



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Al Resalah International Private School of
Science

9 – 12 February 2026

Overall Effectiveness

Good



إتقان ITQAN



TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS.....	4
SCHOOL INFORMATION.....	6
SUMMARY OF REVIEW FINDINGS.....	8
MAIN REVIEW REPORT.....	9
PERFORMANCE STANDARD 1:	9
STUDENTS' ACHIEVEMENT.....	9
PERFORMANCE STANDARD 2:	18
STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS	18
PERFORMANCE STANDARD 3:	20
TEACHING AND ASSESSMENT	20
PERFORMANCE STANDARD 4:	22
CURRICULUM.....	22
PERFORMANCE STANDARD 5:	24
THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS	24
PERFORMANCE STANDARD 6:	26
LEADERSHIP AND MANAGEMENT	26
SPEA ADDITIONAL FOCUS AREAS	28
VIEWS OF STAKEHOLDERS.....	30
STRATEGIC RECOMMENDATIONS & NEXT STEPS	31



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	185
	School location	Al Azra, Sharjah
	Establishment date	15/03/2004
	Language of instruction	English
	School curriculum	American
	Accreditation body	Cognia
	Examination Board	AP examination board
	External assessments International and Curriculum Benchmark Assessments	PISA, TIMSS, PIRLS, CAT4, EmSAT, MAP, IBT, SAT, AP
	Fee range	AED 14,350 – AED 29,350
Staff 	Principal	Ms. Huda Al Samkari
	Chair of Board of Governors	Ms. Sadia Wajid
	Total number of teachers	110
	Total number of teaching assistants	14
	Turnover rate	15
Students 	Teacher: student ratio	1:13
	Total number of students	1,424
	Total number of students per cycle/phase	KG: 173 Cycle/Phase 1: 370 Cycle/Phase 2: 289 Cycle/Phase 3: 592
	Pre-KG : number and gender	Boys: 9 Girls: 3
	KG: number and gender	Boys: 83 Girls: 78
	Primary: number and gender	Boys: 207 Girls: 163
	Middle: number and gender	Boys: 170 Girls: 119
	High: number and gender	Boys: 335 Girls: 257
	Total number of Emirati students	897
	Pre-KG : Emirati number and gender	Boys: 1 Girls: 1
	KG: Emirati number and gender	Boys: 28 Girls: 29
	Primary: Emirati number and gender	Boys: 117 Girls: 97
	Middle: Emirati number and gender	Boys: 117 Girls: 83
	High: Emirati number and gender	Boys: 248 Girls: 176
	Nationality groups	1. Emirati 2. Egyptian
	Total number of students with special educational needs (SEN)	97



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, 67 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school has sustained good performance since the previous review in 2024 and remains good overall. Students' achievement has strengthened in most subjects, with very good outcomes in science in Phase 4. However, attainment and progress remain acceptable in English in Phase 1 and in mathematics in Phase 2, and improvement is not yet consistent across phases. Children and students demonstrate very good behaviour and positive attitudes, supported by effective teaching, assessment and curriculum provision, which together contribute to stronger learning and personal development. Students apply Islamic values in daily school life and show very good respect for UAE culture and heritage. Provision for students of determination and those with additional needs is effective and supports inclusive participation. The main barriers to stronger outcomes are inconsistent challenge, particularly for higher-attaining students, and variable engagement in self-assessment and target setting. Care, guidance and support are very good, creating a safe, welcoming environment valued by parents. Day-to-day management is efficient and ensures smooth routines. Leadership has an accurate understanding of the school's strengths and priorities; however, improvement planning requires sharper focus on measurable impact to secure greater consistency in teaching quality and student outcomes. The school has good capacity for further improvement.

KEY AREAS OF STRENGTH:

- Improved students' achievement across subjects, with very good outcomes in science in Phase 4, reflecting effective teaching approaches and a well-structured curriculum.
- Students' very good behaviour and personal and social development, underpinned by their secure understanding and application of Islamic values and strong respect for UAE culture and heritage.
- A safe, caring and inclusive learning environment, particularly effective in meeting the needs of students of determination.
- Strong relationships with parents, who feel welcomed, informed and engaged as part of the school community.
- Effective day-to-day management, ensuring smooth school operations and consistent routines that support learning and wellbeing.

KEY AREAS FOR IMPROVEMENT:

- Raise achievement in English in Phase 1 and mathematics in Phase 2 so that attainment and progress are consistently good across all subjects and phases.
- Increase consistency of challenge in lessons, particularly for higher-attaining students, to deepen learning and accelerate progress.
- Strengthen students' engagement in self-assessment and target setting so they better understand how to improve their learning independently.
- Improve the accuracy and impact of self-evaluation by sharpening the use of assessment data and lesson-monitoring evidence to inform improvement planning.
- Strengthen the role of middle leaders in monitoring teaching quality, using assessment effectively, and securing consistently strong classroom practice across subjects.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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



