



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Elite School

2-5 February 2026

Overall Effectiveness

Good



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-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	608
	School location	Al Azra, Sharjah
	Establishment date	November 2024
	Language of instruction	English
	School curriculum	American
	Accreditation body	COGNIA
	Examination Board	AP College Board
	External assessments International and Curriculum Benchmark Assessments	TIMSS, PIRLS, CAT4, MAP, PISA, IBT, EmSAT, AP, TALA, Mubakkir
	Fee range	AED 10,000 – AED 25,000
Staff 	Principal	Mouhannad Aboulhoda
	Chair of Board of Governors	Souheil Hassan Aboulhoda
	Total number of teachers	112
	Total number of teaching assistants	28
	Turnover rate	7%
Students 	Teacher: student ratio	1:19
	Total number of students	2091
	Total number of students per cycle/phase	KG: 319
		Cycle 1: 652
		Cycle 2: 642
		Cycle 3: 478
	Pre-KG : number and gender	Boys: N/A Girls: N/A
	KG: number and gender	Boys: 175 Girls: 144
	Primary: number and gender	Boys: 345 Girls: 307
	Middle: number and gender	Boys: 321 Girls: 321
	High: number and gender	Boys: 251 Girls: 227
	Total number of Emirati students	25
	Pre-KG: Emirati number and gender	Boys: N/A Girls: N/A
	KG: Emirati number and gender	Boys: 3 Girls: 2
	Primary: Emirati number and gender	Boys: 3 Girls: 3
	Middle: Emirati number and gender	Boys: 5 Girls: 3
	High: Emirati number and gender	Boys: 4 Girls: 2
	Nationality groups	1. Palestinian 2. Syrian
	Total number of students with special educational needs	144



PROGRESS JOURNEY

Previous Review: (2023-24)	Current Review:
GOOD	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of seven reviewers' 186 lesson observations, of which 100 were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

This family owned and run school has expanded over the years. There are now 2091 boys and girls from KG to Grade 12. Since the last report, the school has worked with some success across a number of areas of school improvement. As a result, students' achievement in Islamic Education, Arabic and social studies have improved from acceptable at the last review, to good at this. English and Science have both improved to very good overall. Achievement in mathematics has remained very good in Cycle 3. The school achieves above the national average in TIMSS and PISA assessments. Leaders have ensured a strong focus on students' well-being and on child protection processes and procedures. This has ensured that health and safety and inclusion practices are both very good across the school. Students behave very well, show good self-discipline and adopt effective learning attitudes in most of their lessons. Teaching, which is good overall, is very good in Cycle 3, where there are excellent examples of students' using their well-developed learning skills to accelerate and deepen their learning. The curriculum is well balanced and effective, successfully embedding Emirati values and the heritage and culture of the UAE well. The care and support provided for all students is very good. The principal, governors and wider leadership team are working effectively and demonstrate secure capacity for further improvement.

KEY AREAS OF STRENGTH:

- Very good achievement in English and Science, and students' very good progress in Cycle 3 in mathematics
- The very good teaching and assessment in the core subjects in Cycle 3.
- Students' positive and respectful relationships, strong behaviour and good attitudes to learning.
- The arrangements for health and safety and child protection.
- The care and support provided for students, including those with special needs (SEN) and those who are gifted and talented (G&T).
- The effectiveness of self-evaluation and the capacity of the principal and other leaders to improve the school.



KEY AREAS FOR IMPROVEMENT:

- Students' attainment and progress in Arabic-medium subjects, and across most subjects in KG, Cycle 1 and Cycle 2.
- The quality of teachers' questioning and the better use of time management and pace in lessons.
- The use of assessment information to identify and close gaps in students' learning.
- Modifications to the curriculum to better support students with additional needs, and those who are high attaining.
- Ensuring leaders' judgements are securely based on evaluations of students' learning and progress.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.

Indicators:		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a Second Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Good	Good	Good	Very Good
	Progress	Good	Very Good	Very Good	Very Good
Mathematics	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Science	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Learning Skills		Good	Good	Good	Very Good



