



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Al Resalah American International School

19-22 January 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	178
	School location	Al Rahmanya 6, Sharjah
	Establishment date	26 January 2016
	Language of instruction	English
	School curriculum	American
	Accreditation body	Cognia
	Examination Board	AP College Board
	External assessments International and Curriculum Benchmark Assessments	IBT, MAP, CAT 4, TALAA, TIMSS, PISA, PIRLS, AP, SAT, ABT
	Fee range	AED 18,000 - AED 30,700
	Principal	Mohannad Thaher
 Staff	Chair of Board of Governors	Sadia Wajid
	Total number of teachers	117
	Total number of teaching assistants	22
	Turnover rate	12%
	Teacher: student ratio	1:16
 Students	Total number of students	1923
	Total number of students per cycle/phase	Pre-KG: 34 KG: 254 Elementary: 622 Middle: 464 High: 549
	Pre-KG: number and gender	Boys: 19 Girls: 15
	KG: number and gender	Boys: 125 Girls: 129
	Elementary: number and gender	Boys: 342 Girls: 280
	Middle: number and gender	Boys: 270 Girls: 194
	High: number and gender	Boys: 296 Girls: 253
	Total number of Emirati students	1724
	Pre-KG: Emirati number and gender	Boys: 14 Girls: 14
	KG: Emirati number and gender	Boys: 107 Girls: 105
	Elementary: Emirati number and gender	Boys: 311 Girls: 252
	Middle: Emirati number and gender	Boys: 322 Girls: 231
	High: Emirati number and gender	Boys: 192 Girls: 176
	Nationality groups	1. Emirati 2. Comoros 3. Egyptian
	Total number of students with special educational needs SEN	106



PROGRESS JOURNEY

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



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 176 lesson observations, 42 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school has sustained its performance and remains good overall. Students' good achievement has been maintained in all subjects, except in Islamic education and Arabic First Language (AFL) in KG where it is now very good. Students' achievement in AFL in High Phase remains acceptable. Within overall good learning skills, students' engagement and taking responsibility for their own learning in lessons is now very good, especially in the girls' section. Students' personal development remains good overall but their understanding and appreciation of Islamic values and respect for the heritage and culture of the UAE, personal development of children in KG and aspects of social responsibility are now very good. Teaching, assessment and curriculum remain good overall and the analysis of assessment to inform lesson planning and curriculum adaptation have strengthened. Teachers' good subject knowledge informs questioning which probes and extends students' knowledge and understanding. However, students' use of subject-specific vocabulary is less effective. Teachers' use of time and planning for challenge in lessons has some strengths but could be more effective overall. Protection, care guidance and support remain good overall. Procedures to identify students with special needs (SEN) and those who are gifted and talented (G&T) have improved. The strong leadership of the principal, senior leaders and governors has resulted in a shared vision and clear direction for school improvement and planning. However, leaders' monitoring could be more sharply focused on checking that improvement actions are being implemented effectively. Leaders demonstrate good capacity to improve the school further.

KEY AREAS OF STRENGTH:

- Children's progress in Arabic and Islamic Education in KG.
- Students' engagement and responsibility for learning, especially in KG, elementary and the girls' section.
- Students' understanding and appreciation of Islamic values and respect for the heritage and culture of the UAE.
- The analysis of assessments to identify gaps in students' learning and make adaptations to the curriculum.



- The principal, leaders' and governors' clear vision and ethos, shared by the whole school community and supporting a clear direction for improvement.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in Arabic First Language in High Phase.
- The use of open-ended questions in lessons to further extend discussion, vocabulary, language and critical thinking.
- Improve challenge and curriculum adaptation for higher attaining and gifted and talented students.
- Increasing the impact of teachers' feedback and students' self- and peer-assessment.
- Monitoring and target setting to ensure that agreed improvements are being implemented consistently across the school.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENTS

