



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Al Ansar National Private School

19-22 January 2026

Overall Effectiveness

Acceptable



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.....	10
PERFORMANCE STANDARD 1:	10
STUDENTS' ACHIEVEMENT.....	10
PERFORMANCE STANDARD 2:	19
STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS	19
PERFORMANCE STANDARD 3:	21
TEACHING AND ASSESSMENT	21
PERFORMANCE STANDARD 4:	23
CURRICULUM.....	23
PERFORMANCE STANDARD 5:	25
THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS	25
PERFORMANCE STANDARD 6:	27
LEADERSHIP AND MANAGEMENT	27
SPEA ADDITIONAL FOCUS AREAS	29
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	441
	School location	Al Qarain 3, Sharjah
	Establishment date	2023/24
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Examination Board	Ministry of Education (MoE)
	External assessments	IBT
	International and Curriculum Benchmark Assessments	
	Fee range	AED 13,000 – AED 20,300
Staff 	Principal	Istchhad Aziz
	Chair of Board of Governors	Asem Alsalem
	Total number of teachers	35
	Total number of teaching assistants	1
	Turnover rate	80%
Students 	Teacher: student ratio	1:10
	Total number of students	358
	Total number of students per cycle/phase	KG: N/A Cycle/Phase 1: N/A Cycle/Phase 2: 131 Cycle/Phase 3: 227
	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: 69 Girls: 62
	High: number and gender	Boys: 146 Girls: 81
	Total number of Emirati students	60
	Pre-KG: Emirati number and gender	Boys: N/A
	KG: Emirati number and gender	Boys: N/A Girls: N/A
	Primary: Emirati number and gender	Boys: N/A Girls: N/A
	Middle: Emirati number and gender	Boys: 7 Girls: 6
	High: Emirati number and gender	Boys: 35 Girls: 12
	Nationality groups	1. Emirati 2. Jordanian
	Total number of students with special educational needs	6



PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 115 lesson observations, 53 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the first full review of the school. Now in her second year, the principal has established a secure foundation to drive improvement. However, the impact of leadership is constrained by the high proportion of middle leaders and teachers who are new to their roles this year. Students' achievements, quality of teaching and assessment, curriculum and leadership are acceptable. Across subjects, internal assessment outcomes are stronger than the quality of learning observed in lessons, indicating a need to strengthen assessment reliability and classroom implementation. Personal development, understanding of Islamic values and Emirati culture, and health and safety are good, while social responsibility and innovation skills, care and support are acceptable. The school maintains a positive environment that is conducive to learning. However, greater staff stability is required to ensure the consistent implementation of established strategies and procedures and to enable the school to move forward effectively.

KEY AREAS OF STRENGTH:

- Students' achievement in English.
- Strong personal and social development underpinned by Islamic values, respectful relationships and a positive school culture.
- A broadly balanced curriculum that meets statutory requirements, reflects UAE culture and identity, and is supported by curriculum mapping to promote continuity and progression.
- Secure safeguarding, care and guidance arrangements that ensure students feel safe, supported and valued.
- Clear leadership vision aligned with UAE national and Emirate priorities, providing stability and purposeful direction for a growing school.
- Positive relationships across the school community, with effective communication and engagement with parents.

KEY AREAS FOR IMPROVEMENT:

- Improve the accuracy and consistent use of assessment so that teachers identify learning gaps more precisely and adapt teaching and intervention



more effectively, leading to improved progress and attainment for all groups of students.

- Strengthen the consistency and quality of teaching to ensure learning objectives and success criteria are clear and teaching strategies are well matched to students' needs, enabling students to make stronger and more sustained progress in lessons.
- Refine curriculum implementation to balance knowledge acquisition with the development of learning skills, including critical thinking, problem-solving, innovation and independent learning, so that students are better prepared for future learning and real-life application.
- Enhance provision for different groups of students, particularly high-attaining students, students with additional learning needs and new joiners, so that all students are sufficiently challenged and supported to achieve their potential.
- Strengthen middle leadership capacity and accountability to secure consistent implementation of improvement priorities, leading to more reliable teaching quality and improved learning outcomes across subjects.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	N/A	N/A	Acceptable	Acceptable
	Progress	N/A	N/A	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	N/A	Acceptable	Acceptable
	Progress	N/A	N/A	Acceptable	Acceptable
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	Acceptable	Acceptable
	Progress	N/A	N/A	Acceptable	Acceptable
English	Attainment	N/A	N/A	Good	Good
	Progress	N/A	N/A	Good	Good
Mathematics	Attainment	N/A	N/A	Acceptable	Acceptable
	Progress	N/A	N/A	Acceptable	Acceptable
Science	Attainment	N/A	N/A	Acceptable	Acceptable
	Progress	N/A	N/A	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	N/A	N/A	Acceptable	Acceptable
	Progress	N/A	N/A	Acceptable	Acceptable
Learning Skills		N/A	N/A	Acceptable	Acceptable



