



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Al Ahliah Charity Private School - Al Nasiriyah

9-12 February 2026

Overall Effectiveness

Good



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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



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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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

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

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



SCHOOL INFORMATION

School 	School ID	100
	School location	Al Nasiriyah, Sharjah
	Establishment date	27/03/2003
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Accreditation body	MoE
	Examination Board	MoE
	External assessments	IBT, PIRLS, TALA
	International and Curriculum Benchmark Assessments	
Staff 	Fee range	AED 4,000 – AED 5,000
	Principal	Etidal Sahwail
	Chair of Board of Governors	Aref Al Shaikh
	Total number of teachers	37
	Total number of teaching assistants	4
Students 	Turnover rate	3%
	Teacher: student ratio	1:18
	Total number of students	671
	Total number of students per cycle/phase	KG: 0
		Cycle/Phase 1: 671
		Cycle/Phase 2: 0
		Cycle/Phase 3: 0
	Pre-KG : number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 0 Girls: 0
	Primary: number and gender	Boys: 312 Girls: 359
	Middle: number and gender	Boys: 0 Girls: 0
	High: number and gender	Boys: 0 Girls: 0
	Total number of Emirati students	0
	Pre-KG : Emirati number and gender	Boys: 0 Girls: 0
	KG: Emirati number and gender	Boys: 0 Girls: 0
	Primary: Emirati number and gender	Boys: 0 Girls: 0
	Middle: Emirati number and gender	Boys: 0 Girls: 0
	High: Emirati number and gender	Boys: 0 Girls: 0
	Nationality groups	1. Syrian 2. Egyptian
	Total number of students with special educational needs	15



PROGRESS JOURNEY

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



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 133 lesson observations, 67 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good, maintaining the judgement from the previous review visit in March 2024. Since the last review visit, there are signs of improvement in English and in some foundation subjects, while performance across the school has remained broadly stable. Attainment across core subjects remains variable and does not yet show consistent improvement. Internal assessment information often indicates stronger outcomes than are consistently evident in lessons and students' work. Students' personal and social development remains good. Students demonstrate positive behaviour, respectful relationships, and secure understanding of UAE culture and heritage. Attendance remains excellent at 98%. Students' innovation, critical thinking and independent learning skills are developing but are not yet consistently evident across subjects. Teaching and assessment are good overall, but inconsistent challenge and variable use of assessment information limit stronger progress for all groups of students, particularly higher-attaining students. Curriculum provision is good, with appropriate review and adaptation to meet the needs of different groups, including special educational needs (SEN). Arrangements for health, safety, safeguarding, care and support are secure and effective. Leadership and management are good, with clear commitment to UAE national priorities and inclusive education. Leaders have the capacity to improve but must strengthen self-evaluation and monitoring so improvement actions lead to measurable gains in students' learning and achievement.

KEY AREAS OF STRENGTH:

- Students' personal and social development, and their understanding of UAE culture and heritage.
- Secure safeguarding and child protection procedures, including effective health, safety and supervision arrangements.
- Leadership commitment to inclusive education and effective support for students with additional learning needs, aligned with UAE national priorities.
- Well-organised day-to-day school management, with clear routines that support a calm and orderly learning environment.
- Positive partnerships with parents that support students' wellbeing and engagement.

KEY AREAS FOR IMPROVEMENT:

- Raise achievement across all core subjects by improving quality of teaching and learning to the best practices to meet the needs of all groups of students, particularly the high attainers.
- Use assessment information consistently and effectively to plan learning, strengthen differentiation, and improve progress for all students.
- Strengthen leadership impact through sharper lesson monitoring, targeted professional development, and more accurate self-evaluation focused on measurable outcomes.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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



Islamic Education	- Students' achievement in Islamic education is good overall. The school's internal data shows that students make outstanding progress across all grades. This does not match with that seen in lessons and in students work, where only the majority of students make progress which is above curriculum expectations. - The school's internal data shows that attainment is outstanding in Cycle1. This does not fully match with that seen in lessons and in students' work, which shows most students reach levels of attainment which are in line with curriculum standards. - Most students in Cycle 1 demonstrate secure knowledge and understanding of Islamic values, including tolerance, gratitude (Shukr), and appropriate Islamic manners. Students recite and memorise selected Noble Hadeeths and Ayat from the Holy Qur'an accurately. In Grade 2, students identify Islamic eating manners (Adab Al-Ta'am) using visual prompts and explain key practices such as saying Bismillah, eating with the right hand, and avoiding food waste. In Grade 3, students explain the concept of tolerance in Islam and provide examples from the life of Prophet Muhammad (PBUH). While students can recall rewards related to forgiveness and tolerance, only a few can independently deduce these rewards or apply the values consistently to real-life situations. In Grade 4, students accurately explain key vocabulary from the Noble Hadeeth and recognise gratitude to Allah (SWT) as an act of worship. Most students apply Tajweed rules accurately during guided recitation, but independence is less secure. Most students can identify links between the Noble Hadeeth and the Holy Qur'an learning when guided; however, a few students are not yet able to do so independently or apply Islamic values confidently in real-life contexts. - Overall, the majority of students' groups make above expected progress overall. High attainers are not fully challenged.	
	Areas of Strength	Areas for Improvement
	- Students secure understanding of Islamic values and etiquette and provide examples from the life of Prophet Muhammad (PBUH). - Students accurate reading of Ayat from the Holy Qur'an. - Students in Grade 4 accurately explain key vocabulary from the Noble Hadeeth.	- Enhance students' independent application of Tajweed rules during the Holy Qur'an recitation. - Develop students' ability to consistently relate Islamic values and principles to real-life contexts.



