



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Al Ahliah Charity Private School – Branch 3

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	434
	School location	Al Azra, Sharjah
	Establishment date	25/8/2022
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Accreditation body	Itqan
	Examination Board	MoE
	External assessments	IBT, Tala, TIMSS
	International and Curriculum Benchmark Assessments	
	Fee range	AED 8,280 – AED 9,129
Staff 	Principal	Shaimaa Yousof
	Chair of Board of Governors	Dr. Aaref Al Shaikh
	Total number of teachers	58
	Total number of teaching assistants	0
	Turnover rate	0%
Students 	Teacher: student ratio	1:14
	Total number of students	809
	Total number of students per cycle/phase	KG: N/A
		Cycle/Phase 1: N/A
		Cycle/Phase 2: 809
		Cycle/Phase 3: N/A
	Pre-KG : number and gender	Boys: NA Girls: N/A
	KG: number and gender	Boys: NA Girls: N/A
	Primary: number and gender	Boys: NA Girls: N/A
	Middle: number and gender	Boys: NA Girls: 809
	High: number and gender	Boys: NA Girls: N/A
	Total number of Emirati students	0
	Pre-KG : Emirati number and gender	Boys: Girls: 0
	KG: Emirati number and gender	Boys: Girls: 0
	Primary: Emirati number and gender	Boys: Girls: 0
	Middle: Emirati number and gender	Boys: Girls: 0
	High: Emirati number and gender	Boys: Girls: 0
	Nationality groups	1. Syria 2. Egypt
	Total number of students with special educational needs (SEN)	22

PROGRESS JOURNEY

School Performance Review of Al Ahliyah Charity Private School – Branch 3
2 – 5 February 2026



Previous Review:	Current Review:
N/A	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 138 lesson observations, 46 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is the school's first full review. Students' achievement, personal development, teaching and assessment, curriculum provision, health, safety and care, and leadership and management are all good. This school is part of a wider charity school group and is currently in its fourth year of operation. In its second year, the closure of another school in the group led to the transfer of over 300 students, many of whom had experienced extended long period of online learning. This created initial challenges related to overcrowded classes and gaps in learning. Despite these pressures, school leaders responded decisively by integrating new students, stabilizing teaching and learning, and providing targeted academic support. At the start of the current academic year, the school relocated to a larger campus, easing capacity pressures and improving learning conditions. As a result of effective leadership, careful planning, and sustained staff commitment, the school has successfully addressed these challenges and now achieves good standards across all key areas of its provision.

KEY AREAS OF STRENGTH:

- Students' good achievement across most subjects.
- Students' positive attitudes, behaviour, and personal development, and their strong understanding of Islamic values and Emirati culture, contribute to a calm, respectful, and supportive learning environment.
- Teachers' use of a range of teaching strategies that keep students engaged and motivated to learn.
- The safe, caring environment that effectively supports students' wellbeing and safeguards.
- Effective leadership and management that have successfully guided the school through significant growth and change.

KEY AREAS FOR IMPROVEMENT:

- Improve students' achievement in all subjects and particularly in English, by ensuring consistently high-quality and best practice teaching for effective learning.
- The effective use of assessment data to inform targeted support and challenge for all groups of students, especially high-attaining and gifted learners.



- Consistent opportunities for innovation, creativity, social contribution, and extracurricular activities across all grades.
- Ensuring middle leaders have sufficient time to carry out their roles and responsibilities effectively.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.					
Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	N/A	Good	N/A
	Progress	N/A	N/A	Good	N/A
Arabic (as an additional Language)	Attainment	N/A	N/A	Good	N/A
	Progress	N/A	N/A	Good	N/A
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	N/A	Good	N/A
	Progress	N/A	N/A	Good	N/A
English	Attainment	N/A	N/A	Acceptable	N/A
	Progress	N/A	N/A	Acceptable	N/A
Mathematics	Attainment	N/A	N/A	Good	N/A
	Progress	N/A	N/A	Good	N/A
Science	Attainment	N/A	N/A	Good	N/A
	Progress	N/A	N/A	Good	N/A
Other subjects (Art, Music, PE)	Attainment	N/A	N/A	Good	N/A
	Progress	N/A	N/A	Good	N/A
Learning Skills		N/A	N/A	Good	N/A



