



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Al Bayan Private School

26-29 January 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	Information	Value
	School ID	158
	School location	Eastern Region, Khorfakkan
	Establishment date	1994
	Language of instruction	Arabic
	School curriculum	Ministry of Education (MoE)
	Accreditation body	MoE
	Examination Board	MoE
	External assessments International and Curriculum Benchmark Assessments	IBT, TIMSS, PISA, EMSAT
	Fee range	AED 4,450 – AED 11,600
		Principal
Chair of Board of Governors		Aisha Ahmed Ali Hashem Al-Hammadi
Total number of teachers		62
Total number of teaching assistants		3
Turnover rate		10%
	Teacher: student ratio	1:18
	Total number of students	1085
	Total number of students per cycle	KG: 68 Cycle 1: 278 Cycle 2: 276 Cycle 3: 460
	Pre-KG : number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 29 Girls: 39
	Cycle 1: number and gender	Boys: 143 Girls: 135
	Cycle 2: number and gender	Boys: 146 Girls: 130
	Cycle 3: number and gender	Boys: 251 Girls: 209
	Total number of Emirati students	40
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
	KG: Emirati number and gender	Boys: 0 Girls: 3
	Cycle 1: Emirati number and gender	Boys: 2 Girls: 1
	Cycle 2: Emirati number and gender	Boys:10 Girls: 2
	Cycle 3: Emirati number and gender	Boys:18 Girls: 4
	Nationality groups	1. Egyptian 2. Syrian
	Total number of students with special educational needs (SEN)	9



PROGRESS JOURNEY

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



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 176 lesson observations, 46 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good, in line with the previous review in February 2024. Since the last review, the school has strengthened core provision and improved outcomes. Students' achievement has improved, particularly in KG and in Arabic, Islamic Education, and Social Studies in Cycle 3, where performance is now very good. Attainment across subjects has also improved to good. Students demonstrate positive attitudes to learning and strong social responsibility. Their understanding of Islamic values and awareness of Emirati culture have improved and are now very good, reflecting a curriculum that consistently promotes national identity and shared values. Teaching, assessment, curriculum, health and safety, and leadership remain good overall. Assessment systems are established; however, internal assessment outcomes are not always reflected in classroom practice, limiting precision in differentiation and challenge. Curriculum modification and care and support have improved, though early identification of learning difficulties and consistent in-class support remain variable. In addition, limitations in buildings and facilities constrain creative, collaborative, physical, and inclusive learning. Leadership and management provide clear direction and demonstrate good capacity for further improvement.

KEY AREAS OF STRENGTH:

- Achievement in KG and in Arabic, Islamic Education, and Social Studies in Cycle 3, alongside stronger attainment across subjects.
- Students' strong understanding of Islamic values and Emirati culture, reflected consistently across school life and learning experiences.
- Positive students' attitudes, behaviour, and personal development, contributing to a calm, respectful, and supportive learning environment.
- A safe, caring school environment that effectively supports students' wellbeing and safeguarding.
- Leadership at all levels demonstrates secure understanding of effective teaching and learning and drives improvement with clear strategic direction



KEY AREAS FOR IMPROVEMENT:

- Effective and consistent differentiation strategies to meet the specific needs of all groups of students.
- Consistent opportunities for innovation, creativity, social contribution, and extracurricular activities across all grades.
- Clear and more systematic identification processes and provision for students with special and additional educational needs.
- The impact of limitations in school buildings and facilities on the further enhancement of teaching, learning, and inclusion.



PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.