Islamic Education	- Students' achievement in Islamic education is good overall. In lessons and students' work, the majority of students across all phases make better than expected progress. This does not match the school's internal assessment data, which indicates outstanding progress across all phases. - The school's internal assessment data indicates outstanding attainment across all phases. In lesson observations and students' work, the majority of students attain above the curriculum standards. - In Phase 1, children recognise the holy month of Ramadan as the month of fasting, identify appropriate good deeds, and demonstrate awareness of positive behaviour and manners. In Phase 2, students show secure understanding of Islamic principles and values, particularly the pillars of Islam, including Salah. Nevertheless, their deeper understanding of the meanings of the Noble Hadeeth at an age-appropriate level is underdeveloped. In Phase 3, most students understand key Islamic moral values, such as forgiveness, and explain how these can be applied at home, in school and with friends. In Phase 4, students demonstrate good understanding of Islamic concepts and their wider social purposes, including the importance of family in Islam and values associated with marriage. Students' recitation skills are well developed in Phases 3 and 4. However, students' deeper understanding of the Holy Qur'an verses and their ability to independently cite relevant Noble Hadeeth to support these verses are less well developed. - Overall, the majority of student groups make good progress, including students with SEN and lower-attaining students. Female students show slightly stronger engagement and understanding than male students in lessons.	
	Areas of Strength	Areas for Improvement
	- Students' recitation skills in Phases 3 and 4. - Students' knowledge of Islamic rituals and values in Phases 1 and 2. - Students' understanding of Islamic concepts and their wider social purposes in Phase 4.	- Students' deeper understanding of the Holy Qur'an verses and independently citing relevant Noble Hadeeth in Phases 3 and 4. - Students' deep understanding of the meanings from the Noble Hadeeth at an age-appropriate level in Phases 1 and 2.



Arabic Language	- Students' achievement in Arabic First Language (AFL) and Arabic Second Language (ASL) is good overall. Internal assessment data indicates outstanding progress in Phase 1 and very good progress in Phase 2 in AFL, and good progress in Phases 3 and 4. In ASL, internal data indicates good progress in Phases 2, 3 and 4. This is stronger than what is seen in lessons and students' recent work, where the majority of students make good progress across all phases in both AFL and ASL. - Internal data shows very good attainment in Phase 1 and outstanding attainment in Phases 2, 3 and 4 in AFL. However, lesson observations and students' work show that most students attain at or above curriculum standards. AFL TALA results indicate outstanding attainment in Phase 2 and good attainment in Phases 3 and 4. In ASL, internal data indicates outstanding attainment in Phases 2, 3 and 4, while classroom evidence shows good attainment. IBT results confirm very good attainment in ASL in Phases 2, 3 and 4. There is no external assessment data for Phase 1. - In AFL, most Phase 1 children develop secure early literacy skills. They recognise letters and sounds, read familiar words and express simple ideas confidently, although early writing skills are less developed. In Phase 2, students read and analyse texts, identify main ideas and respond to comprehension questions. In ASL, students pronounce consonant sounds accurately and read short sentences using familiar vocabulary, though writing skills remain limited. In Phases 3 and 4, AFL students read fluently with clear comprehension and express ideas confidently in Modern Standard Arabic. They analyse literary and non-literary texts and identify key ideas and supporting details. However, deeper analysis of unfamiliar texts is less consistent. In ASL, students demonstrate secure understanding of language structures and developing analytical skills, but their spoken vocabulary remains limited. - Overall, the majority of student groups make good progress. Higher-attaining students do not consistently make the progress they are capable of due to insufficient challenge.	
	Areas of Strength	Areas for Improvement
	- Students fluent reading and understanding the main ideas in both AFL and ASL. - Students' strong comprehension skills in AFL. - Students' ability to summarise information from reading across both AFL and ASL.	- Students' extended writing in AFL and writing skills in ASL. - Expand students' spoken vocabulary to support more confident and expressive oral communication.



Social Studies	- Students' achievement in social studies is good overall. In lessons and students' work, the majority of students in phases 2, 3 and 4 make good progress. This does not fully align with the school's internal assessment data, which indicates outstanding progress across all phases. - Internal assessment data indicates outstanding attainment in phases 2, 3 and 4. In lesson observations and students' work. However, the majority of students attain above curriculum standards. There are no external assessments for social studies. - Phase 2 students demonstrate secure understanding of environmental concepts. They explain pollution, its causes and impacts, and recognise the importance of sustainability and responsible use of resources. A few students, however, are less secure in applying these concepts to real-life situations. Phase 3 students show good understanding of UAE culture and heritage. They describe the Dhow and its role in maritime history and pearl diving, and compare old and modern transportation, recognising cultural significance. Phase 4 students understand the geographical importance of the Arabian Gulf and locate it accurately on maps. They recognise its economic and commercial significance, including trade and shipping routes. However, a minority are less confident in independently reading maps or identifying precise locations. - Overall, the majority of groups make good progress. Female students show stronger engagement and understanding than male students.	
	Areas of Strength	Areas for Improvement
	- Students' understanding of environmental concepts in Phase 2. - Students' understanding of UAE heritage in Phase 3. - Students' understanding of the geographical importance of the Arabian Gulf in Phase 4.	- Students' ability to apply what they learn to real life in Phase 2. - Students' independent map-reading skills in Phase 4.