Islamic Education	- Students' achievement in Islamic Education is good overall. The school's internal assessment data indicates good progress overall. This is consistent with lesson observations and students' work, which show that the majority of students across grades make better-than-expected progress. - The school's internal assessment data indicate outstanding attainment. Lesson observations and students' work show that the majority of students attain levels that are above curriculum standards. There are no external assessments for Islamic Education. - In lessons, students in the lower grades show a secure understanding and appreciation of Islamic values, including etiquette and their application in daily life, such as when using public transportation. However, their use of the Noble Hadeeth to explain their learning remains inconsistent. In the upper grades, most students memorize the Holy Qur'an verses and recite them fluently, applying Tajweed rules. However, this is not yet consistent across all students. They demonstrate a deep understanding of the Sunnah, particularly in spending moderation, and engage purposefully in projects that enhance their learning, such as the Grace Conservation initiative. Students also develop a strong understanding of acts of worship, including Umrah and Hajj, and apply their learning effectively through modeling activities. - The majority of student groups make better than expected progress across the school.	
	Areas of Strength	Areas for Improvement
	- Students' accurate memorization of the Holy Qur'an verses and fluent recitation in the upper grades. - Students' secure understanding and application of Islamic values in the lower grades. - Students' deep understanding of Sunnah and worship acts.	- Students' consistent use of the Noble Hadeeth to explain and support their learning. - Students' consistent application of Tajweed rules when reciting verses of the Holy Qur'an.



Arabic Language	- Students' achievement in Arabic as a first language is good overall. The school's internal assessment data indicates good progress overall. This is consistent with lessons and in students' work, where the majority of students across grades make better than expected progress. - The school's internal assessment data indicate outstanding attainment. This does not align with lesson observations and students' work, which show that students' attainment across all grades is good. External 2024/25 Tala results show good attainment overall. This is consistent with what was seen during lesson observations and students' work. - In lower-grade lessons, students demonstrate strong listening and reading comprehension skills, successfully analyzing a range of texts, identifying main ideas and supporting details, and understanding the overall meaning of audio texts, which they summarize accurately in oral responses. They read short texts aloud with accuracy and expression. However, their ability to write sentences using correct spelling and punctuation is less well developed. In upper grades, students demonstrate well-developed higher-order reading skills, analyzing literary texts effectively by identifying key elements and accurately summarizing main information and ideas in narrative texts orally. They speak clearly and expressively when presenting information on familiar topics, and they infer the meaning of new vocabulary from a range of contextual clues. However, their extended writing skills are less well developed. Across all grades, students' understanding and accurate application of grammatical and morphological concepts are underdeveloped. - The majority of groups of students make better than expected progress across the school. However, high-attaining students occasionally do not make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	- Students' accurate and expressive reading in the lower grades. - Students' clear and expressive speaking in presentations in the upper grades. - Students' accurate oral summarization of key ideas from narrative texts.	- Students' accuracy in writing, including correct spelling and punctuation in the lower grades, and improved extended writing in the upper grades. - Students' consistent application of grammatical and morphological concepts across all grades.



Social Studies	- Students' achievement in social studies is good overall. The school's internal assessment data indicates good progress overall. This is consistent with lesson observations and students' work, which show that the majority of students across grades make better than expected progress. - The school's internal assessment data indicate outstanding attainment. This does not align with lesson observations and students' work, where the majority of students attain above the curriculum standards. There are no external assessments for social studies. - In the lower grades, students demonstrate a clear understanding of geographical concepts. They read maps confidently and accurately use subject-specific terminology. Students demonstrate secure knowledge of how geographical features influence weather patterns in the GCC region and how these features affect population distribution. They also interpret information from images effectively to distinguish between different landscapes across the UAE. However, students' higher-order map analysis skills, including interpreting patterns, explaining relationships, and drawing meaningful conclusions, are underdeveloped. In the upper grades, students clearly differentiate between brown and green economies and demonstrate a secure understanding of the UAE's leading role in sustainability initiatives and international conferences. However, students' understanding of their own role and responsibility in supporting sustainability is less well developed - The majority of groups of students make better than expected progress across the school.	
	Areas of Strength	Areas for Improvement
	- Students' secure understanding of the UAE's leading role in sustainability initiatives and international conferences. - Students' strong understanding of geographical features in the UAE and GCC region in the lower grades. - Students' accurate use of subject-specific terminologies.	- Students' higher-order map analysis skills in the lower grades. - Students in depth understanding of their own role and responsibility in supporting sustainability.



English	- Students' achievement in English is acceptable overall. The school's internal assessment data indicate that students are making good progress overall. This is not consistent with lesson observations and students' most recent work, which indicate that most students make expected progress in relation to curriculum expectations. - The school's internal assessment data indicate outstanding attainment overall. However, the external 2024/25 IBT data show good attainment. This does not align with lesson observations and students' work, which indicate that most students attain levels broadly in line with curriculum standards. - In the lower grades, students write short paragraphs describing places they would like to visit in the UAE, using some descriptive vocabulary. However, spelling and punctuation errors remain evident. Students read with reasonable accuracy, but they do not consistently apply correct pronunciation or read fluently. In the upper grades, students demonstrate adequate listening and understanding skills. They develop appropriate comprehension skills and apply recently studied grammar rules in writing. Yet, extended and creative writing skills remain underdeveloped. Students can speak about familiar topics, but they do not consistently demonstrate fluency or accuracy in spoken English. - The majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	- Students' listening and comprehension skills. - Students' ability to speak about familiar topics.	- Students' fluent reading with accurate pronunciation across all grades. - Students extended and creative writing. - Students' consistently fluent and confident spoken English.



