



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Al Amaal English High School
(PVT)

5 - 8 February 2024

**Overall
Effectiveness:
ACCEPTABLE**





TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION	6
THE SCHOOL PERFORMANCE REVIEW FINDINGS	7
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	17
Performance Standard 3: Teaching and assessment	19
Performance Standard 4: curriculum	21
Performance Standard 5: the protection, care, guidance and support of students	23
Performance Standard 6: Leadership and management	25
ADDITIONAL FOCUS AREAS	28



PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	School ID	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)	
	National Agenda Benchmark Tests/ International assessment	ISA, CAT 4. PISA, TIMSS, PIRLs	
	Fee range	4,001 to 7,200 AED	
		Principal	Shaheen Naseer Saadi
		Chair of Board of Governors	Ali Obaid Alghazal
Total number of teachers		100	
Total number of teaching assistants		2	
Turnover rate		40%	
	Main nationality of teachers	Pakistani	
	Teacher: student ratio	1: 16	
	Total number of students	1635	
	Total number of students per cycle	KG: 192 Primary: 775 Middle: 344 High: 324	
	Number of Emirati students	0	
	Number of Emirati students per cycle	0	
	KG: number and gender	Boys: 85 Girls: 107	
	Primary: number and gender	Boys: 396 Girls: 379	
	Middle: number and gender	Boys: 167 Girls: 177	
	High: number and gender	Boys: 153 Girls: 171	
	Nationality groups	1. Pakistani 2. Afghani	
Total number of students with special educational needs	6		



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 145 lesson observations, 73 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as the previous review visit. Attainment and progress in social studies and English have improved to good in High and science is now good in Middle from acceptable. Learning skills are now good in High. The rest of the subjects have not improved since the last report. Students' social responsibility and innovation skills are now good. Teaching and assessment overall have not changed, being acceptable, though teaching and assessment processes in High are now good. Curriculum remains acceptable as the school is currently in the process of implementing the new National Curriculum of Pakistan. Health and safety have moved back from good to acceptable, as there are concerns about poor signage for emergency evacuation, and premises currently do not meet the needs of all students. The care and support for students remains acceptable. A special needs coordinator has now been appointed. Leadership remains acceptable.

KEY AREAS OF STRENGTH:

- Students' personal and social development and the understanding and appreciation of Islamic values and UAE culture and heritage.
- The promotion of attendance and punctuality.
- Students' attitude toward their learning
- Student attainment and progress in all phases in Islamic studies, Arabic as a second language (ASL) and social studies, in High in English and Middle and High phases in science.

KEY AREAS FOR IMPROVEMENT:

- Strategies to improve teaching and learning in KG and Primary.
- The lack of resources and the suitability of premises to meet the needs of all students.
- The arrangements for a healthy and safe environment including overcrowded classrooms.
- The identification and provision for students with special needs and those who are gifted or talented.
- The provision of creative arts and extra-curricular activities and sports including interschool matches across all phases.