Islamic Education	- Students' achievement in Islamic education is good overall. Internal data show students make outstanding progress in KG and Cycle 1, and very good progress in Cycles 2 and 3. This is not seen in lessons or in students' work, where the majority of students make progress which is above curriculum expectations. - The school's internal data shows that attainment is outstanding across all cycles. This does not match with that seen in lessons or in students' work, where the majority of students in all Cycles attain above curriculum standards. In the ABT exams, attainment is very good in Cycles 1 and 2, and good in Cycle 3. - The majority of students demonstrate good knowledge and understanding of the Divine revelation, Islamic etiquette, and contemporary environmental and social issues. In KG, children memorise a range of short Surahs, The Noble Hadeeths, and supplications. They can apply Islamic etiquette in real-life situations, such as when reciting The Holy Qur'an. In Cycles 1, 2, and 3, students can explain the overall meanings of Ayaat and The Noble Hadeeth. They can discuss the Holy Qur'an stories and infer the prophetic guidance. Students in Cycle 1 gain a strong understanding of Islamic values, such as thanking Allah (SWT) for his blessings. In Cycle 2, students develop a deep understanding of economic and social issues in accordance with Islamic legislation and can clarify the significance of following Islamic methodology for sustainability and discuss relevant concepts. In Cycle 3, students analyse Islamic methodology for building a cohesive and strong society. They discuss the negative consequences of certain vices on both individuals and societies. However, students' skills in applying Tajweed rules remain a developing learning feature among a minority of students across all cycles. Moreover, low-attaining students across all grades find it challenging to accurately explain words from The Holy Qur'an and The Noble Hadeeth. - The majority of groups of students make good progress.	
	Areas of Strength	Areas for Improvement
	- In KG, children's ability to memorise a range of short Surahs and Ayaat. - Students in all Cycles strong understanding of the Divine revelation, The Holy Qur'an stories and The Noble Hadeeth. - Cycle 3 students strong understanding of Islamic methodology for building a strong and cohesive society.	- Students' ability to apply Tajweed rules is less well-developed across all Cycles. - Students' accurate explanation of words from The Holy Qur'an and The Noble Hadeeth.



Arabic Language	- Students' achievement in Arabic as a first language is good overall. The school's internal data shows students make outstanding progress in KG and Cycle 1 and very good progress in Cycles 2 and 3. However, in lessons and in their work, the majority of students in all cycles make progress which is above curriculum expectations. - The school's internal assessment data indicates outstanding attainment across all Cycles. Recent ABT results indicate very good attainment in Cycles 1, 2, and 3. In lessons and in students' work, the majority of students across all Cycles reach levels of attainment which are above curriculum standards. The number of non-Arabic-speaking students is very small and does not significantly affect overall outcomes. - In KG, the majority of children demonstrate secure early Arabic literacy skills. They listen attentively, follow instructions accurately, recognize Arabic letters and their sounds, and read simple syllables and sight words with confidence. However, speaking skills require further development to support more confident oral expression. In Cycle 1, students show secure reading and effective story analysis. However, while their writing is generally secure at sentence level, further development is needed in inferential comprehension and consistent use of Standard Arabic in conversations. In Cycle 2, students develop good analytical skills. They comprehend literary texts, can identify the main ideas and supporting details. However, their higher-order reading skills in deeper analysis of unfamiliar texts are less secure. In Cycle 3, students analyse poetic texts effectively, linking poems to their historical and social context. They communicate clearly using accurate standard Arabic. However, extended writing skills are not yet consistently secure. - The majority of groups of students make better than expected progress across the school. Occasionally, low-attaining students do not make as much progress as they should.	
	Areas of Strength	Areas for Improvement
	- KG children's early Arabic literacy skills. - Students' ability to communicate their ideas clearly using standard Arabic, particularly in Cycle 3 - Cycle 1 students secure reading skills and effective story analysis.	- Students' higher-order and deeper reading skills using unfamiliar texts in Cycle 2. - Cycle 1 students' comprehension skills and consistent use of Standard Arabic in conversations.



Social Studies	- Students' achievement in social studies is good overall. The school's internal data shows that students make outstanding progress in Cycles 1 and 2, and very good progress in Cycle 3. This does not fully match with the progress seen in lessons and in students' work, where the majority of students make better than expected progress in Cycles 1, 2 and 3. - The school's internal assessment data indicates attainment is outstanding in cycles 1, 2 and 3. However, this is not seen in lessons or in students' work, where the majority of students in cycles 1, 2 and 3 reach levels of attainment that are above curriculum standards. - In Cycle 1, students demonstrate a deep understanding of national identity and can clarify their roles and responsibilities towards the UAE. They can identify national emblems, traditional crafts, and means of transportation, old and modern. They describe the natural characteristics of life in the UAE over the ages. In Cycle 2, students discuss in depth the significance of modern technology for development across all sectors. A few students have only a surface-level understanding of the history of the Umayyad State. In Cycle 3, students participate in deep discussions about contemporary demographic issues, such as population crowding, discussing its causes, and suggesting solutions for solving relevant consequences, such as traffic jams. Their strong knowledge and understanding of sustainable development is helping to build their sense of responsibility to the global environment. A few low-attaining students have yet to develop their understanding of the negative impact of population crowding on development. - The majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	- Students in Cycle 1 strong understanding of the components of the national identity. - Students in Cycle 2 sound understanding of the significance of modern technology, such as GPS. - Cycle 3 students' ability to analyse and discuss global demographic issues, such as population crowding.	- Low-attaining students understanding of the impact of population crowding. - Some Cycle 2 students' surface-level understanding of the history of the Umayyad State.