Mathematics	- Students' achievement in mathematics is good overall. the school's internal assessment data indicates very good progress overall. This does not match what was seen in lessons and in students' work, where the majority of students across grades make better than expected progress. - The school's internal assessment data indicates outstanding attainment. The external 2024/25 IBT results show good attainment overall. In lesson observations and students' work, the majority of students attain levels above the curriculum standards. - In the lower grades, students demonstrate strong skills in mathematical operations and explain their strategies using appropriate mathematical vocabulary. They apply their learning by designing simple word problems. However, students' higher-order reasoning skills are less well developed, making it difficult for some to justify their estimation choices. A small number of students experience difficulty solving multi-step problems independently. In the upper grades, students demonstrate a secure understanding of algebra and geometry. They confidently solve one-step linear equations using inverse operations and accurately identify and apply angle rules. Students solve mathematical word problems linked to real-life and UAE contexts and communicate their reasoning clearly using accurate terminology. However, students' ability to solve more complex mathematical word problems remains inconsistent. - The majority of groups of students make better than expected progress across the school. However, high-attaining students occasionally do not make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	- Students' secure understanding of mathematical operations in the lower grades. - Students' ability in the upper grades to solve mathematical word problems linked to real-life and UAE contexts - Students' clear communication of mathematical thinking using appropriate terminology across the school.	- Students' higher-order reasoning skills, in the lower grades. - Students' consistent solving of more complex mathematical word problems, in the upper grades



Science	- Students' achievement in science is good overall. The school's internal assessment data indicates good progress overall. This is consistent with what was seen in lessons and in students' work, where the majority of students across grades make better than expected progress. - The school's internal assessment data indicate outstanding attainment. The external 2024/25 IBT results show good attainment overall. In lesson observations and students' work, the majority of students attain above the curriculum standards. - In the lower grades, students demonstrate a secure understanding of key concepts in earth science and physics. They correctly identify the stages of the water cycle and explain its benefits and explore simple machines and their purposes. However, students' investigative skills, including the systematic application of the scientific method, are less well developed. In the upper grades, students develop secure practical and investigative skills through the application of the scientific method in biology, identifying differences between animal and plant cells. Yet, they do not consistently extend their learning through deeper reasoning and analysis, such as linking cell structures to their functions or applying this knowledge to unfamiliar biological contexts. - The majority of groups of students make better than expected progress across the school. However, high-attaining students occasionally do not make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	- Students' secure scientific knowledge of earth science and physics. - Students' application of scientific method in biology and effective investigative practice in the upper grades. - Students' clear scientific communication across the school using accurate scientific terminology.	- Students' consistent development of investigation skills in the lower grades through the systematic application of the scientific method. - Students' higher-order analysis skills, including analysing data and justifying conclusions using evidence.



Other subjects	- Students' achievement in other subjects is good overall. The school's internal assessment data indicates outstanding progress over time. This does not fully align with lesson observations and students' work, which show that the majority of students make better than expected progress in art, music, physical education (PE), and computer science. - The school's internal assessment data indicate outstanding attainment in all other subjects across the grades. However, lesson observations and students' work show that attainment is good overall, with the majority of students attaining above curriculum standards. There are no external assessments for other subjects. - In art lessons, students demonstrate a secure understanding of colour selection and the sequential steps required to draw sea-floor creatures. They apply basic techniques confidently and show emerging creativity. However, students' use of subject-specific artistic terminology to describe processes, techniques, and outcomes is underdeveloped. In physical education lessons, students develop secure athletic skills by applying correct techniques in relay running. They demonstrate strong coordination, effective baton exchange, and teamwork, supporting positive performance in competitive activities. In computer science lessons, students use digital programmes such as Tinker cad to design three-dimensional shapes. While most demonstrate basic digital design skills and familiarity with the software, they do not consistently develop or apply coding skills or make secure links between three-dimensional design and wider digital competencies. In music lessons, students accurately read and sing musical notes and apply their learning using iPads and electronic organs. However, they do not consistently transfer and apply these skills across a wider range of musical instruments. - In lessons, the majority of groups make better than expected progress.	
	Areas of Strengths	Areas for Improvement
	- Students' secure athletic skills in physical education lessons. - Students' understanding of artistic processes when drawing portraits. - Students' accurate reading, singing, and application of musical notes.	- Students' use of subject-specific art terminology to describe processes, techniques, and outcomes - Students' digital learning skills, particularly coding, in computer science.



