needs and to track their progress in all subjects and phases.
- Teachers' consistent and constructive marking of students' work and their use of self- and peer-assessment to engage students in setting next step improvement goals across all phases.



## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is acceptable overall.**

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The curriculum design and implementation are acceptable across all phases. It is broad and balanced and meets the statutory requirements of FBISE and the MoE. The curriculum focuses more on knowledge and understanding than skill development. While it provides a foundation for learning, opportunities for practical applications and skill-based learning are limited.</li><li>The curriculum meets the needs of most students and supports their personal development from Grades 1 to 12. The KG curriculum adequately promotes children's learning and development and enables their smooth transition to Primary. In High, students follow science or commerce pathways aligning studies with future goals. Urdu is offered to all students, and weekly remedial support is available. Cross-curricular links are planned although they are inconsistently applied. In the most effective lessons, teachers incorporate real-life examples and the UAE context to enrich students' learning.</li><li>The curriculum is reviewed as part of the school's termly cycle. Staff assess the curriculum regularly although adaptations are not always successfully implemented. Reviews consider students' performance data and examination board requirements in High, curriculum modifications do not consistently improve teaching, lesson planning or student engagement.</li></ul>				
<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>School leaders make adequate modifications to meet the needs of most student groups. Intervention programs support students requiring help in English although their impact is not fully effective. The curriculum meets the needs of most students although the levels of challenge for high-attaining students, including G&amp;T is insufficient to maximise their progress and the support for students with SEN and low achieving students, does not enable them to always make the progress of which they are capable.</li><li>Curriculum modifications provide few opportunities for innovation, enterprise, research, enquiry-based learning and real-world applications. Extra-curricular activities promote Islamic values encouraging students' participation in the Holy Qur'an competitions, calligraphy, and</li></ul>				

**School Performance Review of Al Amaal English High School (Private)  
10 to 13 February 2025**





Islamic-themed projects. Broader skill development opportunities are inconsistent across all phases.

- The school promotes Emirati culture and UAE society, particularly in MoE subjects, and science and mathematics lessons typically incorporate a local context. Students benefit from some field trips, such as visits to the Sharjah Museum of Islamic Values, enhancing their understanding of Emirati traditions and cultural identity.

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

- The curriculum's support for students' good personal development from Grades 1 to 12.
- Students' development of an understanding of Islamic values and the heritage and culture of the UAE through curriculum integration and extra-curricular activities across the school.
- The curriculum dual pathways in science and commerce that support and benefit students with their future career and educational choices in High.

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

- The consistent application of cross-curricular links to enable students to transfer their learning and skills between different subjects and the increase in extra-curricular activities to enrich students' achievement throughout the school.
- The curriculum review and adaptation to meet the needs of all students, particularly students with SEN and G&T across all phases.
- Students' innovation, enterprise, research and critical thinking skills across the curriculum and throughout the school.



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

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

Indicators:	KG	Primary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>The protection, care, guidance, and support of students is acceptable overall. Safeguarding procedures are in place and all staff and students receive training on child protection policies. The safeguarding policy is accessible on the school website. Measures exist to protect students from abuse and bullying, including cyberbullying. Inconsistencies in reporting and intervention procedures concerning behaviour management across phases restrict safeguarding effectiveness. Students are aware of reporting procedures.</li><li>The school ensures a safe and hygienic environment. Students are supervised at all, times, including during transportation. Routine checks regulate students' movement in and out of the school and risk assessments are conducted for external visits. Fire drills and evacuation procedures take place regularly. Buildings and equipment are well maintained with accurate records of incidents and medical care. Medical staff conduct regular health checks. Some classrooms are too small for the number of students using them affecting students' comfort and engagement.</li><li>The school adequately promotes students' healthy lifestyles through workshops and assemblies although awareness campaigns are not strongly enough embedded, as not all students bring healthy snacks. Physical education programs are offered yet do not fully engage all students, affecting their overall wellbeing.</li></ul>				
<b>Care and support</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>



- Staff-student relationships are positive, with mutual respect shown in their interactions with one another. Systems for managing behaviour contribute to a safe and orderly environment. although strategies are inconsistently applied particularly in the boys' section, where some teachers are too tolerant of low-level disruption.
- The school effectively monitors attendance and punctuality. Accurate records are maintained, and tracking systems are in place. Follow-up strategies address absences and lateness although parental engagement in improving attendance is inconsistent.
- The school has protocols to identify SEN students, and G&T students. The CAT4 assessments are used to identify G&T students while diagnostic assessments for SEN are underdeveloped. There are too few staff in the Inclusion department to support the diverse needs of the number of students with SEN and access to specialist support is limited.
- The individual education plans (IEPs) for students with SEN are not always suitably structured. The plans for G&T students lack specific challenge. Differentiation in lessons is inconsistent, and targeted interventions are not fully embedded. Teachers do not consistently adopt strategies to meet individual needs affecting students' potential progress.
- The school monitors students' wellbeing and personal development through a dedicated team. Effective academic guidance is provided for students in High. Relationships with local universities are well established. Links with international universities are still developing. Career guidance is a strong feature of the support provided for students in High.

