



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Khalifa Al Hamza American Private 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

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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	218
	School location	Al Madam, Sharjah
	Establishment date	January 2019
	Language of instruction	English
	School curriculum	American
	Accreditation body	Cognia planned for 2027
	Examination Board	-
	External assessments International and Curriculum Benchmark Assessments	MAP Growth (NWEA), CAT4, TALA, TIMSS and PIRLS.
	Fee range	AED 15,480 – AED 35,400
Staff 	Principal	Nasir Alyassi
	Chair of Board of Governors	Syed Najaf
	Total number of teachers	51
	Total number of teaching assistants	18
	Turnover rate	15%
Students 	Teacher: student ratio	1:10
	Total number of students	517
	Total number of students per cycle/phase	Cycle/Phase 1: 135
		Cycle/Phase 2: 270
		Cycle/Phase 3: 95
		Cycle/Phase 4: 17
	Pre-KG: number and gender	Boys: 14 Girls: 17
	KG (Phase 1): number and gender	Boys: 58 Girls: 46
	Phase 2: number and gender	Boys: 174 Girls: 96
	Phase 3: number and gender	Boys: 77 Girls: 18
	Phase 4: number and gender	Boys: 17 Girls: 0
	Total number of Emirati students	473
	Pre-KG: Emirati number and gender	Boys: 11 Girls: 16
	KG (Phase 1): Emirati number and gender	Boys: 48 Girls: 42
	Phase 2: Emirati number and gender	Boys: 158 Girls: 90
	Phase 3: Emirati number and gender	Boys: 84 Girls: 17
	Phase 4: Emirati number and gender	Boys: 7 Girls: 0
	Nationality groups	1. Emirati 2. Egyptian
	Total number of students with special educational needs	35

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PROGRESS JOURNEY

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



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers, 143 lesson observations, 119 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good, with several areas improving to very good since the last review in 2024. This school has started the operation of Phase 4 this year. The principal and senior leaders demonstrate exceptional commitment and provide strategic direction that has led to improvements in several important aspects. They are fully supported by a fully committed governing body and the parent community. The school is well resourced, except the new KG premised, and provides strong and effective training that is reflected in the level of consistency of teaching. The school emphasises personal and social development and the promotion of Islamic values along with academic achievement. The school is inclusive and successfully integrates students with special education needs (SEN), reflecting very positively on its culture and ethos. Students engage well in lessons and participate in events outside the school, such as in sports clubs and scouts. Recent improvements to assessment have provided leaders with more rigorous and accurate data to review the curriculum, and to provide feedback for students to improve their work. Teachers have been trained to analyse data and plan lessons to meet the needs of different groups of students. Teachers use technology in lessons for instruction and for assessment. Teaching to promote students' independent learning, for inquiry, innovation and enterprise is still evolving. Increasing academic achievement, particularly in Phases 3 and 4, remains a priority for school leaders. They are demonstrating good capacity to improve the school further.

KEY AREAS OF STRENGTH:

- Good overall achievement with very good in some subject phases.
- Students' positive attitudes and relationships, and their outstanding attendance.
- Students deep respect for UAE traditions and Islamic values.
- Teachers' good knowledge of student's strengths and weaknesses and constructive feedback which helps students to improve their work.
- Health, safety and safeguarding procedures, underpinned by a strong culture of care and support.
- The vision, commitment and strategic direction set by the principal, vice principal and other leaders.
- The management of the school, and the contribution of trustees and parents to improvements.



KEY AREAS FOR IMPROVEMENT:

- Raising achievement to very good in all subjects and urgently tackling acceptable achievement in the core subjects in Phase 4.
- Strengthening opportunities for students to take more responsibility and independence in learning and engage in research and innovative projects.
- Inspiring students' critical thinking, initiating more purposeful dialogue to promote real-world problem solving and developing innovation skills.
- Expanding curricular choices and personalised learning pathways to meet the needs of all students.
- Curriculum adaptation to ensure it is better suited to all groups of students, including gifted and talented and higher-attaining students.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.					
Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Good	Very Good	Good	Good
	Progress	Very Good	Very Good	Good	Good
Arabic (as a Second Language)	Attainment	Good	Good	N/A	N/A
	Progress	Good	Good	N/A	N/A
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Good	Good	Good	Acceptable
	Progress	Very Good	Good	Good	Acceptable
Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Very Good	Good	Good	Acceptable
Science	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Very Good	Good	Good	Acceptable
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Acceptable
Learning Skills		Very Good	Good	Good	Acceptable