English	- Students' achievement in English is very good overall. The school's internal data shows that children make good progress in KG and students in Cycles 1, 2 and 3 make very good progress. This matches with that seen in lessons and in students' work where the majority of children in KG, and the large majority of students in Cycles 1, 2 and 3, make progress which is above curriculum expectations. - The school's internal data shows attainment is outstanding in all cycles. This does not match with that seen in lessons and in students work, where a majority of students in KG, Cycle 1 and 2, and the large majority of students in Cycle 3, reach levels of attainment which are above curriculum standards. External data shows that attainment is very good in Cycles 1, 2 and 3. - Overall, the large majority of students acquire confident literacy skills. In KG, the majority of children develop a good understanding of the use of phonics to identify letters and sounds and how words are formed. Higher-attaining children use a 'word wall' to form longer sentences and write short stories. In Cycles 1 and 2, students are developing their extended reading, writing, critical thinking and debating skills, although these are not yet secure across a range of themes. They are also developing wider use of vocabulary and grammatical structures. In Cycle 3, students are confident critical thinkers who engage in debates. They are insightful, reflective when analysing complex literary works. Their reading of wider range of literature is developing. - Overall, most groups of students make above expected progress. Some students who have special educational needs and some high-attainers do not make as much progress as they should.	
	Areas of Strength	Areas for Improvement
	- Students' speaking and reading skills across the school. - Students' skills in the analysis of complex works in Cycle 3. - KG children's ability to use phonics to connect letters with their sounds.	- Students' critical analysis and debate of literary themes in Cycles 1 and 2. - Students' access and engagement with a wider range of literature.



Mathematics	- Students' achievement in mathematics is good overall. The school's internal data shows that students make very good progress in KG, and in Cycles 1, 2 and 3. This does not match with that seen in lessons and in students work, where the majority of children in KG and students in cycles 1 and 2, and a large majority of students in Cycle 3, make progress which is above curriculum expectations. - The school's internal data shows that attainment is outstanding across KG and all cycles. This does not match with that seen in lessons and in students' work, where majority of children in KG and students in Cycles 1 and 2, and a large majority of students in Cycle 3, reach levels of attainment which are above curriculum standards. In MAP exams, children in KG2 and students in grades 1 to 11 reach outstanding levels of attainment. - Overall, the majority of students demonstrate good mathematical knowledge, skills and understanding that are above curriculum standards. In KG, students recognise two-dimensional shapes and carry out simple calculations, such as subtraction. In Cycle 1, students develop a good understanding of shapes, units of measurement, graphs and operations. In Cycle 2, students extend their understanding of linear equations, graphs and the calculation of gradients of lines. By Cycle 3, students deepen their understanding of algebra and calculus, and can use derivatives, composite functions and arithmetic sequences. Across all cycles, students' mental mathematics is a developing feature of their skills. Students' mathematical reasoning, the application of generalisations to complex problems and the use of mathematics in real-life contexts remain less well developed in Cycles 1 and 2. - The majority of groups of students make above expected progress overall. Some students with additional learning needs do not make sufficient progress.	
	Areas of Strength	Areas for Improvement
	- Children's development of numeracy skills and their understanding of shape in KG. - Students' understanding of mathematical concepts across all cycles. - Cycle 3 students' deeper understanding of algebra and aspects of calculus.	- Students' mental mathematics skills across all cycles. - Students' mathematical reasoning and application of generalisations when solving complex problems in Cycles 1 and 2.