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	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Good	Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. The school's internal data shows that students' progress is outstanding in KG, very good in Primary and good in Middle and High. This does not match with that seen in lessons and in students work, where the majority of students make good progress.• The school's internal data shows that attainment is outstanding in KG, very good in Primary and good in Middle and High. External data for FBISE exams in High shows very good attainment. This does not match with that seen in lessons and in students' work, which show the majority of students attain levels that are above curriculum standards.• The majority of students make good progress overall. In KG, students can identify the pillars of Islam. In Primary, students have good understanding and appreciation of Islamic values and manners, they follow Islamic etiquette while reciting Holy Qur'an verses. Their deep understanding of the prophetic guidance is less developed. In Middle, students have good knowledge of the evidence of Oneness and the power of Allah (SWT). Their deep knowledge of characteristics of Prophet Muhammad's (PBUH) companionship is less secure for a few students. In High, students develop strong understanding the teachings of Islam, such as religious tolerance.• The majority of students make better than expected progress. There is no difference in the progress made by boys and girls.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding and appreciation of Islamic values across the school.• Students' deep knowledge of teachings of Islam in High.	<ul style="list-style-type: none">• Students' deeper understanding of the prophetic guidance in Primary.• Students' greater knowledge of the characteristics of the Prophet's (PBUH) companionship in Middle.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic second language (ASL) is good overall. The school's internal data shows that students make very good progress in Primary and Middle. This does not match with what was seen in lessons and in students' work, where the majority of students make good progress. Students also make good progress in High.The school's internal data shows that attainment is outstanding in Primary and good in Middle and High Phases. This does not match with what is seen in lessons and in students' work, which shows the majority of students, grade 1 and above attain above curriculum standards. There is no external data for ASL.The majority of students make better than expected progress. In KG children develop reading and drawing letters accurately. In Primary, students listen well to text and understand new words. Their ability to form simple sentences using the new vocabularies is less developed. In Middle and High, students make better than expected progress in reading age-appropriate texts, analysing the texts and gaining a good understanding of the main ideas. In High, students show good knowledge and understanding of grammar. For example, they distinguish between nominal and verbal sentences. Their ability to speak confidently is less developed. Extended writing skills are less developed in all phases.The majority of students make better than expected progress. There is no difference in the progress made by boys and girls.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' reading skills in Middle and High.Students' knowledge of grammar in High.	<ul style="list-style-type: none">Students' use of new vocabulary in full sentences in Primary.Students' ability to speak Arabic with greater confidence in High.Extended writing skills in all phases.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. The school's internal data shows student progress is outstanding in Primary and very good in Middle and High. This does not match with that seen in lessons and in students' work. where the majority of students make good progress.• The school's internal data shows that attainment is outstanding in Primary and very good in Middle and High. This does not match with that seen in lessons and in students' work where the majority of students attain above curriculum standards. External data for FBISE examinations indicates good attainment for students in High.• The majority of students make good progress overall. Students across phases have good understanding and appreciation of the UAE culture, heritage values and leaders. Students in Primary have good knowledge of means of transportation in the UAE. Their knowledge of the history of transportation is less secure for a few students. In Middle, students have deep knowledge of types of internal conflicts and share example from real-life. In High, students develop strong knowledge of UAE's innovative goals in space science and preventative health care. Their in-depth knowledge of economy in the UAE is less well developed.• The majority of students make better than expected progress. There is no difference in the progress made by boys and girls.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding and appreciation of the UAE culture, heritage values and leaders in all phases.• Students' strong knowledge of types of internal conflicts in Middle.	<ul style="list-style-type: none">• Students' knowledge of the history of transportation in Primary.• Students' knowledge of economy in the UAE in High.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Internal data shows that students make very good progress in KG and Primary acceptable in Middle and High phases. This does not fully match with what is seen in lessons and in students' work, where it is acceptable in KG, Primary and Middle and Good in High.• Students' attainment in English is acceptable overall. The school's internal data shows that students' attainment is very good in KG and Primary and acceptable in Middle and High phases. This does not fully match with lessons observed and in students' work. External benchmarking in international schools' assessment (ISA), is weak across Grades 3 to 10. The results for the FBISE) examination in English for Grade 12 were good.• In KG, most children learn the letters and their phonemes so that by end of Grade 1, most can read and write simple words and sentences. Comprehension skills from end of KG continue to develop. Reading of more challenging texts and development of higher-level reading skills, such as prediction and inference are less well developed. Students show good skills in creative writing in Primary and Middle phases and are beginning to use accurate spellings, structure and grammar. They can discuss the Olympics and the impact on international sports, international affairs and financial and cultural developments. Students in High engage confidently with challenging reading materials, exploring demanding literary and structural features. They analyse texts and comment on structure, tone, and character effectively. New students joining the school in all phases, but especially Primary and Middle phases receive limited support in developing skills in English as a second language.• All groups of students develop their speaking and listening skills well compared with their starting points. A majority are confident, articulate speakers who express thoughtful opinions on a variety of genre, particularly in High.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' imaginative and extended creative writing in Primary and Middle.• Understanding and use of literary terms and English grammar particularly in High.	<ul style="list-style-type: none">• Students' use of accurate spellings, structure and grammar in Primary and Middle.• Children's development of higher-level reading skills in KG.• Students who are second language speakers' abilities, in all skills in English.