Arabic Language	- Students' achievement in Arabic as First Language (AFL) is good overall. The school's internal data shows that students make outstanding progress in grades 2, 3 and 4. However, this does not fully match with that seen in lessons and in students' work, where the majority of students make good progress which is above curriculum expectations across all grades. - The school's internal data shows that attainment is outstanding in grades 2, 3 and 4. This does not match with that seen in lessons and in students' work, where the majority of students reach levels of attainment which are above curriculum standards. The TALA examination results show that students' attainment in grades 3 and 4 is acceptable. - Most students in Cycle 1 demonstrate good listening, speaking and reading comprehension skills. In Grade 2, students read aloud confidently, applying accurate harakat and Tanween. However, spelling accuracy is less secure, particularly when distinguishing between visually similar letters and phonemes. In Grade 3, students identify key elements of narrative texts, including characters, setting, problem and resolution, and confidently propose alternative resolutions to studied texts, demonstrating developing analytical skills. Their ability to translate strong oral explanations into organised and grammatically accurate written responses is less well developed. In Grade 4, students demonstrate secure grammatical knowledge. They analyse verbal sentences and distinguish between nominal and verbal sentence structures. However, their independent application of verbal sentence structures in extended writing remains inconsistent. - Overall, the majority of student groups make above expected progress. However, higher-attaining students do not consistently make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	- Students demonstrate strong listening and speaking skills, supporting confident oral communication. - Students' ability to analyse key elements of narrative texts in Grade 3. - Students develop strong grammatical knowledge and application of sentence structures in Grade 4.	- Strengthen students' ability to translate oral understanding into organised and grammatically accurate extended writing across all grades. - Improve spelling accuracy, particularly in distinguishing between visually similar letters and similar sounds, especially in Grade 2.



Social Studies	- Students' achievement in social studies is good overall. The school's internal data shows that students make outstanding progress across all grades. This does not match with that seen in lessons and in students work, where only the majority of students make progress which is above curriculum expectations. - The school's internal data shows that attainment is outstanding in Cycle1. This does not fully match with that seen in lessons and in students' work, which shows most students reach levels of attainment which are in line with curriculum standards. - Most students in Cycle 1 demonstrate good knowledge and understanding of UAE identity, basic geography, and national concepts through the use of maps, images, and discussion. In Grade 2, students explain the meaning of identity and identify official government documents such as Emirates ID, passport, and birth certificate. In Grade 3, students explain the meaning and characteristics of the desert and locate desert areas on UAE maps. However, only a few students draw maps independently or explain abstract concepts, such as desert resources, without support. In Grade 4, students identify the locations of Abu Dhabi and Dubai, recognise famous landmarks, and describe differences between old and modern life in the UAE. Students conduct simple research to find distances between Emirates. However, students' ability to draw and read maps accurately remains inconsistent. Their understanding of the role of Abu Dhabi and Dubai in the formation of the Union, and the impact of the Union on UAE society, is also inconsistent. - Overall, the majority of student groups make above expected progress. However, high-attaining students are not consistently challenged to deepen their learning or accelerate progress.	
	Areas of Strength	Areas for Improvement
	- Students explain key social studies concepts, including identity, desert characteristics. - Students identify UAE landmarks and geographical features, distinguish between old and modern life in the UAE. - Students identify official government documents and recognise their purposes, such as Emirates ID, passport, and birth certificate.	- Develop students' map skills and understanding of abstract geographical concepts. - Strengthen students' understanding of the role of Abu Dhabi and Dubai in the formation of the Union and impact of the union on UAE society.