Science	- Students' achievement in science is very good overall. The school's internal data shows that students make outstanding progress in all cycles. This does not match with the progress seen in lessons and in students' work, where the large majority of students in all cycles make progress which is above curriculum expectations. - The school's internal assessment data indicates that attainment is outstanding across KG and in all cycles. External assessments show attainment is outstanding in Cycles 1, 2 and 3. This does not match the attainment seen in lessons and in students' work, which shows that the large majority of students across KG and in all cycles reach levels of attainment which are above curriculum standards. - In KG, the large majority of children develop early enquiry and practical skills through hands-on exploration and observations, gaining a basic understanding of plant needs, sunlight, and day and night. In Cycles 1 and 2, the large majority of students strengthen their investigative skills through planned experiments, model building, accurate use of apparatus, and data collection, while developing a good understanding of life cycles, body systems, energy changes, orbital motion and refraction. Their ability to draw scientifically valid conclusions from experimental evidence is not yet consistent across these cycles. By Cycle 3, learners demonstrate strong analytical and experimental skills in laboratory investigations. They analyse and use quantitative and qualitative data to draw accurate scientific inferences. They demonstrate a secure understanding of chemical reactions, thermodynamics, Newton's laws of motion, and orbital motion. However, their ability to design and conduct investigations independently is not yet secure. - Overall, most groups of students make above expected progress from their starting points.	
	Areas of Strength	Areas for Improvement
	- Children's understanding of plants and the effects of sunlight on growth in KG. - Students' understanding of key scientific concepts, such as life cycles, energy changes and refraction in Cycles 1 and 2. - Students' ability to conduct experiments and analyse data in Cycle 3.	- Students' ability to draw valid conclusions scientifically in Cycles 1 and 2 - Students' ability to design and conduct scientific investigations independently in Cycle 3.



Other subjects	- Students' achievement in other subjects is good overall, and very good in Cycle 3. Internal data shows outstanding progress across subjects. This does not match with what is seen in lessons and in students' work where the majority of students in KG, Cycle 1, Cycle 2, and the large majority in Cycle 3, make better than expected progress. - The school's internal data shows that students reach outstanding levels of attainment in all cycles. This does not match what is seen in lessons and in students' work, where the majority of students in KG, Cycle 1 and Cycle 2, and the large majority in Cycle 3, reach levels of attainment which are above curriculum standards. - Overall, the majority of students demonstrate good knowledge and skills in other subjects. Students in KG and Cycle 1 show basic sports skills in Physical Education (PE), and their ball control in basketball and football in Cycles 2 and 3 is good. Their skills of peer-to-peer coaching are underdeveloped. KG and Cycle 1 students are beginning to produce 3-dimensional art and craft, linked UAE-related themes. Students explore Cubism in Cycle 2 where examples from other cultures are also starting to be introduced. Students in Cycle 1 and 2 can manipulate images using Scratch but find Python more difficult. By Cycle 3, students can control a sprite using program blocks and can show effective digital skills and creativity. The majority of students in Cycle 3 computer science can use C++ coding well. - The majority of groups of students make above expected progress overall. However, sometimes high-attaining students are not challenged enough.	
	Areas of Strengths	Areas for Improvement
	- Students' ability and knowledge in digital literacy and computing in all cycles. - Students' basketball and football skills in Cycles 2 and 3. - Cycle 2 students' skills in exploring cubism in UAE and art from other cultures,	- Students' ability to use peer-to-peer coaching skills in PE. - Students' knowledge and application of Python in computer studies in Cycle 2.



Learning Skills	- Students' learning skills are good overall and very good in Cycle 3. Most children and students demonstrate positive attitudes and enjoy learning across all cycles. In Grade 3 in mathematics, students engage in measuring activities and present their findings to the class. Students in Cycle 3 show a strong ability to take responsibility for their own learning. They can articulate their learning and know the areas in which they need to improve. - Students interact well in lessons and communicate their learning clearly. Across the school, group work is a consistent feature of lessons, with students collaborating in mixed-ability groups to complete tasks. However, high-attaining students occasionally overly control the work being produced. - Students make meaningful links between their learning and UAE culture. Students in Grade 4 discuss immigration, multi-nationality society and equality in the UAE. Students in Cycle 2, learn about food preservation and about initiatives to preserve food and supporting needy communities. - Students, across subjects and cycles, use digital technologies to develop their independent learning and strengthen their understanding. In KG, children use tablets to carry out simple mathematical calculations. In Cycle 3, students develop critical thinking and use technologies to conduct research. However, students' independent inquiry and research skills are not developed consistently enough in Cycles 1 and 2.	
	Areas of Strengths	Areas for Improvement
	- Students' positive attitudes towards learning in all cycles. - Students' collaboration and communication skills. - Students' ability to make links to different learning, such as to UAE culture.	- Effective participation by all students in group-based learning. - Student's independent inquiry and research skills in Cycles 1 and 2.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Very Good	Very Good	Very Good	Very Good
- Students' personal development is very good overall. They demonstrate positive and responsible attitudes towards learning, are self-reliant, and actively seek and respond constructively to feedback. They display confidence in learning and demonstrate strong self-discipline. Their positive behaviour contributes to a respectful school environment. - Relationships across the school are positive. Students fully respect the needs of other students and are willing to help and support each other. Students' relationship with teachers and staff is respectful. - Students show a good level of awareness of safe and healthy living and usually make responsible choices that support their well-being. A few students make less healthy choices. - Students' attendance, at 97%, is very good, and most students are punctual when arriving to lessons and to assembly.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
- Students' appreciation and understanding of the impact of Islamic values on contemporary UAE society is seen in their positive attitudes and the Islamic values which they embrace. Students across all cycles show acceptance of others. They celebrate Islamic events and participate in Ramadan's donation drives. - Students' strong appreciation of the UAE heritage and culture is reflected in their participation in a range of cultural activities. The heritage corners and students' displays on bulletin boards reflect the UAE's cultural components and landmarks. Students enthusiastically celebrate national days, such as the Union Day and the Flag Day. - Students come from different cultures and promote their cultural heritage during International Days organised at the school. However, their knowledge of other world cultures is less secure.				
Social responsibility and innovation skills	Good	Very Good	Very Good	Very Good