Islamic Education	- Students' achievement in Islamic education is acceptable. In lessons and students' work, most students make expected progress in both cycles 2 and 3. This does not align with the school's internal assessment data, which shows good progress in Cycle 2 and very good progress in Cycle 3. - The school's internal assessment data indicate outstanding attainment across both cycles. The Grade 12 MoE national examination at the end of the academic year 2024/25 indicates outstanding attainment in Islamic education. This is not seen in lessons, where most students attain in line with curriculum standards. - In lessons in Cycle 2, students demonstrated a clear understanding of the Islamic values, etiquette, and acts of worship. In Cycle 3, students demonstrate an adequate understanding of the concept of Shura (consultation). They can identify the legislative basis for Islamic rulings and have a sound understanding of Islamic principles, but they do not always apply their learning to real life. Across both cycles, accuracy in reciting the Holy Qur'an, particularly in applying correct Tajweed rules, is less well developed. Students demonstrate adequate understanding of the general meanings of The Holy Qur'an verses and key events from the Prophet Muhammad's (PBUH) Seerah, but the ability to support their explanations with accurate evidence from the Holy Qur'an and the Noble Hadeeth remains inconsistent. - Most groups of students make the expected progress in both cycles 2 and 3. High-attaining, gifted and talented (G&T) students are not sufficiently challenged to make better progress. Lower-attaining students and students with special educational needs do not always make the expected progress.	
	Areas of Strength	Areas for Improvement
	- Understanding the overall meaning of the Islamic rulings, values, and principles. - Students can identify the legislative basis for Islamic rulings in Cycle 3.	- Students' accuracy in reciting the Holy Qur'an verses, particularly in the correct application of Tajweed rules. - Students' ability to apply Islamic values, rulings and principles to real-life and contemporary contexts. - Students' ability to reference and interpret evidence from the Holy Qur'an and the Noble Hadeeth accurately across both cycles.



Arabic Language	- Students' achievement in the Arabic language is acceptable. The school's internal assessment data shows very good progress in Cycle 2 and outstanding progress in Cycle 3. However, this level of progress is not consistently seen in lessons and in students' work, where most students attain in line with curriculum standards in both cycles. - The school's internal assessment indicates outstanding attainment across both cycles. The Grade 12 MoE national exam at the end of academic year 2024/25 indicates outstanding attainment. The results of students in grades 7 and 9 on the IBT standardized assessment are acceptable. - In Cycle 2 lessons, students read age-appropriate texts and analyse the main ideas. They demonstrate a clear understanding of grammar rules and can identify grammatical structures within texts. However, the application of grammar rules, as well as accurate spelling and punctuation in their writing, is less secure. In Cycle 3, students develop secure listening and reading comprehension skills and read with reasonable fluency, though not expressively. They communicate their learning confidently; however, their use of standard Arabic is less secure. Limited vocabulary acquisition restricts the extension of their speaking and writing. - Most groups of students make the expected progress in both cycles 2 and 3. High-attaining and G&T students are not sufficiently challenged to make better progress. Lower-attaining students and students with special educational needs do not always make the expected progress.	
	Areas of Strength	Areas for Improvement
	- Students' reading comprehension skills in Cycle 3. - Students' listening and understanding in Cycle 3.	- Application of grammar, accurate spelling, and punctuation in writing in Cycle 2 - Students' speaking in standard Arabic in Cycle 3. - Acquisition of extended vocabulary to enhance speaking and writing skills in cycles 2 and 3.



Social Studies	- Students' achievement in social studies is acceptable. In lessons and students' work, most students make expected progress in both cycles 2 and 3. This does not align with the school's internal assessment data, which shows all students make very good progress in Cycle 2 and outstanding progress in Cycle 3. - The school's internal assessment data indicate outstanding attainment across both cycles. The Grade 12 MoE national examination at the end of the academic year 2024/25 indicates outstanding attainment in social studies. - In Cycle 2 lessons, students demonstrated a clear understanding of the factors that contributed to the flourishing of Islamic civilisation; however, they still struggle to reference and apply subject-specific terminology accurately. They demonstrate adequate knowledge of geography and history. However, they do not always use high-order analytical skills to identify connections among geographical, historical, and contemporary contexts. They read and analyse maps well. In Cycle 3, students demonstrated a clear understanding of the concept of digital safety (cybersecurity), archaeological discoveries, and civilisational relationships. However, their interpretation of cause and effect in historical events is less well developed. - Most groups of students make the expected progress in both cycles 2 and 3. High-attaining and G&T students are not sufficiently challenged to make better progress. Lower-attaining students and students with special educational needs do not always make the expected progress.	
	Areas of Strength	Areas for Improvement
	- Students' map reading skills. - Students' conceptual understanding of geography and history.	- Analytical skills to make links between geography, history, and contemporary issues in Cycle 2. - Reasoning and interpretive skills to determine cause and effect in Cycle 3. - Accuracy and consistency in the use of subject-specific terminology in both cycles.