English	- Students' achievement in English is good overall. The school's internal assessment data shows that most students make above expected progress. However, this does not fully match with that seen in lessons and in students work, where the majority of students make above curriculum expectations. - The schools' internal data shows that attainment is outstanding. This does not match with what is seen in lessons and students' work, which shows the majority of students attain above curriculum standards. IBT data shows attainment is good in Grade 3. - Most students in Cycle 1 demonstrate good language skills that are above curriculum standards. Across the cycle, students show developing listening, speaking, reading, and writing skills, with particular strengths in vocabulary acquisition, sentence construction, and basic comprehension. In Grade 2, students demonstrate secure acquisition of action vocabulary related to animal movement and form effective sentences, accurately expressing ability and inability in spoken language. However, their use of correct tone, pauses, and punctuation during reading tasks is still developing. In Grade 3, students demonstrate effective grammatical understanding by differentiating between noun types and constructing simple, meaningful questions and statements in both oral and written tasks. By Grade 4, students confidently apply subject-related language, read informational texts with clarity, and produce short written texts using correct present and past tense forms. However, in Grades 3 and 4, students' ability to express understanding through extended written responses remains variable. - Overall, the majority of student groups make above expected progress. However, some higher-attaining students do not consistently make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	- Students use vocabulary effectively in sentence construction during reading and speaking in Grade 2. - Students demonstrate secure grammatical understanding by differentiating noun types and forming meaningful questions and statements in Grade 3. - Students apply subject-specific language accurately, including correct use of present and past tense forms, in reading and writing in Grade 4	- Improve students' fluency in reading by developing correct use of tone, pauses, and punctuation, particularly in Grade 2. - Students' ability to demonstrate their understanding through extended writing in Grades 3 and 4.



Mathematics	- Students' achievement in mathematics is acceptable overall. The school's internal data shows that students make outstanding progress Cycle 1. This does not fully match with that seen in lessons and in students work, where the most students make the curriculum expectations. - The school's internal data shows that attainment is outstanding. This does not match with that seen in lessons and in students' work, where most students in Cycle 1 reach levels of attainment which are in line with curriculum standards. In IBT, attainment of Grade 3 students is good. - Most students demonstrate acceptable mathematical knowledge, skills, and understanding that meet curriculum expectations. Students develop understanding of basic mathematical operations, including working with whole numbers and simple fractions. In Grade 2, students demonstrate secure understanding of subtraction and apply this to calculate subtractions involving hundreds. In Grade 3, students use shapes to develop understanding of division concepts and identify properties of basic shapes. In Grade 4, students define and add simple fractions accurately. However, students' use of mental mathematics strategies is inconsistent. Their ability to solve complex mathematical problems involving multiple operations and to apply mathematics to real-life contexts remains underdeveloped. - Overall, all groups of students make at least expected progress. However, some students with additional learning needs do not consistently make sufficient progress.	
	Areas of Strength	Areas for Improvement
	- Students demonstrate basic numeracy skills that support engagement with age-appropriate mathematical content. - Students show acceptable understanding of fundamental mathematical concepts, including operations, shapes, and simple fractions.	- Students' use of mental math calculations. - Students' ability to solve complex mathematical problems that involve multiple operations. - Students' application of mathematics to daily life experiences.



Science	- Students' achievement in science is good overall. The majority of students make better than expected progress in lessons and work, which is not consistent with internal assessment showing outstanding progress. - Internal assessment data also indicates outstanding attainment. IBT 2025 data shows that attainment in Grade 3 is very good. This does not fully align with classroom evidence, where most students in Cycle 1 reach attainment levels that are in line with curriculum standards. - Most students demonstrate good knowledge and understanding of life, earth and space sciences. In Grade 2, students identify rocks as non-living natural materials and use their senses to observe, compare and classify properties through hands-on activities. However, their ability to draw conclusions and engage in deeper enquiry often relies on teacher guidance. In Grade 3, students explain key ideas about air and the atmosphere, such as air occupying space and layers of the atmosphere, through modelling activities. However, scientific reporting and the analysis of weather data are uneven. In Grade 4, students distinguish mixtures using appropriate vocabulary and examples. In stronger practice, students observe, predict and record evidence during mixture identification tasks. However, students' investigative skills, including the systematic application of the scientific method, are less well developed. Across the cycle, students do not consistently apply deeper reasoning when linking scientific learning to real-life contexts. - Overall, the majority of student groups make better than expected progress across the school. However, some high-attaining students do not consistently make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	- Students use their senses effectively to observe, compare and classify materials in practical science activities. - Students explain basic scientific ideas clearly through modelling activities. - Students demonstrate understanding of scientific concepts and record evidence during practical tasks.	- Students' independent reasoning using observed properties. - Students' skills in systematic data collection, using evidence to explain changes (earth/weather/matter) and presenting findings more clearly. - Students' application of deeper reasoning when linking scientific learning to real-life contexts.