Learning Skills	- Students' learning skills are good overall. Students across the school are enthusiastic and motivated learners who actively participate in lessons and willingly share their ideas. They enjoy learning and take increasing responsibility for their own progress, with older students demonstrating greater independence. Students reflect on their strengths and areas for development and make purposeful efforts to improve their work. However, this remains inconsistent across subjects. - Students are consistently engaged in learning and regularly work collaboratively in groups. They interact purposefully and productively in a range of learning situations to achieve shared goals and generally communicate their learning effectively. Students show a clear understanding of the value of teamwork. However, collaboration is not consistently effective across subjects, and communication in English lessons is constrained by students' developing language proficiency. - Students regularly make meaningful connections across areas of learning and relate these effectively to their understanding of the world; for example, they consistently use standard Arabic across subjects to develop fluency. Students apply their learning effectively to real-life situations and the UAE context. In art lessons, such as drawing sea creatures, students make clear links to science and the UAE context by identifying common fish types and names in the UAE and their characteristics. - Students develop critical thinking skills in most lessons, particularly in mathematics and science, although this is less consistent in English. They use technology effectively to support learning and assessment. Through project-based learning and whole-school initiatives, students develop emerging skills in problem solving, innovation, enterprise, and independent learning. In the strongest lessons, students demonstrate secure innovation and problem-solving skills, such as when Grade 7 students design tools or propose ideas to explore the impact of environmental factors on animal behaviour and sustainability. However, these skills are not yet secure or consistently evident across all lessons.	
	Areas of Strengths	Areas for Improvement
	- Students' positive attitudes to learning, motivation, and increasing independence across grades. - Students' purposeful engagement, interaction, and communication skills in most learning contexts. - Students' ability to make meaningful connections across areas of learning and real-world contexts.	- Students' effective collaboration across subjects and communication in English. - Students' consistent development of problem-solving, innovation, enterprise, and independent learning skills.



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	N/A	N/A	Very Good	N/A
- Students' personal and social development and their innovation skills are good overall. Students demonstrate very positive attitudes to learning and strong personal resilience. In lessons, particularly in mathematics and science, students respond confidently and constructively to feedback, actively seek guidance, and use it effectively to improve and deepen their understanding. Students increasingly take responsibility for improving their work. Students are self-disciplined in lessons and around the school. Incidents of bullying are rare. - Relationships across the school are courteous and respectful. Students interact positively with one another and demonstrate empathy, cooperation, and inclusive attitudes, including towards students with special learning needs. - Students demonstrate a good understanding of personal safety and healthy lifestyles through participation in health education workshops, awareness campaigns, and sports activities. They show appropriate awareness of hygiene, wellbeing and physical health and generally make sensible choices. While students participate well in these initiatives, engagement is more often directed by the school than initiated independently by students. - Attendance is very good at 96.6%. Students attend regularly and punctually.				
Understanding of Islamic values and awareness of Emirati and world cultures	N/A	N/A	Good	N/A
- Students demonstrate a deep understanding of Islamic values and their influence on contemporary society in the UAE. They actively participate in a wide range of events and activities, including Eid al-Fitr and Eid al-Adha, and contribute to school events that highlight cultural and religious awareness. Students have organized an exhibition showcasing projects on various religious themes, including models of the Holy Ka'bah. They participate in charitable initiatives such as supporting the Red Crescent and helping prepare Ramadan iftar meals. In addition, students participate in the Noble Hadeeth and the Holy Qur'an recitation competitions both in class and during the morning assembly. - Students consistently demonstrate a strong sense of national identity and deep appreciation for Emirati heritage and culture. Through social studies and moral education lessons, they demonstrate extensive knowledge of the UAE's history and traditions, including familiarity with H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace), the nation's founding father, and the ability to recall and reflect on his sayings and values. They actively				