English	- Students' achievement in English is good overall. The school's internal data shows very good progress in Phase 1 and good progress in phases 2, 3 and 4. This broadly matches evidence in lessons and students' work in phases 2, 3 and 4, where most students make good progress. However, in Phase 1 most children make only expected progress. - Internal data shows good attainment in Phase 1, outstanding attainment in Phase 2 and very good attainment in phases 3 and 4. External MAP data shows good progress in reading in Phase 2, very good progress in Phase 3 and outstanding progress in Phase 4. English language skills progress is good in Phase 2 and outstanding in phases 3 and 4. There is no external data for Phase 1. In lessons and students' work, most students in phases 2, 3 and 4 attain above curriculum standards, while most Phase 1 children attain in line with expectations. - Most Phase 1 children recognise and sound letters accurately and write single words, with a minority writing simple sentences, though punctuation and grammar are inconsistent. Speaking is developing, with grammatical errors evident. By the end of Phase 2, most students speak and write confidently using grammatically correct sentences, although younger students still require guidance for independent story writing. In Phases 3 and 4, students speak with appropriate nuance, extract information accurately from texts, and use extended vocabulary. Girls, in particular, produce thoughtful extended writing, especially in fiction. Phase 4 students demonstrate secure understanding of plagiarism, paraphrasing and citation. However, students in Phases 3 and 4 do not consistently apply literacy skills to open-ended tasks or extend learning through wider reading. - The majority of groups make good progress overall. Girls make stronger progress than boys, particularly in extended writing and speaking to an audience.	
	Areas of Strength	Areas for Improvement
	- Students' clear and confident speaking skills in phases 2, 3 and 4, particularly girls. - Students' colourful and thoughtful extended writing, particularly girls in phases 3 and 4. - Phase 4 students' understanding of plagiarism and the different ways of avoiding it.	- Develop Phase 1 children's speaking skills and Phase 2 students' independent writing. - Increase engagement in open-ended, enquiry-based tasks and wider reading in Phases 3 and 4.



Mathematics	- Students' achievement in mathematics is good overall. The school's internal data shows outstanding progress in Phase 1 and very good progress across all phases. This does not fully match evidence from lessons and students' work, where most students make good progress in Phases 1, 3 and 4, and expected progress in Phase 1. - Internal data shows good attainment in Phase 1, outstanding attainment in Phase 2 and very good attainment in Phases 3 and 4. This differs from classroom evidence, which shows most students in Phases 1, 3 and 4 attaining above curriculum standards, while most Phase 2 students attain in line with expectations. AP test results indicate very good attainment in Phase 4, and the latest MAP results for Grades 3 to 9 show very good progress. There are no external assessments for Phase 1. - Most Phase 1 children develop secure early number skills and understanding of quantity. They accurately recognise, represent and explain numbers using concrete and pictorial models through practical and real-life activities. However, opportunities to deepen number reasoning are limited. In Phase 2, most students demonstrate secure procedural understanding in number, including adding fractions with like denominators and basic measurement. Students can justify answers when prompted, but precise mathematical language is not consistently secure. In Phase 3, most students apply number and geometry skills accurately, including integer operations and angle relationships. A minority remain less confident explaining relationships beyond procedural methods. In Phase 4, most students demonstrate good understanding of algebra, trigonometry and calculus, accurately solving equations and inequalities and justifying solutions. However, opportunities to deepen conceptual understanding through non-routine problem-solving remain limited. - The majority of groups make good progress overall. Higher-attainers across the school are not consistently challenged to reach their full potential.	
	Areas of Strength	Areas for Improvement
	- Phase 1 children' strong early number understanding, accurately recognising, representing, and explaining numbers and shapes. - Phase 3 students' accurate application of number and geometry skills. - Phase 4 students solving algebra, trigonometry, and calculus problems using correct mathematical methods.	- Strengthen mathematical reasoning across all phases. - Develop students' use of precise mathematical language when explaining reasoning, particularly in Phase 2.



