



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

**Al Ahliah Charity Private School -
Branch 1**

2 – 5 February 2026

Overall Effectiveness

Good



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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

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

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



SCHOOL INFORMATION

School 	School ID	213
	School location	Al Jazzat, Sharjah
	Establishment date	September 2004
	Language of instruction	Arabic & English
	School curriculum	Ministry of Education (MoE)
	Accreditation body	MoE
	Examination Board	-
	External assessments International and Curriculum Benchmark Assessments	IBT, TIMSS
Staff 	Fee range	AED 5,500
	Principal	Walid Fouad Lafi
	Chair of Board of Governors	Dr. Arif AlShaikh
	Total number of teachers	46
	Total number of teaching assistants	0
Students 	Turnover rate	6%
	Teacher: student ratio	1:16
	Total number of students	750
	Total number of students per cycle/phase	KG: N/A Cycle/Phase 1: N/A Cycle/Phase 2: 750 Cycle/Phase 3: N/A
	Pre-KG: number and gender	Boys: N/A Girls: N/A
	KG: number and gender	Boys: N/A Girls: N/A
	Primary: number and gender	Boys: N/A Girls: N/A
	Middle: number and gender	Boys: 750 Girls: N/A
	High: number and gender	Boys: N/A Girls: N/A
	Total number of Emirati students	0
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
	KG: Emirati number and gender	Boys: 0 Girls: 0
	Primary: Emirati number and gender	Boys: 0 Girls: 0
	Middle: Emirati number and gender	Boys: 0 Girls: 0
	High: Emirati number and gender	Boys: 0 Girls: 0
	Nationality groups	1. Syrian 2. Egyptian 3. Pakistani
	Total number of students with special educational needs (SEN)	18



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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' 135 lesson observations, 40 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school overall effectiveness is good. The school has maintained this rating despite significant contextual challenges, including a period of expansion and relocation to a larger site during the third term. This transition enabled increased enrolment and staffing while placing additional operational demands on the school. Leaders and governors have provided stability and ensured improvement priorities are supported and monitored with secure safeguarding arrangements. Students' achievement is good overall. Students make good progress in most subjects, with particular strengths in Islamic Education and Social Studies. However, attainment and progress are not yet consistently strong for all groups, especially higher-attaining and gifted students. In several subjects, internal assessment outcomes are more generous than the standards seen in lessons and students' work, and English attainment remains acceptable. Students' personal development is very good. Students demonstrate positive behaviour, mature attitudes, and highly respectful relationships. Their strong understanding of Islamic values and Emirati culture is evident across assemblies, lessons, and school activities. Attendance is outstanding at 98%, although punctuality is less consistent for a small number of students. Teaching and assessment are good overall. Most teachers plan structured lessons using a consistent whole-school approach, including differentiation and IBT- and TIMSS-style questions. Stronger lessons are well sequenced and support secure learning. However, questioning does not consistently promote higher-order thinking, and challenge for higher-attaining and gifted students is uneven. Assessment systems are coherent, but written feedback is limited and does not yet secure sustained improvement in learning and writing. The curriculum is good. Planning is systematic and supports continuity across grades. UAE heritage and values are embedded well. Curriculum adaptation, including SEN provision and the Tamkeen initiative, supports most learners, but impact is not yet consistent for gifted and talented (G&T) students. Cross-curricular links and the progression of some subject-specific skills remain underdeveloped. The protection, care, guidance, and support of students are very good overall, with safeguarding and health and safety very good. Students feel safe and well supported. Leadership and management are good. Leaders demonstrate a clear inclusive vision, improving self-evaluation and strong partnerships with parents and the community. Governance and operational management are effective. The next phase of improvement should focus on strengthening middle leadership and sharpening monitoring so that actions lead to measurable improvements in students' learning and progress. The majority of



recommendations from the previous review report have been successfully addressed. The leadership has good capacity for improvement.

KEY AREAS OF STRENGTH:

- Students' good attainment and consistent progress across all subjects.
- Students' positive behaviour and understand of the Islamic values and the UAE culture.
- Health, safety, and support systems of students with special learning needs to ensure student wellbeing.
- Secure leadership and governance, providing stability, accountability, and clear strategic direction during a period of significant change.
- Proactive Parents' Council that contributes positively to the development of the school.