Other subjects	- Students' achievement in other subjects is good overall. In lessons and students' work, the majority of students make better than expected progress. This does not align with the school's internal assessment data, which indicates outstanding progress. - Internal assessment data indicates outstanding attainment across all other subjects. In lessons, the majority of students attain above curriculum standards across subjects. - A majority of students in Cycle 1 demonstrate skills in Computing, Music and Physical Education (PE) that are above curriculum standards. In Music, Grade 2 students identify rhythmic instruments, explain their features, and perform with a steady beat using instruments such as the xylophone and piano. However, students' ability to compose independently and maintain consistent tempo is variable. In PE, Grade 4 students demonstrate correct relay techniques, including appropriate running form and baton exchange, and show positive teamwork and sportsmanship. However, students would benefit from more focused coaching to further refine dynamic movements and advanced skills. In Computing, students in Grades 3 and 4 apply algorithms to move Fateen to designated locations and design and program an electronic board using the Make Code platform. However, engagement in more complex coding tasks and higher-level computational thinking is still developing. - Overall, the majority of student groups make better than expected progress across the school. However, some high-attaining students do not consistently make the progress they are capable of.	
	Areas of Strengths	Areas for Improvement
	- Students' secure understanding of rhythmic instruments and steady beat performance in Music. - Students apply correct relay race techniques and demonstrate positive teamwork in PE. - Students accurately apply algorithms and basic programming skills to design an electronic board in Computing.	- Develop students' independent composition skills and consistency of tempo in Music. - Strengthen students' dynamic movements in sport to promote advanced skills. - Students' engagement in more complex coding tasks and higher-level computational thinking in Computing.



Learning Skills	- Students' learning skills are overall good. Students are enthusiastic learners and generally enjoy lessons. In the upper grades, students show increased motivation when they are given opportunities to take responsibility for their learning. Across most subjects, students can identify what they have learned, recognise their strengths, and make efforts to achieve their learning targets. - Students collaborate effectively in planned group activities and usually maintain focus on tasks. When given opportunities, students express their opinions during discussions, exchange ideas, and explain the reasons behind their thinking. They communicate their learning clearly to the class and listen attentively to feedback from teachers and peers. - Students frequently use examples from real-life contexts to explain their ideas. Older students are able to make links between their learning and real-world situations. For example, Grade 4 students linked their learning about subtraction of hundreds to visits to Burj Khalifa. However, students' ability to make effective connections between different subjects, particularly between science and mathematics, is not yet consistently developed. - Students develop skills in using educational technology across all grades. They are able to carry out basic research to locate specific information using digital devices. For example, Grade 2 students in mathematics identified the number of pages of the Holy Qur'an using technology. Students also use technology to support self-assessment and check their learning. However, opportunities to develop students' independent inquiry and research skills through ICT and e-learning technologies are not yet fully promoted.	
	Areas of Strengths	Areas for Improvement
	- Students are keen to learn and they enjoy learning. - Students' collaboration and communication skills. - Students' skill in using educational technologies to enhance learning and search for information.	- Enhance students' ability to make effective connections between different subjects. - Promote student's independent inquiry and research skills through the use of ICT and e-learning technologies.



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	Primary	Middle	High
Personal development	N/A	Good	N/A	N/A
- Students' personal development is overall good. Students demonstrate positive, responsible and respectful attitudes towards school life and learning. They respond well to guidance and show willingness to take responsibility when given roles. Students effectively participate in supporting class organisation, acting as class representatives and helping to resolve minor issues among peers. Behaviour is consistently good in lessons, assemblies, during transitions and on school transport. Students follow established routines confidently. Incidents of bullying are rare and are addressed promptly and effectively. - Relationships between students and teachers are very positive and based on mutual trust and respect. Students feel safe, supported and valued. Relationships among students are friendly and cooperative. Students demonstrate empathy, inclusion and respect for SEN and willingly support one another in lessons and activities. - Students demonstrate a secure understanding of healthy and safe lifestyles. Most students make healthy food choices and understand the importance of hygiene, physical activity and mental wellbeing. Participation in morning exercises, physical education lessons, health workshops and school initiatives promotes students' wellbeing and readiness to learn. However, obesity among students remains an area for improvement as 12% of students are overweight. - Students' attendance is outstanding at 98.77%. Students attend school regularly and arrive punctually, reflecting strong engagement, commitment and positive attitudes towards learning.				
Understanding of Islamic values and awareness of Emirati and world cultures	N/A	Good	N/A	N/A
- Students' understanding of Islamic values and awareness of Emirati and world cultures is overall good. Students demonstrate a clear understanding of Islamic values and how these influence life in the UAE. Islamic values are embedded in the curriculum and reinforced through assemblies, the Holy Qur'an and the Noble Hadeeth recitation, religious competitions and national events. Students confidently participate in value-based presentations and demonstrate respect, honesty, responsibility and charity in daily interactions. Students take responsibility through roles such as the student Mu'adhin in the designated prayer area made available by the school. - Students are knowledgeable, appreciative and respectful of Emirati heritage, culture and national identity. They engage consistently in activities that promote understanding of the				

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past and present development of the UAE. Students engage effectively in the San'aa lessons and consistently enrich the cultural corner in the school. Students show respect during the national anthem and flag salute and participate actively in National Day, Flag Day, Martyrs' Day and heritage-related projects. School displays, visits and competitions strengthen students' sense of belonging and pride in the UAE as their host country.