Islamic Education	- Students' achievement in Islamic Education is good overall and across phases. The school's internal assessment data indicates very good progress in Phases 1, 2, and 4 and outstanding progress in Phase 3. This does not match with the progress seen in lessons and in students' work, where the majority of students make progress which is above curriculum expectations in all phases. - The school's internal assessment data indicate outstanding attainment across all phases. However, in lessons and in students' work, the majority of students in all phases reach levels of attainment which are above curriculum standards. There are no external assessments in Islamic Education - In Phase 1, a majority of students develop secure knowledge and understanding of Islamic values, The Holy Qur'an and The Noble Hadeeth appropriate to their age. In Phase 2, students clearly understand Islamic rules and rituals and the significance of the Noble Hadeeth and the Holy Qur'an. Their knowledge of the practical application of Islamic rules and rituals is inconsistent. In Phase 3, students demonstrate an understanding of Islamic manners and etiquette, such as respect for mosques, and they can apply Tajweed rules. In Phase 4, students show good understanding and application of the ruling such as those of modesty in dressing. However, accuracy in reciting the Holy Qur'an, particularly in applying the rules of Tajweed correctly, remains inconsistent. - The majority of groups of students, including students with additional learning needs, make better than expected progress. Higher attaining students and gifted and talented (G&T) students do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	- Students' secure, age-appropriate knowledge and understanding of Islamic values, the Holy Qur'an, and the Noble Hadeeth. - Students' understanding of Islamic manners and etiquettes in Phase 3.	- Students' accurate recitation of the Holy Qur'an verses following Tajweed rules. - Students' knowledge of the practical application of Islamic rules and rituals in Phase 2.



Arabic Language	- Students' achievement in Arabic first language (AFL) and Arabic second language (ASL) is good overall. The school's internal data shows that students in AFL make very good progress in Phase 1, outstanding progress in Phases 2 and 3, and good progress in Phase 4. Internal data for ASL shows acceptable progress in Phases 1 and 2. In lessons and in their work, the large majority of students in Phases 1 and 2, and the majority of students in Phases 3 and 4, make above expected progress in AFL. In ASL, the majority of students in Phases 1 and 2 make above expected progress. - The school's internal data shows that attainment in AFL is outstanding in Phases 1, 2, 3 and 4. This does not align with what is seen in lessons and in students' work, where the majority of students in Phases 1, 3 and 4, and the large majority in Phase 2, attain above curriculum standards. In ASL, the majority of students in Phases 1 and 2 attain above curriculum standards. External TALA examination results indicate good attainment in Phases 2, 3 and 4. - In AFL, the majority of children in Phase 1 have good early literacy skills. They recognise letters and their sounds, read sight words, and express simple ideas with confidence. However, their early writing skills are less developed. In Phase 2, students read and analyse texts and identify main ideas. Higher-attaining students can answer comprehension questions. However, students' extended writing skills are limited. In Phases 3 and 4, students demonstrate secure knowledge of Arabic language structures and develop good analytical skills. They comprehend literary and non-literary texts, identify main ideas and supporting details, analyse texts, and interpret meaning. However, their higher-order reading skills in the deeper analysis of unfamiliar external texts are less evident. In ASL, the majority of students in Phases 1 and 2 can pronounce consonant sounds with long and short vowels, analyse words into syllables and pronounce familiar words. Higher-attaining students can read short sentences with familiar words, but their writing skills are less well developed. - The majority of groups of students, including students with additional learning needs, make better than expected progress. Higher-attaining students and those who are G&T students do not always make sufficient progress.	
	Areas of Strength	Areas for Improvement
	- Students' good comprehension skills in AFL in Phase 1. - Phase 1 students' secure early literacy skills in AFL, including letter recognition, phonics, short vowel sounds, and sight reading.	- Students' writing skills in both AFL and ASL across all phases. - Students' higher-order reading skills, especially deeper analysis of unfamiliar texts in Phases 3 and 4.



Social Studies	- Students' achievement in social studies is good in Phases 2, 3 and 4. The school's internal assessment data indicates outstanding progress in Phase 2, good progress in Phase 3, and acceptable progress in Phase 4. This was not seen in lessons and in their work where the majority of students in all Phases 2,3, and 4 make progress which is above curriculum expectations. - The school's internal data shows that attainment is outstanding overall and in all three phases. However, in lessons and in their work, the majority of students in each phase reach levels of attainment which are above curriculum standards. There are no external assessments for social studies. - In Phase 2, students' knowledge understanding and skills in history and geography of the UAE, and of the Earth and its characteristics, is well developed. They confidently discuss economic concepts and define terms such as producers and consumers. Their map-reading skills are well developed. However, they do not consistently apply higher-order analytical skills to connect geographical and historical learning with contemporary contexts. In Phase 3, students demonstrate a deep understanding of the geography and history of the continent of Asia, including archaeological discoveries, historical sites, and civilizational relationships. However, their ability to interpret cause-and-effect relationships in historical events remains inconsistent. In Phase 4, students demonstrate an understanding of heritage, culture, citizenship, and the individual in society. They demonstrate knowledge of the Earth and its characteristics, including human interactions. - The majority of groups of students, including those with additional learning needs, make better than expected progress while the progress of high-attaining students and G&T students is sometimes limited.	
	Areas of Strength	Areas for Improvement
	- Students' knowledge and understanding of the history and geography of the UAE and the Earth and its characteristics. - Students' map-reading skills in Phases 3 and 4.	- Students' analytical skills to make meaningful links between geography, history, and contemporary issues. - Phase 3 students' inconsistent application of higher-order analytical skills and cause-and-effect relationships.