Indicators:		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very 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	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. It is very good in Cycle 3. In lessons and students' work, the majority of children in KG, students in Cycles 1 and 2, and the large majority in Cycle 3 make better-than-expected progress. This does not align with the school's internal assessment data, which indicates outstanding progress in KG and across all cycles.• The school's internal assessment data indicate outstanding attainment in KG and across all cycles. Results from the Grade 12 national examinations at the end of the previous academic year 2024/25 indicate outstanding attainment in Islamic education. In lesson observations and students' work, the majority of children in KG, students in Cycles 1 and 2, and the large majority in Cycle 3, attain above curriculum standards.• In lessons, KG children develop secure age-appropriate knowledge and understanding of Islamic values, The Holy Qur'an, and The Noble Hadeeth. In cycles 1 and 2, students demonstrate a secure conceptual understanding of Islamic values, etiquette, rules, and principles. However, opportunities to apply this understanding consistently in real-life contexts are not yet sufficiently embedded, which limits the depth of learning for some students. In cycle 3, students demonstrate a deep and secure understanding of Islamic laws and rulings and can justify their responses using evidence from The Holy Qur'an and Sunnah. Across all cycles, students show a secure understanding of the meanings of The Noble Hadeeth. However, inconsistencies in the accurate recitation of the Holy Qur'an, particularly in the application of Tajweed rules, reduce the overall quality of performance in this aspect• The majority of groups of students make better than expected progress across the school.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' secure understanding of Islamic values, rulings, and principles across all cycles.• Students' strong understanding of the meanings of The Noble Hadeeth across all cycles.• In cycle 3, students confidently support their understanding using evidence from The Holy Qur'an and Sunnah.	<ul style="list-style-type: none">• Students' accuracy and consistency in the recitation of verses from the Holy Qur'an through correct application of Tajweed rules.• Strengthen opportunities for students, particularly in cycles 1 and 2, to apply Islamic values and etiquette meaningfully in real-life contexts.



Arabic Language

- Students' achievement in Arabic is good overall. It is very good in Cycle 3. In lessons and students' work, the majority of children and students in KG and Cycles 1 and 2, and the large majority in Cycle 3, make better-than-expected progress. This does not align with the school's internal assessment data, which indicates outstanding progress in KG and across all cycles.
- The school's internal assessment data indicate outstanding attainment in KG and across all cycles. The 2025 IBT results indicate outstanding attainment in Cycle 1, good attainment in Cycle 2, and outstanding attainment in Cycle 3. Results from the Grade 12 national examinations at the end of the previous academic year indicate outstanding attainment. In lesson observations and students' work, the majority of children in KG and students across all cycles attain above the curriculum standards.
- In KG lessons, children develop secure early literacy skills in Arabic. They read simple syllables and a range of sight words and express simple ideas verbally with confidence. Early writing skills are less well developed, which limits children's ability to consolidate emerging literacy. In Cycle 1, students develop secure foundational skills in reading, speaking, and comprehension. Extended writing is not yet consistently developed, reducing opportunities for students to apply and deepen their learning independently. In Cycle 2, students demonstrate secure knowledge of Arabic language structures and develop good analytical skills, enabling them to analyse texts linguistically and interpret meaning. Nevertheless, higher-order reading skills, particularly in the deeper analysis of unfamiliar external texts, are less evident, which limits challenge for some students. In Cycle 3, students demonstrate strong linguistic competence in Arabic. They read fluently and with expression, analyse texts critically, evaluate writers' techniques and purposes, and interpret texts using relevant textual evidence. Students speak accurate standard Arabic and communicate their ideas clearly. Despite this strong performance, extended writing skills, including accuracy in spelling and the consistent use of short vowel markings, are not yet fully secure, reducing the overall quality of written outcomes for some students.
- The majority of groups of students make better than expected progress across the school. However, high-attaining and low-attaining students occasionally do not make the progress they are capable of.

Areas of Strength

- Students' secure linguistic competence in Arabic across all cycles, particularly in cycle 3.
- Students' confident use of standard Arabic in spoken communication.
- Students' strong analytical skills in evaluating and interpreting texts, especially in cycle 3.

Areas for Improvement

- Students' higher-order reading skills, particularly in cycles 1 and 2, through deeper analysis of unfamiliar texts.
- Quality of students' extended writing, including accuracy in spelling and consistent use of short vowel markings in cycle 1 and 2