Science	- Students' achievement in science is good overall. Achievement is very good in Phase 4 and good in phases 1, 2 and 3. The school's internal data shows very good progress across all phases. This aligns with lesson evidence in Phase 4, but not consistently in phases 1, 2 and 3, where most students make good progress rather than very good. - Internal data indicates outstanding attainment in phases 2 and 4, very good attainment in Phase 3 and good attainment in Phase 1. External TIMSS results place student performance at the intermediate international benchmark in phases 2 and 3. Advanced Placement results show very good attainment in Phase 4. In lessons and students' work, most students in Phase 4 and the majority in phases 1, 2 and 3 attain above curriculum standards. There is no external assessment for Phase 1. - Across all phases, students demonstrate secure conceptual understanding. In Phase 1, children show strong foundational knowledge and curiosity when identifying plant parts and survival needs. In Phase 2, students sequence life cycles, construct simple electrical circuits, and explain features of the geosphere. Phase 3 students apply the law of conservation of energy, analyse ecosystem interactions, and evaluate reflection and refraction through practical tasks. In Phase 4, students undertake guided research into biochemical processes, calculate electric field strength, and propose solutions linked to sustainability. Students in phases 3 and 4 interpret and analyse experimental findings effectively. However, the scientific enquiry cycle of prediction, experimentation and analysis is not consistently secure, and Phase 4 students have limited opportunities to independently design investigations. - The majority of groups make good progress overall. In external benchmarking all students show very good progress.	
	Areas of Strength	Areas for Improvement
	- Phase 1 children' strong foundational understanding and curiosity in science. - Phase 2 students' effective application of scientific concepts of energy and ecosystem. - Phase 3 and 4 students' ability to interpret and analyse experimental findings effectively.	- Ensure consistent development of the full scientific enquiry process across all phases. - Increase opportunities for Phase 4 students to independently design and investigate scientific research.



Other subjects	- Students' achievement in other subjects is good overall. Achievement is very good in art and in elective subjects in Phase 4. In lessons and students' work, the majority of students make good progress across subjects. - There are no external assessments in other subjects, and internal attainment data is not collated across phases. In lessons and students' work, a large majority of students attain above curriculum standards in art across the school and in electives in Phase 4. A majority also attain above curriculum standards in PE and ICT overall. - In Phase 1 children develop appropriate large motor skills through activities such as weaving around cones and stepping in and out of hoops. In art, students in phases 3 and 4 demonstrate a secure understanding of artistic elements and explain how Kandinsky used shape, line and colour to express emotions. In PE, students in upper Phase 2 and Phases 3 and 4 make good progress in ball skills and tactical understanding during group games, while students in Phase 1 and Grades 1, 2 and 3 are not consistently active enough to accelerate skill development. In ICT, older Phase 2 students and those in phases 3 and 4 develop a good understanding of AI concepts and block-based coding, including simple loops. However, Phase 1 and lower Phase 2 students have limited practical experience using computers, which restricts skill development. In Phase 4, students show secure understanding of start-up business challenges, traffic issues in Sharjah, and key historical events leading to the Second World War. - The majority of groups make good progress overall, including students with special educational needs. However, except in art, higher-attaining and talented students are not consistently challenged to reach their full potential.	
	Areas of Strengths	Areas for Improvement
	- Students' understanding and application of artistic elements, particularly in Phases 3 and 4. - Students' application of ball skills and basic tactics in physical education in upper Phase 2 and Phases 3 and 4. - Students' use of basic coding skills and block-based programming in upper Phase 2 and Phases 3 and 4.	- Students ICT skills in Phase 1 and Grades 1 and 2. - PE skills in Phase 1 and Grades 1, 2 and 3.



Learning Skills	- Students' learning skills are overall good. Across Phases 2, 3 and 4, most students are enthusiastic learners who engage positively in lessons and take increasing responsibility for completing tasks and meeting expectations. They can identify what they have learned, recognise their strengths and make efforts to improve their work. In Phase 1, students show enjoyment and engagement in learning; however, their independence in managing learning tasks is less well developed. - Students collaborate effectively when opportunities are planned. In mathematics and science, students work together to solve problems, share ideas and complete investigations. In Phases 3 and 4, students express their views clearly during discussions, explain their thinking and listen respectfully to others, for example when discussing social history topics or sharing responses to texts. Collaborative skills are less consistent when students are expected to initiate ideas independently. - Students make meaningful connections between learning and real-life contexts, including UAE society. In social studies and Islamic education, students demonstrate respect for UAE heritage, culture and values, and recognise the importance of family and social responsibility. However, links between different subjects, particularly between science and mathematics, are not yet consistently developed. - Students use educational technology to support learning across most subjects. In Phases 3 and 4, students confidently search for information, use digital tools to support research and explain errors in ICT tasks. Critical thinking and problem-solving are evident in most lessons. In Phase 1 and early Phase 2, students' use of technology to support independent learning remains underdeveloped.	
	Areas of Strengths	Areas for Improvement
	- Students' taking responsibility for completing their tasks in lessons. - Students make meaningful links between their learning and real-life contexts, including UAE society and culture. - Students' secure educational technology skills in Phase 1 and early Phase 2.	- Strengthen students' ability to make effective links across subjects, including greater independence in initiating ideas, particularly in Phase 1. - Develop students' use of educational technology to support independent learning in Phase 1 and early Phase 2.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good
- Students demonstrate very positive attitudes to learning across all phases. They show confidence, responsibility and sustained engagement in lessons and extra-curricular activities. Students contribute positively to school life through leadership roles, including the student council, supporting assemblies and participating in meetings with governors. - Students' behaviour is very good. They are polite, respectful and considerate towards staff and one another, and move around the school calmly and safely. This contributes to a secure and supportive learning environment. Students and parents confirm that incidents of bullying are rare and are addressed effectively. - Attendance is outstanding at 98%, reflecting strong commitment to learning. Students arrive punctually and lessons start on time. However, the promotion of healthy lifestyles remains an area for development, as students do not consistently make healthy food choices, despite boys generally being active during break times.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
- Students demonstrate a very good understanding of Islamic values and their role in UAE society. These values are embedded consistently across lessons, assemblies, the Holy Qur'an recitation and wider school life. Students demonstrate respect, responsibility, cooperation and care for others in their daily interactions, reflecting secure moral awareness and positive conduct. - Students show very strong respect for Emirati heritage, culture and national identity. They engage actively in curricular and extracurricular activities, including competitions, Arabic Week, school events and the development of heritage corners across the school. Older students increasingly demonstrate pride in UAE identity, participate confidently in traditional Emirati performances such as Al Yowla, and represent national values effectively during school-wide and community activities. - Students also demonstrate a very good understanding and appreciation of their own cultures and those of others. Initiatives such as International Day, multicultural workshops, collaborative clubs and educational visits promote inclusivity, mutual respect and curiosity about different perspectives, contributing positively to a culturally aware and harmonious school community.				