KEY AREAS FOR IMPROVEMENT:

- Raise students' achievement further and particularly in English, by strengthening the consistency of teaching, challenge, and support so that all groups, particularly higher-attaining, gifted, and lower-attaining students, make sustained progress.
- Strengthen curriculum design and enrichment by improving subject-specific skill progression and cross-curricular coherence.
- Improve the impact of assessment and writing by ensuring feedback leads to measurable improvement in students' learning outcomes.
- Build the capacity of middle leaders so they consistently monitor, evaluate, and drive high-quality teaching, learning, and assessment.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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



Islamic Education	- Students' achievement in Islamic Education is good overall. The school's internal assessment data indicate that students in make very good progress. This is consistent with lesson observations and students' work, where the large majority of students make progress that is above curriculum expectations. - The school's internal assessment data indicate very good attainment. Lesson observations and students' work show that the majority of students attain levels that are above curriculum standards. There are no external assessments available for Islamic Education. - A large majority of students demonstrate secure and confident knowledge of Islamic values and purposes. They explain clearly the relationship between Islamic identity, faith, and values, and discuss the meanings of the Holy Qur'an verses and the Noble Hadeeth. Students demonstrate secure understanding of acts of worship, particularly the rituals of Hajj, and make purposeful links to Prophet Muhammad's (PBUH) traditions. Most students recite verses from the Holy Qur'an accurately, applying Tajweed rules appropriately. Students relate Islamic values and principles effectively to real-life situations. However, students' understanding of UAE initiatives supporting Islamic heritage is emerging, and their ability to explain the wisdom underpinning prescribed Islamic rules is still developing. - The large majority of student groups achieve better than expected progress. Gifted and talented students and higher-attaining students make adequate progress as their progress is not yet consistently stronger than that of other students	
	Areas of Strength	Areas for Improvement
	- Students' secure understanding of acts of worship and Islamic etiquettes as taught in the Holy Qur'an and the Noble Hadeeth. - Students' accurate recitation of the Holy Qur'an with appropriate application of Tajweed rules. - Students' understanding of relationship between Islamic identity and values.	- Students' understanding of the UAE initiatives towards supporting the Islamic heritage. - Students' understanding the wisdom behind prescribed Islamic rules.



Arabic Language	- Students' achievement in Arabic as a first language is good overall. The school's internal data indicates that most students make better than expected progress. This high level does not match what was seen in lessons and in students' work where the majority of students only make better than expected progress. - The school's internal assessment data indicate outstanding attainment. This does not align with lesson observations and students' work, which show that students' attainment across all grades is good. In external IBT exam, students' achievement indicates good attainment. - In Grade 5, most students make better-than-expected progress in speaking and describing story characters. They analyse simple sentences grammatically and identify key features of biographical texts, including the biography of the poet Elia Abu Madi. In Grade 6, the majority of students read confidently, infer the meaning of unfamiliar vocabulary from context, distinguish between biography and autobiography, and extract main ideas accurately. In Grade 7, students demonstrate a secure understanding of literary devices such as personification and explain their purpose in enhancing meaning. They read poems with understanding and explain lines accurately. However, while students can identify figures of speech, a minority are not yet able to apply them effectively in extended writing. Students speak confidently, although accuracy and consistency in the use of Standard Arabic remain variable. - Majority of groups of students make better than expected progress in relation to appropriate learning objectives.	
	Areas of Strength	Areas for Improvement
	- Students' secure speaking and listening skills across grades. - Students' strong reading comprehension and ability to extract main ideas. - Students' literary analysis of poems.	- Students' application of grammatical rules and figures of speech in extended writing. - Students' use of Standard Arabic in spoken language with greater accuracy and consistency.



Social Studies	- Students' achievement in social studies is very good overall. The school's internal assessment data indicates outstanding progress. This does not fully align with what was seen in lessons and in students' work where the large majority of students make very good progress. - The school's internal assessment data indicate outstanding attainment. This is not reflected in lesson observations and students' work, where the large majority of students attain levels above curriculum standards. There are no external assessments for social studies. - In Grade 5, large majority of students recognize H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace) role in preserving environment in UAE and highlight his main characteristics. In Grade 6, students compare the UAE and Korea across a range of aspects, including geographical location and its importance. Most students accurately locate key places on maps, though map-reading skills remain basic. In Grade 7, students explain the strategic importance of the UAE's geographical location and justify their views, including predicting the potential impact of the closure of Bab Al Mandab. They suggest ways the UAE has adapted to desert conditions and provide simple explanations about reducing desertification. Students identify key geographical features and explain the importance of clean energy and its impact on the UAE's economy. In Grade 8, students describe economic life in the UAE before and after the Union and demonstrate awareness of historical developments such as Al Daho as a small seaport and the Morse telegraph system. - Overall, the large majority of all groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	- Students' secure understanding of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace) role in environmental preservation and national development. - Students' understanding of the importance of the UAE's geographical location. - Students' awareness of the role of clean energy and its impact on the UAE's economy.	- Further development of students' map-reading and geographical interpretation skills. - Students' deeper understanding of desertification and strategies used to address environmental challenges in the UAE.