English	- Students' achievement in English is good. In lessons and their work, the majority make better than expected progress in cycles 2 and 3. This supports internal assessments that indicate good or better progress in Cycle 2, but they are not aligned with the very good progress in Cycle 3. - Internal assessments indicate very good attainment in Cycle 2 and Outstanding in Cycle 3. The external Grade 12 MoE examination at the end of the academic year 2024/25 indicates very good attainment. Students in grades 7 and 9 participated in the standardised IBT benchmark assessments, and results indicate weak attainment. - In lessons, in Cycle 2, students demonstrate a clear understanding and strong expression in spoken English. They can explain how they gain a full understanding of oral or written information. They can present their research clearly and concisely to their class. However, their extended writing is less well developed. In Cycle 3, students display a secure understanding and comprehension skills. Their grasp of spoken English and their extended writing display accurate spelling and grammar. However, their public speaking skills and higher-order reading comprehension skills to support analysis, inference, and justification remain less well developed. - The majority of groups of students make better than expected progress. High-attaining and G&T students do not always make the progress that they are capable of, nor do lower-attaining students, nor do the small number of students with special educational needs.	
	Areas of Strength	Areas for Improvement
	- Students' understanding skills in both cycles. - Students' speaking skills in Cycle 2.	- Students' extended writing in Cycle 2. - Students' higher-order reading comprehension skills to support inference and justification of responses in Cycle 3.



Mathematics	- Students' achievement in mathematics is acceptable. In lessons and students' work, most students make expected progress across cycles 2 and 3. This does not align with the school's internal assessment data, which indicates outstanding progress in Cycle 2 and very good progress in Cycle 3. - The school's internal assessment data indicates outstanding attainment across both cycles. The Grade 12 MoE national examination at the end of the academic year 2024/25 indicates good attainment. External assessment (IBT) results indicate acceptable attainment across both cycles 2 and 3. This is not seen in lessons, where most students attain in line with curriculum standards. - In Cycle 2 lessons, students demonstrate appropriate skills in performing mathematical operations in a logical sequence. However, their ability to explain their thinking using accurate mathematical terminology and apply mathematical reasoning in depth to solve multi-step and complex mathematical problems remains limited. In Cycle 3, students demonstrate adequate skills in geometry and can apply formulas to calculate the volume of compound shapes. Across both cycles, mental mathematics skills and the application of problem-solving strategies in unfamiliar contexts are less secure. - Most groups of students make expected progress. High attaining and G&T students are not sufficiently challenged to make better progress. Lower-attaining students and students with special educational needs do not always make the expected progress due to limited targeted support and differentiation.	
	Areas of Strength	Areas for Improvement
	- Students' ability to apply mathematical operations accurately in a logical sequence. - Students' use of mathematical formulas to solve straightforward and routine problems.	- Students' application of advanced problem-solving strategies to solve multi-step and increasingly complex problems. - Students' mathematical reasoning and use of accurate subject-specific language to explain their thinking. - Students' use of appropriate mathematical language to explain thinking and reasoning.



Science	- Students' achievement in science is acceptable. In lessons and students' work, most students make expected progress in both cycles 2 and 3. This does not align with the school's internal assessment data, which indicates good progress in Cycle 2 and outstanding progress in Cycle 3 - The school's internal data indicates outstanding attainment across both cycles. The Grade 12 Ministry of Education national examination at the end of academic year 2024/25 indicates very good attainment in physics and biology, and outstanding attainment in chemistry. Students in grades 7 and 9 participated in the IBT standardized assessment, and their results indicate acceptable attainment. - In lessons, in Cycle 2, students demonstrate a clear understanding of how light behaves when passing through lenses and transparent objects. However, they rarely use precise scientific language or reasoning to explain the underlying causes of these changes. In Cycle 3, in biology, students can differentiate between the central and peripheral nervous systems, and in physics, they understand the purpose of capacitors. However, their skills in independently designing and conducting experiments are less well developed. Across both cycles, students conduct experiments using virtual and physical science laboratories and develop adequate practical skills; however, they do not consistently follow the full scientific method. - Most groups of students make the expected progress in both cycles 2 and 3. High-attaining and G&T students are not sufficiently challenged to make better progress. Lower-attaining students and students with special educational needs do not always make the expected progress.	
	Areas of Strength	Areas for Improvement
	- Students' understanding of scientific concepts across both cycles. - Students' practical skills and using virtual laboratories.	- Students' use of precise scientific language and reasoning to explain scientific phenomena and underlying causes. - Students' skills in independently designing, conducting and evaluating scientific investigations. - Students' consistent application of the full scientific method.