Social responsibility and innovation skills	Good	Good	Good	Good
- Students demonstrate a strong sense of empathy, consideration and civic responsibility. They contribute positively to school and community life through volunteering activities, including charity fundraising and raising awareness of social issues such as breast cancer. These experiences support students' understanding of social responsibility. However, opportunities for sustained and age-appropriate volunteering, particularly for older students, are more limited. - Students show positive attitudes to work, demonstrate resilience, and engage purposefully in activities. They generate creative ideas and contribute to initiatives such as Business Day, fundraising projects and student-led clubs, applying problem-solving skills and teamwork. While participation is strong, opportunities for students to independently lead and sustain enterprise initiatives are less consistent. - Students demonstrate clear awareness of environmental issues, including sustainability. They participate actively in projects to improve the school and local environment, including beach cleaning initiatives, greenhouse projects, zero-waste campaigns, STEAM sustainable city projects, and growing plants and vegetables indoors and outdoors. These experiences support students' developing understanding of environmental responsibility, although student-initiated environmental action is not yet consistently evident.				
Areas of Strength:				
- Students' positive attitudes, responsible behaviour and strong attendance. - Students' appreciation of Islamic values and UAE heritage reflected in their conduct and participation.				
Areas for Improvement:				
- Strengthen students' understanding and practice of healthy lifestyle choices. - Extend volunteering opportunities, particularly for older students, to develop sustained social responsibility and initiative.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	Good
- Teaching for effective learning is good overall. Teachers demonstrate secure subject knowledge and explain concepts clearly and confidently. A range of activities is used to develop collaboration, reasoning and independence, and resources, including digital tools and visual models, are used effectively to support engagement and understanding. - Classrooms are calm, positive and respectful, with students attentive and motivated. Teachers use questioning to check understanding. Nevertheless, discussions are often teacher-led, and opportunities to deepen learning through sustained dialogue and challenge for higher-attaining students are not consistently developed - Teachers plan lessons purposefully, aligning curriculum expectations with assessment information. Learning objectives and success criteria are shared in most lessons, although opportunities for students to reflect on their learning and evaluate their success are not consistently embedded. - Structured problem-solving approaches, particularly in mathematics and science, support students in justifying reasoning and checking answers. Links to real-life and UAE contexts enhance relevance and engagement. Innovation projects and project-based learning are evident, especially in the upper grades. However, these approaches are not yet consistently embedded across the school.				
Assessment	Good	Good	Good	Good
- Internal assessment processes provide largely valid and reliable information to evaluate students' progress against curriculum standards. The school has a clearly defined assessment framework, based on a structured 70% summative and 30% formative model, implemented consistently across subjects and phases. Examination tasks are aligned to curriculum expectations and show increasing cognitive demand. Moderation and verification processes help secure consistency of assessment judgements across classes. - The school has effective systems for benchmarking students' performance against national and international standards. It participates in a wide range of external assessments, including MAP, CAT4, TALA, IBT, AP, TIMSS, PIRLS, and PISA, with participation rates exceeding 95%. External results are analysed against relevant benchmarks and incorporated into self-evaluation and improvement planning. - Teachers use formative assessment to identify students' strengths and weaknesses and provide feedback that supports learning. However, the use of assessment to adapt teaching and provide sufficient challenge, particularly for higher-attaining students, is inconsistent. Opportunities for students to engage meaningfully in self-assessment and understand how to improve are not yet embedded across subjects.				



Areas of Strength:

- Positive, inclusive learning environments that support engagement.
- Coherent assessment systems, supported by secure moderation and aligned to curriculum standards.
- Teaching that connects learning to real-life and UAE contexts.