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

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Islamic Education	- Students' achievement in Islamic education is good overall. The school's internal assessment data shows that students make acceptable progress in Elementary Phase, weak in Middle Phase and outstanding progress in High Phase. This does not match with that seen in lessons and in students' work where KG children make very good progress and students in Elementary, Middle, and High Phases make good progress. - The school's internal data shows that attainment is outstanding in Elementary Phase and is very good in Middle and High Phases. There are no internal assessments in KG. There are no external assessments in Islamic education. In lessons and in their work, the majority of students attain above curriculum standards in Elementary, Middle and High Phases. The large majority of children in KG attain above curriculum standards. - In KG, the large majority of children connect the concepts with Allah (SWT) pleasure, and they recite short surahs correctly. In Elementary, the majority of students recite some short surahs and noble prophetic hadiths and explain them in a simplified manner. In Middle Phase, the majority of students apply many of the Islamic manners and etiquettes they have learned and connect them to their daily lives, demonstrating their impact on the values of UAE society. In High Phase, the majority of students understand the Islamic approach to building the family and society and the role of chastity in that. They read, memorise, and explain the meaning of the Noble Hadeeth, and they can also read verses from the Holy Quran and explain key words and meanings. However, their recitation using Tajweed rules and deeper understanding of the meanings of the Holy Qur'an are less well developed. - The majority of groups students make above expected progress overall. Boys sometimes make slower progress when lessons lack appropriately challenging learning activities.	
	Areas of Strength	Areas for Improvement
	- Middle Phase students' application of Islamic manners and etiquettes. - High Phase students' strong understanding of Islamic principles, Prophet's Seerah, and Hadith.	- Students' application of Tajweed rules across the school. - Students' deeper understanding of the meanings of the Holy Qur'an.



Arabic Language

- Students' achievement in Arabic first language (AFL) and Arabic second language (ASL) is good overall. The school's internal data shows that in AFL students in KG and Middle Phase make good progress, and those in Elementary and High Phases make very good progress. Due to the very small number of students studying ASL in Elementary and Middle Phases, these students were not included in the review. However, the school's internal data shows that ASL students in the High Phase make very good progress. This does not match with progress seen in lessons and in students' work here students in AFL make very good progress in KG, good progress in Elementary and Middle Phases, and acceptable progress in High Phase.
- The school's internal data shows that attainment is good across the school in AFL and outstanding in ASL in High Phase. This does not match the external TALA examination results which indicate acceptable attainment in Elementary, and weak attainment in Middle and High Phases. In lessons and in students' work, the large majority of children in KG and a majority of students in Elementary and Middle Phases attain above curriculum standards. Most students attain in line with curriculum standards in High Phase.
- In lessons, students make good progress overall in AFL and ASL. In AFL, the large majority of children in KG are able to speak in formal Arabic and read short sentences clearly and confidently. The majority of Elementary and Middle Phase students often lack confidence when speaking to illustrate their understanding. In High Phase, students read and comprehend the main ideas and details of stories. They discuss confidently different story elements but struggle with speaking fluently and expressively. In addition, while they can write short texts, they sometimes struggle to produce longer pieces with proper linguistic structure. In ASL, students with two years of learning can write and read short paragraphs and understand expressions in context. Students with four years of learning can read longer texts for comprehension and write neatly and clearly. However, speaking fluently and clearly remains inconsistent for students studying ASL.
- Overall, the majority of groups of students make better than expected progress. High-attainers and SEN students make the same progress as their peers but are not always challenged and supported enough.

Areas of Strength

Students' speaking and reading skills in KG
High Phase students' reading and comprehension in AFL.

Areas for Improvement

Students' extended writing and speaking skills, particularly expressive and fluent speaking in AFL in High Phase.
High Phase students' ability to write with structure in AFL.



Social Studies	- Students' achievement in social studies is good overall. The school's internal data shows that students make acceptable progress in Elementary Phase, outstanding progress in Middle Phase and very good progress in High Phase. This does not match with that seen in lessons and in students' work where the majority of students in Elementary, Middle and High Phases make progress which is above curriculum expectations. - The school internal data shows that attainment is outstanding in each of Elementary, Middle and High Phases. This does not match the attainment seen in lessons and in students' work where a majority of students in these phases attain above curriculum standards. There are no external assessments in social studies. - Students demonstrate a generally secure appreciation of the UAE's heritage and culture, although depth of understanding varies across phases. In the Elementary Phase, the majority identify key aspects of the UAE's background and moral traditions and speak positively about national values. Emirati students, in particular, display strong pride in their national identity. However, students' knowledge of significant historical events and their long-term impact on national development lacks sufficient depth. In the Middle Phase, most students discuss the importance of cultural heritage in shaping national identity with growing confidence. Nevertheless, in both Middle and High Phases, students' research-based understanding of contemporary environmental challenges facing the UAE is limited. - The majority of groups make the same good progress but some high-attaining students would benefit from more challenging and relevant lesson objectives to accelerate progress further.	
	Areas of Strength	Areas for Improvement
	- Students' understanding of the UAE's heritage and culture in all phases. - Students' pride in Emirati identity across the school.	- Elementary students' deeper understanding of UAE history. - Students' understanding of research on current UAE environmental issues in Middle and High Phases.