English	- Students' achievement in English is good overall. The school's internal assessment data indicates students are making good progress overall. This is consistent with lesson observations and students' most recent work, which indicate that most students make good progress in relation to curriculum expectations. - The school's internal data shows that attainment is outstanding. This does not match with what is seen in lessons and in students' work, where most students reach attainment levels in line with curriculum standards. External IBT exam data shows that attainment is very good in Grades 5 and 7. - In Grade 5, students demonstrate strong reading comprehension skills, accurately identifying key story elements and explaining main ideas with confidence. In Grade 6, students show secure listening comprehension and can recognise new vocabulary in informational texts; however, their ability to construct accurate sentences using new vocabulary is less well developed. In Grade 7, students develop their speaking and oracy skills and use modal verbs, such as "should", effectively to give advice and recommendations linked to UAE contexts. However, they do not consistently communicate their ideas clearly in writing. In Grade 8, students demonstrate secure knowledge of grammar and sentence structure, including identifying the passive voice in the present simple tense, but they are less confident in applying this accurately in independent writing. - Overall, the majority of groups of students make better than expected progress. High attaining students do not always make progress they are capable of.	
	Areas of Strength	Areas for Improvement
	- Students' reading comprehensions skills in all grades, particularly in Grade 5. - Students' effective use of spoken English, including modal verbs, to communicate ideas in real-life UAE contexts in Grade 7.	- Students' independent writing skills across all grades. - Accuracy in students' use of new vocabulary and grammatical structures in their own oral and written sentences, particularly in Grades 6 and 8.



Mathematics	- Students' achievement in mathematics is good overall. The school's internal data shows that students make very good progress. This does not match with that seen in lessons and students' work, where majority of students make progress which is above curriculum expectations. - The school's internal assessment data shows that attainment is very good. In lessons and in their work, the majority of students reach levels of attainment which are above curriculum standards. External IBT data shows attainment is very good for Grade 5 and 7. - The majority of students demonstrate secure mathematical knowledge, skills, and understanding. Students accurately perform number operations, including work with fractions, decimals, and integers, and solve one- and two-step algebraic equations using inverse operations. Students work collaboratively to complete structured tasks, demonstrating confidence, positive attitudes, and sustained engagement in mathematics lessons. Most students justify their answers using appropriate mathematical language and notation, and many can transfer their learning to unfamiliar or non-routine problems. Students' oral explanations are generally strong. Nonetheless, their ability to translate this thinking into clear, well-structured written mathematical reasoning is still developing. In lessons, the majority of students successfully answer embedded IBT-style questions. - Overall, the majority of students' groups make better than expected progress including Gifted and Talented and students of determination.	
	Areas of Strength	Areas for Improvement
	- Students' abilities to perform number operations. - Students' capabilities to answer the embedded IBT style questions in the lesson. - Students' ability in solving one- and two-step equations using inverse operations.	- Students' justifications using precise mathematical language and notation. - Students' abilities in written mathematical reasoning, particularly when explaining thinking, strategies, and outcomes.



Science	- Students' achievement in science is good overall. The school's internal assessment data indicates outstanding progress overall. This is consistent with lessons and in students' work, where the majority of students across grades make better than expected progress. - The school's internal assessment data indicate outstanding attainment, while external IBT 2025 results show good attainment. Lesson observations and students' work show that the majority of students attain levels above curriculum standards. - In the Grades 5 and 6 students demonstrate secure understanding of key scientific concepts, including chemical changes, and accurately identify reactants and products in simple chemical equations. They also define living things and identify their key characteristics. Students' practical investigative skills, including the systematic application of the scientific method, are not yet well developed. In Grades 7 and 8, students show clear progression and can explain wave behaviour using practical models, such as springs and rulers, and accurately analyse compressions and rarefactions. In biology and nutrition, students interpret food labels, compare nutrients, and justify healthy choices using scientific knowledge. Students do not consistently apply deeper reasoning to real-life problems, such as evaluating alternative solutions, justifying decisions using evidence from observations or data, or evaluating the impact of proposed solutions. Across the school, students use scientific vocabulary accurately during project-based learning; however, scientific and evidence-based writing remains a developing feature. - The majority of groups of students make better-than-expected progress across the school.	
	Areas of Strength	Areas for Improvement
	- Students' secure understanding of chemical changes and classification of living things in the lower grades. - Students' analytical skills of sound waves and interpretation of food labels to justify healthy choices in the upper grades. - Students' accurate use of scientific terminology across lessons.	- Students' practical investigative skills in the lower grades through consistent application of the scientific method. - Students' deeper reasoning when evaluating real-life scientific problems and justifying conclusions using evidence and data. - Students' quality and consistency of scientific and evidence-based writing.