Other subjects	- Students' achievement in other subjects is acceptable overall. Internal data indicates that students make outstanding progress across both cycles. This is not evident in lessons across all subjects, where most students make expected progress. - Internal assessment data indicate outstanding attainment across subjects and cycles. This is not seen in lessons where most students attain in line with curriculum standards. - In physical education, boys develop their basketball skills adequately, while girls develop their athletic skills in line with expected techniques. However, the development of higher-order sports skills remains less well developed. In technology, students demonstrate adequate skills in designing simulations of electrical circuits; however, they do not consistently apply their technical skills effectively. In art, students develop appropriate copying, drawing, and painting skills. However, their creativity and broader artistic skills are insufficiently developed. In business studies, students demonstrate a secure understanding of the three business models and can identify the key differences between them. - Most groups of students make expected progress across all subjects. High-attaining and talented students do not make better progress.	
	Areas of Strength	Areas for Improvement
	- Students' understanding of key concepts in business studies, including the identification and comparison of business models. - Students' development of basic physical skills in sports activities, including basketball and athletics.	- Students' artistic creativity and development of higher-order skills in art beyond copying and basic techniques. - Students' effective application of technical skills in technology, particularly in transferring design skills to practical outcomes. - Development of higher-order sports skills.



Learning Skills	- Students' learning skills are acceptable overall. Students are usually attentive and show a positive attitude toward learning. However, they do not always know how to improve their work. - Students work in groups. They communicate their learning and interact appropriately with their teacher and each other. They collaborate in most lessons, but this remains inconsistent. - Students make a clear and meaningful connection with the real world and the UAE across all subjects. However, linking areas of learning remains inconsistent. - Students use technology to support learning and develop basic research skills across all subjects and grades. In a few lessons, particularly in English and science, they demonstrate critical thinking skills. Through project-based learning, students develop emerging problem-solving skills. However, innovation, enterprise, and independent learning skills are less well developed across subjects and cycles.	
	Areas of Strength	Areas for Improvement
	- Students' ability to make meaningful links between learning and the real world, including the UAE context. - Students' use of technology to support learning and develop basic research skills across subjects.	- Students' ability to review their work and understand how to improve it independently. - Students' consistency in making effective links between different areas of learning. - Students' development of critical thinking, problem-solving, innovation and enterprise skills across subjects and cycles.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	N/A	N/A	Good	Good
- Students' personal and social development is good overall. Their understanding of Islamic values and awareness of Emirati culture is good. - Students demonstrate a responsible and positive attitude, and they generally appreciate critical feedback. However, their self-reliance is inconsistent. Students demonstrate self-discipline and are courteous to staff, respectful of others' views, and caring towards one another, resulting in respectful and positive relationships. Although a few boys in Cycle 2 occasionally misbehave, teachers' responses are appropriate and prompt. Students are generally supportive of one another during whole-class and group learning, and incidents of bullying are rare. - Students demonstrate a sound understanding of safe and healthy living and generally make appropriate choices regarding their health and safety. However, a small number of students are overweight, and a few others were observed consuming unhealthy snacks. Students' attendance at 98% is Outstanding. Almost all students are punctual to school and lessons; however, a few students continue to arrive late to assembly.				
Understanding of Islamic values and awareness of Emirati and world cultures	N/A	N/A	Good	Good
- Students demonstrate a clear understanding of Islamic values and their impact on contemporary UAE society. They show secure knowledge and appreciation of UAE culture and traditions. They routinely make links to UAE culture and heritage in their learning. They celebrate all the Islamic and national events, including the anniversaries of the accession of H.H. Sheikh Dr. Sultan bin Muhammad Al Qasimi. - Students demonstrate a clear understanding of their own culture. The curriculum, school activities, and the school's multicultural student body have a positive impact on developing students' knowledge and understanding of other cultures. However, their understanding of wider world cultures remains limited.				
Social responsibility and innovation skills	N/A	N/A	Acceptable	Acceptable
The students' council takes on some responsibilities within the school. Students participate in activities that have a positive impact on the school and community but remain irregular.				



- Students enjoy learning in lessons and participating in projects and events offered by the school. They show initiative and occasionally propose projects; however, this is not yet consistent. Overall, students' innovation and entrepreneurial skills are less well developed.
- Students are aware of the importance of saving the environment. However, they do not always take care of their immediate surroundings. For example, a few are littering the boys' playground during the break. Their participation in actions to support sustainability and other environmental issues in their local and broader community is limited.