- Students demonstrate a positive understanding and appreciation of their own cultures and those of others. Cultural days and community events involve students and families and promote respect for diversity. Students confidently represent different countries and traditions, showing growing cultural awareness and mutual respect within the school community.

Social responsibility and innovation skills

N/A

Good

N/A

N/A

- Students' Social responsibility is overall good, while innovation and enterprise skills remain acceptable across all grades. Students demonstrate clear awareness of their responsibilities within the school and wider community. They participate in volunteering initiatives through the Red Crescent Committee, cleanliness campaigns, sustainability projects and Ramadan charity activities such as Iftar Al-Saem. These activities promote students' sense of responsibility and contribution. However, students would benefit from increased opportunities to extend voluntary work within the local community.
- Students engage in innovation and creativity when structured opportunities are provided. They participate in robotics, STEM projects, exhibitions and design-based competitions, including smart home systems and environmental solutions. While students show creativity and enthusiasm, most initiatives are teacher-directed and limited to specific clubs or groups. Student-led enterprise and independent innovation are developing but are not yet consistently evident across all classes.
- Students demonstrate clear awareness of environmental responsibility. They participate actively in sustainability initiatives such as planting, recycling, compost production, school cleanliness campaigns and projects highlighting pollution and environmental protection. These experiences support students' developing understanding of sustainability and responsible citizenship

Areas of Strength:

- Students' positive attitudes, respectful behaviour and secure understanding of safeguarding procedures.
- Students' strong appreciation of Islamic values and Emirati heritage.
- Outstanding attendance and punctuality.

Areas for Improvement:

- Extend students' participation in volunteering and community-based initiatives.
- Develop independent innovation, enterprise and student-led initiatives across all grades.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	N/A	Good	N/A	N/A
- The quality of teaching for effective learning is good overall in Cycle 1. Most teachers consistently apply secure subject knowledge and show understanding of how students learn. This is less consistent in mathematics. Lesson planning is consistent, and teachers use a range of approaches, including storytelling, games, Plickers, sensory-based tasks and UAE-linked contexts. Teachers plan for group and individual work and use digital tools to engage students. In better lessons, students are encouraged to lead learning, such as acting as the “little teacher”. In English, students use themes such as “My healthy plate at home” to link learning to science, mathematics and technology. In science, students enjoy guided laboratory work on mixture separation. Lesson plans are detailed. Nevertheless, success criteria are not always explicit, for example, what students are expected to record for observations or data in science. - Teachers use direct questioning techniques to engage students and check understanding, such as Wheel and KWL strategies. In good lessons, probing questions are used to extend students’ thinking. However, higher-attaining students are not consistently extended through deeper dialogue. - Teachers plan differentiated group activities, and inclusive practice is evident through task adaptation and resource support. In most lessons, IBT-style questions are used to build familiarity. Teaching meets the needs of the majority of students; however, higher-attaining students are not consistently challenged to make the progress they are capable of. - Teachers sometimes promote critical thinking and problem-solving through “What if” and “Imagine” questioning strategies. However, critical thinking, problem-solving, innovation and independence are not yet systematic in how students work, explain their thinking, record outcomes and reflect across classes and groups.				
Assessment	N/A	Good	N/A	N/A
Assessment is good across Cycle 1. Internal assessment processes are coherent, consistent and clearly linked to curriculum standards. The school uses start-of-year and termly diagnostic assessments to identify students’ starting points and track progress over time. The school also administers external assessments, including IBT in Grade 3 (2025) and TALA and Mubkhar (2024), to benchmark students’ attainment against national standards and to support UAE priorities.				



- Assessment data are analysed systematically and used to identify learning needs for individuals and groups. In most lessons, teachers use assessment information to adapt lesson planning and adjust teaching strategies to meet the needs of the majority of students. This supports students' progress across subjects. However, the use of assessment to plan consistently higher levels of challenge, particularly for higher-attaining students, is less secure.
- Teachers have a secure understanding of the strengths and weaknesses of most students and use assessment outcomes to provide targeted support and appropriate feedback to promote progress. Peer assessment using clear rubrics is evident in English and Arabic lessons and helps students reflect on their learning. Self-assessment opportunities are developing, but students do not yet consistently use assessment information to set targets or take ownership of next steps in their learning.