English	- Students' achievement in English is good overall. The school's internal assessment data shows that students make good progress in all phases. This matches what is seen in lessons and in students' work, where the majority of students make progress which is above curriculum expectations. - The schools' internal data shows that attainment is very good for KG, Elementary, Middle and High Phases. This does not match with what is seen in lessons and students work, which shows the majority of students attain above curriculum standards in all phases. External MAP data shows attainment is weak in reading and language in Elementary and Middle Phases. - Students across all phases make good progress in English, with oral communication stronger than writing accuracy. In KG, children develop secure phonics foundations. By KG2, most recognise and blend phonemes to read and write simple sentences; however, insecure sound recognition in KG1 and occasional omission of key elements, such as the definite article, limit full independence in writing. In the Elementary Phase, students present confidently and organise ideas clearly in writing, showing developing fluency. By the Middle Phase, they write clear descriptions and convey information accurately, although weaknesses in spelling and punctuation reduce overall quality. In the Middle and High Phases, students express and defend opinions effectively, using an expanding vocabulary. Across the school, students demonstrate confidence in speaking both in class and in public settings. - The majority of groups of students, including those with special educational needs, make above expected progress overall.	
	Areas of Strength	Areas for Improvement
	- Children's application of phonics knowledge in KG - Students' confidence in speaking in lessons and in public settings in all phases.	- Students listening for phonemes to support their independent reading and writing in KG1. - Students' accurate spelling, punctuation and grammar in KG, Elementary and Middle Phases.



Mathematics	- Students' achievement in mathematics is good overall. The school's internal data shows that students make acceptable progress in KG, and good progress in Elementary, Middle and High Phases. This does not fully match with that seen in lessons and students' work, where the majority of students make above expected progress in all phases. - The school's internal data shows that attainment is very good in KG, outstanding in Elementary Phase, and acceptable in Middle and High Phases. This does not match with what is seen in lessons and students' work, which shows a majority of students attain above curriculum standards in all Phases. External MAP data shows attainment is good in Elementary Phase, acceptable in Middle Phase and weak in High Phase. There are no external assessments for KG. - Students demonstrate secure mathematical understanding across phases. In KG, most children use basic number knowledge confidently and solve simple problems accurately, establishing sound early numeracy foundations. In the Elementary Phase, students perform mixed operations, including decimals and place value, with confidence, but struggle to convert decimals to fractions and percentages in unfamiliar contexts. In the Middle and High Phases, students solve multi-step equations, apply inverse operations and interpret graphs accurately. However, they do not consistently connect mathematical concepts or apply reasoning to real-world situations. While the school's emphasis on mental mathematics strengthens fluency, deeper problem-solving, use mathematical vocabulary and conceptual application remain underdeveloped. - The majority of groups of students make above expected progress overall. SEN students and G&T students are not always sufficiently supported or challenged in lessons.	
	Areas of Strength	Areas for Improvement
	- Students' ability to solve simple mathematical problems and use mixed number operations independently in KG and Elementary. - Students' interpretation and representation of data, especially in Middle Phase. - Students' mental maths in all phases.	- Students' ability to apply and connect learning across topics and real-world contexts. - Students' use of mathematical language and terminology in all phases.



Science	- Students' achievement in science is good overall. The school's internal assessments show that students make good progress in all phases. This aligns with what is seen in lessons and in students' work, where the majority of students make progress which is above curriculum expectations. - The school's internal data indicates that attainment is very good in KG and Middle Phase, outstanding in Elementary Phase and good in High Phase. This does not fully match with attainment seen in lessons and in students' work where the majority of students reach levels of attainment which are above curriculum standards. In external MAP tests, attainment is weak in Elementary, Middle and High Phases. There are no external assessments in KG. - In KG, the majority of children develop good conceptual understanding of weather patterns through experiential learning and real-life contexts, and through developing their inquiry and observation skills. The majority of Elementary Phase students apply the scientific method systematically to develop an understanding of landforms, plant structures and functions, sound production, and physical and chemical changes, linked to everyday applications such as housing design, noise pollution, melting, and cooking. Through experimental and investigative approaches, Middle and High Phase students consolidate and extend their practical and laboratory skills and build depth of understanding in areas such as mutations, geological processes, ecosystem dynamics, energy transformations, and chemical reactions. Scientific reasoning and application are less well developed in the Middle and High Phases, especially in relation to the environment and society. - Overall, the majority of groups of students make better than expected progress from their starting points.	
	Areas of Strength	Areas for Improvement
	- Children's inquiry and observational skills in KG. - Students' practical and laboratory skills in Middle and High. - Students' systematic application of the scientific method in the Elementary Phase.	- Students' application of reasoning scientifically in the Middle and High Phases. - Students' application of science to the environment and society in Middle and High Phases.