Other subjects	- Students' achievement in other subjects is good overall. The school provides physical education (PE), art, music and Artificial Intelligence and Technology (AI&T) to students. The school's internal assessment data indicate outstanding progress over time. This does not fully align with lessons and students' work, where most students make good progress. - The school's internal assessment data indicate outstanding attainment in all other subjects across the grades. However, lesson observations and students' work show that attainment is good overall, with the majority of students attaining above curriculum standards. - The majority of students make good progress. In PE, students demonstrate secure physical competence in age-appropriate skills such as running, jumping, throwing, catching, ball control, and coordination. However, students do not consistently apply more advanced skills under pressure, including first-touch control, positioning, and pace during competitive play. In art, students demonstrate strong artistic skills, including the use of colour, abstract forms, and two- and three-dimensional representations. Yet, a small number of students lack secure artistic discipline, particularly in sketching and the effective use of basic drawing techniques. In music, students show secure theoretical understanding of musical concepts, scales, and terminology; however, they lack confidence in the practical application of these skills, particularly in playing instruments fluently. In AI&T, students demonstrate basic digital skills, including using computers, navigating software, and identifying components of systems and robotics. Learning is predominantly task-based rather than inquiry-driven, which limits opportunities for innovation, problem solving, and enterprise. - Overall higher attaining students do not make the progress of which they are capable.	
	Areas of Strengths	Areas for Improvement
	- Students' secure physical competence and coordination in physical education. - Students' strong creative skills in art and secure theoretical understanding in music. - Students' basic digital competence in AI&T, including effective use of software and systems components.	- Students' more consistent application of advanced physical skills and practical musical performance. - Students' use of inquiry-driven learning in AI&T to promote innovation and challenge, particularly for higher-attaining students.



Learning Skills	- Students' learning skills are good overall. Students enjoy learning, participate willingly, and demonstrate positive attitudes across the school. As they progress through the grades, most students show increasing awareness of their strengths and areas for development and take greater responsibility for their own learning. - Students collaborate productively in a range of learning contexts. In science, they explore concepts through investigation and problem solving and make relevant links to real-life situations. In mathematics, students explain their thinking clearly and work together effectively to solve challenges. In Islamic Education, students use technology confidently to practise Tajweed rules. In Arabic, students engage actively in collaborative discussions when analysing poems, while in English they demonstrate secure reading and listening skills in information texts. - Students demonstrate developing higher-order learning behaviours. They share roles, discuss and justify answers, interpret information, and make decisions based on evidence, including IBT-style analysis and real-life health-related tasks. Students communicate confidently when presenting group outcomes and show resilience in low-resource situations by sharing devices and using textbooks independently. - Most students use technology confidently to support learning. Critical thinking is evident in many lessons, particularly in Grade 8, but is less consistently developed in the lower grades. Opportunities to develop innovation and enterprise skills are emerging but are not yet embedded across all subjects and grades.	
	Areas of Strengths	Areas for Improvement
	- Students' positive attitudes and willingness to learn across all grades. - Students' readiness to interact and collaborate productively across the school.	- Students' development of their critical thinking skills, particularly in lower grades. - Students' innovation and enterprise skills across all subjects and grade levels.



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

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

Indicators:	KG	Primary	Middle	High
Personal development	N/A	N/A	Very Good	N/A
- Students' personal development is very good across all grades. Students demonstrate mature, responsible attitudes towards school and learning. They are self-disciplined in lessons and assemblies and follow established routines consistently. Students understand clearly the school's behaviour policy. Incidents of bullying are rare and, when they occur, are managed promptly and effectively. - Relationships between students and staff, and among students themselves, are highly respectful and trusting. Students report that they feel safe, supported, and valued in the school community and are confident about who to approach if they have concerns. Students collaborate effectively in lessons and contribute positively to a calm, purposeful learning environment. - Students demonstrate a secure understanding of personal safety and healthy living. They generally make sensible choices about their own health and wellbeing and participate actively in initiatives that promote healthy lifestyles, including Healthy Food Day, Dental Health Day, and Mental Health Awareness Day. Students engage enthusiastically in regular physical and wellbeing activities, such as chess inter-school competitions and morning assembly exercises, which support both physical and mental development. - Attendance is outstanding at 98%. Most students arrive punctually to lessons, and only a small number arrive late to school in the morning.				
Understanding of Islamic values and awareness of Emirati and world cultures	N/A	N/A	Very Good	N/A
- Students' understanding and appreciation of Islamic values and their influence on life in the UAE are very good overall. Students regularly recite verses from the Holy Qur'an and the Noble Hadeeth during morning assemblies, consistently reflecting values of compassion, tolerance, and inclusion. Students participate actively in the Holy Qur'an and Noble Hadeeth inter-school competitions and engage in a range of activities that reinforce Islamic principles in their daily school life. - Students demonstrate strong knowledge and appreciation of the heritage and culture of the UAE. They participate enthusiastically in cultural events such as UAE National Day and Flag Day, which strengthen their understanding of Emirati traditions and values. Students lead assemblies linked to Emirati culture and heritage, promoting respect for national symbols. Through regular visits to the school Majlis and participation in activities such as Al-Ayyala, Al-Yola performances, and Nabati poetry competitions, students demonstrate secure awareness				