Areas of Strength:

- Students' understanding of Islamic values and their impact on life in the UAE, alongside a secure appreciation of Emirati culture and traditions.
- Students' courteous behaviour and respectful relationships with staff and peers, contributing to a generally positive school climate.

Areas for Improvement:

- The consistency of students' self-reliance and behaviour, particularly in addressing occasional misbehaviour among a minority group of boys.
- Students' innovation, enterprise and leadership skills, including taking initiative and sustaining projects independently.
- Students' active participation in environmental responsibility and sustainability actions within the school and wider community.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	N/A	N/A	Acceptable	Acceptable
- The overall quality of teaching and assessment is acceptable. Teachers demonstrate secure subject knowledge across all subjects. However, their understanding of how students learn remains inconsistent. This is not the case in English where teachers demonstrate stronger understanding of students' needs in both cycles. - Teachers plan adequate lessons using a standard template. Most teachers identify clear learning objectives; however, success criteria are not always included or shared effectively with students. The use of time and resources to optimize learning is inconsistent. Teachers commonly use SMART boards to support explanations and help most students meet lesson objectives. - Most teachers use questioning skilfully to engage students in learning. They interact well with students and occasionally engage them in dialogue, especially in English and science. However, this remains inconsistent. - Teachers generally use strategies to meet the needs of most students. Although they plan differentiated activities, challenges for high-attaining students are not always sufficient. Support for Special Educational Needs (SEN) and low-attaining students in lessons remains inconsistent. - Teachers sometimes develop students' critical thinking skills. Project-based learning in most subjects promotes problem-solving; however, its effectiveness varies. Overall, opportunities for innovation and independent learning remain limited.				
Assessment	N/A	N/A	Acceptable	Acceptable
- Internal assessment procedures are consistent and adequately linked to the school curriculum. They are not yet sufficiently robust to provide a valid and reliable measure of students' progress. The school uses the standardized IBT examination to benchmark the academic performance of students in grades 7 and 9 in Arabic, English, mathematics, and science. Leaders acknowledge the importance of ensuring that all eligible students participate and have plans in place to address this. - Assessment data are analysed and used adequately to track students' progress. However, teachers' use of assessment information to adapt lesson planning to meet the needs of individuals and groups of students is variable in its effectiveness.				



- Teachers are aware of students' strengths and weaknesses and usually provide helpful verbal feedback. However, the quality and detail of written feedback vary. Self- and peer-assessment practices are emerging but remain underdeveloped.

Areas of Strength:

Teachers secure subject knowledge, particularly in English, supporting generally effective explanations and student engagement.

- Leaders' and teachers' use of assessment data to track students' attainment and progress across subjects

Areas for Improvement:

- The effectiveness of lesson planning, including the consistent use of time, resources and differentiated strategies to meet the needs of all learners.
- The clarity and consistent use of success criteria to support students' self- and peer-assessment and improve learning outcomes.
- The consistency and impact of assessment practices, including full participation in IBT benchmarking and the effective use of assessment information to adapt teaching and support individual students.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	N/A	N/A	Acceptable	Acceptable
- The overall quality of the curriculum is acceptable. The curriculum follows all statutory requirements of the MoE curriculum. It is based on a clear rationale and set of values. The curriculum is generally broad and balanced. A greater emphasis is placed on developing students' knowledge rather than developing their learning skills. - As a new and growing school, ensuring continuity and sustained progress for all learners remains a challenge. Leaders have addressed this by mapping the curriculum to clearly identify prerequisite knowledge and support the systematic building of new learning across units. However, the full impact of these actions on students' progress is not yet fully realized. - The curriculum offers two streams for Cycle 3 students, General and Advanced, which prepare them well for future learning. Cross-curricular links are inconsistent. However, links to real life and the UAE are common. - The curriculum is regularly reviewed to address gaps identified through internal and benchmark assessments and to better meet the needs of all groups of students, particularly new joiners.				
Curriculum adaptation	N/A	N/A	Acceptable	Acceptable
- The curriculum is adequately adapted to meet the needs of most students. However, modifications to support high- and low-achieving students, as well as those with SEN, vary in effectiveness. The school plans modifications and interventions to address learning gaps for students new to the school. - The curriculum is functional and engages the majority of students, offering a suitable range of enrichment opportunities that support creativity, active learning, and collaboration. Opportunities to engage in activities that promote enterprise, innovation, creativity, and social contribution, such as innovation exhibitions, competitions, project-based learning and individual initiatives, are available but inconsistent. Clubs are at an early stage of implementation and do not always meet students' needs or interests. - The curriculum is designed to support students' deeper understanding of Emirati culture and UAE society across both cycles, and opportunities are integrated across most aspects of the				



curriculum. Emirati culture is well represented in curriculum planning, lessons, and school displays, and events. Students participate actively in national celebrations, cultural events, and community initiatives.

