



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Al Ahlia Private School – Branch 1

Overall Effectiveness

Good

9-12 February 2026



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.



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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	160
	School location	Al Ghubaiba, Sharjah
	Establishment date	4/10/2004
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Accreditation body	Sharjah Private Education Authority
	Examination Board	MoE
	External assessments International and Curriculum Benchmark Assessments	TIMSS, PISA, IBT, Tala
	Fee range	AED 7,810 – AED 12,910
	Principal	Mohammed Yasser Hamad
Staff 	Chair of Board of Governors	Raed Abdallah
	Total number of teachers	67
	Total number of teaching assistants	0
	Turnover rate	38%
	Teacher: student ratio	1:18
Students 	Total number of students	1238
	Total number of students per cycle/phase	KG: N/A Cycle 1: N/A Cycle 2: 537 Cycle 3: 701
	Pre-KG : number and gender	Boys: Girls: 0
	KG: number and gender	Boys: Girls: 0
	Primary: number and gender	Boys: Girls: 0
	Middle: number and gender	Boys: 270 Girls: 267
	High: number and gender	Boys: 350 Girls: 351
	Total number of Emirati students	3
	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: 2
	High: Emirati number and gender	Boys:0 Girls: 1
	Nationality groups	1. Syrian 2. Jordanian
	Total number of students with special educational needs (SEN)	6



PROGRESS JOURNEY

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



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 166 lesson observations, 95 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. Students' achievement remains good overall, with consistently good outcomes across all core subjects and clear improvement in other subjects from acceptable to good. Students demonstrate very positive attitudes to learning, strong behaviour, and well-developed personal and social skills, supported by a very good understanding of Islamic values and Emirati culture. Students' social responsibility and innovation skills are developing positively, although these are not yet embedded consistently across all grades. The quality of teaching, assessment, curriculum provision, and care and support is good, while health, safety, and safeguarding arrangements are very good and provide a secure foundation for learning and wellbeing. Leadership and management remain effective, with accurate self-evaluation and strong partnerships with parents improving from good to very good. Despite challenges related to staff turnover and limitations in buildings and facilities, leaders have successfully sustained stability, supported new staff, and maintained good standards of achievement. Leaders demonstrate clear capacity to drive further improvement.

KEY AREAS OF STRENGTH:

- Sustained good achievement across all subjects in both cycles, with improved outcomes in other subjects.
- Students' very positive attitudes, behaviour, and personal development, supported by a strong understanding of Islamic values and Emirati culture, contribute to a calm, respectful, and supportive learning environment.
- Teaching that uses a range of effective strategies to engage students and support progress in most lessons.
- A safe, caring, and well-managed environment, with very good arrangements for students' health, wellbeing, and safeguarding.
- Clear leadership direction and accurate self-evaluation, with leaders demonstrating a secure understanding of effective teaching and learning and the capacity to sustain improvement.

KEY AREAS FOR IMPROVEMENT:

- Increase consistency and continuity in effective teaching to raise students' achievement further across all subjects.
- Strengthen opportunities for critical thinking, innovation, creativity, social contribution, and extracurricular participation so these are embedded consistently across all grades.
- Improve staff stability to support sustained improvement in teaching quality and learning outcomes.
- Address limitations in buildings and facilities to better support inclusive practice, collaboration, and a wider range of learning experiences.



PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

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



Islamic Education	- Students' achievement in Islamic education is good overall. In lessons and in students' work, the majority of students across cycles 2 and 3 make better-than-expected progress. This does not align with the school's internal assessment data, which indicates very good progress over time. - The school's internal assessment data indicates outstanding attainment, supported by Grade 12 MoE examination results at the end of the academic year 2024/25. In lesson observations and students' work, the majority of students attain above curriculum standards across both cycles, rather than at outstanding levels. - In Cycle 2 lessons, students demonstrate a strong understanding and application of Islamic values and etiquette. They show clear appreciation of moderation, humility, and humanity in relationships. Students have a secure understanding of acts of worship, such as Umrah, and often support their responses with relevant references from the Holy Qur'an and the Noble Hadeeth. However, the depth and consistency of understanding are not yet secure for all students. In Cycle 3 lessons, students demonstrate appreciation of the importance of preserving the Sunnah to safeguard Islamic law and address misconceptions. Most students recite verses of the Holy Qur'an using appropriate Tajweed rules and pleasant intonation. However, the accuracy and consistency of recitation remain variable. - Overall, the majority of student groups make better-than-expected progress across the school.	
	Areas of Strength	Areas for Improvement
	- Strong understanding and application of Islamic values and etiquette. - Secure knowledge of acts of worship. - Students' appreciation of the importance of Sunnah in safeguarding Islamic laws in Cycle 3.	- Consistency in citing verses of the Holy Qur'an and Noble Hadeeth to support understanding. - Consistency in the application of Tajweed rules when reciting verses of the Holy Qur'an.