- Students contribute willingly to their school community, with opportunities for student voice through the Student Council in Cycles 2 and 3. They participate in charitable initiatives, including collaboration with the Red Crescent and visits to care homes. However, there is less engagement in wider community initiatives, particularly for students in Cycles 1 and 2.
- Students demonstrate a positive work ethic and growing independence. They show initiative through creative and innovative ideas, such as Telemetric Arm Link. However, enterprise and entrepreneurship skills are developing features. Provision in KG requires further development.
- Students demonstrate a strong sense of responsibility towards their school and the environment. They develop a strong understanding and awareness of global sustainable goals, especially in science lessons. Students link energy sustainability to the UAE context and Dubai Electricity and Water Authority (DEWA) initiatives. Students engage in projects, including recycling initiatives and environmental clean-up actions.

Areas of Strength:

- Students' behaviour, self-discipline, and constructive responses to feedback they receive.
- Students' clear appreciation and understanding of the impact of Islamic values on contemporary UAE society.
- Strong relationships and the safe, respectful, and inclusive school environment.

Areas for Improvement:

- Students' knowledge and understanding of other world cultures.
- Students' wider participation in community initiatives beyond the school, particularly in cycles 1 and 2.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Good	Very Good
- Teachers demonstrate secure subject knowledge and apply a range of effective teaching approaches. This enables students to learn well, especially in the core subjects in Cycle 3. - Lesson planning is structured around the '5E' enquiry approach, which is helping to build conceptual development, alongside the use of a range of learning resources. Educational technologies are used purposefully to enhance learning. However, in some lessons in Cycles 1 and 2, ineffective lesson time management limits the opportunities for a recap of learning and more timely formative feedback. - Teacher–student interactions are generally supportive of learning, with teachers primarily using closed questions to check understanding. At times, students do not get enough time to think through their responses, especially in Arabic, Islamic Education and Social Studies. By contrast, in science, particularly in Cycles 1 and 2, students confidently raise questions that contribute to their deeper conceptual understanding. - Teachers' planning is informed by assessment data and their knowledge of learners' needs. Teachers use varied tasks, questioning, and support to meet these needs. The impact of this for high-attainers and gifted and talented students is sometimes inconsistent. It is more effective in Cycle 3 than in earlier cycles. - Critical thinking and problem-solving skills are usually developed in learning tasks across core subjects, and opportunities for innovation and independent learning are more frequent and effective in Cycle 3, than in the other cycles.				
Assessment	Good	Good	Good	Good
- Assessment is good across all cycles. The school has a comprehensive assessment policy and ensures that assessment guidelines are followed consistently. Processes are coherent and provide information on students' attainment. They are aligned with the American and Ministry of Education (MoE) curricula. The school uses effective external assessments to benchmark academic outcomes with national and international expectations. The school uses CAT4, TIMSS, PISA PIRLS, AP (optional), MAP and ABT to benchmark students' attainment. - Assessment information is analysed in depth by teachers and leaders at individual and group levels, providing accurate measures of progress for different groups in the school including				

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boys and girls, Emirati students and high-attainers. Teachers generally use the progress data of different groups of students to influence their teaching and to meet the learning needs of students, although there remain some inconsistencies across the school.

- Teachers are aware of the strengths of individual students and provide challenge, support and feedback. In lessons, teachers use online assessment, exit tickets and peer-assessment. As a result, teachers give individual constructive feedback, including through marking.

Areas of Strength:

- Teachers' subject knowledge and effective pedagogies, especially in Cycle 3.
- Comprehensive range of internal and external assessments aligned to curriculum standards.
- The quality of lesson planning aligned to the school's 5E approach.