participate in the celebration of all national events such as Flag Day, National Day, and Martyrs' Day. Students demonstrate appreciation of their own and other cultures by sharing knowledge through assemblies and cultural celebrations; however, these opportunities remain unsystematic, and students' understanding of cultures beyond those represented within the school community remains limited.				
Social responsibility and innovation skills	N/A	N/A	Good	N/A
- Students willingly participate in school and community activities, taking on leadership and volunteer roles through initiatives such as Student Council, Scouts, and discipline committees. They engage in community projects, including visits to hospitals and elderly homes, environmental initiatives, and partnerships with organizations such as the Red Crescent and community police. While these contributions positively impact school life and the wider community, opportunities for student-led initiatives in and beyond lessons remain limited. - Students demonstrate positive work habits and participate in, and occasionally initiate, innovative and purposeful activities and projects. They participate in innovation and leadership events, such as design competitions, to showcase creative ideas, though they often require support to implement them effectively. In the best lessons, students develop their innovation skills; however, this remains inconsistent across subjects and grade levels. - Students demonstrate strong environmental awareness and actively promote sustainability through initiatives such as the Clean Up Beaches campaign and participation in the International Day for Clean Energy. They have received participation awards for a range of sustainability-focused competitions and campaigns, including collecting old books and scrap paper for recycling within the community. Students also design awareness brochures and share them with family and friends, further promoting environmental and sustainability awareness beyond the school.				
Areas of Strength:				
- Positive attitudes to learning and behaviour. - Students' clear understanding of Islamic values and appreciation of Emirati culture. - Students' positive contributions to the school and local community, including environmental awareness initiatives.				
Areas for Improvement:				
- Awareness of world cultures beyond those represented in the school. - Student-led initiatives, including volunteering in and beyond the school and the promotion of healthy lifestyles. - Consistency in students' innovation skills across all grades.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	N/A	N/A	Good	N/A
- The overall quality of teaching and assessment is good. Most teachers consistently apply their subject knowledge and understand how students learn. This is less evident in English. Teachers use a range of engaging teaching strategies to meet the needs of most students. Lesson plans are structured, detailed, purposeful, and engaging, providing a variety of strategies, including collaborative work, to ensure effective student engagement in learning. - Teachers consistently share clear learning objectives and plan engaging, motivating starters that capture students' interest, clarify intended learning, and promote active engagement from the very beginning of lessons. They make effective use of available resources and learning time. However, in a few lessons, extended teacher talk and unnecessary repetition of concepts reduce the overall effectiveness of learning. Questioning is usually well planned and includes a balanced mix of closed and open questions, engaging students in meaningful discussion and dialogue, and helping to extend and deepen their learning. Nevertheless, this remains inconsistent across all lessons, particularly in English, where students' language skills are less well developed. - Most teachers use a range of strategies to meet students' individual needs. They identify students' differing abilities and learning styles, including visual, auditory, and kinesthetic preferences, and plan strategies aligned to these needs. However, the effective implementation of differentiation remains inconsistent across grades and subjects, particularly in providing sufficient challenge for high-attaining and talented students. - Strategies to promote critical thinking, problem-solving, creativity, independent learning, and the effective use of digital technologies to support research are evident, particularly in Arabic, mathematics, and science; however, these practices remain inconsistent across subjects and grade levels. In the best lessons.				
Assessment	N/A	N/A	Good	N/A
- Internal assessment processes are consistent, coherent, and aligned to MoE curriculum standards, and they provide valid and clear measures of students' achievement. Moderation of assessment design and outcomes is embedded within the school's practice. The school effectively benchmarks students' outcomes against a range of standardized and international assessments, including TIMSS for mathematics and science, TALA for Arabic, and IBT for English, mathematics, and science. The school acknowledges the misalignment between some external and internal assessment results and has taken measures to improve students' outcomes in IBT and TIMSS, such as ensuring that lesson plans consistently include IBT- and TIMSS-style questions. - Assessment information is analyzed to identify learning gaps and monitor students' attainment and progress at the individual and class levels; however, progress across different				

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student groups is not yet systematically tracked. The school conducted Arabic reading diagnostics and a VARK learning styles survey to better understand and support students' learning needs and to inform grouping. In some lessons, this information is not applied precisely enough to ensure that learning is consistently well matched to students' needs, particularly high attainers.

- Teachers have good knowledge of their students' strengths and areas for development and provide clear verbal feedback during lessons. Marking and written feedback that clearly identify next steps and ensure consistent follow-up are not yet embedded across the school. Opportunities for peer and self-assessment are evident in many lessons but remain inconsistent.

Areas of Strength:

- Effective, structured, and purposeful lesson planning that supports student engagement.
- Generally effective use of questioning to promote discussion and extend students' thinking.
- Coherent and well-aligned internal assessment processes, including moderation and benchmarking against external assessments.