Areas of Strength:

- Teachers plan sequenced and engaging learning activities.
- Teachers support Inclusion through task adaptation and resource support.
- Assessment processes are coherent, consistent and linked to curriculum standards.

Areas for Improvement:

- Develop effective and systematic challenge for high attainers across all subjects.
- Strengthen teachers' use of assessment information to plan for learning activities that support students' progress.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	N/A	Good	N/A	N/A
- The overall quality of the curriculum is good. The school follows the Ministry of Education curriculum and secures appropriate coverage through well-structured curriculum planning and coherent distribution of learning across grades. The delivered curriculum is compliant and meets all statutory requirements. - The school offers a range of specialist subjects, including music, art, design technology and PE. These non-core subjects provide students with opportunities to develop practical skills, physical wellbeing and personal interests, and contribute positively to a broad and balanced curriculum. - Cross-curricular links are a developing feature in the majority of lessons. In stronger practice, teachers use real-life contexts and UAE-linked examples to deepen learning and support the meaningful application of knowledge and skills across subjects. - Termly curriculum reviews are established and contribute to updating curriculum content, teaching approaches and related processes. These reviews draw on diagnostic starting-point information and external assessment data. However, the impact of these reviews on ensuring consistent monitoring of students' progress and sustained improvement in learning is variable				
Curriculum adaptation	N/A	Good	N/A	N/A
- The school adapts the curriculum to meet the needs of the majority of students. Remedial lessons in Arabic, English and mathematics, alongside enrichment plans, are implemented to address learning gaps for most students. Curriculum adaptation includes initiatives such as "My Language My Identity" in Arabic, Spelling Bee in English, robot programming competitions and sports programmes that extend learning beyond lessons. The adapted curriculum supports the learning of students with additional learning needs, including SEN. However, high-attaining students are not sufficiently challenged. - Opportunities to promote enterprise, innovation, creativity and social contribution are evident across the curriculum. However, students' engagement in activities that promote enterprise, innovation, creativity and social contribution across subjects remains a developing feature. - Planned learning experiences across the curriculum promote students' understanding of UAE values, culture and society. The school allocates dedicated time for Al Sanaa' lessons and the National Identity Programme, providing structured opportunities for students to engage with Emirati traditions, heritage and UAE society. These themes are reinforced through classroom practice, assemblies and national events.				



Areas of Strength:

- The curriculum is coherently planned and secures appropriate continuity and progression across grades.
- Planned learning experiences to promote students' understanding of Emirati culture, heritage and UAE society.
- Curriculum offers choices for students to develop their physical and musical talents.

Areas for Improvement:

- Ensure that opportunities for enterprise, innovation, creativity and social contribution are more consistently planned and embedded across subjects.
- Expand curriculum adaptation to support the learning of high attaining students and fulfil their needs.



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

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	N/A	Good	N/A	N/A
- The school has rigorous safeguarding and child protection procedures that are implemented consistently. Clear protocols are in place for child protection and anti-bullying, and procedures also ensure students' cyber safety and reduce online risks. Staff are well trained and vigilant. Health, safety and security arrangements are highly effective, supported by safe and well-managed transport arrangements and regular fire drills. The school conducts systematic risk assessments, and the medical team proactively supports students' health needs, including allergies, diabetes, asthma and obesity. - Although the school buildings are aged, they are well maintained by an efficient in-house team, ensuring a safe, clean and orderly environment. The school maintains comprehensive records of incidents and follow-up actions. Facilities, including play areas, washrooms, laboratories and bus halting areas, are fit for purpose and meet the needs of all students, including students with disabilities. All school facilities are accessible. - The school promotes safe and healthy lifestyles through regular orientation programmes and awareness sessions on healthy living, obesity, osteoporosis, breast cancer, first aid and dental care for students and parents. However, the impact of these initiatives on promoting healthy lifestyles is not yet fully evident, as around 12% of students are identified as obese.				
Care and support	N/A	Good	N/A	N/A
- Staff-student relationships are positive, respectful and purposeful, creating a supportive learning environment. Behaviour expectations are clearly understood by students, and behaviour management procedures are applied consistently and effectively across the school. - The promotion and management of attendance are very effective. Attendance is closely monitored, with timely follow-up with families, resulting in stable overall attendance of around 98%. - The school has established clear systems to identify students with special educational needs and those who are gifted and talented (G&T). A qualified in-house SEND team is in place and is supported by external expertise from SMART LEARN. Nearly 30% of students are identified as having additional learning needs and require targeted support, including students who are G&T.				