Arabic Language	- Students' achievement in Arabic is good overall. In lessons and in students' work, the majority of students across cycles 2 and 3 make better than expected progress. This does not align with the school's internal assessment data, which indicates outstanding progress over time. - The school's internal assessment data indicate outstanding attainment. External assessment outcomes present a mixed picture. TALA 2025 results show acceptable attainment in both cycles, while IBT results for 2024/25 indicate outstanding attainment. Grade 12 MoE examination results at the end of the academic year 2024/25 also indicate outstanding attainment. In lessons and students' work, the majority of students attain above curriculum standards in both cycles, rather than at outstanding levels. - In Cycle 2 lessons, students demonstrate strong listening and reading comprehension skills. Most communicate confidently during dialogue and discussion in standard Arabic, showing secure speaking skills. However, a minority of students experience difficulty interpreting figurative language, particularly metaphors and similes in poetry. In Cycle 3, students demonstrate strong literary analytical skills, including identifying structural patterns, themes and character traits. They use well-structured sentences to retell narratives and explain writers' feelings and intentions, demonstrating secure understanding and oral expression. Nevertheless, the accuracy and sustained length of students' written work are not yet consistently developed across both cycles. - The majority of groups of students make better than expected progress overall.	
	Areas of Strength	Areas for Improvement
	- Students' strong listening and reading comprehension skills. - Students' speaking with fluency in standard Arabic across both cycles. - Students' strong literary analytical skills in Cycle 3.	- Consistency in students' interpretation of figurative language in poetry in Cycle 2. - Students' extended writing skills and accuracy across both cycles.



Social Studies	- Students' achievement in social studies is good overall. In lessons and in students' work, the majority of students across cycles 2 and 3 make better than expected progress. This is consistent with the school's internal assessment data, which indicates overall good progress over time. - The school's internal assessment data indicates outstanding attainment. Grade 12 MoE examination results at the end of the academic year 2024/25 indicate outstanding attainment. In lesson observations and students' work, the majority of students attain levels above the curriculum standards. - In Cycle 2 students demonstrate a secure understanding of H.H. Sheikh Zayed bin Sultan Al Nahyan (May his soul rest in peace) role in UAE history as the UAE's founding father. They analyse historical events and identify the impact of his work in shaping the contemporary UAE. However, their reasoning skills in analysing historical events to explain cause-and-effect relationships and long-term national impact are less well developed. They read and analyse maps accurately to identify the UAE's natural and geographic features and explain how these features influence the climate. In Cycle 3, students demonstrate a secure understanding of e-commerce concepts and form well-reasoned viewpoints. They confidently apply their learning to real-life contexts and interpret environmental challenges affecting the sustainability of natural resources in the UAE, proposing relevant solutions. However, students' higher-order analytical skills, particularly in evaluating the long-term economic and environmental impact of e-commerce and sustainability solutions, remain inconsistent. - The majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	- Students' secure understanding of the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (May his soul rest in peace) in UAE history. - Students' skills in reading and analysing maps. - Students' secure understanding of sustainability and the ability to propose solutions.	- Students' reasoning skills in analysing historical events. - Consistency in students' higher-order analytical skills to evaluate and interpret sustainability solutions.



English	- Students' achievement in English is good overall. In lessons and in students' work, the majority of students across Cycles 2 and 3 make better-than-expected progress. This is less strong than the school's internal assessment data, which indicates outstanding progress over time. - The school's internal assessment data indicate outstanding attainment. External assessment outcomes support strong performance, with IBT results for 2024/25 indicating outstanding attainment across both cycles and Grade 12 MoE examination results at the end of the academic year 2024/25 also indicating outstanding attainment. In lesson observations and students' work, the majority of students attain above curriculum standards rather than at outstanding levels. - In lessons, students demonstrate strong speaking, listening and reading skills across both cycles. In Cycle 2, students show secure reading comprehension and apply analytical skills effectively when discussing texts and justifying responses. However, accuracy in spelling, grammar and sentence structure in writing is less secure for a minority of students. In Cycle 3, students demonstrate secure listening and comprehension skills. They identify main ideas and key details from audio texts, analyse information, evaluate performance and justify opinions using evidence. Nevertheless, the consistent application of grammatical conventions in extended writing remains underdeveloped. Across the school, the quality of extended writing across a range of genres is not yet consistently strong. - Overall, the majority of student groups make better-than-expected progress.	
	Areas of Strength	Areas for Improvement
	- Students demonstrate strong speaking skills across both cycles - Students apply their strong analytical skills to evaluate and justify opinions. - Students' listening and understanding skills in response to audio texts.	- Students' accurate application of punctuation, spelling, and grammatical conventions in writing across both cycles. - Students' extended writing skills across a range of genres in both cycles.