English	- Students' achievement in English is good overall. Internal data shows outstanding progress in Phase 1 and very good progress across Phases 2, 3 and 4. However, this does not align with that seen in lessons and in students' work, where a large majority of children in Phase 1 and the majority of students in Phases 2 and 3 make progress which is above curriculum expectations. In Phase 4, most students make progress in line with curriculum expectations. - The school's internal data indicates outstanding attainment across all phases. This is not reflected in lessons and in students' work, where the majority of children and students in Phases 1, 2 and 3 attain above curriculum standards, while most students in Phase 4 attain in line with curriculum standards. External MAP data from Spring 2025 shows outstanding attainment in Phases 2, 3 and 4. - In Phase 1, the large majority of children can identify letter sounds, form words, and construct simple sentences using sight words. They express their ideas confidently. However, their writing is less well developed. In Phase 2, a majority of students can write opinions effectively and use context clues to derive word meanings. Their reading fluency, including accuracy, pace and comprehension, is developing. In Phase 3, a majority of students can apply knowledge to different contextual situations, though writing remains challenging for many, particularly in producing grammatically accurate paragraphs. In Phase 4, most students demonstrate sound comprehension and can infer synonyms and antonyms, though some struggle to integrate information into extended writing. - The majority of groups of students, including those with additional learning needs, make above expected progress while the progress of high-attaining students and G&T students is sometimes limited.	
	Areas of Strength	Areas for Improvement
	- Children's ability to use the letters to identify objects and words and use them accurately in sentences in KG. - Students' ability to write about their opinions effectively in Phase 2.	- Students' reading fluency to enhance accuracy, pace, and overall comprehension. - Students' independent writing skills with age-appropriate grammar, across all phases.



Mathematics	- Students' achievement in mathematics is good overall. The school's internal data shows that students make outstanding progress in Phase 1, good progress in Phases 2 and 3 and acceptable progress in Phase 4. This does not match what is seen in lessons and in students' work, where the large majority of children in Phase 1, and the majority of students in Phases 2 and 3 make progress which is above curriculum expectations. In Phase 4, most students make expected progress in relation to curriculum standards. - The school's internal data shows that attainment is outstanding in all phases. This does not match what is seen in lessons and in students' work, where the majority of children in Phases 1 and reach levels of attainment above curriculum standards, and most students in Phases 3 and 4 attain in line with curriculum standards. External MAP data shows that attainment is outstanding in Phases 2, 3, and 4. Results in TIMSS 2023 indicate that the school is performing below both international and UAE averages. - A large majority of children in Phase 1 develop their understanding of number well and do basic operations using a number line. However, mathematical concept formation is less effective, and an over-reliance on worksheets does not always engage students in mathematical thinking. In Phase 2, a majority of students' mathematical language is developing well, but they are not always challenged to think mathematically or to problem-solve. Mathematical investigations are limited, and as a result, students' deeper understanding of shape and space is not fully established. In Phase 3, a majority of students begin to work abstractly and can use variables to represent quantities and solve basic mathematical equations. In Phase 4, most students are working in line with curriculum expectations and have developed some understanding of how to use algebra to solve equations and basic functions. However, their understanding is at a formula application level, and reasoning and problem-solving skills are limited. - The majority of groups of students, including those with additional learning needs, make above expected progress while the progress of high-attaining students and G&T students is sometimes limited.	
	Areas of Strength	Areas for Improvement
	- KG children's understanding of number and ability to do basic operations on a number line. - Phase 3 students' ability to use variables and solve a range of basic equations.	- Students' conceptual understanding through hands-on mathematical investigations in lower phases. - Students' deeper reasoning to solve mathematical problems in upper phases. - Phase 2 students' conceptual understanding of shape and space.