Mathematics	<ul style="list-style-type: none">• Students' overall achievement in mathematics is acceptable. The school's internal data shows that students make outstanding progress in KG, very good progress Primary, good in Middle and acceptable in High. In lessons observed across all phases, most students make acceptable progress.• The school's internal data shows attainment is outstanding in KG, very good in Primary and Middle and acceptable in High. This does not fully match with what is seen in lessons, where most students attain levels in line with curriculum standards. External results in Grade 12 FBISE exams are acceptable, External benchmarking in ISA, is weak across all grades 3 to 10.• Most students across the phases demonstrate acceptable mathematical knowledge and skills but need greater understanding of managing and analysing data from written text and word problems. In KG, children know about space and shape and can relate these shapes with what they see around them. In Primary, students use their space and shape knowledge and relate these to different units of measurement. They can tell the time, sort objects according to attributes, and tally to determine frequency. A minority are less secure about analysing simple frequency counts. In Middle, most students demonstrate secure knowledge of mathematical operations by solving the area and volume of circles and cylinders, and computing for averages. In High, most students solve abstract mathematical operations. These include factorization involving polynomials and various types of fractions, linear equalities, and inequalities. A minority show lack of confidence in applying rules in factorization. In High, the acquisition of knowledge and problem solving in the pure mathematics stream is limited. This is emphasized by students' little application of mathematical concepts to real world situations.• There are insignificant differences in the progress of boys and girls in mathematics.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Measurement and operations in Primary and High.• Children's knowledge of space and shape in KG.	<ul style="list-style-type: none">• Students' understanding, managing and analysis of data from written text and word problems.• Students' application and demonstration of the understanding of mathematical concepts in real-life and practical situations in High.• Students' ability to complete simple frequency counts in Primary.



Science	<ul style="list-style-type: none">• Overall Students' achievement in science is acceptable. It is acceptable in KG and Primary and good in Middle and High. In lessons and their workbooks most students in KG and Primary make acceptable progress. This is not in line with the school's internal assessment which shows students are making good progress in KG and Primary and acceptable in Middle and High.• The school's internal data shows that attainment is good in Primary and acceptable in Middle and High. This is not confirmed in lessons or students' books where attainment is acceptable in KG and Primary and good in the Middle and High phases. External FBISE data for High shows good attainment. International bench marking assessment results for ISA in Middle and High phases are weak.• In KG, children have an adequate understanding of the five senses in humans. Their skills in hands on experiences are limited. In Primary, students classify the soil types and know that the soil in UAE is sandy. They are less secure about the soil needed in agriculture. In Middle, students set up simple series and parallel circuits, but are less confident in setting up complex circuits. In High, students can design a flow sheet diagram to show stages in urea manufacturing. Students show good understanding of how to conduct an experiment and follow the scientific method.• Most groups of students make the expected progress. Higher ability students are not sufficiently challenged in lessons and don't achieve their potential.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of how to conduct an experiment and follow the scientific method in High.• Students' knowledge of concepts related to simple and parallel circuits in Middle and specialist manufacturing in High.	<ul style="list-style-type: none">• Children's skills in KG in carrying out simple exploration and hands on tasks.• Students' understanding of how to link their knowledge of soil to agriculture in Primary.



Other subjects	<ul style="list-style-type: none">• Other subjects are acceptable overall. In lessons and their work, only a majority of students across the phases make expected progress, except in Urdu where they attain above curriculum standards.• Students' attainment in all phases is good in Urdu, acceptable in computing and weak in PE. Urdu external assessment (FBISE) is good.• KG children do not have PE but play on the available equipment once a week. They have no opportunity to develop gross motor skills, so most are underdeveloped in these skills. Students in Primary and Middle have one period per week, but these sessions are weak. There are no opportunities to develop ball and sports skills. Lessons from grades 3-12 similar for girls and boys. There is no progression of skills. Sessions, especially for girls, are done in full school uniform, which is not appropriate. In computing, students make acceptable progress. They follow instructions to use software in a number of different scenarios with some application to real life, such as a spreadsheet to form a report card. In Urdu, across the school, the majority of students make good progress and are able to communicate using the language with confidence both in speaking and writing. They particularly enjoy their poetry work. They have a reasonable knowledge and understanding of Urdu grammar. The arts are not taught in the school with no drama, art or music.• Teaching across lessons is to the whole class, so there is little assessment or evidence to show progress of different groups.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• The progress of students in Urdu across all phases.• The computing skills of students in High.	<ul style="list-style-type: none">• Students' skills in PE, through a wide variety of exercises and sports.• KG children's engagement in age-appropriate activities to develop gross motor skills on a daily basis.