Areas of Strength:

- Curriculum mapping that supports continuity, identifies prerequisite knowledge and enables the systematic building of learning across units.
- Curriculum links that promote students' understanding of Emirati culture, UAE society and real-life contexts across subjects.

Areas for Improvement:

- The consistency and purposefulness of cross-curricular connections to support the transfer and application of knowledge and skills across subjects.
- The effectiveness of curriculum modification to meet the needs of all groups of students, including high-attaining, G&T, students with special educational needs and newly arriving students.
- The balance between knowledge acquisition and the development of learning skills, including innovation, enterprise and independent learning, across the curriculum.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	N/A	N/A	Good	Good
- The protection, care, guidance, and support of students are good overall. The school has effective safeguarding policies and procedures, including child protection, behaviour, and health and safety, and makes them available to staff, parents, students, and other stakeholders, along with relevant training. - Health and safety teams conduct regular checks of the premises and resources, including fire evacuation procedures, to ensure students are kept safe and secure. Supervision of students in the school and on the school's transport is effective. - Buildings and premises are hygienic and well-maintained. Records for welfare, health and safety, accidents, and incidents are well documented, including subsequent actions; medical files and medicines are stored securely in locked cabinets. The school building provides an inclusive physical environment that meets the needs of all, including ramps and a lift. - The school effectively promotes a safe and healthy lifestyle. A range of well-planned events and initiatives promote healthy eating and regular physical activity. The school nurse has accurately identified a number of students who are overweight or obese and works closely with them and their parents to implement targeted action plans, including the Big Loser initiative. This program has had a positive impact on students' awareness and lifestyle choices. However, a small number of students remain overweight, and a few students were observed bringing and consuming unhealthy snacks.				
Care and support	N/A	N/A	Acceptable	Acceptable
Relationships between staff and students are cordial and positive. The school effectively communicates the behaviour policy to students and parents, ensuring that expectations and consequences are clearly understood. Although a few boys in Cycle 2 occasionally disrupt lessons, teachers manage undesirable behaviour calmly and appropriately.				



- Procedures to promote attendance are effective. While the school has suitable systems in place to manage punctuality at the start of the day, a number of students continue to arrive late for morning assembly.
- In the absence of a special educational needs coordinator (SENCO), the school social worker oversees inclusion. Most students with additional learning needs are identified before joining the school, while a few are identified later through teacher observations and shared with parents. G&T students are identified mainly through observations and academic achievement.
- The social worker collaborates with teachers to develop intervention plans for students with SEN and G&T. Support for SEN students is mainly provided in lessons but is not always effective. While G&T students are involved in competitions and enrichment activities, the in-class challenge remains limited.
- School staff provide effective personal and academic guidance for students. Academic guidance is offered from Grade 8 to support students in making informed decisions about their academic pathways and future. They ensure that students have access to relevant information, including university options and career pathways, to support choices that suit their needs. This provision is further strengthened by the school principal's direct supervision, which oversees student guidance and counselling, ensuring a coordinated and responsive approach to meeting students' needs.

Areas of Strength:

- The school's effective procedures in safeguarding and caring for students.
- The provision for academic guidance.

Areas for Improvement:

- Punctuality management.
- Support for SEN and challenge for G&T students in lessons.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

Self-evaluation and improvement planning

Acceptable

Partnerships with parents and the community

Acceptable

Governance

Acceptable

Management, staffing, facilities and resources

Acceptable

- The overall quality of leadership and management is acceptable.
- The principal set a clear vision and direction shared with all stakeholders and is committed to improvement and the UAE national and Emirate priorities, including inclusion. Senior leaders demonstrate secure knowledge of the best practices in teaching and learning. However, this is variable among middle leaders. Senior leaders have identified assessment procedures as a priority for improvement to reduce gaps between internal and external assessment outcomes. They realise that the effective use of assessment information to inform planning and curriculum development remains an area for further improvement.
- Relationships across the school are professional, respectful, and positive, creating a cohesive and supportive working environment with positive staff morale. Middle leaders have clear roles and responsibilities, and most staff understand what is expected of them. Communication is professional. The school leaders demonstrate sufficient capacity to further improve the school. They acknowledge the challenges of improving a newly established and growing school and the need to prioritize improvement actions.
- The school's self-evaluation draws on a range of quantitative and qualitative evidence and identifies next steps across subjects and performance standards. However, these are not consistently informing the school improvement plan. Teaching and learning monitoring are regular and focused on students' outcomes, and it provides constructive feedback; however, its impact on securing sustained improvement in classroom practice has not yet been fully realized. The school improvement plan is adequate but not yet comprehensive.
- The school engages parents in some aspects of school life. The principal's open-door policy, along with other communication channels such as Google Classroom and WhatsApp, ensures that parents are well informed, feel valued, and that their views are essential.
- Reporting on students' academic progress and personal and social development is regular but not detailed. The school makes some social contributions to the local community, including with universities and other schools. However, partnerships with local and international organizations are not yet consistently maximized or effective in enhancing students' academic, personal, and social development.