of UAE history and traditions. Emirati culture is embedded across lessons, and displays throughout the school celebrate heritage and national leaders. Students demonstrate a secure understanding and appreciation of their own cultures and show interest in learning about other cultures. They participate in cultural days where classes represent different countries through traditional food, national dress, and shared experiences, supporting mutual respect and intercultural awareness				
Social responsibility and innovation skills	N/A	N/A	Good	N/A
- Students' awareness of their responsibilities in school and the wider community is good overall. Students take on roles as school scouts, supporting positive behaviour and discipline during morning assemblies. They also undertake leadership roles in organising school events such as Culture Day. Students demonstrate social responsibility through voluntary activities, including participation with the Red Crescent during Ramadan to support food and clothing donations for communities in need. - Students demonstrate a positive work ethic and cooperate well with others. Their innovation, enterprise, and entrepreneurship skills are developing. In Grade 7, students use Python to write simple codes with teacher guidance. In Grade 8, students engage in project-based learning and demonstrate developing creativity and problem-solving skills, such as designing practical solutions to support elderly people in reading prescriptions. However, students do not yet consistently take initiative in leading, developing, or promoting their own ideas independently. - Students show care for their school and the wider environment and participate actively in initiatives to improve it. They contribute to sustainability activities such as developing a school plant nursery and participating in the Al Khan beach clean-up campaign in Sharjah. Students also explore environmental issues, including sound pollution, and present their learning through models and displays, demonstrating developing environmental awareness.				
Areas of Strength:				
- Students' mature attitudes, positive behaviour, and respectful relationships within a safe school environment. - Students' strong understanding of Islamic values and Emirati culture, reflected in assemblies, lessons, and school activities. - High attendance and positive engagement in school life.				
Areas for Improvement:				
- Strengthening students' innovation, enterprise, and entrepreneurship skills through more independent, student-led initiatives. - Improving students' punctuality at the start of the school day to ensure consistently timely arrival.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	N/A	N/A	Good	N/A
- The overall quality of teaching and assessment is good. Most teachers apply secure subject knowledge and plan well-structured purposeful lessons using a consistent whole-school lesson planning template. Planning routinely includes differentiation, IBT- and TIMSS-style questions, and opportunities for challenge for higher-attaining and gifted students. Teachers generally adapt approaches and use resources effectively to engage students and support learning. In the more effective lessons, teaching is well sequenced using the 5Es model (Engage, Explore, Explain, Elaborate, Evaluate), supporting students' understanding and application of learning. - Questioning is effective in some lessons but remains inconsistent overall. In stronger practice, teachers use higher-order questions that promote discussion, reasoning, and dialogue between students. In weaker practice, questioning is more closed and does not consistently extend thinking or deepen understanding. - Teachers use assessment information to identify students' differing needs, supported by colour-coded data identifying higher attainers, lower attainers, and students with SEN. Lesson plans include challenge tasks for higher-attaining students; however, these are not always implemented effectively due to weaknesses in time management. As a result, gifted and high-attaining students do not consistently make the progress of which they are capable. - Students are confident learners and demonstrate developing independence in their work. Critical thinking and problem-solving skills are emerging as a result of whole-school initiatives; however, opportunities to develop innovation and creative thinking within lessons remain limited.				
Assessment	N/A	N/A	Good	N/A
- The school's internal assessment processes are generally coherent and consistent. Internal assessment outcomes are closely aligned with external assessment data, and baseline diagnostic assessments are used effectively to measure students' progress over the academic year. The school uses IBT and TIMSS as national and international benchmarking tools alongside internal diagnostic assessments to monitor students' attainment and progress. IBT- and TIMSS-style questions are increasingly integrated into lessons to reduce gaps between internal and external performance. As a result, IBT assessment data indicates very good levels of attainment. - Leaders analyse assessment information carefully, and teachers use this data effectively to group students according to need using a colour-coded system, identifying those requiring additional support and those ready for greater challenge. Lesson plans include extension and challenge tasks that require students to explain reasoning or solve more complex problems.				



In most lessons, students are able to engage with and complete these tasks within the allocated time.

- Feedback to students is mostly verbal and provides immediate guidance during lessons. Teachers routinely clarify misconceptions, prompt improvement through questioning, and support students to reflect on their responses. However, written feedback in students' books is limited and does not consistently identify next steps or require students to respond and improve their work. As a result, opportunities to secure sustained improvement and track progress over time are not yet fully developed.

Areas of Strength:

- Teachers secure subject knowledge and consistently structured lesson planning, including differentiation and IBT- and TIMSS-style questions.
- Effective lesson sequencing in stronger practice, particularly through the use of the 5Es model to support understanding and application of learning.
- Coherent assessment systems, with internal and external data closely aligned and used effectively to identify students' needs.