Mathematics	- Students' achievement in mathematics is good overall. In lessons and students' work, the majority of students across cycles 2 and 3 make better than expected progress. This does not align with the school's internal assessment data, which indicates outstanding progress over time. - Internal assessment data indicate outstanding attainment. External assessment outcomes present a mixed picture. TIMSS 2023 results show that Grade 8 students attained a mean score of 464, which is below the international benchmark of 478. In contrast, IBT results for 2024/25 indicate outstanding attainment across both cycles, and Grade 12 MoE examination results at the end of the academic year 2024/25 indicate very good attainment. In lesson observations and students' work, the majority of students attain above curriculum standards rather than at outstanding levels. - In Cycle 2, students demonstrate a secure understanding of angles and angle relationships, accurately measure angles with protractors, and calculate unknown angles by applying geometric properties. However, a few students are less confident in justifying their answers using correct mathematical reasoning and terminology. In Cycle 3, students show a strong understanding of algebraic functions and optimization, accurately determining optimal values and applying mathematical concepts to real-life contexts. However, they are less secure in analysing and solving more complex linear and nonlinear equations and in justifying and evaluating solutions in unfamiliar contexts. - Overall, the majority of student groups make better-than-expected progress. However, higher-attaining and lower-attaining students do not consistently make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	- Secure understanding of angles and angle relationships in Cycle 2. - Secure understanding of algebraic functions and optimization in Cycle 3. - Effective interpretation of solutions and application of algebraic understanding to real-life contexts in Cycle 3.	- Students' ability to select, justify and evaluate efficient solution methods, particularly in unfamiliar contexts, in Cycle 3. - Greater consistency in students' use of accurate geometric reasoning and mathematical terminology when justifying answers in Cycle 2.



Science	- Students' achievement in science is good overall. The school's internal data shows that students make outstanding progress in cycles 2 and 3. This does not match what is seen in lessons and student work, where the majority of students make better than expected progress in both cycles. - Internal assessment data indicate outstanding attainment in Cycles 2 and 3. External evidence presents a mixed picture. Grade 12 MoE examination results for 2024/25 indicate outstanding attainment, and IBT results show outstanding attainment in both cycles. However, TIMSS 2023 results show a mean score of 448, which is below both Emirate and international benchmarks. In lessons and students' work, the majority of students attain above curriculum standards rather than at outstanding levels. - In Cycle 2, most students demonstrate a good understanding of scientific terminology and life science concepts, such as human body systems. They accurately identify organs of the digestive system and explain how these work together. Students carry out practical activities confidently and use scientific vocabulary appropriately. In Cycle 3, students conduct experiments, analyse results and explain scientific ideas in physics and chemistry, including the relationship between electric current and potential difference and the principles underpinning chemical equilibrium, using appropriate terminology and evidence. However, across both cycles, opportunities for students to independently design and plan investigations are limited, particularly in Cycle 3. Higher-order thinking skills, including analysing results, justifying conclusions using scientific reasoning and drawing secure evidence-based conclusions, are not yet consistently developed. - Overall, the majority of student groups make better-than-expected progress. However, higher-attaining and gifted and talented students do not consistently make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	- Students' secure understanding of scientific concepts across both cycles. - Students' accurate use of scientific terminology in lessons and practical work. - Students' well-developed practical and investigative skills.	- Students' ability to independently design and plan investigations following the scientific method, particularly in Cycle 3. - Students' scientific reasoning skills, including analysing results and justifying conclusions in greater depth across both cycles.



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 is weaker than the school's internal assessment data, which indicate outstanding progress over time. The school offers physical education (PE), art, computer and design across all grades, and health science in Grades 11 and 12. - Internal assessment data indicate outstanding attainment across other subjects. In lesson observations and students' work, the majority of students attain above curriculum standards rather than at outstanding levels. - In PE, students demonstrate secure physical competence and sound sports skills in activities such as badminton, basketball and volleyball. However, more advanced skills, including first-touch control, positioning and pace in competitive situations, are not developed consistently. In art, students demonstrate secure basic artistic skills, including effective use of colour, abstract forms, and two- and three-dimensional representations. A small number of students lack consistent artistic discipline, particularly in sketching and the application of basic drawing techniques. In computer and design lessons, students demonstrate good digital skills, including coding and navigating software. However, higher-level competencies, such as independently selecting appropriate software, designing original digital products and applying advanced functions, are less well developed. In health science, students demonstrate a secure understanding of key concepts, including human body systems, basic first aid, nutrition and personal wellbeing. They explain theoretical ideas clearly and show growing awareness of how healthy practices influence daily life. - Overall, the majority of student groups make better than expected progress. However, higher-attaining students do not consistently make the progress of which they are capable	
	Areas of Strengths	Areas for Improvement
	- Students' secure digital skills, including effective use of computers and navigation of software. - Students' secure physical competence and sports skills in physical education. - Students' clear understanding of health science concepts and their application to healthy daily practices.	- Further development of students' advanced sports skills, particularly in competitive contexts. - More consistent development of artistic discipline, especially in sketching and the application of basic drawing techniques.