Science	- Students' achievement in science is good overall. The school's internal data shows that students make outstanding progress in Phase 1, very good progress in Phases 2 and 4 and acceptable progress in Phase 3. This does not match that seen in lessons and in students' work, where the majority of students in Phases 2 and 3, and the large majority of children in Phase 1, make progress which is above curriculum expectations. In Phase 4, most students make expected progress in relation to curriculum standards. - The school's internal data shows that attainment is outstanding in all phases. This does not match with attainment seen in lessons and in students' work, which shows that the majority of students in Phases 1 and 2 attain above curriculum standards and most students in Phases 3 and 4 attain in line with curriculum standards. External MAP assessments indicate outstanding attainment in Phases 2 and 3, but the TIMSS score for Grade 4 is below the Sharjah schools and international averages. - A large majority of children in Phase 1 develop early scientific skills by observing their environment and exploring living and non-living things through hands-on activities. They identify and investigate the basic needs of animals for survival. In Phase 2, a majority of students demonstrate a good understanding of scientific terms and concepts such as human body systems, including the respiratory system. In Phase 3, a majority of students carry out investigations, analyse results, and explain scientific ideas using evidence in key areas, including forces and different types of energy. In Phase 4, most students are working in line with curriculum expectations and are developing their understanding of scientific terms and concepts, such as matter and how it changes. However, students understanding of how to independently plan and design investigations in Phases 3 and 4 is too variable. - The majority of groups of students, including students with additional learning needs, make better than expected progress. Higher-attaining and G&T students do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	- Children's knowledge of how to explore, observe and describe their surroundings in Phase 1. - Phase 3 students' understanding of key scientific concepts such as forces and energy.	- Older students' ability to plan an investigation independently and to draw conclusions. - Students' understanding of scientific terms and concepts in Phase 4.



Other subjects	- Achievement in other subjects is good overall, and acceptable in Phase 4. In lessons and in their work, the majority of students in Phases 1, 2 and 3 make progress which is above curriculum expectations. In Phase 4, most students make expected progress. - In their lessons and in their work, the majority of students in Phases 1, 2 and 3 reach levels of attainment which are above curriculum standards in other subjects. In Phase 4, most students are in line with curriculum standards. This aligns with the school's internal data for all four phases. There are no external assessments for other subjects. - Overall, the majority of students demonstrate knowledge, understanding, and skills that are above curriculum standards in other subjects. The majority of children in KG demonstrate good balance and coordination during calisthenic exercises and can run an obstacle course. In Phase 2, the majority of students can confidently use various functions in Excel, applying formulae in ICT. In art, Phase 2 students create traditional UAE patterns for shawls, and in Phase 3, they demonstrate good understanding of composition and proportion to create still-life sketches. Students in Phase 4 demonstrate well-developed spatial awareness, tactical skills, and strategic understanding of professional sports like football. In business studies, in Phase 4, students distinguish between different types of businesses and justify their reasons. However, their progress remains acceptable, impeded by their communication skills in English. Although a majority of students work above curriculum expectations in PE, art, and ICT across phases, they rely on teacher's guidance and support. Students' ability to think deeply, initiate their own inquiry, and make decisions about their work independently is limited. - The majority of groups of students, including those with special needs, make better than expected progress in other subjects, especially in PE. However, in business studies in Phase 4, progress remains acceptable for student groups.	
	Areas of Strengths	Areas for Improvement
	- Students' good understanding of composition and proportion to create still-life sketches in Phase 3. - Students' ability to explain and use different functions in Excel in Phases 2 and 3.	- Students' ability to initiate and make decisions about their own work in other subjects. - Students' research and communication skills in business studies in Phase 4.



Learning Skills	• The overall rating for learning skills is good. Across all phases demonstrate positive attitudes to learning and are engaged in lessons, although this is more consistent in lower phases. They follow instructions well, complete tasks as expected and participate in classroom activities. While students show willingness to participate, their ability to take responsibility for their own learning is not yet developed across the school. • Students interact well with peers and adults (Teachers), listen actively, and are generally able to explain their ideas to others. Communication skills are secure, particularly in structured activities, in lower phases. Students are less confident when required to lead discussions independently, especially in Phase 4. • Students apply learning to familiar, real-life situations when guided by teachers. They make basic connections between subjects, particularly where examples are clearly modelled. However, students do not consistently apply learning independently to unfamiliar or more complex contexts. • Students use learning technologies appropriately during lessons predominantly for assessing their learning. They use technology to support research tasks; however, they do not yet apply it confidently to conduct independent inquiry or solve complex problems. Students engage in some inquiry and innovation activities; yet they do not yet sustain independent investigation or apply problem-solving skills consistently across subjects.	
	Areas of Strengths	Areas for Improvement
	• Students' engagement and responses to teacher guidance, especially in lower phases. • Students' ability to apply learning to familiar real-life contexts and use digital tools to assess their learning.	• Students' self-awareness and intrinsic drive to take charge of their own learning. • Students' ability to lead independent enquiry, solve real-world problems and demonstrate enterprise and creativity.