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

- The provision of effective careers guidance and academic support for students in High.
- The procedures to promote students' good attendance.

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

- The consistent reporting and intervention procedures in respect of behaviour management strategies across all phases.
- The identification and effective support for students with SEN and G&T students to consistently meet their needs, ensure their effective learning and best rates of progress across all phases.
- The promotion of healthy lifestyles, including students' participation in physical activities and healthy eating initiatives.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

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

### Indicators:

#### The effectiveness of leadership

#### Acceptable

- School leaders set a direction that shows clear commitment to UAE priorities. Middle and subject leaders demonstrate a basic understanding of teaching, learning, assessment and curriculum adaptation. Their ability to drive positive change is constrained by the significant staff turnover and limited resources making sustained improvements difficult. Leadership recognises the need for further development and some progress has been made since the previous review although inconsistencies remain in addressing key barriers.
- Communication within the school is infrequent occurring mainly voluntarily, which limits collaboration and transparency. Staff maintain professional relationships. Staff morale is not high especially among male staff who express concerns about pay. The lack of structured communication channels inhibits the effectiveness of leadership and their capacity to implement improvements efficiently. The school leaders ensure the school is compliant with statutory and regulatory requirements and continues to perform at an acceptable level.

#### Self-evaluation and improvement planning

#### Acceptable

- The self-evaluation process is becoming more data-driven supporting a clearer understanding of the school's performance. The school identifies key priorities although alignment between internal and external assessments and classroom observations are inconsistent. Heads of departments contribute to the self-evaluation form (SEF) and their engagement in the process is developing. Links between lesson quality and students' progress are recognised although the impact of teaching on learning outcomes is not effectively measured. The progress made on addressing the previous review recommendations is evident in some areas with only limited evidence of sustained improvement over time.

#### Partnerships with parents and the community

#### Acceptable

- Parents actively support the school and engage in events such as sports day and cultural day. Parental views are collected through surveys, the Parents' Council, and regular communication

**School Performance Review of Al Amaal English High School (Private)  
10 to 13 February 2025**



channels such as WhatsApp. They receive updates on students' progress through assessment reports and can directly reach school supervisors if they have any concerns. While parents are involved in their children's learning, their role in decision-making, including the school improvement plan, is limited. Their feedback indicates concerns about assessment transparency, curriculum delivery, staff stability, more academic support services, and the integration of technology in learning. Reporting is regular and focuses on general academic and personal development, with no details of next steps unless the parents attend the termly meeting with the teachers.

- The school has a few partnerships such as the well-established links with local universities. Links with international universities and the world of work are underdeveloped.

#### Governance

#### Acceptable

- The governing body includes community members, including a parent governor, who rely on senior leadership team reports to monitor school progress. It meets annually although does not hold senior leaders sufficiently accountable, limiting their positive impact on students' achievement and the school's improvement. While aware of the SEF and improvement planning, governors do not provide direct input due to a lack of educational expertise. Their oversight ensures compliance, teachers' recruitment, and budget allocation. Their limited understanding of school performance measures and over reliance on senior leaders' perspectives results in inconsistent governance effectiveness.

#### Management, staffing, facilities and resources

#### Acceptable

- The school's staffing and resource management support its smooth daily operations in a two-shift system with structured routines and adequate supervision. The turnover rate of teachers currently at 15% affects instructional quality, requiring ongoing training for new staff and those assigned to higher-phase classes. While professional development is offered, its impact is inconsistent, particularly in lower grades where classroom behaviour management needs improvement. The premises are adequately maintained although learning spaces and technology facilities are limited. Overcrowded classrooms and small science laboratories lack a wide range of equipment, and most learning relies on textbooks. Leadership is pro-actively working to optimise available resources to enhance students' learning.

#### Areas of Strength:

- School leaders' understanding of UAE priorities and ensuring compliance with regulatory requirements.

### School Performance Review of Al Amaal English High School (Private) 10 to 13 February 2025



- The school's daily management.

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

- Leaderships' vision to implement improvement particularly for inclusivity, innovation, and technology integration to support sustainable improvement.
- The self-evaluation process to ensure evidence-based and accurate judgements are aligned with lesson observations and securely link to the school's improvement planning.
- The composition, role, remit and responsibilities of the governing board to effectively hold school leaders to account and to improve governors' impact on the overall performance of the school.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The staffing provision is 9 teaching staff with a teacher to student ratio of 1:187.
- There are 200 fiction books in Arabic in the school library. There are no library classes to encourage students to practice their reading skills. There are no Arabic books in the classrooms. Reading provision in classrooms is through the use of technology. All students read in class daily. There are reading tests after every chapter. The students read short stories and research stories from the internet.
- Extra-curricular activities include competitions and quizzes which parents also join in with. Students participate in internal competitions in reading and writing organised by the school.
- Parents support their children in their reading activities. They also discuss with them the stories they read, which promotes their reading skills.