Learning Skills	- Students' learning skills are good overall. Students demonstrate positive attitudes towards learning and are generally enthusiastic and motivated. They participate actively in lessons, share ideas willingly, and respond well to guidance and feedback. Many students reflect on their strengths and areas for development and make purposeful efforts to improve their work. However, these behaviours are not yet consistent across all subjects. - Students across the school are generally engaged in learning and often work cooperatively in pairs and groups to achieve shared goals. In stronger lessons, they interact purposefully, communicate their learning clearly, and demonstrate an understanding of teamwork. Nevertheless, the quality of collaboration varies, and group work does not consistently lead to equally effective participation or shared outcomes in all lessons. - Students make meaningful connections across areas of learning and relate their understanding effectively to real-life contexts and the UAE setting. For example, students use standard Arabic across subjects to develop fluency, and in mathematics, older students apply algebraic expressions and optimisation to solve real-world problems. Cross-curricular connections are evident, but they are not consistently planned or developed across all subjects. - Students demonstrate elements of critical thinking in some lessons, particularly in mathematics and science. They use technology to support learning and assessment and, at times, to extend learning through research. Through project-based learning and whole-school initiatives, students develop basic skills in problem-solving, innovation, enterprise and independent learning. In stronger lessons, innovation is evident; for example, Grade 10 students in Arabic visualise texts through creative artwork to support interpretation. However, opportunities to develop innovation, enquiry and independent learning remain uneven across subjects and phases.	
	Areas of Strengths	Areas for Improvement
	- Students' positive attitudes towards learning and general engagement in lessons. - Students' ability to communicate their learning clearly in many lessons. - Students' use of real-life and cross-curricular contexts to support understanding.	- Consistency and effectiveness of collaborative learning across subjects. - Systematic development of innovation, enquiry and independent learning skills across all phases.



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

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

Indicators:	KG	Primary	Middle	High
Personal development	N/A	N/A	Very Good	Very Good
- Students' personal and social development, including their innovation skills, is very good overall. Students demonstrate very positive attitudes to learning and strong personal resilience. In most lessons, they respond confidently and constructively to feedback, actively seek guidance, and use it effectively to improve and deepen their understanding. Many students take increasing responsibility for improving their work. Students are generally self-disciplined in lessons and around the school, and incidents of bullying are rare. - Relationships across the school are courteous, respectful and inclusive. Students interact positively with one another and demonstrate empathy, cooperation and mutual respect, including towards SEN students. For example, in Grade 10, a student supported a peer with a vision impairment, reflecting empathy, inclusion and a strong sense of social responsibility. These positive relationships contribute to a calm and supportive school environment. - Students demonstrate a secure understanding of personal safety and healthy lifestyles through active participation in health and wellbeing initiatives. These include World Food Day, cancer awareness campaigns, first-aid sessions and regular engagement in physical activity through PE lessons, fitness programmes, assemblies and breaktimes. Peer-led hygiene and health awareness activities further reinforce positive habits and informed choices. - Attendance is outstanding at 98%, and punctuality to school and lessons is consistently secure, reflecting students' positive attitudes to learning and their strong sense of responsibility.				
Understanding of Islamic values and awareness of Emirati and world cultures	N/A	N/A	Very Good	Very Good
- Students demonstrate a secure understanding of how Islamic values shape life in the UAE and apply this understanding actively through participation in charitable initiatives, visits to nursing homes and orphanages, religious celebrations, the Holy Qur'an and the Noble Hadeeth memorisation competitions, and recitations during assemblies. Students also engage in environmental activities inspired by the Prophet Muhammad (PBUH) teachings, demonstrating the practical application of Islamic values in daily school life. - Students show secure knowledge of, and respect for, the UAE's heritage and culture. They confidently explain how Emirati values such as tolerance, generosity and resilience influence contemporary life in the UAE. Students participate enthusiastically in national practices, including saluting the flag during morning assemblies, reflecting strong pride and a sense of				