Areas for Improvement:

- Increase consistency in adaptive teaching and challenge to deepen learning, particularly for higher-attaining students.
- Embed self-assessment more consistently so students better understand how to improve.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good
- The curriculum has a clear rationale and balances knowledge, skills, and understanding. It is aligned to the UAE's national vision and provides students with relevant learning experiences. The KG curriculum appropriately focuses on basic skills through play-based learning, although the consistency of delivery varies. - Curriculum continuity and progression are organised across phases and build on prior learning to meet the needs of most students. Students are well prepared for future education and training, supported by clear guidance on post-school pathways. However, higher-attaining and gifted students do not always have sufficient curriculum opportunities to maximise their potential. - The school offers an increasingly broad curriculum, particularly in Phase 4 through elective and AP options. Cross-curricular links and curriculum review processes are developing, with assessment information used to identify gaps in learning, though transfer of knowledge across subjects remains inconsistent beyond Islamic Education and social studies.				
Curriculum adaptation	Good	Good	Good	Good
- The diverse needs of most groups of students are generally well met through the school's curriculum provision. The school accurately identifies lower-attaining students and students of determination who require additional support to access the curriculum. Higher-attaining and gifted students are identified; however, additional enrichment opportunities to extend their learning are not yet consistently embedded across subjects. - The curriculum is designed to motivate students and enable them to apply their learning in practical contexts. Innovation opportunities have expanded through initiatives such as Math Week, science fair projects, robotics, and programming activities led by the IT department. Older students also participate in enterprise and charity days that support the local community. However, apart from STEAM sessions in science, innovation and enterprise are not yet consistently evident in regular lessons. - The curriculum provides a wide range of activities that promote strong links with Emirati and UAE culture across most subjects. Students benefit from frequent opportunities to appreciate national heritage and Islamic values through assemblies, national celebrations, themed activities, and educational visits to local heritage sites.				



Areas of Strength:

- The wide range of appropriate electives offered to Phase 4 students.
- The support for, and preparation of students to move on to their post-school education and future career.
- The curriculum's effective links to the UAE heritage and culture.

Areas for Improvement:

- More robust and explicit planning and implementation of cross-curricular themes and enrichment opportunities across subjects.
- Extending enrichment and innovation opportunities for all students, including consistent challenge for higher-attaining and gifted and talented 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:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
- The health, safety, protection, care, and guidance of students are very good overall. Safeguarding arrangements are securely implemented through well-established systems covering transport, child protection, and student wellbeing, supported by a robust CCTV network. A well-qualified team oversees the planning and implementation of health, safety, and child protection policies, and all staff are appropriately trained in basic health, safety, and safeguarding procedures. - The school provides a safe, clean, and hygienic environment, maintained efficiently by an effective in-house team. Comprehensive health and safety records are kept and regularly updated, including fire drills, medical incidents, and maintenance actions, ensuring issues are addressed promptly. Medicines, science chemicals, and specialist equipment are securely stored. The premises meet students' learning needs well, and plans to improve accessibility, including quotations for installing a lift, are being explored. - The school promotes healthy lifestyles through regular physical education lessons, workshops, assemblies, and competitions. The canteen is well managed, hygienic, and provides a range of meals and fresh fruit that comply with regulations. Students have easy access to drinking water and shaded areas, supporting their health and wellbeing throughout the school day.				
Care and support	Very Good	Very Good	Very Good	Very Good
- Systems to promote students' very good behaviour are implemented consistently by staff and students. Respectful and positive relationships between students and staff, and among students themselves, are evident across the school and contribute to a calm, safe, and supportive learning environment. - Attendance procedures are robust and applied consistently. Attendance and punctuality are recorded accurately and monitored closely, resulting in very high attendance levels. Leaders intervene promptly and effectively when concerns arise, including timely communication with parents where necessary.				



- The school demonstrates a strong commitment to inclusivity through accessible facilities and well-established support systems. Clear and systematic processes are in place to identify students with special educational needs, informed by detailed assessments, observations, and specialist input. Similarly, screening processes, performance data analysis, and teacher observations are used effectively to identify gifted and talented students.
- Support arrangements aim to ensure that all students receive appropriate provision, challenge, and enrichment to maximise their potential. Individual Education Plans are developed and reviewed by the Social Worker and Inclusion Head in collaboration with teachers and parents. However, the impact and consistency of implementation across classrooms vary.
- Learner-centred guidance and support help students make informed decisions about future pathways. Students benefit from one-to-one guidance, portfolio development, and skills-based activities. Programmes aligned with SPEA expectations and the UAE vision, including university partnerships, career shadowing, CSR initiatives, and alumni mentoring, support students' preparation for further education and future careers.

Areas of Strength:

- Comprehensive, well-communicated and effectively implemented safeguarding, health and safety systems.
- Positive relationships and consistent behaviour systems that support students' wellbeing and very high attendance.
- Well-established systems for identifying students with SEN and G&T, alongside learner-centred career guidance.

Areas for Improvement:

- Strengthen the impact of healthy lifestyle initiatives to secure sustained improvement in students' health outcomes.
- Improve the consistency and classroom impact of IEP implementation across all phases.