Areas for Improvement:

- Time management by teachers in lessons which sometimes limits the recap and assessment of learning
- Questioning to extend learning and leading to insightful discussions and reflection, ensuring all students have sufficient time to formulate their answers.
- Rigorous recording, analysing and tracking of students' assessment data to identify trends, gaps and using it to inform lesson planning.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good
- Curriculum design and implementation is good overall. It is broad, balanced, age-appropriate and fulfils all statutory requirements. It is aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the MoE Arabic Curriculum. Planning is detailed and ensures continuity and progression, preparing students well for the next stage of learning. - The range of curricular options provides older students with ample choices that help develop their talents, interests and aspirations. In Cycle 3, students have opportunities to make a good range of curriculum choices, including business. Students take part in specialist workshops and competitive events outside the school, such as the annual science contest and the Emirate Literature Foundation Contest. They also visit several higher education institutions. Cross-curricular links are meaningful and planned, which helps students to transfer learning between different subjects. - The school conducts regular reviews of the curriculum, which involve a range of internal stakeholders including the Heads of Departments. This is effective in ensuring that the curriculum is regularly updated as needed.				
Curriculum adaptation	Good	Good	Good	Good
- Leaders ensure that the curriculum is regularly modified and updated to meet the needs of most groups of students. The curriculum is not consistently effective in deepening learning for higher-attaining students, or adapting the content appropriately for those with special educational needs (SEN). - The curriculum offers a range of opportunities designed to motivate students. This includes for innovation, creativity and social contributions, though enterprise is less well developed. A variety of extra-curricular activities and community links enhance students' academic and personal and emotional development. - Appropriate learning experiences are integrated through most aspects of the curriculum to enable all students to develop an understanding of the UAE's values, culture and society. In Grade 4 for example, one of the students said that he enjoyed being in the UAE because 'there are children from different backgrounds, and they all work and play together'. The				



school ensures that students' knowledge, understanding and appreciation of the heritage and values of the UAE and Emirati culture are embedded.

Areas of Strength:

- Extra curriculum activities and community links and students' academic, personal and emotional development.
- Curricular options and the ample choices for older students that help develop their talents, interests and aspirations.
- Meaningful cross-curricular links which are planned carefully to enhance transfer of learning between subjects.

Areas for Improvement:

- Curriculum modification to consistently address the needs of higher-attaining students and those who have SEN.
- Embedding of enterprise learning into subjects and extra-curricular activities.



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

The protection, care, guidance and support of students are very good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
- The protection, care, guidance and support of students are very good. The school has rigorous and very effective safeguarding and child protection procedures, led by the safeguarding team. SPEA-aligned policies are securely maintained and regularly reviewed, and all staff are well-trained and highly aware of procedures, including protection from bullying, cyberbullying, and online risks. Safeguarding concerns are systematically recorded, monitored, and followed up, ensuring the school is very effective in protecting students and providing appropriate care, guidance, and support. - Arrangements for health, safety, and security are highly effective and consistently implemented, ensuring a very safe, hygienic, and secure environment. Access to the school is rigorously controlled through face-detection systems and robust visitor and transport procedures. Fire drills and risk assessments are conducted regularly across laboratories, playgrounds, specialist rooms, and educational visits. Buildings and facilities are very well maintained and closely monitored, providing clean, orderly premises, well-supervised padded play areas, secure laboratories, and appropriate SEN support facilities. - The school promotes safe and healthy lifestyles through structured physical education, exercise programmes, and regular health awareness campaigns. Although around 16% of students are identified as obese, the school is working proactively and systematically to reduce this through sustained health initiatives and regular, targeted communication with parents, supported by medical and social worker interventions.				
Care and support	Very Good	Very Good	Very Good	Very Good
- The care and support of students is very good throughout the school. Relationships between staff and students are very positive. Effective behaviour policies ensure that it is managed successfully and poor behaviour is very rare. The school ensures very good attendance and has implemented very efficient measures to tackle morning punctuality. - Inclusivity policies are embedded and systems to identify children who have SEN and who are G&T are effective. Individual education plans (IEP) are in place for students with SEN, and Additional Learning Plans for those who need additional support from specialists and teachers. Nevertheless, the impact of support and challenge provided in lessons is not always effective, especially for G&T students.				

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- The well-being and personal development of all students is monitored through surveys and referrals. The school delivers personalised support to meet the personal and emotional needs of students effectively. Students in Cycle 1 and especially those in Cycle 3 receive good advice, guidance and careers support so that they are well prepared and informed about future options. By contrast, the provision for students in Cycle 2 is less effective.