belonging. Across subjects, this understanding is reinforced; for example, in art, students apply creative techniques to produce work inspired by Emirati heritage. Participation in National Day, Flag Day and other school-wide events further strengthens students' national identity and civic responsibility. Students demonstrate awareness and appreciation of their own culture and other cultures through World Day celebrations, World Food Day activities, multicultural events and curriculum-based projects that promote tolerance, respect and intercultural understanding. These experiences help students recognise cultural diversity and shared human values. However, students' understanding of the wider world's cultures is not yet consistently developed.				
Social responsibility and innovation skills	N/A	N/A	Good	Good
- Students actively participate in school and community initiatives, taking on leadership and volunteer roles through the Student Council, Scouts and discipline committees. They contribute to social, charitable and national initiatives such as visits to hospitals, orphanages and elderly homes, environmental campaigns, Zayed Humanitarian Day, Bridges of Goodness, and partnerships with the Red Crescent and health awareness programmes. These experiences support students' sense of social responsibility. However, opportunities for sustained, student-led leadership are not yet consistently embedded across all phases. - Students demonstrate positive work habits and engage in purposeful and, at times, innovative projects. They participate in innovation and leadership events, including scientific and technological exhibitions, which support enterprise skills. Students apply learning through practical projects addressing real-life issues, such as water purification, sugar detection and solar energy, and through initiatives such as the Young Merchant programme. In the best lessons, students show secure innovation and problem-solving skills, but this is not yet consistent across subjects and grade levels. - Students demonstrate care for the environment and awareness of sustainability through participation in initiatives such as cleanliness campaigns, Environment Day, Earth Hour, recycling and tree planting. They show awareness of water and energy conservation. However, students' understanding of sustainability and environmental responsibility in a wider global context remains inconsistent.				
Areas of Strength:				
- Outstanding attendance reflects students' strong engagement and enjoyment of learning. - Students demonstrate very positive attitudes and behaviour, with a clear willingness to support and help one another. - Deep appreciation and clear understanding of Islamic values and the UAE's heritage and traditions.				
Areas for Improvement:				
Increase consistency in student-led participation and leadership in school and community initiatives across all grades.				



- Develop students' innovation and enterprise skills more consistently within lessons and across subjects.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	N/A	N/A	Good	Good
- The overall quality of teaching and assessment across the school is good. Most teachers demonstrate secure subject knowledge and a clear understanding of how students learn. However, this is less consistent among newly appointed teachers, resulting in some variation in teaching quality. - Planning is comprehensive in most lessons and incorporates a range of teaching strategies with clear learning objectives. This supports student engagement and motivation and enables the majority of students to make good progress. Despite some constraints caused by cramped classrooms, learning environments are safe, welcoming, and generally conducive to learning. Most teachers manage time and resources effectively. - Teacher–student interactions are respectful and purposeful. In stronger lessons, particularly in Cycle 3, questioning promotes reflection, critical thinking, and dialogue. For example, in an Arabic library lesson, a student presented a story summary and engaged peers through effective questioning and discussion. Teachers use a range of strategies to meet students' needs; however, differentiation is not implemented consistently across grades and subjects, particularly in providing sufficient challenge for higher-attaining students and appropriate support for lower-attaining students. - Strategies to promote critical thinking, problem-solving, creativity, independent learning, and the use of digital technologies are evident, especially in mathematics and science. However, these approaches are not yet embedded consistently across subjects and grade levels, limiting their overall impact.				
Assessment	N/A	N/A	Good	Good
- Assessment systems and benchmarking are robust and aligned with MoE requirements across all subjects, providing reliable measures of students' attainment and progress. Moderation of assessment design and outcomes is embedded in school practice. The school benchmarks performance effectively against a range of national and international assessments, including TIMSS for mathematics and science, TALA and IBT for Arabic, and IBT for English, mathematics, and science. Multi-level tracking systems provide leaders with a clear overview of individual and group progress. - Assessment information is analysed to identify learning gaps and students' abilities, and this informs teaching in most lessons. However, the use of assessment data is not always sufficiently precise to ensure learning is consistently matched to the needs of both higher- and lower-attaining students, limiting progress for some groups.				



- Most teachers demonstrate secure knowledge of students' strengths and areas for improvement and provide effective verbal feedback during lessons. However, written feedback does not consistently guide improvement. Opportunities for self- and peer assessment are evident but are not routinely supported by clear success criteria or rubrics, reducing their impact on students' understanding of next steps in learning.

Areas of Strength:

- Teachers secure subject knowledge and understanding of how students learn.
- Respectful and purposeful teacher–student interactions that support learning.
- Effective use of external benchmarking assessments to inform monitoring of students' attainment and progress.