Social Studies

- Students' achievement in social studies is good overall. It is very good in cycle 3. In lessons and students' work, the majority of children and students in KG, cycles 1 and 2, and the large majority in cycle 3 make better than expected progress. This does not align with the school's internal assessment data, which indicates outstanding progress in KG and across all cycles.
- The school's internal assessment data indicate outstanding attainment in KG and across all cycles. Results from the Grade 12 national examinations at the end of the previous academic year 2024/25 indicate outstanding attainment in social studies. In lesson observations and students' work, the majority of children in KG and students in cycles 1 and 2, and the large majority in cycle 3, attain above the curriculum standards.
- In lessons, KG children develop a secure awareness of the history, heritage, and culture of the United Arab Emirates. Basic map awareness and understanding of simple directions are less secure, which limits children's ability to locate places accurately. In cycles 1 and 2, students acquire secure geographical knowledge and develop sound analytical skills, alongside a clear understanding of economic activities and the role of governments in economic development. Their map-reading skills are well developed. Nevertheless, students do not consistently apply higher-order analytical skills to connect geographical and historical learning with contemporary contexts, which reduces the depth of understanding for some learners. In cycle 3, students demonstrate a deep understanding of geography and history, including archaeological discoveries, historical sites, and civilizational relationships. Despite this strong conceptual knowledge, students' ability to interpret cause-and-effect relationships in historical events remains inconsistent, limiting the quality of historical analysis
- The majority of groups of students make better than expected progress across the school.

Areas of Strength

- Students' secure understanding of UAE heritage, citizenship, and the role of government, particularly in cycles 1 and 2.
- Students' well-developed map-reading skills in cycles 1 and 2, supporting students' geographical understanding.
- Students' conceptual understanding of geography and history in cycle 3, including historical relationships.

Areas for Improvement

- Students' ability to make meaningful links between geography, history, and contemporary issues.
- Students' skills in analysing cause-and-effect relationships, particularly in historical contexts in cycles 2 & 3.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. In lessons and students' work, the majority of children and students in KG, Cycles 1, 2, and 3 make better than expected progress. This does not align with the school's internal assessment data, which indicates outstanding progress in KG and across all cycles.• The school's internal assessment data indicate good attainment in KG and outstanding attainment across all cycles. The 2025 IBT results show outstanding attainment across cycles 1, 2, and 3. Results from the Grade 12 national examinations at the end of the previous academic year indicate outstanding attainment in English. In lesson observations and students' work, the majority of children in KG and students across all cycles attain above the curriculum standards.• In lessons, KG children develop secure phonics knowledge and sound–word awareness, providing a strong foundation for early reading. In cycle 1, students demonstrate secure speaking and listening skills and strong vocabulary acquisition. Writing skills, particularly the accurate application of grammar rules and punctuation, are less well developed, which limits the quality of written outcomes for some students. In cycle 2, students show strong grammatical understanding. Nevertheless, higher-order reading skills are not yet consistently secure, reducing challenge and depth of analysis. In Cycle 3, students demonstrate deep comprehension skills, enabling them to interpret meaning, make inferences, and respond thoughtfully to a wide range of texts. Despite this strength, extended and creative writing remains less well developed. Across all cycles, students continue to develop increasing fluency in reading and speaking.• The majority of groups of students make better than expected progress across the school.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' secure fluency in reading and speaking across all cycles.• Children strong phonics and sound–word awareness in KG, supporting early literacy development.• Students' deep comprehension skills in cycle 3, enabling effective interpretation and inference.	<ul style="list-style-type: none">• Students' higher-order reading skills, particularly in cycle 2, to increase depth of analysis and challenge.• Quality of students' writing across all cycles, including accuracy in grammar and punctuation, and the development of extended and creative writing.



Mathematics

- Students' achievement in mathematics is good. In lessons and students' work, the majority of children and students in KG and across all cycles make better than expected progress. This does not align with the school's internal assessment data, which indicates outstanding progress in KG and across all cycles.
- The school's internal assessment data indicate outstanding attainment in KG and across all cycles. The 2025 IBT results show outstanding attainment across cycles 1, 2, and 3. Results from the Grade 12 national examinations at the end of the previous academic year indicate outstanding attainment. In lesson observations and students' work, the majority of children in KG and students across all cycles attain above the curriculum standards.
- In lessons, children in KG and students across all cycles demonstrate strong mathematical knowledge and skills. In KG, children develop a secure understanding of early number concepts through practical counting and hands-on numeracy activities, providing a strong foundation for future learning. In cycle 1, students demonstrate secure skills in applying mathematical operations and accurately identifying factors and multiples. Some students experience difficulty when working with larger numbers, which limits fluency for a small minority. In cycle 2, students confidently manipulate algebraic expressions. Nevertheless, solving multi-step equations across a wider range of problems is not yet consistently secure, reducing challenge for some learners. In cycle 3, students demonstrate a secure understanding of calculus concepts and apply mathematical reasoning to analyse functions. Despite this strength, fluency in more complex applications is less well developed for a few students. Across cycles 1 and 2, the understanding and application of trigonometric concepts remain less secure, limiting progression into more advanced problem-solving.
- The majority of groups of students make better than expected progress.