Areas for Improvement:

- Greater consistency in teaching to develop students' critical thinking, independent learning, and innovation skills across all subjects.
- The systematic monitoring of the progress of different groups of students over time.
- The effective use of assessment information to meet students' learning needs, particularly in providing sufficient challenge for high-attaining students.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	N/A	N/A	Good	N/A
- The quality of the curriculum design and implementation is good overall. The curriculum is broad, balanced, and well justified, meeting the MoE statutory requirements across all subjects. Content and learning activities are age-appropriate, with a clear focus on developing both knowledge and skills. Planning supports continuity and progression, meeting the needs of most students. However, in English, curriculum implementation places greater emphasis on knowledge acquisition than on the systematic development of skills. - Cross-curricular links are meaningful and purposefully planned, enabling students to transfer learning effectively between subjects. For example, in the lower grades, students make secure links between mathematics and Islamic education by counting letters in verses and using multiplication to calculate rewards, reinforcing learning in both subjects. - Subject leaders and grade-level teams review the curriculum and termly maps regularly to ensure coherent sequencing, appropriate pacing, and alignment with the needs of different groups of students. The curriculum committee undertakes systematic cross-subject reviews to maintain quality and consistency, using teacher and student feedback, academic data, and personal development priorities to inform curriculum refinement.				
Curriculum adaptation	N/A	N/A	Good	N/A
- The school adapts the curriculum effectively to meet the needs of most students. Targeted provision, including morning remedial lessons, addresses learning gaps across core subjects, while competitions and school initiatives support the development of gifted and talented students. Adaptations for students with special educational needs are effective. However, the consistent application of effective differentiation across subjects and grades remains uneven. - The curriculum provides a range of creative and practical activities aligned with students' interests, promoting enterprise, creativity, and social responsibility. Curricular and extracurricular opportunities, including sports, art, etiquette clubs, and morning podcasts, support diverse talents and strengthen girls' confidence and leadership skills. Though, limited time for extracurricular activities and school initiatives reduces their overall impact. - Emirati culture, UAE values, and heritage are embedded across most aspects of the curriculum, enabling students to develop a secure understanding of the UAE's values, culture, and society. These links are clearly and consistently reflected in lesson planning and reinforced through the celebration of national and Islamic events, including National Day, Flag Day, and Hajj.				
Areas of Strength:				



- Meaningful and consistent cross-curricular links that support students' understanding across subjects.
- Strong integration of UAE culture, heritage, and values throughout the curriculum.
- Effective curriculum adaptations that support students with special educational needs.

Areas for Improvement:

- Consistency in curriculum adaptation and differentiation to meet the needs of high-attaining students.
- More regular provision and sufficient time allocation for extracurricular activities and opportunities for social contribution.



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

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	N/A	N/A	Good	N/A
- The protection, care, guidance, and support of students are good overall. The school has effective safeguarding and child protection arrangements. Safeguarding and anti-bullying policies are clearly documented, communicated to staff, and reinforced through regular training. Robust health, safety, and security procedures, routine risk assessments, and well-planned supervision during arrival, break, and dismissal times contribute to a safe and orderly environment. However, congestion in the private car collection area outside the school site during dismissal presents a potential risk. The school has appropriately recognised this and has engaged with relevant authorities to identify possible solutions. - Maintenance procedures are effectively monitored through detailed maintenance logs. Incident and accident records and fire drill documentation are systematically maintained. The premises and facilities are clean, well maintained, and provide a safe and inclusive physical environment that meets the needs of all students. Students with physical disabilities, including wheelchair users, have full access to learning areas and participate fully in school activities. - Health provision and the promotion of healthy lifestyles are effective. A fully staffed and licensed clinic provides high-quality medical care. The school promotes healthy living through awareness workshops on health and nutrition, supported by collaboration between clinic staff, PE teachers, and the health and safety team. Healthy canteen provision and ongoing monitoring further support students' health, wellbeing, and safety.				
Care and support	N/A	N/A	Good	N/A
- Relationships between students and staff are positive, respectful, and supportive. The school has a clear, well-established behaviour policy that adheres to MoE regulations and is consistently applied. These systems promote positive behaviour and support students' personal development effectively. - The school has a systematic and effective approach to attendance, absence, and punctuality. Attendance and lateness are monitored daily, with timely follow-up and recognition initiatives in place. As a result, lateness is minimal and attendance is very good. - The school has clear and structured procedures to identify students with special educational needs and those requiring additional support. The inclusion teacher conducts assessments, coordinates specialist referrals, and works with staff and parents to develop IEPs.				



Identification of gifted and talented students is supported through teacher referrals, documented nomination forms across subjects and enrichment areas, and parent questionnaires that capture talents beyond the classroom. However, a systematic screening or assessment process to identify G&T students is not yet fully embedded.

- Provision for students of determination is well organized and appropriately matched to individual needs. Students receive effective in-class support and withdrawal sessions, guided by IEPs and individual learning passports that outline strategies and targets for teachers. G&Td students benefit from a range of opportunities, including leadership roles, competitions, and cross-curricular projects; however, appropriate challenges for them are not yet consistently planned in lessons across the school.
- The school provides effective guidance and wellbeing support to meet students' academic, personal and emotional needs. Students benefit from individual and group counselling provided by the social worker and pastoral team, as well as from awareness workshops on mental health, emotional regulation, online safety, and healthy relationships. Transition support for Grade 8 students is well planned, with guidance meetings, workshops, and counselling sessions that help students make informed course and pathway choices.