Learning Skills	<ul style="list-style-type: none">• Overall, students' learning skills are acceptable and in Middle and High phases they are good. Students are motivated and take interest in their learning. They have positive attitudes towards learning and can work for short periods without intervention.• In all phases students interact and collaborate well with other students and teachers. Students, especially in High, can work in a group, and collaborate and communicate with their peers with confidence when discussing topics. They can summarise their responses quickly to meet time requirements. In most lessons, students across the phases present their findings to the class with fluency and self-assurance.• In most lessons students make cross-curricular links and applications of their learning to the world. In English, students make links with UAE, and in science with writers from other countries. In Middle they link conduction to cooking at home. In High in chemistry, they link the Solvay process to manufacturing brine. In core subjects, students' problem-solving skills are developing, though inconsistently especially in mathematics.• Generally, opportunities for students to use creativity and innovation skills are limited, especially in Primary. There is no evidence of students using enterprise skills in any phase. The use of tablets in the Middle and High Phases allows students to undertake research, which they do effectively. Younger students rarely use Information and communication technology (ICT) in school, except in computer lessons.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes towards learning, collaboration and communication.• Students' ability to make connections between learning and real world.	<ul style="list-style-type: none">• Students' creativity and innovation skills across all phases.• Students' use of ICT in Primary.



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

- Overall, students' personal and social development and their innovation skills are good in all phases. Students demonstrate responsible attitudes, show respect and follow school rules. Students are respectful of their environment and their peers, showing courtesy and good manners. The majority of students display positive attitude to teachers and each other, except for boys in grades 1-3 who have less self-control. Incidents of bullying are rare; Students feel safe and secure.
- Relationships across the school are positive. Older students have a number of leadership positions which are carried out with great pride and diligence, for instance the School Council and Student Welfare Committee.
- Children and students exhibit a secure understanding of safe and healthy living. A range of activities promote safe and healthy lifestyles, although the school canteen sells unhealthy food.
- Overall, school attendance is good at 95%.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
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- Students across all phases show an appreciation of UAE culture and Islamic values. This can be seen in assemblies and links to Islam and UAE culture in lessons. They participate in JESS Islamic festivals, and Islamic events.
- Students are knowledgeable about the heritage of UAE and take part in a number of projects and cultural events to enhance their understanding.
- Students have a very strong awareness of their Pakistani cultures, and appreciation and understanding of UAE and other cultures. They presented their culture's food and traditions during Exhibition Day.



Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none">• Students understand their responsibilities to the school and in the wider community. Students and teachers vote for candidates for key student leadership roles, such as the school council. All students take part in a wide range of community activities such as Fun Food Fair, White Stick Day and World Food Day• Students, particularly in the higher grades have a very positive work ethic. They take responsibility for their learning and curriculum choices. Children in KG and students in Primary are often reliant on adults to help them.• In KG and Primary, Children and students have some awareness of important environmental issues through science projects, such as seed germination day. In Middle and High Phases, students have good understanding of their role and responsibility in addressing issues of sustainability and global warming, through debates, presentations by students and invited speakers. However, students' innovation, enterprise and entrepreneurial skills are not evident.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' awareness of Islamic values and culture and these influence in their lives.• Students' attendance and punctuality.				
Areas for Improvement:				
<ul style="list-style-type: none">• Boys' greater self-control over their behaviour in Primary lower grades.• Students' innovation, enterprise and entrepreneurial skills in lessons.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