Other subjects	- Students' achievement in other subjects is good overall. Internal assessment data indicates that students make good progress in other subjects. In lessons and in their work, a majority of students make better than expected progress in all phases. - Internal assessment data indicates that the majority of students attain above curriculum standards. There are no external assessments for other subjects. In lessons and in their work in other subjects, the majority of students reach levels of attainment which are above curriculum standards. - Students across phases demonstrate generally good development of skills in a range of practical and creative subjects. In the Middle and High Phases, students show secure and increasingly confident use of AI technology, including designing interactive, data-driven websites, reflecting developing digital competence and innovation skills. In physical education, students participate enthusiastically and demonstrate improving coordination and tactical awareness. In KG and the Elementary Phase, children make appropriate gains in spatial awareness and ball control. Girls develop secure volleyball skills, while boys in the Middle and High Phases apply football techniques and tactical understanding effectively in small-group games. In art, students across the school apply artistic elements and techniques confidently to produce original drawings, paintings and sculptures. While students make good progress in electives, boys in the Middle Phase make slower progress in Life Skills due to limited engagement in dialogue and discussion. - Overall, the majority of groups of students make above expected progress. Children in KG and Elementary Phase students make slower progress in their ball skills and negotiating space than Middle and High Phase students. Special needs students and gifted and talented students are fully included and make the same good progress as other students.	
	Areas of Strengths	Areas for Improvement
	- Boys' skills and tactical understanding in PE in Middle and High Phases. - Students' understanding of how to create artistic effects.	- KG children's and Elementary students' greater participation and enjoyment of activities in PE - In Middle phase, Boys' progress in Life Skills.



Learning Skills	- The overall rating for Learning skills is Good. The majority of students engage in and contribute well to their learning. Most students, especially children in KG, Elementary Phase students and girls across the school, take active responsibility for their own learning. - Students work well collaboratively when given the opportunity. For example, planning and conducting science experiments and building electronic devices in STEM classes. They communicate their learning well but find it difficult to use precise terminology when sharing their work. - Students generally make connections with the real world and other subjects, particularly when this is carefully planned for by the teacher. In Islamic Education, students show deep consideration of how Islamic values influence everyday life in the UAE. - Students use technology, such as their tablets, to research, decide on and create designs in art and ICT. They design and develop innovative ICT models in STEM projects and enjoy making a mobile icebox in Young Enterprise lessons. Critical thinking and problem-solving are features in many lessons, especially Islamic Education, mathematics and ICT, but are inconsistently developed in other subjects.	
	Areas of Strengths	Areas for Improvement
	- Students' engagement in and taking responsibility for their learning, especially in KG, Elementary Phase and the girls' section. - Students' use of technologies to support learning in art, ICT and STEM lessons.	- Students' use of accurate terminology to express themselves clearly in all subjects. - Students' consistent application of problem solving and critical thinking skills across the curriculum.