Areas of Strength:

- Effective safeguarding, health, and safety arrangements, including clear policies, regular staff training, robust supervision, and well-maintained, fully inclusive facilities.
- Positive, respectful relationships and strong pastoral and wellbeing support that promote students' personal development and emotional security.
- Very good attendance and punctuality, supported by systematic monitoring, follow-up, and recognition procedures.

Areas for Improvement:

- Effective organization to improve the car dismissal arrangements outside the school site, in coordination with relevant authorities, to reduce congestion and enhance student safety.
- The establishment of a more systematic screening process and more consistent in-class challenge to better meet the needs of G&T students.



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	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

- The quality of leadership and management is good. The senior leaders demonstrate a strong commitment to continuous school improvement, and their direction and vision are clearly communicated to staff and students. Leaders translate this vision effectively into practice, with a consistent focus on positive behaviour, responsibility, innovation, inclusion, and improved academic outcomes. In line with UAE national priorities, leaders maintain open admissions and ensure that students with special educational needs receive appropriate and effective support.
- All leaders, including most middle leaders, demonstrate a strong understanding of the curriculum and best practices in teaching, learning, and assessment. Middle leaders are clear about their roles and responsibilities and are focused on improving students' achievement, demonstrating a positive impact in most subjects. However, their leadership impact is less evident in English, and relatively high teaching loads limit their capacity to lead improvement consistently. Despite the challenges associated with relocation to a new campus and the integration of transferred students, leaders ensured continuity of provision and effective school operations. Overall, leaders demonstrate strong capacity to further improve the school.
- The school's self-evaluation is accurate overall and identifies key improvement priorities across subjects and standards. It is comprehensive, draws on a wide range of evidence, including internal and external assessments, and is aligned with the UAE inspection framework. Improvement planning is clearly linked to Self-evaluation Form (SEF) findings. Leaders at all levels regularly monitor teaching and learning, and feedback is usually detailed, evaluative, and focused on improving students' outcomes, with appropriate next steps identified.
- Parents are actively involved in school events and initiatives, such as breakfast gatherings, National Day celebrations, and collaborative learning corners. Communication is effective. Reporting procedures ensure that parents, including those of students with special educational needs, are kept informed of students' academic progress and personal development. The school provides reports on students' learning behaviour in addition to academic outcomes. However, reports do not consistently provide sufficient detail on specific next steps or guidance on how parents can further support improvement at home.
- The school benefits from effective partnerships with local community organisations, including the Red Crescent, social police, hospitals, and charitable organisations. International partnerships are emerging and have the potential to further enhance students' learning experiences.



- Governance operates through an executive board and a school-based board of trustees representing all stakeholders. The board members meet and visit regularly, seek stakeholders' views, hold leaders accountable for performance, support the school through resource provision, and ensure unpaid fees do not prevent students from attending.
- The school's day-to-day management is well organised. However, the limited time allocated for breaks may impact students' wellbeing and reduce opportunities for rest, social interaction, and physical activity. Staff are suitably qualified and benefit from regular professional development that matches the school's priorities and staff needs. The facilities include a full range of specialist areas. The school benefits from a spacious, shaded playground. However, outdoor sports courts are not shaded, which limits their use during hot weather. The school is fully accessible for all students and staff, including those with physical disabilities.

Areas of Strength:

- Leaders' resilience and adaptability in managing significant change while maintaining effective school operations and secure student outcomes.
- Leaders' secure understanding of effective practice in teaching, learning, and assessment, contributing to improvement in most subjects.
- Accurate self-evaluation that informs focused improvement planning and ongoing monitoring of teaching quality

Areas for Improvement:

- Strengthening the leadership capacity and impact of middle leaders, particularly by reducing teaching loads and improving consistency in English.
- Improving the quality of reporting to parents by providing clearer, more specific next steps to support students' improvement at home.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has 8 Arabic first-language teachers serving 809 students, resulting in a teacher-to-student ratio of 1:101. The school library includes 3,198 fiction and 201 non-fiction books.
- Reading skills are systematically developed through classroom strategies such as expressive oral reading, structured use of reading corners with age-appropriate texts, daily free-reading time, and reading theatre activities. These are further supported by regular library lessons, access to an electronic library, and a mobile library, which promote reading fluency, comprehension, and enjoyment.
- Arabic reading is actively promoted through a range of internal initiatives, including Speaking in Standard Arabic, With Reading We Rise, and Inspiring Letters, alongside external competitions such as the Arab Reading Challenge, Arabs Said, and Some Poetry is Wisdom, fostering confident use of Standard Arabic and a strong reading culture. The Young Writer initiative further supports literacy by encouraging creative engagement with texts.
- Parents actively contribute through participation in the Arabic Language Festival for Innovation and Sustainability and by supporting reading at home.