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

- Teachers have secure knowledge of their subjects and how students learn which they use in their teaching, particularly in Middle and High Phases. Teachers in KG and Primary are less secure in teaching skills as these teachers are often new to the school. Only a few teachers in these phases use teaching strategies to make the learning interesting for students.
- Teachers plan lessons in detail. The planning does not always influence what is taught in the classroom. There is no planning in PE lessons. Resources are very limited, but when these are available, they are used well to engage students. Positive relationships ensure that there are productive learning environments, which engage students. The quality of teaching is more effective in science, English and other subjects namely Islamic Studies and social and cultural studies in Middle and High Phases.
- Teaching is most effective where questioning is open and used to encourage students to think deeply about different topics such as in economics. In some lessons questions are closed and so have less impact on learning such as in mathematics. High expectations, appropriate challenges, and skilful questioning to develop critical thinking and deepen understanding are stronger features in many lessons in Middle and High. The use of critical thinking and problem solving in KG and Primary is limited, though independent learning skills are developing.
- Strategies to meet the needs of all groups of students were not evident in most lessons though these were included in planning. Activities are often differentiated by task rather than to match the ability level of the student. In some lessons there was no differentiation.

Assessment	Acceptable	Acceptable	Acceptable	Good
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- The school carries out regular internal assessments in all subjects. These class and periodic term assessments are linked to the school's curriculum and provide an appropriate measure of student progress. The school compares its students' performance against the results of regional schools and schools globally. External benchmark tests used by the school are ISA, PISA, CAT4. They participate in PIRLS and TIMSS when invited. The school consistently participates in the external federal examinations of their students across the 8 subjects in the national Pakistani curriculum. Assessment data is collated regularly through a student tracker and the assessment records of subject teachers. Data is organized efficiently. The school can identify broad trends of attainment and progress from internal and external assessment tests, including discrepancies in findings. Students' results, when available, are shared with parents.
- Teachers use data to plan lessons and adapt the curriculum to meet the needs of groups of students. The school has started lesson modifications, mostly in Primary and Middle

**School Performance Review of Al Amaal English High School (PVT)
5 - 8 February 2024**



but less evident in High Phase. In this phase, the school ensures full coverage of the Pakistani curriculum for students in order to pass the federal board examinations.

- Feedback from teachers to support students for their next steps in learning and how to progress in lessons is superficial and not always informative. In lessons, oral feedback is given. Peer assessment is not a feature. Students generally know their assessment results and can identify their own strengths and weaknesses. In High, teachers provide more focused challenge, support and feedback.

Areas of Strength:

- Teachers' good subject knowledge in Middle and High.
- The schools' consistent external and international benchmarking through ISA assessments of students' attainment and progress

Areas for Improvement:

- Teachers' use of strategies which are differentiated to meet the needs of all students.
- Teachers' use of open questions to develop students' deeper level thinking.
- Teachers' use of assessment data from national external and international benchmark tests to modify lessons and the curriculum to meet the needs of all groups of students.
- Teachers' feedback to students to better support their next steps in learning, and the use of peer assessment to improve learning.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The Pakistani curriculum follows statutory requirements. It is appropriate for the different ages, although occasionally there are not enough opportunities for students to take part in practical activities. In KG the curriculum is not yet fully developed. The FBISE curriculum is currently under review by the school to ensure it is in line with the UAE and the New National Curriculum of Pakistan requirements. Identified priorities include writing a curriculum for PE.
- Overall, curriculum planning ensures acceptable continuity and progression. It builds on prior learning and meets most student needs across the school. Cross-curricular links are planned but are not consistently integrated into lessons. In Middle and High phases, more explicit links are made across topics and themes.
- There is an adequate range of curricular choices for older students in the school, helping to prepare them for their future choices in courses and careers. It does not support the learning for students with special educational needs or those who are gifted or talented (G&T).

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
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- The school does not adapt the curriculum sufficiently well to meet the needs of all students. There is a focus on meeting curriculum knowledge and requirements to match examination criteria.
- Students' interests are not consistently catered for. Opportunities for engaging in creative subjects such as art are limited to basic lessons in KG and Primary. There are links with local universities for future education. Opportunities for enterprise and innovation in lessons are limited.
- Curriculum enhancement through good provision in lessons, assemblies and International Day, Flag Day and National Day, provide appropriate experiences for students to develop a secure understanding of Islamic values and awareness of UAE culture and society.