Areas of Strength

- Students' secure application of mathematical operations in cycle 1.
- Students' confident manipulation of algebraic expressions in cycle 2.
- Students' strong mathematical reasoning skills in cycle 3, particularly in the analysis of functions.

Areas for Improvement

- Students' ability to solve multi-step equations across a wider range of problems, particularly in cycle 2.
- Students' understanding and application of trigonometric concepts, especially in cycles 1 and 2.



Science

- Students' achievement in science is good. In lessons and students' work, the majority of children and students in KG and across all cycles make better than expected progress. This does not align with the school's internal assessment data, which indicates very good progress in KG and across all cycles.
- The school's internal assessment data indicate outstanding attainment in KG and across all cycles. The 2025 IBT results show outstanding attainment across cycles 1, 2, and 3. Results from Grade 12 examinations at the end of the previous academic year indicate outstanding attainment across all branches of science, except physics in general stream, where attainment was very weak. In lessons and in students' work, the majority of children in KG and students across all cycles attain above the curriculum standards.
- In lessons, KG children develop secure knowledge in life science, including habitats, plant parts, and their functions. Opportunities to develop exploration and inquiry skills are more limited, which restricts early scientific investigation. In cycle 1, students develop secure practical skills, such as when exploring different types of mixtures. In cycle 2, students demonstrate secure knowledge in biology and develop strong reasoning skills. Across cycles 1 and 2, students' ability to conduct investigations or make predictions using the full scientific method is not yet consistently evident, limiting independence in scientific enquiry. In cycle 3, students develop strong conceptual knowledge of the nervous system and explain, in depth, factors influencing population growth, supported by well-developed reasoning in biology. They also demonstrate a clear understanding of the relationship between mass and weight in physics. Despite this secure conceptual understanding, students' skills in independently designing and conducting experiments that follow the full scientific method, as well as in writing full laboratory reports, remain less well developed. Across the school, students communicate their learning clearly and accurately, using appropriate scientific terminology.
- The majority of groups of students make better than expected progress across the school. Occasionally, high-attaining and low-attaining students do not make as much progress as they could.

Areas of Strength

- Students' well-developed understanding of scientific concepts across all cycles, with increasing depth in cycle 3.
- Students' accurate communication of scientific learning using accurate terminology across the school.
- Students' effective reasoning skills to justify explanations and evaluate scientific responses, particularly in cycle 3.

Areas for Improvement

- Students' investigation skills through consistent application of the full scientific method across the school.
- Students' ability, particularly in cycle 3, to independently design and conduct experiments and produce full laboratory reports.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. In lessons and students' work, the majority of children and students in KG and across all cycles make better than expected progress. This does not align with the school's internal assessment data, which indicates outstanding progress in KG and across all cycles.• Internal assessment data indicate outstanding attainment across all other subjects. In lessons, the majority of children and students in KG and across all cycles attain above the curriculum standards.• In physical education (PE), students develop well-coordinated skills across a range of activities, including football, athletics, and relay races. In music, early integrated experiences in KG support the development of rhythmic awareness. Opportunities to apply learning through individual instrumental performance are more limited, resulting in weaker progression in this aspect across cycles. In art, students produce environmental art, surrealist compositions, and optical-illusion designs, supporting the development of creative expression. In computing, students explore basic Python programming. Learning in this subject is not yet extended to more advanced coding or application development, which limits progression for some students.• The majority of groups of students make better than expected progress across the school.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Children's rhythmic awareness in KG music activities.• Students' well-developed physical coordination and sports skills in PE.• Students' creative expression demonstrated through a range of artistic styles and media.	<ul style="list-style-type: none">• Students' individual instrumental performance skills across music lessons.• Students' advanced coding and application-development skills.