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- Provision for G&T students is effective through a range of clubs, enrichment activities and projects. The school supports students' talents in music through the school band, which participates regularly in school programmes, including morning assemblies. Students achieve recognition and medals in areas such as self-protection, football, gymnastics and music. However, support for more able students within lessons is less consistent.
- The school provides effective guidance and support during transition. Most students progress to Cycle 2 in their branch schools, and a small number return to their native countries. The social worker coordinates exit arrangements, orientation sessions and liaison with receiving schools. Pre-transition visits and the secure transfer of academic and medical records ensure that students are well prepared, and continuity of care is maintained.

Areas of Strength:

- Procedures for the safeguarding of students, including child protection
- Positive staff–student relationships and effective behaviour management.
- Systems for identification and pastoral support, including student well-being.

Areas for Improvement:

- Effective and consistent classroom-based support and challenge for more able and G&T students.
- Strengthening healthy lifestyle awareness and initiatives to reduce obesity rates among students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

Self-evaluation and improvement planning

Good

Partnerships with parents and the community

Good

Governance

Good

Management, staffing, facilities and resources

Good

- The senior leadership team consists of the principal and deputy principal, supported by 5 subject coordinators who also have partial teaching responsibilities. Together, the extended leadership team has established a clear strategic direction and a shared vision, enabling the school to address priorities identified at the previous review. Leaders demonstrate strong commitment to Emirati national priorities and inclusion, particularly in supporting students with additional learning needs, including SEN. However, high-attaining students are not consistently challenged.
- Relationships and communication across the school are professional and effective. Staff morale is positive, and staff demonstrate commitment to their roles. The school has established a Telegram channel to strengthen communication with parents. Leadership has improved aspects of students' attainment, assessment and curriculum adaptation. Nevertheless, the school would benefit from strengthening subject leaders' capacity to supervise teaching, deepen their understanding of the inspection framework, and promote consistently strong classroom practice. Leaders ensure full compliance with statutory and regulatory requirements.
- Self-evaluation is generally accurate and informs improvement planning effectively. Judgements are evidence-based and realistic, although some are over-generous. Leaders understand the school's strengths and areas for development. Despite that, limited external assessment data is not always analysed in depth to support accurate benchmarking. Leaders monitor teaching regularly, but feedback to teachers is not consistently focused on the impact of teaching on students' learning and progress.
- The school improvement plan identifies priorities clearly and links them to internal analysis and previous review recommendations. Targets, strategies and responsibilities are well defined. However, success criteria focus more on actions than on the measurable impact on students' learning 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 listened to and acted upon. The Parents' Council is active and has supported the establishment of a students' council, including training students to promote positive attitudes and behaviour. Communication with parents is effective and uses multiple channels, including Telegram.

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Parents report being well informed about their children's academic progress and personal development through regular reporting.

- Governance is well informed and includes parent representation. Governors meet regularly with school leaders and conduct visits to monitor performance. They play an active role in shaping the school's vision and strategic direction, with a clear focus on achievement and personal development. Governance monitors performance through self-evaluation and holds leaders accountable for outcomes. Governance has had a positive impact on resourcing, including the provision of smart boards and an additional science laboratory, and supports professional development through specialist training. Nevertheless, strengthening middle leaders' understanding of effective practice would support their impact on improved outcomes.
- Day-to-day operations are smooth and well organised. Lessons, activities, transport and assemblies are effectively managed, with clear routines and delegated responsibilities. The school is fully staffed, and professional development opportunities are available through the governance board and school leadership. Nevertheless, the school would benefit from a more coherent professional development programme to ensure consistently high-quality teaching across all subjects.
- School premises are adequate and include appropriate specialist facilities. Resources support curriculum delivery, and recent improvements include upgraded computers, additional buses, a science laboratory, a music room and improved playground facilities. However, further enhancement of classroom-based digital resources would better support independent learning and research.

Areas of Strength:

- School leadership commitment to inclusive education and provision of support to students with additional learning needs.
- Day-to-day school management ensure smooth school operation.
- Governance provides consistent support and holds school leaders accountable for school improvement.

Areas for Improvement:

- Strengthen leadership impact by improving lesson monitoring systems and implementing more effective, targeted professional development.
- Enhance classroom-based and digital resources to promote students' independent learning and research skills



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic department consists of 7 Arabic teachers and 1 coordinator serving 671 students, with an approximate teacher–student ratio of 1:96.
- The school library includes 922 Arabic book titles. Of these, 123 are fiction and 799 are nonfiction books, including novels and short stories, covering Islamic studies, history, science, mathematics and general knowledge.
- Students' reading skills are supported through structured library lessons and access to the school's digital library platform, which enables them to browse and read appropriate Arabic texts independently. Reading is further promoted through classroom reading activities and regular library visits.
- The school participates in a range of internal and external reading and literary competitions, including the Arab Reading Challenge, Nahnu Naqaraa' Competition, Outstanding Reader Award, poetry competitions and short story competitions. Book exhibitions are organised within the school to promote a culture of reading.
- Parents support Arabic provision by encouraging reading at home, participating in school activities and contributing to literacy events and initiatives.