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 senior leadership team comprises the principal and deputy principal, supported by five subject coordinators with teaching responsibilities. The extended leadership team has established a clear strategic direction and shared vision, enabling the school to address priorities from the previous review. Leaders demonstrate strong commitment to Emirati national priorities and inclusive education, particularly for students of determination. However, provision for high-attaining students is not consistently effective in securing sufficient challenge.
- Relationships and communication across the school are professional and effective, contributing to positive staff morale. Leadership has supported improvements in attainment, assessment and curriculum adaptation. Nevertheless, subject leaders' capacity to supervise teaching, apply the inspection framework confidently, and promote consistently strong classroom practice requires further development. Statutory and regulatory requirements are fully met.
- Self-evaluation form (SEF) is generally accurate and informs improvement planning appropriately. Judgements are mostly evidence-based, although some remain over-generous. Leaders understand the school's strengths and areas for development. However, external assessment data is not always analysed in sufficient depth to support accurate benchmarking. Monitoring of teaching is regular, but feedback does not consistently focus on the impact on students' learning and progress.
- The school improvement plan identifies priorities clearly and links them to internal evaluation and previous review recommendations. Targets and responsibilities are defined. However, success criteria focus more on actions than measurable impact on students' outcomes. Overall performance has been sustained, with limited improvement over time in some areas.
- Parents express strong confidence in the school and confirm that their views are heard and acted upon. The Parents' Council is active and supports the students' council. Communication is effective through multiple channels, and parents report being well informed about their children's academic progress and personal development. Partnerships with local, and national organisations are increasingly adding value to students' learning experiences.



- Governance is well informed and includes parent representation. Governors meet regularly with leaders, monitor performance, and contribute to strategic direction. Governance has had a positive impact on resourcing and professional development.
- Day-to-day operations are smooth and well organised. Lessons, activities, transport and assemblies are effectively managed. Professional development opportunities are available, but a more coherent programme is needed to ensure consistently high-quality teaching.
- School premises are adequate and include appropriate specialist facilities. Resources support curriculum delivery, with recent improvements including upgraded computers, additional buses and a science laboratory. However, further enhancement of classroom-based digital resources is needed to support independent learning and research.

Areas of Strength:

- The school's positive relationships and inclusive atmosphere.
- The school's proactive partnership with parents.
- The day-to-day management of the school.

Areas for Improvement:

- Strengthen leadership impact by prioritising improvement actions and focusing success criteria on measurable improvements in students' learning.
- Develop middle leaders' capacity to monitor teaching, use assessment and inspection frameworks effectively, and provide feedback focused on learning impact.
- Improve the coherence and impact of professional development to ensure consistently high-quality teaching and sufficient challenge for high-attaining students.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 20 Arabic language teachers responsible for 1416 students, resulting in a teacher-to-student ratio of 1:71.
- There are 700 Arabic fiction books and 900 Arabic non-fiction books in the library. Borrowing rates are highest among Phase 3 students. A schedule ensures that each class from Grade 1 to Grade 11 has at least one weekly library period to engage in a range of reading activities including at break times.
- Classroom reading opportunities are enhanced through digital platforms such as Kutubi, Alef, and Abjadeat, as well as through student communication channels. A range of structured reading initiatives is implemented, including the Fikr Sultan Initiative, the Read with Me Initiative, Drop Everything and Read, and the Distinguished Reader programme during lessons.
- The school participates in a wide range of internal and external competitions, including the Arabic Reading Challenge, the Poetry for All Competition, the My Language, My Identity Competition, Al Ansar Theatre Days Competition, the Oxford Story Writing Competition, the Chevron Cup Competition, the Book Donation Competition, and the One Hundred and One Stories Project. Parents participate by reading stories to students and supporting language-focused programmes, including the "Dialogue with a Book" initiative, the Mama Reads to Me Club, the Dialogue with the Author event, and the Ramadan Al-Resala Programme.

The school's use of external benchmarking data

- The school ensures that all eligible students register and participate in external national and international benchmark assessments, meeting SPEA requirements. Participation rates are high in all assessments and are as follows: For TALA (Grades 3–11) in AFL, 747 the participation rate was 98.55%; for MAP (Grades 3–9), participation rates were Language: 98.36%, mathematics: 98.69%, reading: 98.53%, science: 99.51%, Advanced Placement tests the participation rate is 17%; participation rates in TIMSS 2023 Grade 4 are: 95% in Science and 100% in Mathematics, Grade 8 94.12% in Science and 95% in Mathematics; PISA 2022 (Grades 10–11): 93.33%, PIRLS 2021 (Grade 5 Boys and Girls): 100% participation. The school also administers IBT for ASL to all eligible students.
- Preparation for external assessments is planned within daily teaching and learning rather than delivered as isolated test practice. A structured, skills-based approach develops reading comprehension, problem-solving, analytical thinking and subject-specific competencies. Students practise exam-style tasks and past papers, while maintaining curriculum breadth and depth.
- Assessment outcomes are shared transparently, and students record their results in their copybooks, reflect on their performance and set measurable improvement targets. This shared accountability supports continuous academic development and aligns with the evaluation and stakeholder engagement.
- Parents are regularly informed and encouraged to motivate their children to participate in the external assessments.