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:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good
- Students' personal and social development is very good across all phases, demonstrating strong positive and responsible attitudes towards learning. Students are self-disciplined, self-reliant and respond well to critical feedback. They work collaboratively to resolve differences and bullying is very rare. The campus uses a merits and demerits system to ensure fair, consistent, and accountable behaviour, resulting in harmonious relationships across the school. - Students are sensitive to others' needs, respectful of staff and other students and follow rules and procedures consistently. Students engage in structured programs and activities to promote holistic development, such as Tolerance Day and International Day of Peace. They also actively participate in assemblies, reinforcing collaboration and respect. - Students demonstrate good knowledge and understanding of safe and healthy living, and most make healthy choices. Health awareness is consistently promoted through programs like embedding of The Health and Injury Prevention anchor standards in the KG curriculum and celebration of events like the Self-Hygiene week and World Mental Health Day. Physical education lessons and assemblies ensure fitness routines are followed. - Students' attendance is 98%, which is outstanding.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
- Students have a secure appreciation and understanding of how Islamic values shape contemporary life in the UAE. Students demonstrate these values when engaged with The Noble Hadeeth teachings, recitation from The Holy Qur'an, school assemblies, and interschool competitions. Students celebrate a specific value each month in addition to other religious occasions. - Students are very knowledgeable and respectful of the heritage and culture of the UAE. They involve themselves in a range of cultural activities, including Flag Day, National Day, and Emirati Women's Day. Links to UAE culture and context are consistently embedded across the school. - Children and students demonstrate a clear understanding, awareness, and appreciation of their own and other world cultures. This is through active participation in lessons, projects,				



and school celebrations that promote Emirati heritage and global citizenship. They engage in activities such as the culture of Kuwait and International Day, and these promote respect and intercultural understanding. During International Day, students show respect for other cultures and peoples by wearing traditional clothing from different countries and sharing traditional foods, reflecting their appreciation of global diversity.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students show awareness of their responsibilities in the school community, though this is sometimes inconsistent. They participate in selected community initiatives, including activities with the Emirates Red Crescent, earning second place for supporting people of determination and orphans. Students also visit elderly residents and collect toys for charity. Student council members act as peer mentors and support the social worker when required.
- Students demonstrate positive work ethics, but only limited initiative. They enjoy creative projects, especially in science and art, though opportunities for independent decision-making are few. The school supports basic research and experimentation through structured use of science and ICT laboratories.
- Students actively help maintain a clean and attractive school environment. Through the Green School programme and Conservation Day, they engage in recycling, plant donations, and gardening activities. All students learn waste separation using a dedicated recycling area, with initiatives reinforced during events such as Earth Day. They are also aware of water and energy conservation and routinely switch off lights, air conditioners and devices.

Areas of Strength:

- Students' good behaviour and awareness of healthy living and lifestyles.
- Students' very positive attitudes and understanding of link between good attendance and achievement.
- Students' strong appreciation of Islamic values and deep respect for the heritage and culture of the UAE.

Areas for Improvement:

- Greater awareness by all students of their responsibilities in the school community.
- Students' opportunities to lead volunteering and independent innovation or enterprise projects.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	Good
- The quality of teaching and assessment is good overall. Teachers across all phases have secure subject knowledge, know how students learn best and use age-appropriate teaching strategies. Lessons are planned purposefully, including planned tasks that help build concepts sequentially, based on students' prior knowledge. Teachers across all phases share lesson objectives with students and ensure they understand the success criteria well. Teachers prepare the classroom, especially in Phases 1 and 2, to make it appealing and inviting to support student interest and engagement. Teachers generally manage lesson time well, with frequent reinforcement of classroom expectations. - Teachers use a range of teaching strategies, including explicit, technology-assisted instruction, demonstration, and modelling followed by guided practice. Questioning is used to a varying degree of effectiveness to develop higher-order thinking. In the better lessons, questions stimulate thinking and support dialogue. - Teachers are generally supportive of all groups of students across subjects and phases. They implement appropriate accommodations or modifications for students with specific learning needs. However, consistent, targeted and specific academic support for students with learning needs remains inconsistent across the school. - Teachers across subjects provide opportunities for students to apply learning and problem-solving in context. However, strategies to develop real-world problem-solving, critical thinking, innovation and enterprise, and independent learning skills are still evolving.				
Assessment	Good	Good	Good	Good
- Internal assessment processes are mainly coherent and consistent. Internal assessment has improved and is more criterion-based and aligned with both the Curriculum and MAP expectations. Question papers use questions at different levels of difficulty, ensuring application and higher-order reasoning skills are also assessed. Assessments are also holistic, and track skills and attitudes across several subjects. The school regularly benchmarks students' outcomes through MAP, TIMSS, PIRLS, and TALA. - External assessment data is analysed to inform curricular planning. Formative assessment in lessons and the use of various assessment tools, including technology, reflects strong				



practice across the school. The progress made by students in a lesson is used to plan their next steps and support self-assessment.