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	Elementary	Middle	High
Personal development	Very Good	Good	Good	Good
- Students' personal development is good overall, and very good in KG. Most students demonstrate positive, responsible attitudes. KG students confidently express ideas through discussions, assemblies, and events such as 'Voice of RAIS'. They complete tasks confidently, though opportunities for risk-taking in problem-solving and innovation are more limited. The student council confirms that learners reflect constructively on their strengths and next steps. - Students' behaviour is consistently positive except for a very few isolated instances in the boys' section. They are typically courteous towards adults and peers, demonstrate self-discipline, and follow school routines. Staff-student relationships are respectful and supportive. Bullying incidents are rare. In KG, 'Star Status' rewards and promotes positive behaviour. - Students demonstrate a good understanding of healthy lifestyles and can talk about the importance of balanced nutrition and regular exercise. Most follow healthy snack guidelines and participate actively in PE lessons and sports activities when offered. The school promotes wellbeing through initiatives such as the Healthy Breakfast Day. - Attendance is good at 94%. KG attendance is outstanding at 98%. Punctuality remains an area for improvement.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
- Students demonstrate a very good appreciation of how Islamic values shape contemporary life in the UAE across all phases. They participate actively in initiatives such as the Habibi Ya Rasoul Allah project, Islamic Week, Prophet Muhammad (PBUH) birthday commemorations known as Mawlid al-Nabi, Hajj simulation activities and plantation drives. Through these experiences, regular assemblies and 'wisdom-of-the-week' messages, students reflect on Islamic morals and apply them in their daily interactions and behaviour. - Students demonstrate very good knowledge and respect for the UAE's heritage and culture and understand how these influence contemporary life. They speak confidently about national history, traditions and key figures, particularly during UAE Social Studies lessons and				



national celebrations such as National Day and Flag Day. Through whole-school initiatives such as 'My Homeland Is My Identity', students actively express pride in their country and articulate a strong sense of belonging. Many contribute to planning and leading cultural activities, showing initiative and civic responsibility.

- Students demonstrate a deep understanding, awareness, and appreciation of their own and other world cultures. Numerous celebrations and curriculum-linked projects promote intercultural dialogue, tolerance and respect, and help students recognise cultural diversity and shared global responsibilities.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students' social responsibility and innovation skills are good overall. They are actively involved in structured initiatives such as UAE Red Crescent donation and fundraising drives, volunteer support for orphanages, and public health awareness campaigns. These experiences promote social responsibility for empathy, personal safety, well-being, and responsible decision-making.
- Students are economically aware and develop good enterprise skills through practical experiences such as food and product sales. Through partnerships with local organisations, students develop entrepreneurship, innovation, leadership, and self-confidence skills. Opportunities for independent design and creative problem-solving are not yet consistently embedded in lessons or across the curriculum.
- Students are environmentally aware through initiatives such as Go Green Day, No Bag Day, plantation drives, and recycling programmes. They contribute ideas, lead campaigns and model responsible behaviour in conserving water and energy. Through art projects and sustainability activities, students demonstrate understanding of environmental responsibility.

Areas of Strength:

- Students' understanding of Islamic values, Emirati and other world cultures
- Students' involvement in their community.

Areas for Improvement:

- Students' punctuality to school.
- Students' entrepreneurship, innovation and problem-solving skills in lessons.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
- The overall quality of teaching and assessment is good across all phases. Most teachers apply their good subject knowledge in detailed and well-structured lesson plans. Most teachers adapt approaches to engage students in learning. Teachers use resources effectively, but they do not always provide enough time for students to complete tasks to the necessary quality and depth of learning. - In KG, teachers use questions that promote discussion and dialogue. This helps children to build confidence and check their understanding. However, in Elementary, Middle and High Phases, although teachers ask questions to probe students' knowledge and understanding, they do not always encourage them to explain their thinking using subject vocabulary. - Teachers are mindful of students' learning needs and strive to accommodate these in lesson planning. A variety of strategies are used to engage students in their learning, including inquiry-based learning and problem solving in mathematics, and the use of simulation and practical work in science in ICT. Higher-attaining students are not always challenged enough to reach their potential. - Teachers develop and promote independent learning skills through various classroom activities. Children in KG show a high level of independent learning skills. Inconsistencies remain in the planning for and development of critical thinking and innovation in lessons.				
Assessment	Good	Good	Good	Good
- The school's internal assessment processes are aligned to the common core curriculum standards and MoE for Arabic medium subjects. The school measures students' progress regularly and systematically. The school uses TIMSS, PISA, IBT and MAP for national and international benchmarking including to check that internal diagnostic assessment is an effective measure of students' academic progress. The school has introduced MAP-style questions in lessons to reduce the gap between students' attainment in internal and external tests, but it is too soon to analyse the impact of this initiative. - Assessment data is analysed in depth by school leaders. However, teachers do not always incorporate the findings from this analysis into their teaching. As a result, in a few lessons, activities do not match the needs of higher-attaining students.				



- Teachers provide oral feedback to students during lessons. However, target setting for next steps and written constructive feedback is more limited. Self- and peer assessment is encouraged through exit tickets aligned to the success criteria in lessons, but there is often not enough quality time for students to benefit from this process.