Areas for Improvement:

- More consistent use of assessment information to inform precise differentiation, particularly for higher- and lower-attaining students.
- Stronger implementation of self- and peer-assessment, supported by clear success criteria, to help students understand how to improve their work.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	N/A	N/A	Good	Good
- The quality of curriculum design and implementation is good overall. The curriculum is broad, balanced and coherent, meeting MoE statutory requirements across all subjects. Learning content and activities are age-appropriate and support the development of knowledge and skills. In a small number of lessons, however, learning focuses more on content coverage than on deepening understanding or skill application. Planning supports continuity and progression and meets the needs of most students. - Older students follow the advanced stream, with Grade 10 students able to select two science pathways from three options. The curriculum is structured to support smooth transition between grades and phases. Cross-curricular links are embedded in most lessons and support learning effectively. For example, students apply mathematical formulas in science and use artistic techniques to visualise concepts and support understanding. - Curriculum review processes are systematic and conducted termly. Leaders use clear and well-maintained records to evaluate curriculum effectiveness, identify gaps and highlight strengths and areas for development. Review outcomes are used purposefully to refine curriculum planning and improve teaching approaches.				
Curriculum adaptation	N/A	N/A	Good	Good
- The school adapts the curriculum effectively to meet the needs of most students. Targeted provision, including morning remedial lessons, addresses identified learning gaps across core subjects. For example, in Cycle 3, remedial lessons have strengthened students' grammar skills. Competitions and school initiatives provide appropriate enrichment for gifted and talented students. However, challenge within lessons is not yet consistent across subjects. Adaptations for students with special educational needs are effective and support access to learning. - The curriculum offers a range of creative and practical activities aligned with students' interests, promoting enterprise, creativity and social responsibility. Curricular and extra-curricular opportunities include sports, music, chess and project-based learning initiatives such as Reduce Waste Food in Schools and the Union Train project. However, limited time allocation for extra-curricular activities and whole-school initiatives reduces their overall impact on students' wider skill development. - Emirati culture, UAE values and heritage are meaningfully embedded across almost all aspects of the curriculum. Students develop a secure understanding of national identity, values and society through well-planned learning experiences. These links are consistently				



reflected in lesson planning and reinforced through the celebration of national and Islamic events.

Areas of Strength:

- The curriculum is adapted effectively to meet the needs of different groups of students.
- Well-planned cross-curricular links enrich learning and support meaningful connections across subjects.
- Emirati culture and UAE heritage are embedded purposefully within the curriculum, strengthening students' national identity.

Areas for Improvement:

- Ensure curriculum delivery consistently balances knowledge and skills development to deepen learning in all lessons.
- Increase the consistency and time allocation for extracurricular activities and social contribution to strengthen their impact on students' wider development.



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

The protection, care, guidance and support of students are very good overall.				
Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	N/A	N/A	Very Good	Very Good
- The protection, care, guidance, and support of students are very good overall. Safeguarding and child protection arrangements are effective and well embedded. Policies are clear, regularly updated, and reinforced through systematic staff training. Health, safety, and security arrangements, including routine risk assessments and well-planned supervision during arrival, break, and dismissal times, contribute to a safe and orderly environment. However, congestion in the private car collection area outside the school during dismissal presents a potential safety risk. The school has appropriately identified this issue and worked with relevant authorities, who have approved the creation of a pedestrian area in front of the school. - Maintenance systems are effective and well monitored through detailed logs. Incident and accident records and fire drill documentation are maintained securely and reviewed regularly. Although the premises and equipment are aged, they are generally clean, functional, and safe. However, access for students with physical disabilities is not yet fully inclusive, as upper floors are not accessible by lift, limiting full equality of access across the site. - Health provision and the promotion of healthy lifestyles are strong. A fully staffed and licensed clinic provides high-quality medical care. The school promotes healthy living through targeted health and nutrition awareness sessions, supported by effective collaboration between clinic staff, PE teachers, and the health and safety team. A healthy canteen offer and systematic monitoring further support students' health, wellbeing, and safety.				
Care and support	N/A	N/A	Good	Good
- Relationships between staff and students are very positive, purposeful, and mutually respectful. Behaviour is well managed, and students are consistently well behaved in lessons and around the school. School systems, rules, and the behavioural code are clearly understood, supported by student leadership roles, and respected across the school community, contributing to a calm and orderly environment. - Systems for promoting and monitoring attendance and punctuality are highly effective. Attendance levels are outstanding, with detailed records maintained, analysed, and reviewed regularly. Parents are contacted promptly when concerns arise, and early intervention strategies are implemented effectively to address patterns of absence or lateness, supporting students' engagement and wellbeing.				



- The school has a qualified inclusion specialist who leads inclusion provision effectively. Clear internal processes are in place to identify students with SEN and those who are gifted and talented (G&T). However, identification processes are not yet sufficiently wide-ranging, and the number of identified SEN cases remains limited.
- Provision for students with SEN is well organised and appropriately matched to individual needs. In-class support and withdrawal sessions are guided by Individual Education Plans (IEPs), which outline clear strategies and targets for teachers. G&T students benefit from enrichment opportunities, including leadership roles, competitions, and cross-curricular projects; however, challenge for these students is not yet consistently embedded in day-to-day classroom practice.
- Guidance and wellbeing support are effective in meeting students' academic, personal, and emotional needs. Students benefit from individual and group counselling provided by the social worker and pastoral team, alongside well-planned awareness sessions on mental health, emotional regulation, online safety, and healthy relationships. Careers guidance is purposeful and well structured, with higher education awareness sessions delivered through collaboration with local and international universities, enabling students to make informed decisions about future pathways.