- In addition to assessment data, teachers also use CAT4 data to identify students in need of challenge or support. They are aware of their students' strengths and areas for improvement and are generally provide support for different student groups. Typically, teachers support gifted and talented students through encouragement and provision of opportunities outside school to nurture their talents. Personalised support for students with SEN and for the G&T remains at a developmental stage. Feedback in students' work and the next steps for improvement are often limited.

Areas of Strength:

- Lesson planning which is structured and purposeful and is based on assessment data and teachers' knowledge of their students.
- Formative assessment approaches during lessons to identify gaps in learning.

Areas for Improvement:

- The use of questioning and other strategies to develop critical thinking, real world problem-solving and independent learning skills
- Feedback and suggested improvements to students to improve the quality of their work.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good
- Curriculum design is good across all phases. It is aligned with the California Common Core Standards and meets the expectations of the national vision. It also meets all the requirements of the MOE curriculum. Curriculum planning addresses the needs of most student groups. The scope and sequence are built on prior learning and are largely aligned to textbook content. Students progressively develop the knowledge and skills required, particularly in the core subjects and in Arabic language and Islamic Education. - The school currently offers a limited range of curricular choices, and parents have expressed a desire for greater breadth. Options are especially limited in Phase 4, as this is the first year of operation for this phase. Cross-curricular links and UAE contexts are built into lesson plans, with teachers integrating them through subject-specific examples and shared texts. This also includes multi-subject learning, such as reading texts drawn from science or history topics. However, implementation remains inconsistent across the school. - The curriculum is regularly reviewed and is informed by contemporary research into the curriculum. Assessment makes good use of technology, but independent student research using technology is more limited.				
Curriculum adaptation	Good	Good	Good	Good
- Curriculum adaptation is good across all phases. Most teachers modify the curriculum and support students with special needs through a range of worksheets suited to individual learners. However, the curriculum is not modified well enough to consistently challenge higher-attaining students or those who are gifted and talented. - The curriculum is designed to engage the majority of students. Opportunities for enterprise, innovation, creativity and social contribution are limited across curricular areas. Students participate in activities like the Mental Health Day, Environment Day, visit to Sharjah science museum and the Football League, but innovative activities in lessons are limited. - The curriculum is adapted to include Islamic values, a UAE link, and relevance to daily life are all mandated components of lessons. Extra-curricular activities ensure that students are respectful and loyal to UAE culture and society. Students participate in weekly workshops on Emirati traditions, the celebration of the week of Prophet Muhammad (PBUH) Sunnah, Al-Isra				

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and Al-Miraj Day. Students also lead cultural aspects of assemblies regularly and celebrations of the UAE National Flag Day and Commemoration Day.

Areas of Strength:

- Consistent cross-curricular themes and embedded links with Emirati culture and UAE society.
- Curriculum scope and sequence which builds on students' prior learning and is aligned to teaching resources and other materials.

Areas for Improvement:

- The range of curricular options available to students, especially in Phase 4.
- Integration of enterprise and innovation in lessons and the curriculum.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
- The school has rigorous safeguarding and child protection procedures in line with required policies. All staff and students are fully aware of these procedures and receive regular training. The Child Protection and Safeguarding Committee provides support and maintains detailed and accurate records. Students know who to approach if they have concerns, and parents are actively involved in supporting students' well-being. - The school provides a very safe, clean, secure, and well-organised environment, supported by appropriate health and safety systems as well as cyber security policies and procedures. Risk management for trips, emergency procedures and fire drills are carried out regularly, including the management of student movement and transportation. Maintenance and health and safety records are consistently monitored, with daily safety checks and structured cleaning schedules in place. The school premises are very well maintained and includes a library, science and computer laboratories, ramps for students of determination and fully equipped clinics staffed by licensed nurses and a doctor. - The school implements a very effective healthy lifestyle policy to promote students' health and well-being. Awareness sessions on healthy eating are provided, and the school takes action when students bring unhealthy food. Students receive regular medical check-ups by the school nurse and physician, including weight, height, BMI, and eye assessments. PE lessons and outdoor areas are well supervised and shaded, and drinking water is easily accessible throughout the school.				
Care and support	Good	Good	Good	Good
- Teachers consistently build very positive and respectful relationships with students across all phases. The school's behaviour policy and reward systems promote positive behaviour, fairness and mutual respect. Rare instances of misbehaviour are carefully recorded. - Attendance and punctuality are outstanding at 98%. Attendance is monitored closely, with follow-up parent calls and rewards for full attendance. However, a few students came late to the assembly.				