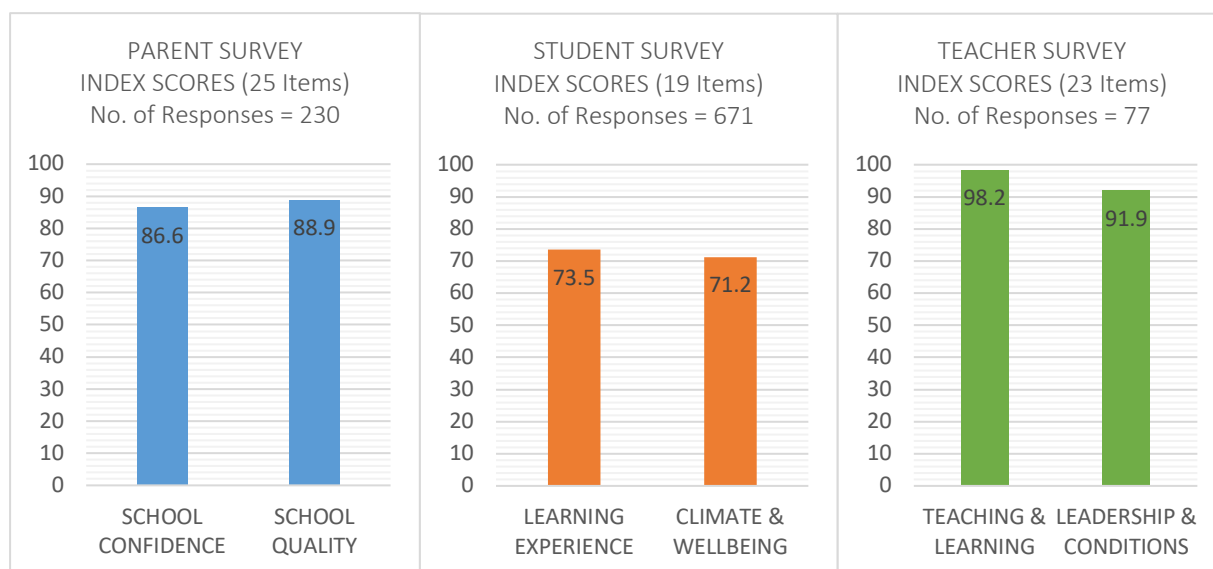


Provision for KG

- There are 14 teachers and 10 teaching assistants giving an adult: child ratio of 1:12.
- There are 1 PreK, 4 KG1 and 5 KG2 classrooms, an intervention room and a library. Teachers have access to a computer to display videoclips and photos but no interactive whiteboard or computer to support children's learning technology skills. There is a large central area that although not used well, allows for play-based activities, and large apparatus for climbing, balancing jumping and for developing large motor skills. Each classroom has small reading and role-play areas and a limited range of resources for art, math, science, and small construction.
- There is a small garden to support science outside but limited space to support play-based learning experiences generally. Access to a larger, safe area with climbing equipment is nearby.
- The school invites parents and children to visit the school before starting to share information and familiarise themselves with the building. Ongoing conversations continue with parents when they drop off or collect children or through regular telephone conversations and WhatsApp messages. Before starting in Grade 1, children meet their new teacher through reciprocal visits and on the first day in Grade 1, the KG teachers are present to welcome them into their new class. Academic and personal information is shared, and the children take a project with them that they started in KG to finish in Grade 1.
- The Pre-KG indoor space includes a small area for enjoying books, a role-play area and space for practical and quiet activities. There is a limited range of resources to support independent play-based practical learning and to support early reading, mark making, math, construction and creative play. There are no resources to promote learning technology skills including an interactive whiteboard.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise the consistency and impact of teaching and learning to improve students' achievement by:
 - Ensuring teaching is consistently informed by accurate assessment data and precisely matched to the needs of higher-attaining, lower-attaining, SEND and gifted and talented students;
 - Strengthening extended writing, reasoning and analytical skills across core subjects so students apply learning with greater depth and accuracy;
 - Embedding effective questioning, dialogue and independent learning strategies to promote critical thinking and deeper understanding in lessons.
- Improve the effectiveness of assessment and evaluation to secure measurable improvement by:
 - Using assessment information accurately to inform planning, differentiation and next steps for learning in all subjects;
 - Strengthening the quality and consistency of feedback, including self- and peer-assessment, so students clearly understand how to improve;
 - Sharpening lesson monitoring and self-evaluation so judgements focus explicitly on students' progress and learning outcomes rather than activity or coverage.
- Strengthen leadership capacity and curriculum provision to sustain improvement by:
 - Developing middle leaders' ability to evaluate teaching quality, analyse performance information and lead improvement within subjects;
 - Increasing the consistency, quality and impact of curriculum enrichment, innovation and social contribution opportunities across all phases;
 - Addressing staffing stability and limitations in buildings and facilities to better support inclusion, collaboration and effective learning.



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.