Areas of Strength:

- Rigorous safeguarding, health, safety, and child protection procedures that ensure students' wellbeing across the school.
- Very positive and respectful relationships between students and staff, supporting strong behaviour and a secure learning environment.

Areas for Improvement:

- Improve the suitability and accessibility of premises and facilities to better support all students, including those with additional needs.
- Increase consistency in subject-specific challenge and support for G&T students within lessons.



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	Very Good
Partnerships with parents and the community	Very Good
Governance	Good
Management, staffing, facilities and resources	Good

- The quality of leadership and management is good. The principal and all school leaders are fully committed to improving the school. Senior leaders set a clear direction and vision, shared with all stakeholders. The school's improvement targets align with UAE national priorities. Although leaders are committed to inclusion, admissions are not fully inclusive due to building limitations.
- All leaders, including middle leaders, demonstrate a strong understanding of the curriculum and best practices in teaching, learning, and assessments. Middle leaders are clear about their roles and responsibilities and focused on improving students' achievement. Despite close support from senior and middle leaders for new teachers, high staff turnover, including mid-year departures, reduces the consistency of effective teaching. Relationships and communication are effective. The principal closely monitors the work of all school staff and holds them collectively accountable, ensuring consistency in school performance. All leaders demonstrate a strong capacity to further improve the school.
- The school's self-evaluation (SEF) is accurate, comprehensive, and draws on a wide range of evidence, including internal and external assessments, and is aligned with the UAE inspection framework. Leaders demonstrate a clear understanding of the school's strengths and areas for improvement. Improvement planning (SIP) is comprehensive and effectively linked to the previous review report and SEF. Monitoring and feedback are consistently detailed, focused on students' outcomes, and include the next step.
- The school successfully engages parents in its activities and events. For example, parents participate in and assist with organizing national events and charity initiatives. They attend and lead workshops and events organized by the school. The school regularly gathers parents' feedback on various academic and personal development matters through surveys. Communication is effective. Reporting procedures ensure that parents, including those of students with special educational needs, are kept informed of students' academic progress and personal development, with sufficient detail to support parents' understanding of next steps and how to improve.
- The school benefits from its links with local community organizations, including Civil Defence, the Red Crescent, universities, hospitals, and other schools. Partnerships with the international community are in the early stages of development to further enhance students' learning experience.
- Governance includes representation from the school and local community, parents, students, and the owner. The governing board meets regularly. They regularly observe teaching and learning, seek and welcome all stakeholders' views, and monitor the school's actions.

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Although there are no formal processes or clear criteria for evaluating leadership performance, the board holds senior leaders accountable for the quality of school performance and students' outcomes. The board's impact on school performance is evident in its support for the school by providing necessary resources in identified areas for improvement, such as library books.

- The school's day-to-day management is well organised. Staff are suitably qualified and benefit from regular professional development that matches the school's priorities and staff needs. The facilities include most specialist areas. However, classrooms are generally small for the number of students, which limits movement and effective group work. The school has two shaded playgrounds for boys and girls but does not have an indoor gym or music and art rooms. Two science laboratories are also insufficient. Ramps are available at entry points and in several areas of the school; however, access is not fully inclusive, and there is no lift.

Areas of Strength:

- Clear leadership direction from senior and middle leaders, underpinned by a strong understanding of effective teaching and learning.
- Accurate self-evaluation, supported by comprehensive improvement planning that is effectively driving improvement.
- Effective communication with parents, ensuring they are well informed about students' academic and personal development and school expectations.

Areas for Improvement:

- Mitigate the impact of staff turnover by strengthening induction, retention strategies, and leadership continuity to sustain improvement.
- Further address the limitations of the school's buildings and facilities to improve accessibility, collaboration, and opportunities for creative and physical learning.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic staff comprises 10 qualified Arabic teachers. The ratio of teachers to students is 1:124.
- Library provision includes two separate libraries for boys and girls, with a total collection of around 6,000 books, comprising 959 Arabic fiction titles and 2,805 non-fiction books.
- Reading skills are systematically developed through classroom strategies such as expressive oral reading, reading books at home, discussing them in the library, presenting book summaries, and holding open discussions involving all students. Students use specific rubrics to evaluate books. These are further strengthened through regular library lessons, access to the electronic library, and membership in the Dubai Public Library, thereby promoting reading fluency, comprehension, and enjoyment.
- Arabic reading is actively promoted through a range of internal initiatives, and external competitions such as the Arab Reading Challenge, 'Together We Read', From Sultan Thought, and 'The Poet of Al Ahliyah'. Active parental engagement in supporting reading at home and participation in student recognition events contribute positively to the development of students' reading habits and motivation.