- Governance includes representation from all stakeholders, including the school owner and experts in a variety of fields. They regularly seek and consider stakeholders' views. The governing board periodically monitors the school's actions and holds senior leaders accountable for the quality of the school's performance. The governing board ensures that statutory requirements are met and that basic staffing and resources are in place. However, the high turnover of teachers and middle leaders remains a barrier to securing sustained improvement in students' achievement.
- The school's procedures and routines ensure the school day is well organised. Most staff members are suitably qualified. However, the school lacks qualified staff for special educational needs. The school is committed to providing internal and external professional development opportunities for teachers. The school's premises, facilities, and resources are generally adequate; however, provision for subjects such as art, physical education (PE), and the library is insufficient.

Areas of Strength:

- The clarity of senior leadership vision and direction, underpinned by a secure understanding of effective teaching and learning practices.
- Professional relationships and positive staff morale, supported by clear roles, responsibilities and effective communication across the school.
- Communication with parents that ensures they are well informed, engaged and able to contribute their views.

Areas for Improvement:

- The effectiveness and consistency of middle leadership capacity to implement improvement priorities and secure sustained impact on teaching and learning.
- The use of self-evaluation and assessment information to support sharper school improvement planning and reduce gaps between internal and external performance data.
- The stability and deployment of staffing, including specialist provision for students with special educational needs and improved resourcing for subjects such as art, PE and the library.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- Arabic department consists of 5 teachers who provide instruction to approximately 358 students from grades 6-12, with a teacher-to-student ratio of around 1:72
- The school features one library, housing around 230 Arabic books suitable for enhancing students' reading skills, 59 non-fiction books, and 171 fiction books.
- Reading is supported through a weekly library lesson for each grade in Cycle 2 only, and school platforms such as Kutubee and the Alef platform. Parents are kept informed about the school reading activities through Google Classroom and WhatsApp.
- The school engages students in internal and external activities and competitions related to handwriting and reading, such as 'Khattat Al Ansar,' 'Fares Al Khalemah,' 'Books exhibitions,' 'a journey to handwriting ground,' Fikr Sultan competition, and the 'Arabic language Day'.

The school's use of external benchmarking data

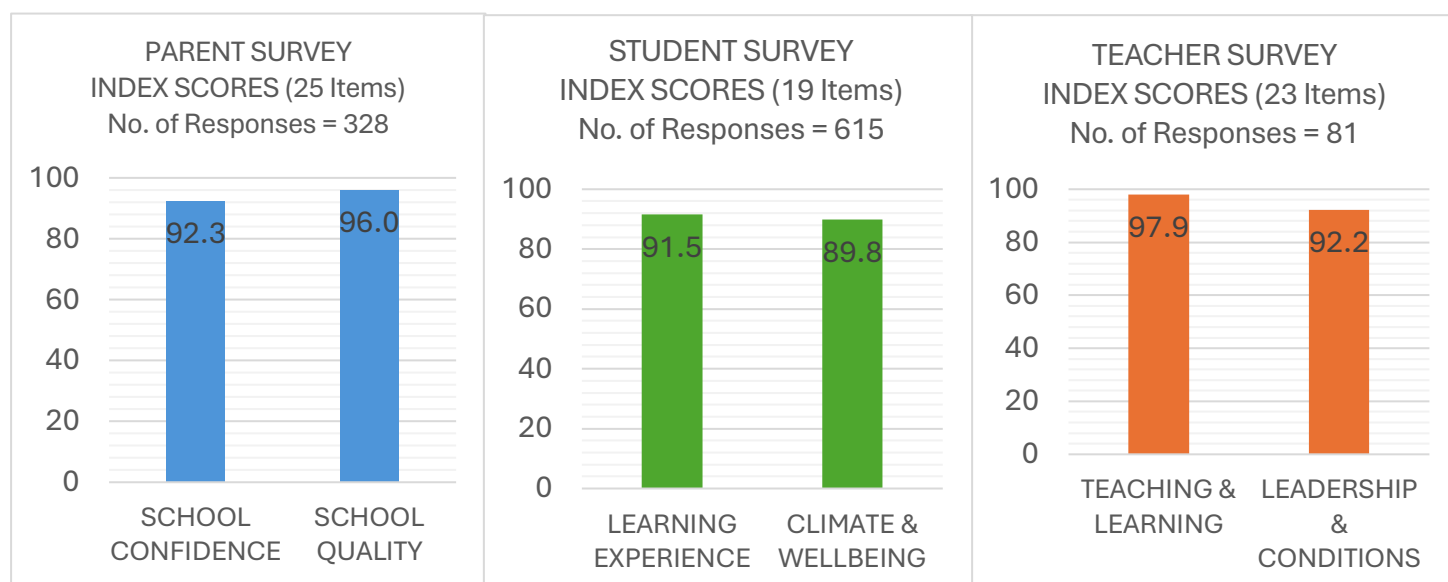
- In compliance with SPEA requirements, the school registers students and participates in external standardized examinations. In academic year 2024/25, students in grades 7 and 9 participated in TALA for Arabi. In academic year 2025/26, students in grades 7 and 9 participated in the standardized International Benchmark Test (IBT) for Arabic, English, mathematics, and science. The school analyzes the data to inform intervention planning. The school plans to engage students in Grades 3–10 in IBT in the next academic year.
- Students are prepared for the standardized and international assessments, such as IBT, TIMSS, and PISA, in the relevant subjects through a skills-based approach that allows for closer alignment with the schools' own assessment processes. A range of past papers and IBT-style questions is used to enable students to practice their skills and develop the required knowledge.
- Teachers have been provided with specific training and encouraged to attend SPEA training.
- Parents are informed of the requirements through consultation events and the school parental portal. Students are awarded certificates for participation in IBT. The results of the IBT and TALA assessments are shared with students and parents through the Google Classroom Platform.