Areas of Strength:

- Teachers' subject knowledge, strategies, use of resources and variety of tasks in lessons.
- Effective use of questioning in KG.

Areas for Improvement:

- The use of assessment data to raise attainment, and teachers' questioning to promote student dialogue and reveal their thinking and learning.
- The planning of opportunities to support development of students' critical thinking and independent learning skills.
- Ensuring sufficient time in lessons for students to receive developmental feedback and engage in quality self and peer-assessment activities.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
- Curriculum design and implementation is good overall. In KG, the introduction of daily phonics lessons is promoting children's greater confidence and achievement in reading. Broad and balanced activities are age appropriate. Teachers' understanding of American Curriculum standards has led to improvements in planning and the better use of success criteria in lessons. - Curricular options provide older students with a rich choice of subjects to meet their interests and aspirations, including Young Enterprise, art and design, STEM, Life skills, public speaking and drama. Consultations with parents and students support decisions about subjects and career choices, which ensures they are well-prepared for their chosen career and future education pathway. While consideration is given to relating knowledge to sustainability, and teachers use real-life examples in the UAE context to extend learning, cross-curricular opportunities are not always evident in lessons. - Termly reviews based on performance data result in regular updating of curriculum content, teaching and processes. This helps to ensure that the curriculum meets all statutory requirements and is systematically updated.				
Curriculum adaptation	Good	Good	Good	Good
- The school analyses data to identify gaps in students' learning. This has resulted in adaptations to the curriculum to meet the needs of individuals and groups, especially those with additional learning needs, including students of determination, and those who are gifted and talented, who benefit from specific activities and extension tasks to challenge and enrich their learning. - Curricular planning promotes learning skills and innovation. Critical thinking, problem solving, creativity, communication and collaboration are all emphasised; but are not yet clear enough or consistently planned. The curriculum integrates, inquiry-learning and real-world applications in most subjects although these are not yet consistent across lessons.				



- A range of learning experiences are provided to develop students' very good understanding of Emirati culture and UAE society and values.

Areas of Strength:

- The focus of the curriculum on preparation for future careers or study.
- The analysis of data to identify gaps in students' learning and make adaptations to the curriculum.

Areas for Improvement:

- Cross-curricular connections through real-world and inquiry-based learning.
- Curriculum planning to support the development of students' critical thinking.



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

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

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
- The protection, care, guidance, and support of students are good. The school has effective safeguarding and child protection policies, including for cyber safety, which are clearly communicated to students, staff, parents, and other stakeholders through regular awareness activities. Health and safety arrangements are secure, with designated teams carrying out routine checks of the premises and resources, including fire evacuation procedures. Students are well supervised during the school day and on school transport. Routines for supervision and organisation for students collected by parents are in place, although these can be difficult to implement consistently owing to the high numbers of students being collected by car. - Buildings and premises are hygienic and well maintained. Health and safety records, including incident logs, fire drills, and evacuation routines are systematically maintained and up to date. Medical provision is effective, with the school doctor, nurse, and senior leaders providing appropriate care and health awareness. All procedures for medicine administration are followed securely. The school promotes inclusive practices well, with ramps, evacuation chairs, and suitable toilet facilities for students and others with mobility needs. - The school promotes safe and healthy lifestyles effectively. Students have good opportunities to participate in physical activities, including sports competitions and extra-curricular programmes. Children in KG enjoy regular physical activity in well-organised play areas. Health awareness activities support students' understanding of healthy eating and positive lifestyle choices. Girls are typically less involved in sports activities compared with boys.				
Care and support	Very Good	Good	Good	Good
Relationships between staff and students are positive and respectful. Clear behaviour expectations and the school's code of conduct are shared with students and parents, ensuring a common understanding. Staff manage behaviour consistently and calmly, ensuring a safe, orderly, and supportive learning environment. The care and support provided for children in KG is very good and is greatly valued by parents and families.				