The school's use of external benchmarking data

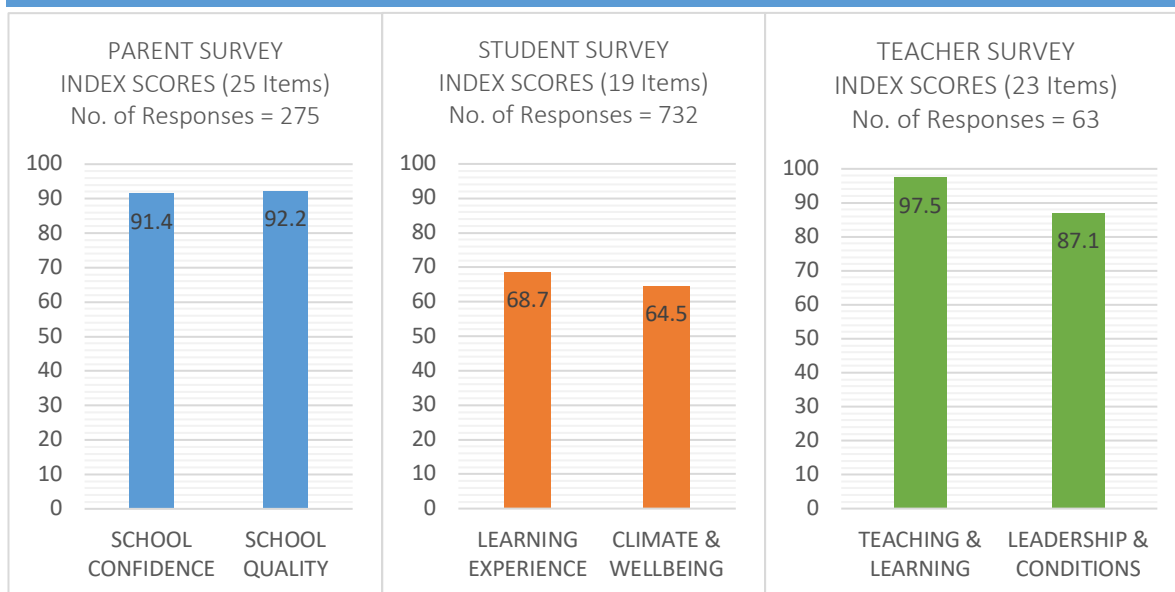
- In line with SPEA requirements, the school registers students for a range of external assessments, including IBT for almost all students in grades 6–10 in Arabic, English, mathematics, and science, TALA for grades 6-11 in Arabic, PISA, and TIMSS.
- Teachers embed international exam-style questions into the curriculum to build students' awareness and confidence and to explicitly teach test-taking strategies. Ongoing assessment is used to track progress and implement targeted interventions to improve outcomes.
- Students, teachers, and parents receive regular sessions that explain the purpose, format, and value of external examinations, including their structure, timing, and sample questions, to ensure clear understanding and preparedness. Student profile reports are shared with students and parents to monitor progress, performance levels, and next learning targets.

Provision for KG

Not Applicable



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the consistency of effective teaching to raise students' achievement across all subjects to at least very good by:
 - Ensuring lesson planning and delivery are consistently informed by accurate assessment data and precisely matched to the needs of higher-attaining, lower-attaining, SEN, and G&T students;
 - Embedding shared expectations for high-quality teaching through systematic lesson monitoring, joint lesson observations, and professional dialogue to reduce variation in classroom practice;
 - Improving the quality and consistency of feedback so it clearly supports students in understanding next steps and making measurable progress.
- Enhance curriculum implementation and students' wider skills to deepen learning and engagement by:
 - Providing regular and well-planned opportunities for students to develop critical thinking, innovation, creativity, and independent learning within lessons across subjects;
 - Strengthening opportunities for social contribution, extracurricular activities, and enrichment so these are embedded consistently across grades and phases;
 - Ensuring curriculum delivery balances knowledge acquisition with skills application, particularly through real-life contexts and enquiry-based learning.
- Strengthen leadership capacity and organisational stability to sustain improvement by:
 - Sharpening the rigour of self-evaluation and subject-level review so priorities for improvement are precise, evidence-based, and focused on students' outcomes;
 - Strengthening induction, retention, and professional development to mitigate the impact of staff turnover and secure greater continuity in teaching quality;
 - Addressing limitations in buildings, facilities, and physical accessibility to better support inclusive practice, collaboration, and a wider range of learning experiences.



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.