Areas for Improvement:

- Consistency in higher-order questioning, reasoning, and challenge, particularly to ensure high-attaining and gifted students make the progress of which they are capable.
- Detailed teachers' written feedback that clearly identifies next steps and secures sustained improvement over time.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	N/A	N/A	Good	N/A
- The overall quality of the curriculum is good. The school follows the MoE curriculum and secures appropriate coverage across all subjects. Planning is systematic, moving from curriculum analysis to term, weekly, and lesson plans. Teachers work collaboratively to ensure continuity and progression from grade to grade. Term planning includes clear success criteria; for example, in Islamic Education, students analyse and memorise verses from the Holy Qur'an beyond age-related expectations. However, the systematic mapping and progression of subject-specific skills, such as practical scientific skills, are still developing. - The curriculum is supplemented by a range of in-school and break-time activities, including chess and sports, which support students' wider development. However, cross-curricular links are inconsistent and not yet sufficiently developed to support the effective transfer of learning across subjects. - Senior and middle leaders regularly review curriculum plans through meetings and analysis of assessment information, including diagnostic assessments and IBT-style papers. These reviews inform refinements to curriculum sequencing, pacing, and content coverage. However, the impact of these refinements on strengthening coherence and progression across subjects is not yet consistently evident.				
Curriculum adaptation	N/A	N/A	Good	N/A
- Curriculum adaptation is good overall. The school uses assessment analysis effectively to identify learning gaps and provide targeted support through remedial and enrichment plans, including the Tamkeen initiative. These adaptations support the learning of most students and enable appropriate access to the curriculum. Provision for SEN students is well established, supported by SENCO planning templates, targeted individual plans, and regular monitoring. However, provision for gifted and talented students is not yet secure, with limited evidence of a coherent programme or planned opportunities that lead to measurable impact on learning over time. - Extra-curricular opportunities complement the curriculum and support students' wider interests, mainly during the school day, with some weekend provision such as the Sports Academy. Students' sustained participation and success in sports competitions, including winning multiple trophies, indicate positive engagement and commitment. - The curriculum effectively promotes and embeds UAE heritage, culture, and values through planned learning experiences across subjects and school activities. This is reflected in dedicated learning spaces such as Al Majlis Corner and the Heritage Corner, and through				

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displays celebrating H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace). national symbols, traditional artefacts, and UAE landmarks. These themes are also evident in lessons; for example, in Grade 5 English, students describe summer activities in the UAE, and in Grade 8 Islamic Education, students explain the purpose and significance of famous UAE mosques and Quran centres.

Areas of Strength:

- Secure compliance with Ministry of Education curriculum requirements across subjects.
- Systematic planning from curriculum analysis to lesson delivery, supporting continuity between grades.
- The review and refinement of curriculum planning that is driven by the effective use of assessment information.

Areas for Improvement:

- Strengthening subject-specific skills progression and cross-curricular links to improve coherence and transfer of learning across subjects.
- Ensuring curriculum adaptations lead to consistently improved progress for SEN and G&T students.



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

The protection, care, guidance and support of students are very good overall.				
Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	N/A	N/A	Very Good	N/A
- The quality of health, safety, and child protection is very good overall. The school has rigorous and well-established safeguarding procedures, with clear child protection measures that are consistently implemented and understood by all staff, students, and parents. Systems are highly effective in protecting students from all forms of harm, including bullying and risks related to internet use and social media. Staff receive regular and comprehensive safeguarding training, and an accurate central register is securely maintained for all adults working in or associated with the school. - The school actively promotes a healthy and safe lifestyle. A qualified school nurse is consistently available and plays an active role in supporting students' health and wellbeing. Risk assessment procedures are comprehensive and systematically implemented, including regular monitoring of facilities such as bathrooms. The school environment is well maintained, with detailed records for maintenance, incidents, and follow-up actions. Fire safety arrangements are robust, with clear evacuation procedures and regular drills. Medication and chemicals are securely stored in locked facilities. The premises and facilities provide a safe and generally suitable environment for almost all students. Shaded outdoor areas, easy access to drinking water, and sun-safety measures are in place. However, further improvements are needed to enhance accessibility, including the provision of a lift to better support students with physical needs. - Students demonstrate secure awareness of healthy eating and make appropriate choices during break times. School meals and snacks align with the healthy choices policy, and students receive regular guidance on personal hygiene and healthy lifestyles, demonstrating good understanding of the impact of unhealthy eating. Students and parents expressed the need to expand sports facilities to engage students with more activities and sports events.				
Care and support	N/A	N/A	Good	N/A
The quality of care and support is good overall. Staff establish consistently positive, respectful, and purposeful relationships with students. Behaviour management systems are well established and applied consistently. Evidence from lessons and breaktimes confirms a				



calm, orderly environment underpinned by mutual trust and respect between students and staff.