Areas of Strength:



- Curriculum provision for knowledge and understanding of Emirati culture and UAE society.
- Review and development of the curriculum.

Areas for Improvement:

- Curriculum adaptation which focuses on the enhancement of students' skills in enterprise and innovation in lessons.
- Curriculum modifications which increase challenge all and meet the needs of all students, including those with SEN and G&T.
- Teachers' understanding of new curriculum requirements and ability to fully implement these across 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
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The protection, care, guidance and support of students is acceptable. All stakeholders have appropriate training in terms of safeguarding and child protection procedures. Students feel safe and are aware of where to report should there be an incident of bullying or cyberbullying. The school meets the legal and regulatory requirements, and supervision of students is effective. Recent changes in the bus transport service as it arrives and departs ensure safer provision for students. The learning environment, facilities and premises are fit for purpose to provide a safe environment for students. A few rooms are cramped due to the class size, The library, KG accommodation and science laboratories are under resourced. Not all classrooms are wheelchair accessible.
- Buildings and equipment are maintained in sound repair and the school keeps records of incidents and subsequent actions. Parts of the premises have litter on the ground visible after breaks, and during the transition of girls' and boys' classes. The school conducts regular maintenance and safety checks. These cover equipment, water, waste and hazardous waste disposal, air-conditioning, fire extinguishers and security cameras. The school conducts regular evacuation drills to ensure student safety. The checking of school gates by school staff to make sure that they are locked and can be opened in case of emergencies is not thorough. Signage and adult supervision are not always sufficient to direct students around school.
- The school promotes healthy lifestyles. The nurse conducts BMI monitoring and age-appropriate diet and exercise. The canteen has a range of healthy food but also sells unhealthy snacks.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable
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- The relationships between staff and students are positive and there are appropriate systems in place to successfully manage students' behaviour.
- The school has effective provision in promoting punctuality and attendance such as reminders during assembly and the follow-up of unexcused absences. Tardiness is monitored daily in classrooms.
- The school has appropriate systems to identify students with SEN although most of the students are categorized under medical needs rather than behavioural or learning needs. The



system to identify students who are G&T through CAT4 has started with the appointment of a special educational needs coordinator (SENCO). The impact on the personal and academic development of G&T students is not yet evident.

- The support for students with special medical, behavioural and learning needs is appropriate and the majority of these students make adequate personal and academic progress but less so for the high attainers in school.
- The well-being and personal development of students are tracked routinely, and appropriate personal and academic support is provided. The school assists students to prepare for Pakistani federal examinations. Career guidance is provided for Middle and senior students as they move to the next phase of their studies.

Areas of Strength:

- Positive relationships between students and staff and successful systems to manage behaviour.
- Promotion and management of attendance and punctuality
- Career guidance provided to senior students.

Areas for Improvement:

- The visibility of directional signages to guide students and the posting of adults in strategic places to look after students and respond quickly to emergencies.
- Premises and facilities that meet the needs of all students including those with special needs and in specialised facilities for the sciences, the library, as well as those in KG.
- The distribution of students in KG, Primary and Middle phases to even out class sizes in some sections.
- A system to identify the G&T students which is thorough and consistently applied.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall

Indicators:

The effectiveness of leadership

Acceptable

- Senior leaders have set a shared vision with students and parents for the school, based on the priorities of the UAE. They are committed to creating confident, educated learners who can innovate in a global world. Most senior leaders have some understanding of best practice in teaching, learning and assessment. They delegate to middle leaders to develop this across teams, but not all have the capacity to improve. Subject teachers work together with their heads of departments on professional development to expand their classroom skills and use data effectively for learning. This is having some impact on student achievement, but a high level of staff changes means this is limited. In KG and Primary especially, the teaching skills of some teachers are limiting student progress. The school also has a focus on student personal development and a culture of inclusivity. Effective provision for special needs is increasing with the appointment of a SENCO. Relationships are professional and teachers work effectively together. There are several channels of communication for staff, and morale is positive.
- School leaders demonstrate some capacity to improve. They are aware of changes which need to be made. They place a sharp focus on specific areas at a time, such as creating more student-centred learning by a reduction in teacher talk time. Leaders are working together to make improvements in the school. They value external evaluation to provide starting points and a guide for future developments. The school is fully compliant on regulatory requirements.