- Identification of students with additional learning needs, including students of determination, is done in partnership with parents who share reports of any clinical diagnoses, as well diagnostic questionnaires carried out by special needs staff, the psychologist, and subject teachers' observations. Identification of gifted and talented students is not yet fully developed.
- Support for students with additional learning needs and gifted and talented students is inconsistent, both inside and outside the classroom. In lessons, limited support is given to meet their needs, and there are no withdrawal sessions for English medium subjects. Several shadow teachers are in place, but this provision should be strengthened to enable more student independence.
- The school provides guidance for students in higher phases about future opportunities related to further university education, but the impact of this varies. Similarly, the school has limited careers guidance for students in all phases. The school provides limited support for students during the transition from one phase to another.

Areas of Strength:

- Comprehensive and very effective child protection and safeguarding policies, supported by well-trained staff.
- Respectful and very supportive relationships between teachers and students across all phases.

Areas for Improvement:

- Inconsistent support for students with SEN and G&T students across all phases
- Limited career guidance, especially in Phase 4, to support students in planning for the next stages of their education, training or employment.



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

Very Good

Governance

Good

Management, staffing, facilities and resources

Very Good

- The overall quality of leadership and management is good. The principal and academic vice principals' commitment to school improvement has been clearly demonstrated by their approach since they were appointed. Together with other leaders, they have developed a shared vision and provide clear strategic direction which is shared by the school community. Leaders at all levels have a clear understanding of the school's priorities. These include a rigorous assessment policy, strategies to accelerate English skills in younger phases and addressing the large number of incoming students. Progress has been made in tackling almost all of the recommendations from the previous review.
- Leaders demonstrate good curriculum knowledge and draw on evidence from best educational practice, and this supports the academic and personal development of staff and students. Relationships are very positive and professional. There is a strong community feel to the school and staff enjoy working together. Staff are held rigorously to account for their performance, based on student outcomes.
- The school's self-evaluation is systematic and includes input from most staff and a few stakeholders. The self-evaluation document (SEF) is mostly realistic and supported by evidence from external assessments. However, judgements seem to be solely based on data without due consideration to the varying quality of teaching across the school. The school improvement plan (SIP) is comprehensive and aligned to the SEF. Senior leaders and heads of department monitor teaching and learning. The academic vice principal and other leaders have been successful in improving teaching and learning across the school, and especially in Phase 1.
- The school successfully cultivates very positive relationships with parents. Parents report that the principal and leaders are always open to suggestions and ideas. They are well informed about school activities through individual communications and via the school portal. Quarterly reporting of students' academic and personal development is clear and effective. Parent and teacher meetings are arranged and all parents are invited.
- The school has developed good community partnerships, such as strong connections with local sports club and with Red Crescent. International connections are not yet developed.



- Governance includes representation from several stakeholders, including parents and local community representatives who are very committed and are consulted on decisions to be taken. Termly meetings are scheduled and the experienced chairperson maintains regular contact with the principal. The owners regularly visit the school and effective accountability systems are in place. The owner and Board are committed to the school and exert a very positive influence. They are aware of the challenges and have appropriate expertise in education and management.
- The school is very well organised with clear roles and responsibilities. Appropriately qualified staff are recruited, and professional development and best practice are promoted extensively in school. However, mathematics does not currently have a designated leader. The building is of high quality and provides a wide range of specialist facilities, including extensive play areas, laboratories and libraries. A range of resources are available throughout the school but the level of resourcing in the new kindergarten activity centre are somewhat limited.

Areas of Strength:

- The vision, commitment, strategic direction and management skills of the principal, academic vice principal and other leaders.
- The strong commitment and involvement of parents in supporting the school, contributing to students' achievement and personal development.

Areas for Improvement:

- The support and induction provided for incoming students.
- The range and diversity of resources generally, particularly in the kindergarten activity room and the staffing to support all school's functions.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school is staffed by 11 teachers and 8 assistant teachers, including those assigned to kindergarten with an overall teacher student ratio of 1:47, ensuring individual attention and support across phases.
- The Arabic library is well provisioned, with 4,914 fiction titles and 534 non-fiction books, supporting recreational reading and subject-specific research.
- Students have access to 80 digital resources, promoting digital literacy through interactive and technology-supported platforms.
- Students take part in a broad range of extra-curricular activities that promote academic, creative, physical, and personal development such as fitness challenges, sustainability initiatives, digital competitions and literacy events.