Areas of Strength:

- Safeguarding procedures and the arrangements for health, safety and security.
- Quality of maintenance and the suitability of premises and facilities.
- Positive interactions and relationships between staff and students.
- Leaders' successful focus on attendance and improved morning punctuality.

Areas for Improvement:

- Promotion of healthy lifestyles to reduce the incidence of obesity.
- The impact of support for gifted and talented students in lessons.
- The quality and breadth of advice and guidance for Cycle 2 students, including about career options.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

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

- Leadership and management is good overall. The principal and senior leaders supported by most of the middle leaders are working effectively to improve the school, including the impact of inclusion, teaching and learning, STEM and the use of technology. Commitment to UAE priorities is clear, including highly successful outcomes in the ABT national identity assessments.
- Leadership is delegated to teams who have a secure knowledge of the curriculum and are focused on raising standards and improving teaching. Most leaders are confident and lead their teams well, although the integration of progress data into planning needs further development. Leaders are focused on raising achievement and draw on the outcomes of the last review and school self-evaluation to guide their actions and priorities.
- There is a whole school approach to self-evaluation. The views of stakeholders are sought systematically. Strengths and potential areas for development are reviewed, resulting in a realistic set of strategic key priorities for school improvement. The judgements in the SEF do not always accurately reflect the evidence of the school's effectiveness. There is a programme for monitoring teaching and learning, as lessons are observed and feedback given on steps for improvement. This is gradually having an impact on teaching and learning. Lesson planning is more consistent under a newly introduced '5E's methodology, informed by robust data.
- Parents are very supportive of the school and feel their children receive a good quality of education in a safe environment. They can contact teachers or the principal at any time. Communication is through a variety of online platforms and through parent-teacher meetings. Exam results and reports are also published online. Parents are consulted through surveys and the parent council helped to develop a mental health strategy.
- The school has many connections with sporting events, celebration days and charity events. There are strong links to other schools, UAE competitions and local universities.
- The governing owner of the school is supported by the finance manager and the principal. They are responsive to the views of stakeholders, and they manage the school, select teachers and allocate resources efficiently. They provide expert guidance to the school and ensure that improvements are implemented. Leaders are held rigorously accountable for student outcomes.

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- Very effective day to day management of the school ensure that routines are well known and followed by all. The school is appropriately staffed, and teachers benefit from personalised training. This stems from a programme of teacher monitoring and review, and is aligned to school priorities, vision and mission. However, teaching assistants would benefit from similar training to support students' learning more effectively. Though the premises are old they are kept in good condition and provide a safe and welcoming learning environment, especially in KG. Technology and resources generally meet the needs of effective teaching and learning.

Areas of Strength:

- Leaders' commitment to UAE national priorities and vision.
- The effective, systematic programme of monitoring teaching and learning.
- The use of past review findings and self-evaluation evidence to inform actions and priorities.

Areas for Improvement:

- Ensuring self-evaluation judgements accurately reflect evidence of impact and progress.
- Integration of progress data to inform leaders' planning.
- Training for teaching assistants and other adults to support students' learning in lessons.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic language department consists of 21 qualified teachers for 2091 students giving a ratio of 1:100.
- The school library holds 1278 Arabic books, including reference material, religious texts and dictionaries. Fictional and narrative texts account for approximately 60% of the books.
- The department promotes Arabic reading through a paired reading activity at the start of each lesson. In addition, there is peer assessment of reading to develop fluency. There are classroom libraries to also encourage independent learning and digital platforms and QR codes give access to electronic libraries.
- Regular reading competitions are held in class and across the school. The Arabic Reading Challenge, Chevron Reading Challenge, and other literacy events across the Emirates engage students in reading. Parents actively engage with their child's reading through the 'My Father Reads' initiative. Reading practices sent home reinforce the home school partnership.

The school's use of external benchmarking data

- The number of students taking the AP (Advanced Placement) has grown, as awareness of its value has increased. In 2024/5, 75 students in Grades 11 and 12 took the exams and 98% of the students scored above 4.3 out of a possible 5. The school no longer takes TALA and Mubakkir but will sit PIRLS in 2026. In term 1 of 2025/6, 1012 student conducted the ABT for Arabic, 777 students took Islamic and 1013 student took the national identity assessment.
- The school triangulates internal and external data including MAP and CAT4, ensuring that student performance is analysed and reviewed. Any areas of weakness are immediately targeted for support. Strategies such as MAP questions in lessons and practice on the IXL platform are helping to ensure that students feel prepared for these assessments.
- Student results are placed on Google classroom for students to see, and are also available on TEAMS for parents.