Self-evaluation and improvement planning

Acceptable

- The school self-evaluation (SEF) process is jointly produced by teachers and the senior leadership team. It is systematic in analysing data and reviewing the standards overall, but it needs further, alignment with the UAE inspection framework. Some of the areas for development identified in the SEF, along with recommendations from the last inspection report and views of surveyed stakeholders form the basis of school improvement planning. The school has efficient systems to collate data on student attainment. This is analysed to identify performance in internal and external assessments and to identify students who require extra support to close gaps. This is not linked to teacher effectiveness. The improvement plan contains appropriate goals and actions. Progress towards meeting some targets has been made. Measures for monitoring and review of successful outcomes and the



impact on outcomes for students are still required. Procedures are in place to address recommendations from the last report, with a focus on student personal development and a culture of inclusivity. Effective provision for special needs is increasing with the appointment of a SENCO. There has been improvement in the use of teaching strategies, through strategic, professional development for teachers. This still requires sustained initiatives to further enhance teaching skills for all teachers across the school, but especially in KG and Primary.

Partnerships with parents and the community

Acceptable

- Parents support the school and are aware of the school priorities. They are consulted regularly, through surveys, to give their views on the school. These are considered when school improvement plans are made. The Parents' Council is kept informed on relevant topics. Parents are updated by teachers on class matters on a regular basis through class WhatsApp groups. Any concerns from parents are handled by the senior leadership team (SLT) supervisors and are mainly dealt with effectively. The information given to parents is not always consistent, but parents are contacted promptly about absence and lateness. Teachers report on general student progress to parents three times a year, through parent teacher meetings. They are also informed of the results of any internal or external assessments. Parents are considered to be partners with teachers in their child's learning. Parents are involved in a few school activities, such as the food fun day. They also supported charity collections for disaster areas.
- Links with the local community and international communities are less well developed.

Governance

Acceptable

- The governing body, including the school owner, consists of members of the community with various professional experiences. They gain knowledge of the school through meetings and information from the SLT. They monitor school progress and the general work of the school by relying on the SLT to report to them. They do not hold senior leaders sufficiently accountable. The impact they have on students' achievement and general school improvement is inconsistent. They ensure that the school is compliant and that all statutory requirements are met. They oversee teacher recruitment and set the overall budget for the school.

Management, staffing, facilities and resources

Acceptable

- School routines and procedures run smoothly, including shift changeovers. Assembly and lessons start promptly, and students are supervised and know the routines for moving round



the school safely. There are sufficient staff to have some impact on student achievement. The effectiveness of some teachers, especially in the lower grades, requires development, particularly in classroom management. Professional training is relevant but has yet to achieve the desired impact on all teachers. High turnover means that the staff is constantly changing, and new teachers require training throughout the school year. The school premises are basic and learning areas are limited. Some classes are overcrowded, and the two laboratories are small and lack appropriate facilities for science. The newly grassed area provides some space for sports. Not all areas have suitable access for all students. There are two computer rooms. The resources across the school are very limited, so most learning is from textbooks.

Areas of Strength:

- The schools' efficient systems to collate and track data on student achievement.
- The smooth management of school routines and procedures.

Areas for Improvement:

- The training of middle leaders to improve their skills and knowledge in best practices for teaching and learning.
- The involvement of all stakeholders in the SEF and SIP processes.
- The consistent sharing of information with all parents.
- The governing bodies arrangements for holding leaders sufficiently accountable.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 9 teachers of Arabic. The ratio of teacher to child is 1:21 in KG and the teacher to student ratio is 1:160 for Grades 1 to 9.
- There are 148 fiction books in Arabic in the school library. There are no Arabic books in the classroom.
- Reading provision in classes is through the use of technology. All students read in class daily. There are reading tests for every chapter. The students read short stories and search stories from the internet.
- Extra-curricular activities include competitions and quizzes, which parents also join in with. Student activities are related to national and religious events such as National day, Flag Day, and the Prophet's (PBUH) birthday.