The school's use of external benchmarking data

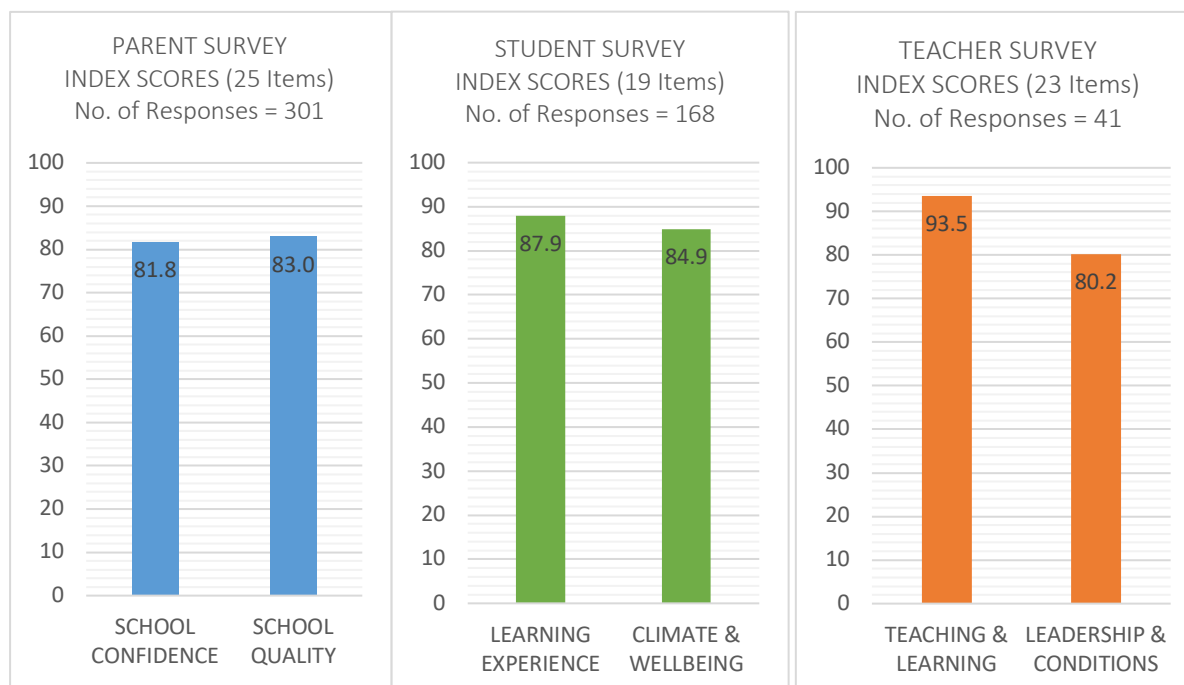
- The school fully complies with all external and standardized assessments required by SPEA. All students from Grade 3 take the IBT November 2025 examinations in Mathematics, Science, and English. Grade 3 and 4 students participated in Tal'aa, and Grade 2 participated in Mubakkir 2025.
- Teachers receive training on how to prepare students for international examinations. The school has structured plans for exam preparation. Based on IBT results analysis and questions type, teachers incorporate similar questions into their lesson plans and design activities to develop students' skills that are needed while taking the different assessment exams.
- The school communicates with parents via Zoom and Google Meet to raise awareness about the importance of international examinations. Parents are fully informed about the benchmarking assessment. School also conducts sessions for students to highlight the connection between these exams and the UAE national agenda. Teachers discuss with their students their performance and how to improve their learning.

Provision for KG

Not Applicable



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise achievement across all core subjects by:
 - Strengthening lesson planning to ensure consistent challenge for higher-attaining students and appropriate support for lower-attaining students;
 - Increasing the purposeful use of resources and educational technologies to promote independent learning, critical thinking and research skills;
 - Embedding effective questioning strategies that require extended student responses and promote deeper learning, innovation and creativity.
- Use assessment information effectively by:
 - Developing a whole-school approach to formative and summative assessment that consistently informs planning and teaching;
 - Building middle leaders' capacity in data collection, analysis and the use of assessment information to identify next steps in learning;
 - Implementing a clear and shared policy for differentiation to ensure assessment outcomes translate into effective classroom practice.
- Strengthen leadership impact on teaching and learning by:
 - Establishing systematic lesson monitoring focused explicitly on the impact of teaching on students' learning and progress;
 - Strengthening professional development so it leads to measurable improvements in classroom practice across subjects;
 - Developing middle leaders' understanding of the inspection framework to evaluate provision consistently based on its impact on learning outcomes.



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.