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

- The school is compliant with the National Agenda and makes it mandatory for all students from Grades 3 to 10 to take part in ISA in English, mathematics and science. For TIMSS and PISA, the school follows SPEA guidelines.
- The school plays a proactive role in the registration of students for the examinations and also training them through practice tests and pretests. Parental involvement is sought electronically and through parent teacher meetings.
- Students' results are shared electronically, and any necessary guidance is provided in formative assessments.
- Results and updated revised testing patterns are communicated to parents ensuring transparency and collaboration.

### Provision for KG

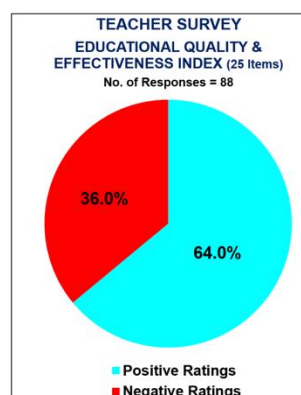
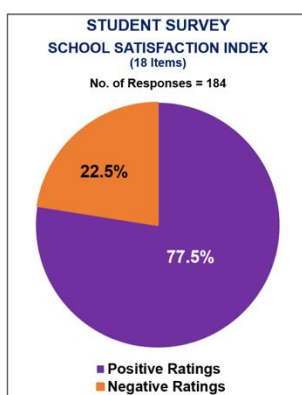
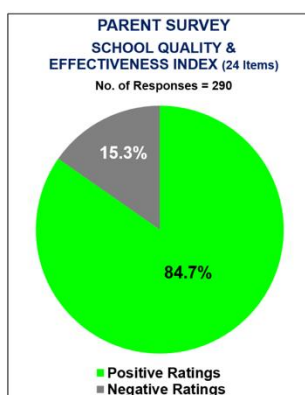
- The school has 9 teachers in KG, including 2 language specialists for Arabic and Urdu. There are also 2 rotating teaching assistants and 5 nannies supporting 175 children. Each class has approximately 25 children maintaining a teacher-to-child ratio of 1:20, ensuring focused attention and support.
- The internal learning environment includes adequate tables and chairs for all KG children, large interactive smart boards, and a variety of age-appropriate resources. These include fruit, vegetable, and animal models, textbooks, flashcards, charts, notebooks, coloured pencils, and mathematics manipulatives, all designed to support early learning and engagement.
- Outdoor facilities feature 2 play areas, one indoor and another outdoor with large activity structures and covered flooring for safety. A stage is available for show-and-tell activities and performances, promoting confidence and communication skills. The school provides regular



progress reports on literacy, numeracy, physical and emotional development, personal hygiene, and behaviour, ensuring parents are informed of their child's growth.

- Admission procedures include a brief assessment of children's speaking and listening skills, followed by an interview. An orientation day is organised for mothers, allowing children to explore the school. Before entering Grade 1, key information about each child is shared with the next teacher. Parents and children also meet the new teacher to discuss progress, expectations, and any concerns.

## VIEWS OF STAKEHOLDERS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement to at least good in all subjects and phases by:
  - implementing effective teaching strategies that address individual learning needs and ensure appropriate support and challenge for all students.
  - enhancing the sharing of best teaching practices and curriculum adaptation strategies across all subjects to ensure high-quality, effective, and engaging learning experiences.
  - expanding the use of diverse learning resources, including technology, to actively engage students, particularly boys, while tailoring activities to meet the needs of all groups including students with SEN and G&T.
- Improve the quality of teaching across all subjects and phases by:
  - using assessment data effectively to plan and deliver engaging and challenging lessons that cater to all ability levels, ensuring every student reaches their full potential.





- encouraging students to take greater responsibility for their learning and progress by fostering their self-reliant and independent learning skills.
  - integrating high-quality questioning techniques to extend students' knowledge, understanding and skills.
  - providing effective feedback and challenge for students to improve their own learning.
- Improve the design and implementation of the curriculum by:
  - ensuring adaptations take place to meet the needs of all students with SEN and G&T.
  - extending the opportunities for promoting innovation, enterprise, and critical thinking skills throughout the school.
  - enhancing cross-curricular links and extracurricular activities to enhance all students' academic and personal development.
- Improve the impact of leadership on students' achievement by:
  - addressing challenges such as staff retention and student support while ensuring accountability for sustainable improvement.
  - strengthening quality control in the self-evaluation form process to ensure evidence-based and accurate judgments are aligned with classroom observations.
- Improve the governing board's composition, role, remit and responsibilities and their impact on the school's improvement by:
  - including representation from all key stakeholders and educational experts to enhance decision-making and accountability.
  - establishing stable and effective leadership through consistent and structured regular governance meetings.
  - ensuring that resources and budgets adequately support effective teaching and learning in an evolving digital landscape.
  - actively engaging in self-evaluation and improvement planning to drive sustainable progress.



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

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

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

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