The school's use of external benchmarking data

- The school sat PISA for 15-year-olds in 2023. The assessment was taken by 108 students which is an entry of 100%. The results are not yet available. The school last completed TIMSS in 2018 in Grades 3 to 10, where all results were below the UAE standards. They were not selected in 2023. The ISA was taken in Grades 3-9 in English in 2021 with weak results. In mathematics in 2022, results were weak and science in 2023 was also weak. CAT4 assessments taken in 2023, by Grades 3,5,7 and 9 are generally below the national average. The school is compliant with SPEA requirements.
- The teachers are trained on the requirements for the assessments. The school is aware of the need to prepare students for these assessments, so includes questions in lesson planning to improve skills in required areas. This is especially important as students join the school in all grades and do not always speak English.
- The assessment results are given to the students individually. They are then discussed with them to find ways to improve the score next time.
- Parents are informed of the results which are discussed with them at parent teacher meetings, so they are also aware of what is successful and what needs to improve.

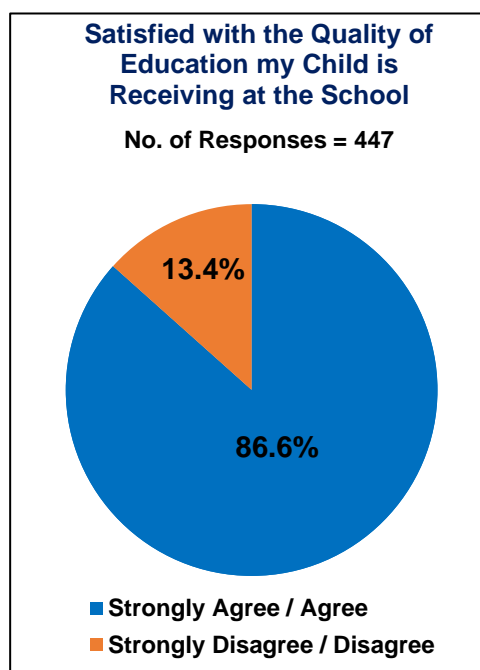
Provision for KG

- There are 9 teachers in KG and 2 classroom assistants. There are 3 classes in KG1 and 5 classes in KG2 with a seating capacity for 25 children. There are 200 children with a teacher/child ratio of 1:21.
- The indoor environment is basic and facilities and resources in the classrooms are limited but the walls have colourful displays of children's work. There is an activity room, with a mat floor and a few resources for creativity.
- The outdoor area used by each class weekly is a safe, artificially grassed and shaded area with appropriate outdoor play equipment. There are shaded benches for break times outside the classrooms. Children also have the benefit of a very small garden to grow plants.



- Children are brought in for a brief assessment of their speaking and listening skills and an interview before they are accepted into the school. There is an orientation day for mothers and the children can then look round the school. Information on the child is passed to the next teacher before they join Grade 1. Parents and children also meet the new teacher where they can discuss their child's progress and any issues.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve capacity of middle leaders to support their teachers by:
 - defining the expectations of the role and setting objectives for individual knowledge and skills development.
 - setting department targets based on school improvement planning and student achievement data.
 - providing specific training on lesson observations using a rubric linked to the UAE Inspection Framework.
 - training on giving feedback in order to improve teacher performance.
- Improve knowledge and skills in best practice to new teachers especially in KG and Primary by:
 - training on the priorities of the UAE teaching and learning requirements.
 - developing teacher skills in classroom management.
 - training on strategies for active learning to engage students.
 - practising 21st century skills personally to understand their purpose.
 - implementing a programme of frequent lesson observations and feedback.
 - allowing time for peer observations where good lessons are modelled.
- Improve lessons to meet the needs of all students by:
 - identifying the needs of all students and not just those with medical needs.
 - identifying and supporting those with limited English skills, including those who join the school in higher grades.
 - providing specialised individual teaching where needed.
 - modifying the curriculum to provide challenge for the more able and to support the less able.
 - ensuring that all lessons and activities are differentiated according to ability in all phases.



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

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

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

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