Provision for KG

Not Applicable



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in all subjects across the school, by:
 - Improving students' skills in the recitation of the verses of the Holy Qur'an following the Tajweed rules
 - Enhancing students' skills in speaking standard Arabic all the time in Arabic lessons and across other subjects
 - Developing students' extended writing in Arabic and English
 - Promoting students' analytical, reasoning and interpretive skills in social studies to deepen their learning
 - Engaging students regularly in solving more complex mathematical problems using reasoning and advanced problem-solving strategies
 - Developing students' scientific and independent investigation and use of scientific language and reasoning in science
 - Promoting students' critical thinking, problem-solving, innovation and independent learning skills across all subjects and grades.
- Improve teaching for effective learning and assessment, by:
 - Planning to engage students regularly and consistently in active learning across all subjects while reducing teacher talk time
 - Sharing learning objectives and clear smart success criteria effectively with students and using them to engage students in self and peer assessments
 - Planning to develop students' critical thinking, problem-solving, innovation and enterprise skills across all subjects
 - Using assessment data to modify lesson planning to meet the needs of all groups of students, notably high- and low- and low-attaining students
 - Providing opportunities for teachers to observe the best practices in teaching and learning
 - Strengthening assessment procedures to produce more reliable data that supports timely and effective intervention and extension across subjects
- Improve curriculum provision, modification, care and support to meet the needs of all groups of students, by:
 - Ensuring there is a systematic process to identify students with SEN and those who are G&T, including the academically G&T
 - Ensuring that suitably qualified staff maintain detailed and accurate records for students with special educational needs, including individual education plans (ieps) and progress tracking
 - Providing effective in-class support, including appropriate scaffolding and targeted adult assistance, to meet the needs of students with special educational needs and low attainers
 - Ensuring that lessons provide high-attaining and G&T students with appropriately challenging tasks that extend learning and accelerate progress
 - Improving the range of extra-curricular activities to support students in following their interests
 - Providing regular and purposeful opportunities for students to develop leadership, innovation, enterprise, and social contribution skills.



- Improve the impact of leadership on overall school performance by:
 - Improving the effectiveness of teaching and learning monitoring, particularly by middle leaders, to accurately identify strengths and areas for improvement in teaching and learning
 - Ensuring the school is fully inclusive by securing a qualified SEN specialist
 - Linking the school improvement plan closely to self-evaluation to provide clear priorities and measurable actions for improvement
 - Embedding all school policies and procedures consistently to secure coherent practice and improved outcomes across the school
 - Strengthening parental engagement by providing timely, detailed, and meaningful information about students' academic progress and personal development
 - Enhancing resources and facilities to better support the development of students' innovation and enterprise skills across curricular and extracurricular provision
 - Reducing staff turnover to a minimum to provide greater stability in teaching and learning and secure sustained improvement in students' outcomes
 - Providing targeted professional development for teachers and middle leaders on best practice in teaching and learning, particularly in differentiation, inclusion, and student-centered 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.