- Procedures to promote regular attendance and punctuality are effective. The school counsellor and attendance officer work closely with parents to encourage timely arrival, although a small number of students arrive late for the first lesson.
- The school's special educational needs (SEN) coordinator (SENCo) has implemented thorough systems to identify students with additional learning needs, including students of determination, as well as introducing effective assessments to identify students who are G&T.
- The school provides good support for students with additional learning needs, including students of determination and ensures they are included in activities, although there is some variability in how well this happens in lessons. In the best lessons, such as in PE, students with physical challenges are included in small group games and in art, they are supported to show their artistic talents. A system to track the progress of students of determination is in place. G&T students represent the school in events and projects in and out of school and act as mentors for other students.
- Students' well-being and personal development are routinely monitored, with particular attention given to newly enrolled students. Staff provide personal and academic guidance, and older students receive effective support to make informed choices about study pathways and future careers.

Areas of Strength:

- Effective procedures for safeguarding and caring for students.
- Procedures for identifying students with additional learning needs, including students of determination and for G&T students.
- The care and support provided for children in KG.

Areas for Improvement:

- Strengthening procedures for ensuring good punctuality.
- Effective support for students with additional learning needs, including students of determination, in all lessons across the curriculum.



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 principal and senior leaders provide a clear vision and direction for the school. This is shared by everyone despite recent changes to senior and middle leadership and to staffing. Senior leaders have ensured an inclusive environment where staff and students welcome each other. Relationships are very positive and improvement actions are clearly communicated.
- The principal and vice principals have a strong understanding of the use of data to drive improvement, especially to teaching, student progress, curriculum and teachers' professional development. Senior leaders have reviewed and improved processes for collecting, analysing and monitoring a wide range of quantitative and qualitative data. They hold staff and each other accountable for raising students' achievement. There is good capacity to improve.
- The school's self-evaluation is accurate, with a good understanding of the school's strengths and areas requiring improvement. Senior leaders have started to use assessment data to inform school and student targets, and for planning staff professional development, although this is not yet fully embedded. Monitoring and evaluation of teaching and learning is in place but focused, follow-up monitoring of implementation is not sharp or timely enough. The improvements identified in the previous review have been sustained and reflect well on the impact of leaders' work over time.
- Parents are fully involved in the life and work of the school. They provide feedback through surveys, teacher meetings and during the many enjoyable celebrations of their children's achievements. Weekly letters inform them about planned activities and lessons. Information about children's progress in termly meetings with teachers along with detailed online reports, helps parents to support their children at home.
- The school's good community partnerships enrich the curriculum and promote students' personal development. They help to develop older students' interest and innovation and enterprise.



- Governors' play a full strategic role in the school's continued improvement. They ensure that all statutory requirements are met and that resources and staffing are used efficiently and support learning effectively. They hold leaders to account through their monitoring. Their role in school improvement planning and school self-evaluation helps them to build an accurate evaluation of the school's strengths and areas for improvement.
- The day-to-day management of the school is efficient and effective. The well organised timetable and routines ensure students have access to a good range of resources and specialist indoor and outdoor spaces. The school has sufficient staffing. The KG environment is particularly well organised and welcoming.

Areas of Strength:

- The school's vision and ethos which is shared by the whole school community.
- The very positive relationships and effective governance.

Areas for Improvement:

- Precise and timely follow-up monitoring to ensure agreed improvements are being consistently implemented.
- Ensure assessment data informs students' targets and school improvement priorities, and to identify staff professional development needs.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 29 teachers for Arabic: 3 in KG and 26 in the other phases Ratio: 1.63
- There are 550 Arabic-language books in the school library include 250 non-fiction titles, 300 fiction titles, and 400 storybooks. Each class visits the library twice a month.
- Students from KG to Grade 9 use the Katabi digital reading platform. Highly active students on the platform are encouraged and recognised for their engagement.
- Students participate in various literacy initiatives and competitions, including Reading Challenges, Green Pen Creative Writing, and Young Storyteller competitions.
- Students participate in Arabic Language Week when invited writers and authors share their experiences and motivate students to write creatively.