The school's use of external benchmarking data

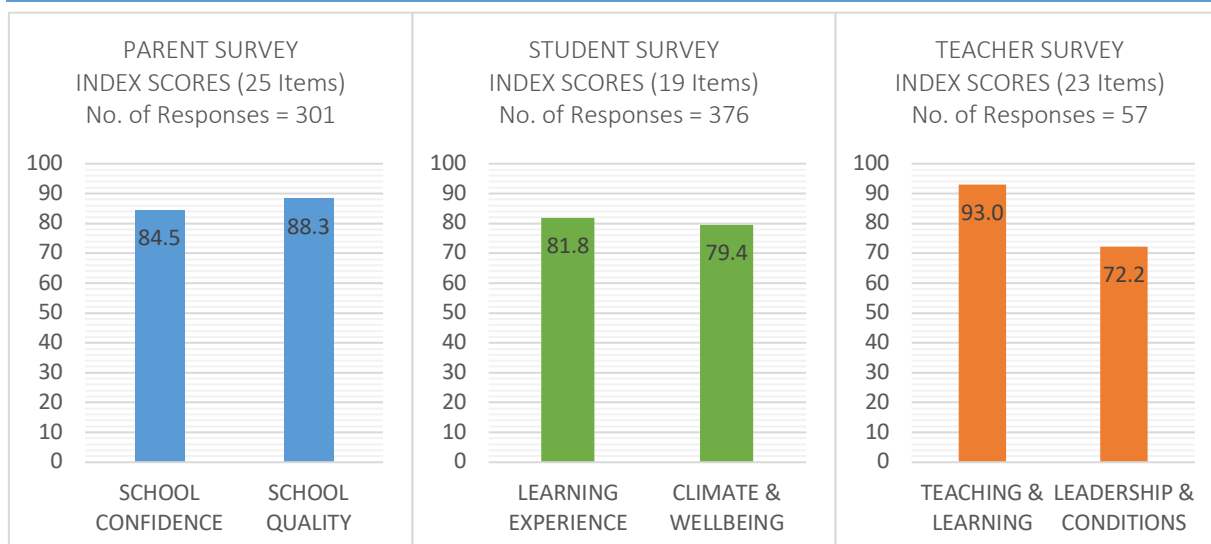
- In line with SPEA requirements, the school registers students for a range of external assessments, including IBT for Grades 5–8 in English, mathematics, and science, TALA for Arabic, and TIMSS for Grade 8 mathematics and science.
- Students are well informed and prepared for external and international assessments, with preparation embedded within the curriculum. Teachers regularly integrate exam-style questions and provide authentic assessment samples to familiarize students with formats and expectations. Teachers receive specific training, including participation in SPEA training.
- Assessment information is communicated clearly to students and parents through multiple channels and reinforced in parent meetings. Benchmark results are shared alongside term assessment outcomes to support a clearer understanding of performance and progress over time.

Provision for KG

Not Applicable



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in all subjects across the school to become at least very good, particularly in English, by:
 - improving students' skills in the recitation of the verses of the Holy Qur'an following the Tajweed rules
 - developing students' higher-order reading and extended writing skills in Arabic and English
 - enhancing students' fluency in reading and speaking English with accurate pronunciation
 - promoting students' analytical map reading, reasoning, and interpretive skills in social studies to deepen their learning
 - engaging students regularly in solving more complex mathematical problems, and improving their reasoning skills
 - developing students' scientific and investigative skills following the scientific method
 - promoting students' critical thinking, problem-solving, innovation, and independent learning skills consistently across all subjects and grades.
- Improve the effectiveness of aspects of teaching, assessment, curriculum, and leadership by:
 - using effective teaching strategies consistently to develop students' innovation, problem-solving, and independent learning skills.
 - ensuring assessment data is used effectively to meet the specific needs of all groups of students, particularly high-attaining and G&T students.
 - providing regular opportunities and sufficient time for all students to engage in social contribution, extra-curricular activities, and innovation initiatives
- Improve the effectiveness of leadership by:
 - ensuring middle leaders have sufficient time to perform their roles and responsibilities.
 - Introducing structured middle leader development and capacity building plans, particularly for data driven improvements.
 - Shifting monitoring focus from teaching to measurable improvements in students' progress.



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

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

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

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