The school's use of external benchmarking data

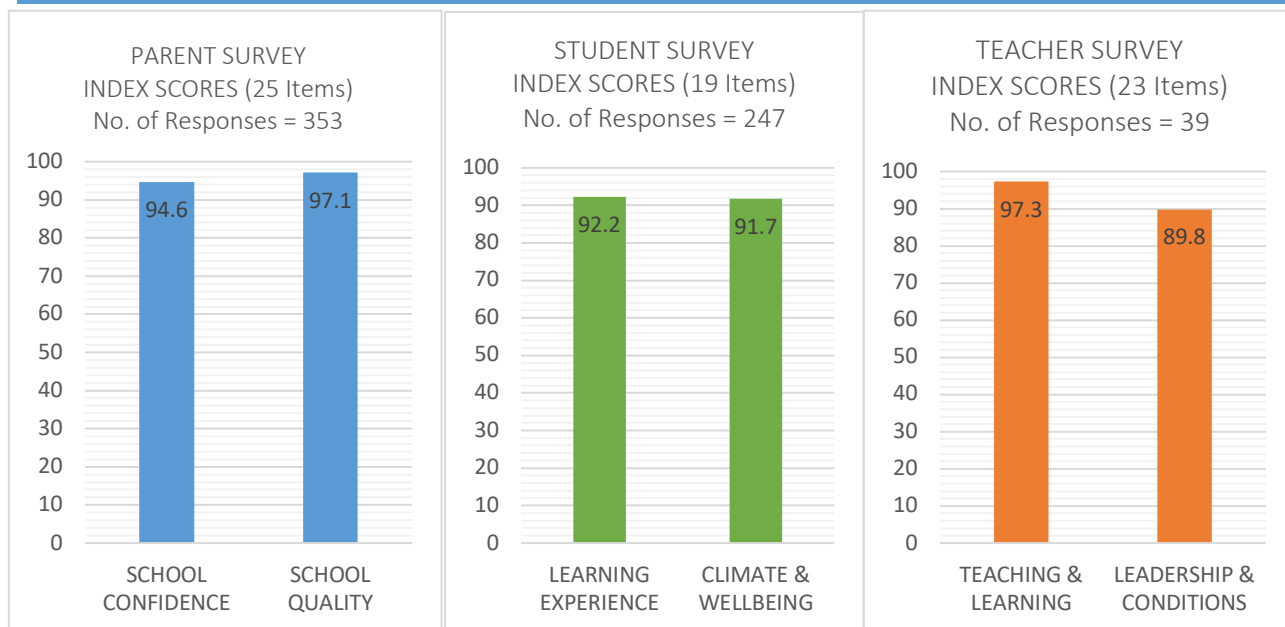
- All students participate in MAP and CAT4 (Grades 3, 5, 7, 9), TIMSS, PIRLS (Grade 4 Reading), and TALA (Arabic for Grades 3, 5, 7, 9) fully complying with SPEA requirements.
- Teachers receive guidance on test frameworks and data interpretation, ensuring they prepare students well through curriculum alignment, familiarisation sessions, and skills practice.
- Results are shared with students and teachers discuss strengths with them, as well as areas for improvement and next steps.
Parents receive results through formal reports, meetings, and school platforms. The school explains the purpose of each assessment, how results compare internationally, and provides guidance on how parents can support learning at home.
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Provision for KG

- The KG section is staffed by 8 teachers and 12 assistant teachers, providing a teacher-child ratio of 1:13.
- Children benefit from dedicated indoor facilities, including an activity room and an indoor gym, which supports physical development, structured play, and a range of age-appropriate learning experiences. The range of resources in the activity room can be extended.
- The outdoor area is safe, age-appropriate, and designed to promote physical development and well-being. Well organised learning zones encourage exploration, creativity, and independent and collaborative play.
- Induction procedures help children settle smoothly when they start school, with clear routines and supportive interactions. Transition arrangements to Grade 1 are well structured and communicated to parents through meetings and school platforms, ensuring families understand expectations and can support their children confidently.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise achievement to very good in all subjects, by:
 - Developing students' reading and writing for different purposes and audiences, in Arabic and English, especially in higher phases.
 - Ensuring students develop their mathematical thinking and use practical mathematical investigations to establish mathematical concepts and reasoning skills.
 - Developing scientific reasoning and investigative skills consistently and regularly in science in all phases.
 - providing opportunities for developing independent inquiry, creative imagination, innovation and entrepreneurial skills across the school.
 - Encouraging students to take responsibility for their own learning and reflect on their work.
- Improve teaching, assessment, curriculum, and care and support further by:
 - Enhancing teachers' questioning skills to develop higher order thinking.
 - Ensuring feedback on written work includes specific, personalised next steps and is consistently followed up.
 - Adapting the curriculum to personalise learning experiences for gifted and talented students and higher-attaining students across the school.
 - Developing teachers' ability to implement curriculum modifications to meet the academic needs of all groups of students.
- Improve the impact of school leadership further by:
 - Ensuring that self-evaluation is based on both reliable assessment data and lesson observation.
 - Developing measures and support to bridge the gap between incoming students and homegrown students
 - Ensuring all subjects have dedicated leaders for targeted departmental improvement.
 - Enhancing practical learning resources, including for children in lower phases.



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

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

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

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