The school's use of external benchmarking data

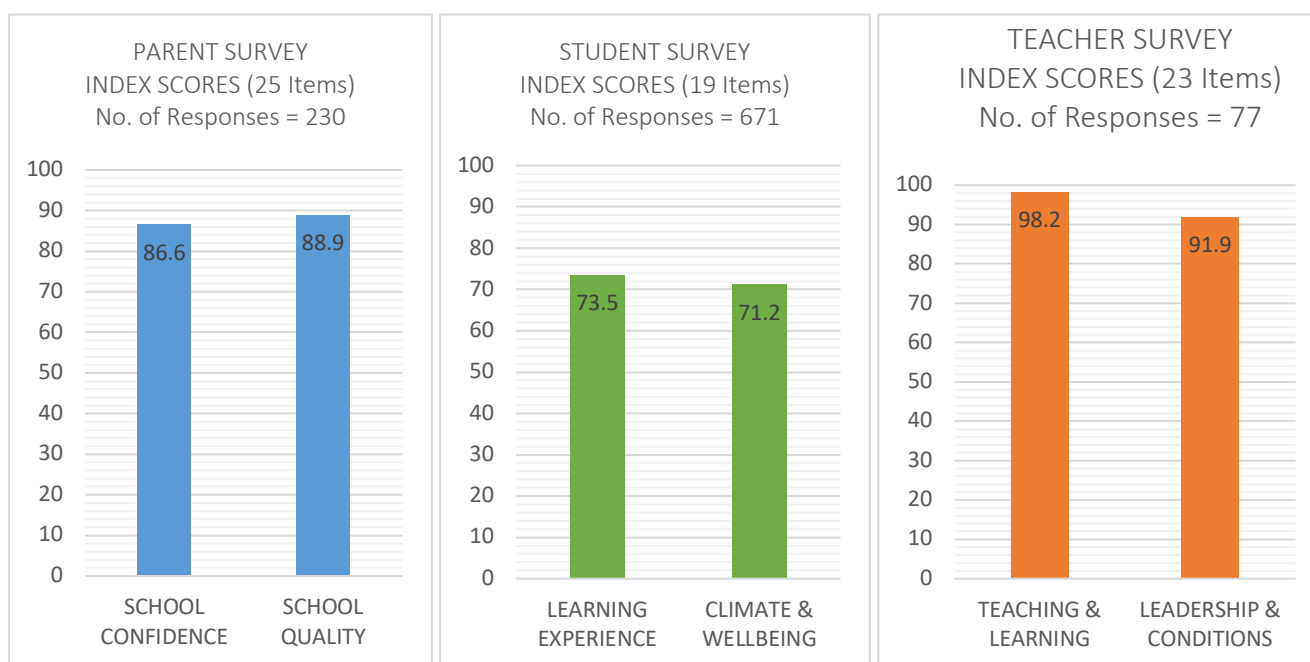
- The proportion of students are taking international tests and examinations including IBT, MAP, CAT 4, TALAA, TIMSS, PISA, PIRLS, AP, SAT, ABT is above 70% overall and is compliant with SPEA requirements.
- Practice questions are integrated into the curriculum and given to students to practice at home.
- Students meet individually with teachers to receive their results and to set targets together for next window. The school shares a video with parents to help them understanding the results which are shared at a teacher conference. The school offers follow up support through online meetings between teachers and parents.

Provision for KG

- 22 teachers and 15 classroom assistants' staff support the 15 classes. The staff-to-child ratio is 1:12. There are two pre-KG classes next to the KG1 classes and so children become familiar with and enjoy the same indoor and outdoor spaces and resources.
 - The bright, colourful indoor environment is welcoming and reflects the Islamic ethos that the school promotes. Displays of children's work celebrate the varied activities. Resources are accessible in classrooms to promote independence and self-care. The small library and an indoor play space support children's learning.
 - The outdoor environment is fenced and sheltered for safety and include a varied range of apparatus. There is sufficient equipment for PE.
- Induction starts with a meeting at the beginning of the year, followed by online and face-to-face meetings and small-group visits. Receiving teachers visit Pre-KG to support transition to KG1 and on to KG2 and Grade 1. Detailed assessment portfolios are shared with teachers.



VIEW OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement further by:
 - Extending writing and speaking skills in AFL, particularly expressive speaking in High Phase.
 - Providing greater challenge in all lessons for all groups of students, especially higher-attaining students.
 - Developing dialogue in lessons that requires students to explain their thinking using subject terminology.
 - Increasing real – world application and cross curricular links.
- Improve the quality of teaching and assessment by:
 - Increasing the use of open-ended questions in lessons that promotes students' critical thinking and problem-solving.
 - Ensuring sufficient time in lessons for students to deepen their learning and active engagement.
 - Improve the quality and impact of teacher feedback and students' engagement in self and peer assessment.
- Improve leadership by:
 - Aligning the outcomes from data analysis with target setting processes and staff professional development.
 - Ensure that leaders' monitor agreed improvement actions consistently and promptly.



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.