- The school has an effective approach to promoting regular attendance, resulting in a very high overall attendance rate of 98%. Attendance and lateness are monitored routinely. However, a noticeable number of students, particularly those arriving by private transport, arrive late to school, indicating the need for further improvement in punctuality.
- The school has clear procedures to identify students across the full range of attainment. High-attaining and gifted and talented students are identified through teacher assessment and parent nomination and are grouped according to ability, potential, and interests. SEN students' needs are admitted based on medical reports and are further assessed by the school. Lower-attaining students are identified by subject teachers and reviewed by a multidisciplinary committee that includes the social worker and learning specialist. While identification processes are clear, the consistency of follow-up support varies.
- Appropriate care and support are provided for students with special educational needs and for those who are gifted and talented. Early identification enables timely intervention, and most students make personal and academic progress. A range of clubs, enrichment opportunities, and internal competitions support students' diverse needs. SEN provision is strengthened through collaboration between specialists, subject teachers, and shadow teachers using individualized support and remedial programmes. However, challenge for gifted and talented students is not yet consistently embedded within classroom learning.
- Students' wellbeing and personal development are monitored regularly, and guidance systems support both academic and personal needs effectively. Transition support is appropriate; for example, Grade 8 students participate in structured visits to their future school to raise awareness of available pathways and educational choices.

Areas of Strength:

- Strong safeguarding and health and safety procedures that ensure students' wellbeing.
- Positive relationships and effective behaviour management that promote a calm school environment.
- Very high attendance reflecting strong engagement with school routines.

Areas for Improvement:

- Improving punctuality for students arriving by private transport.
- Ensuring consistent in-class support and challenge for students with special learning needs, including SEN, and G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

Self-evaluation and improvement planning

Good

Partnerships with parents and the community

Very Good

Governance

Good

Management, staffing, facilities and resources

Good

- The principal and senior leadership team communicate a coherent and inclusive vision that is clearly understood and supported by the school community. This vision is evident in the respectful and supportive relationships across the school, including the effective inclusion of students with SEN, who participate fully in learning and receive appropriate academic and social support. Leaders consistently demonstrate strong commitment to this vision and to UAE national priorities.
- Leadership at all levels demonstrates a secure understanding of effective teaching, learning, and assessment. While senior leaders contribute successfully to maintaining reliable student outcomes and high levels of staff wellbeing and morale, support to strengthen middle leaders' leadership capacity and subject-level impact remains insufficient, limiting consistency in improvement across subjects.
- Systematic self-evaluation is embedded across the school. Senior leaders have a clear and accurate understanding of the school's performance, have addressed areas identified in the previous review, and remain focused on priorities for further improvement. Leaders conduct regular lesson observations and reviews of students' work with an appropriate emphasis on teaching quality. However, evaluation is not consistently sharp, as feedback following monitoring activities focuses more on teaching strategies than on students' learning, progress, and achievement. The school improvement plan sets out clear, measurable objectives and success criteria, providing a structured framework for sustained progress, although the impact of monitoring on improving learning outcomes is variable.
- Engagement with parents is very strong. Families are active partners in their children's learning and play a visible role in school life through regular participation in events, displays, and celebrations. Parents report high confidence in communication with leaders and teachers and feel well informed about their children's academic, social, and physical development. Families of students with special learning needs particularly value the clarity and guidance provided through IEPs. The school also benefits from positive relationships with alumni and long-standing links with the local community.
- The school benefits from highly productive partnerships with other Al Ahlia Charity schools, supporting professional collaboration and shared practice. Further development of national and international partnerships provides a clear opportunity to enhance students' learning experiences further.
- Governance is effective. Al Ahlia Charity Schools' governance structure provides strong oversight, support, and challenge. The local advisory board represents a broad range of

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stakeholders, including parents, staff, and students, and stakeholders report that their views inform strategic decisions. Governors are well informed through systematic reporting and hold leaders appropriately accountable for school performance.

- Day-to-day management is highly effective, supported by well-established systems that contribute to stable operations and secure student outcomes. Staffing is well planned, and recent leadership appointments have strengthened curriculum provision and reduced teachers' workloads, supporting staff wellbeing. The premises are well maintained and conducive to learning, with recent investment in IT and the establishment of additional science laboratories enhancing students' access to practical and investigative learning opportunities.

Areas of Strength:

- Clear, inclusive leadership vision that is well understood across the school and effectively promotes positive relationships, inclusion, and alignment with UAE national priorities.
- Strong partnerships with parents, governors, and the wider Al Ahliah Charity Schools network, contributing to high levels of trust, effective communication, and shared accountability.
- Effective governance and day-to-day management, ensuring stable school operations, improved staff wellbeing, and well-maintained facilities that support learning.

Areas for Improvement:

- Strengthen the impact of middle leaders in driving consistent subject improvement through targeted leadership development and reduced teaching loads.
- Sharpen evaluative monitoring by ensuring lesson observations and work scrutiny focus more consistently on students' learning, progress, and achievement rather than teaching strategies alone.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- Arabic language provision is supported by a team of 13 staff, including Arabic language teachers, Islamic Education and Social Studies teachers, and other-Arabic subject teachers who reinforce Arabic through reading, vocabulary, and comprehension within their lessons. This ensures consistent language support across subjects. The teacher to student ratio is 1:58.
- The school library is well resourced with 1,900 Arabic books, including 1050 fiction and 850 non-fiction titles, covering a wide range of reading levels and interests. Students regularly attend library lessons and also access online reading resources such as Noor online library to support independent and home reading. This support extends to the subjects of Arabic Language, Islamic Studies, National Identity, comic stories, and also includes books that support students.
- Reading in Arabic is supported in school through activities and competitions, whether in cooperation with external institutions or within the school campus. These include the “Coffee and a Book” event, the “Read with My Family” initiative and the school radio program, and the “Through Reading We Rise” initiative presented by the Department of Social Services. Students also participate in festivals and exhibitions, and benefit from Noor Library, which contains a wide range of books that meet students’ needs. External competitions include the Arabic Reading Challenge held outside the school, while internal competitions include activities such as speaking in Standard Arabic, including the Holy Qur’an recitation.
- Arabic language development is enhanced through reading, recitation, and competitions, cultural exhibitions, and participation in external assessments. Parents promote effective communication with school to enhance reading through participation in library activities and supporting the library with books and providing awareness lectures for students.

The school’s use of external benchmarking data

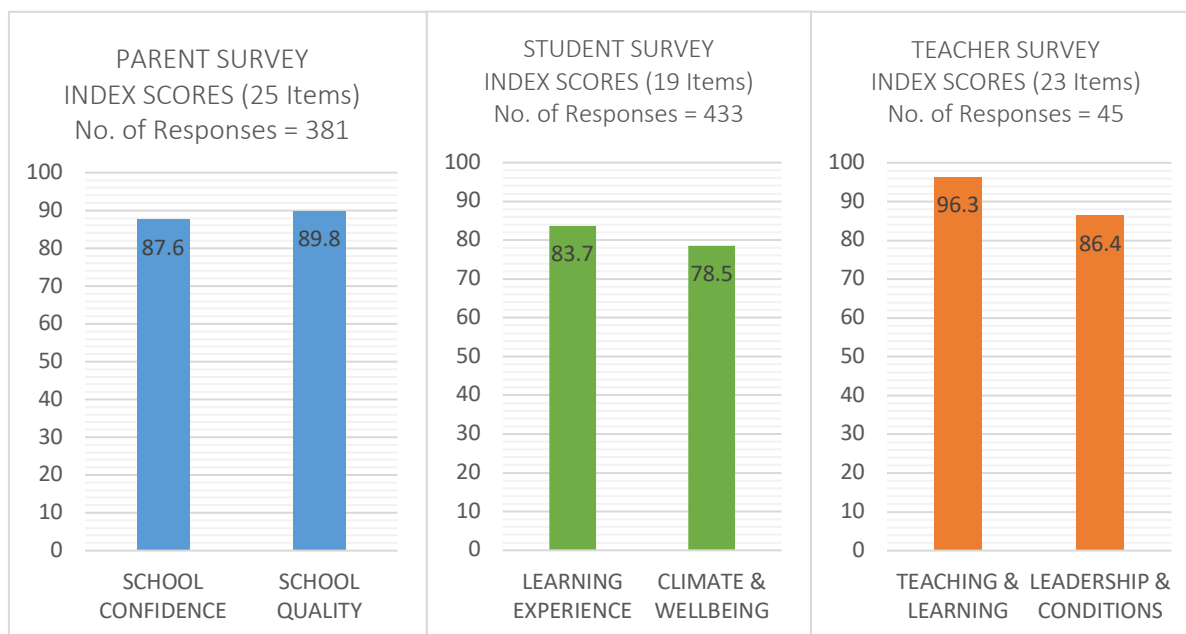
- In compliance with SPEA requirements, the school involves students in IBT and TIMSS assessment. Students are well informed and prepared for these assessments by introducing IBT and TIMSS style questions into the lesson.
- Diagnostic assessments are used as starting point to measure progress throughout the year, while teachers embed exam-related questions to raise students’ awareness and build students confidence in answering these questions. Progress is tracked to provide targeted interventions to raise student’s outcome.
- Students are practice assessment strategies. The student profile report is shared with both students and parents which helps track individual progress, performance levels, and upcoming targets.

Provision for KG

Not Applicable



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise students' achievement across all subjects by:
 - Strengthening the consistency of high-quality teaching and learning so that lessons are well sequenced, appropriately challenging, and support strong progress for all students.
 - Using assessment information effectively to meet all ability needs, particularly higher-attaining and G&T students.
 - Ensuring that questioning consistently promotes dialogue, reasoning, and independent, resilient learning.
- Strengthen curriculum design and enrichment by:
 - Improving cross-curricular coherence to support the effective transfer and application of learning across subjects.
 - Deepening conceptual understanding and expanding project-based and real-world learning opportunities.
- Develop leadership and management by:
 - Building the capacity of middle leaders to lead, monitor, and improve the quality of teaching, learning, assessment, and curriculum.
 - Sharpening the use of data and monitoring activities so leaders evaluate impact on students' learning and progress more precisely.
 - Ensuring feedback from lesson observations and work scrutiny focuses consistently on students' learning, progress, and achievement.



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.