Provision for KG

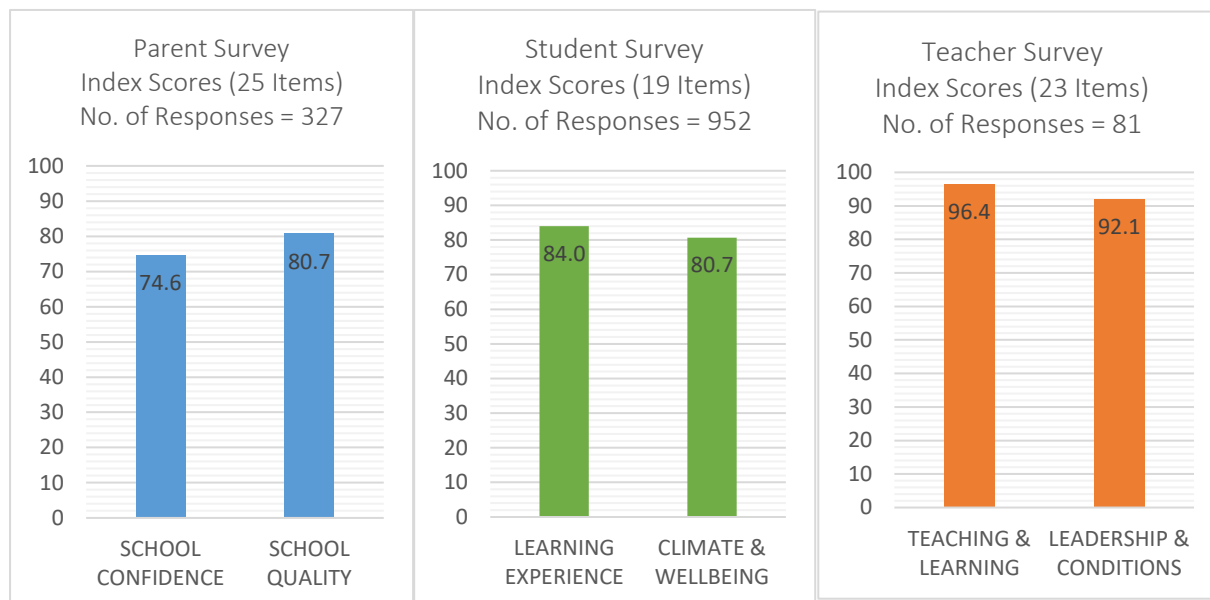
- KG consists of 20 teachers for 319 children, giving a teacher child ratio of 1:16. There are also 25 teaching assistants.
- The indoor environment is welcoming and appropriate for young learners. There is a heritage centre, a clinic and an indoor PE hall and play equipment to promote motor skills development. All 13 classrooms have displays of children's work, and subject based activity corners such as reading and numeracy. There are also sensory centres, whiteboards, televisions and tablets. Outside there is an activity area for sound, water, plants and other kinds of play-based learning. A large sports area is shared safely with older students.
- Parents are invited to an orientation day at the start of the year. Each new child is assessed on a baseline to establish prior learning and social-emotional development. The first 2



weeks for KG 1 children are spent getting to know the child and parents, with no formal teaching happening. In preparation for transition to Grade 1, their teachers meet to ensure alignment. Children meet their new teachers in a safe environment in their own classroom and their new Grade 1 room. Parents are kept informed throughout the transition process.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raising attainment and progress across subjects in lessons especially in KG, and in Cycles 1 and 2, by:
 - Continuing to embed the 5E methodology in lessons, reviewing and evaluating it regularly in order to maximise impact.
 - Ensuring that leaders accurately gauge students' progress when making evaluations and reaching judgements about the school's effectiveness.
 - Making better use of assessment information to identify and close the specific gaps in students' learning.
- Improving the quality and impact of teaching, especially in KG and Cycles 1 and 2, by:
 - Planning questions carefully so that students' misconceptions and misunderstanding are clarified and addressed.
 - Developing a wider range of open and closed questions so that the full depth of students' understanding can be assessed.
 - Allowing students 'think time' to encourage deeper engagement with the ideas.
 - Deepening discussions by allowing students to develop their thinking out loud – for example, through 'What would happen if?' questions.
 - Using a random selection system or similar to avoid asking the same students for a response and ensuring that all students take part and think about possible responses.
- Improve the quality of teaching through effective time management and pace, by:
 - Allowing the timing of lessons to adapt to students' learning and not be overly restricted by the structure of lesson planning and methodology.
 - Matching the pace of lessons to learning objectives, allowing time for productive group work which ensures the active participation of all students.



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

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

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.