Learning Skills

- Students' learning skills are good overall. They are enthusiastic, participate actively, and take increasing responsibility for their learning, with greater independence evident among older students. Reflection on strengths and areas for development, and the consistent application of this reflection to improve work, remain inconsistent across subjects.
- Students across the school interact and collaborate purposefully and productively in a range of learning situations to achieve common goals. They generally communicate their learning effectively and are comfortable working with others, demonstrating a clear understanding of the value of teamwork. They listen to others' viewpoints, respond thoughtfully, and contribute meaningfully to group discussions.
- Students regularly make meaningful connections across areas of learning and relate these effectively to their understanding of the world. They understand how knowledge in one subject supports learning in others across KG and all cycles; for example, they consistently use standard Arabic across subjects to develop fluency. Students apply their learning effectively to real-life situations.
- Students develop critical thinking and problem-solving skills, particularly in mathematics and science, though this is less consistent in other subjects. They use technology effectively and show increasing independence in searching for information. Innovation, enterprise, and independent learning are evident through projects and initiatives, but are not yet common features of everyday lessons.

Areas of Strengths

- Students' high levels of motivation and positive attitudes towards learning.
- Students' effective interaction and communication skills evident in KG and across all cycles.
- Students' meaningful connections between areas of learning, with knowledge applied effectively to real-world contexts.

Areas for Improvement

- Consistency in students' understanding of how to use feedback to improve their work across subjects.
- Development of innovation, enterprise, and independent learning skills across lessons.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">Students' personal development is good across KG and all cycles. They demonstrate positive and responsible attitudes towards learning, with increasing self-reliance, confidence, and generally good self-discipline. Minor behavioural disruptions observed in the boys' section are addressed promptly by staff, supporting a respectful and orderly learning environment.Relationships across the school are highly positive. Students benefit from strong, family-like relationships with teachers and peers, feel safe and valued, and integrate quickly into the school community. This positive culture contributes to a calm, respectful, and inclusive environment in which students support one another and work cooperatively.Students demonstrate a sound understanding of healthy lifestyles and generally make responsible choices that support their health and wellbeing. Participation in physical activities during PE lessons and break times is enthusiastic. Less healthy food choices remain evident among a minority of students.Attendance, at 95.4%, is good, and the majority of students arrive at school and lessons on time. A minority of students continue to arrive late for the morning assembly, indicating scope for further improvement in punctuality.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students demonstrate a deep understanding of Islamic values and their influence on contemporary society in the UAE. They participate actively in a wide range of events and activities, including Holy Qur'an and the Noble Hadeeth memorisation competitions, with recognition for high-quality achievement. In cycle 3, students take leadership roles through Student Council initiatives, leading awareness campaigns for KG and cycle 1 students that promote positive behaviour and reinforce Islamic values across the school.Students show a strong appreciation of Emirati heritage and culture. Participation in national and cultural events, including Flag Day, National Day, Emirati Women's Day, national identity initiatives, and anthem and flag design competitions, is widespread. Links to UAE culture and national context are embedded consistently within lessons across the school.Students demonstrate appreciation of their own and other cultures, sharing knowledge through International Day, assemblies, and cultural celebrations. Understanding of cultures				



beyond those represented within the school community remains largely confined to lesson-based learning.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students participate willingly in activities that benefit the school and, to a reasonable extent, the wider community. They take on leadership and volunteering roles through initiatives such as the Student Council, “Young Teacher” initiative, the Red Crescent Volunteering Group, the Discipline Group, and the First Aid Group. Collaboration with the Red Crescent includes charitable initiatives and visits to senior citizens’ homes. While these activities are purposeful and well organised, wider participation and sustained impact beyond the school and local community are not yet consistently embedded.
- Students demonstrate positive attitudes towards work and increasing independence. Initiative is evident through creative projects such as a robotic arm, smart glasses for the visually impaired, and a smart gate system, with stronger evidence of innovation in the upper cycles. Development of innovation skills remains uneven across grades, limiting consistent progression for all students.
- Students demonstrate an appropriate level of care for the school environment. Participation in sustainability initiatives, including “*With My Hands, I Clean My School and My Environment*”, planting activities, and awareness workshops, supports environmental awareness. Instances of littering indicate that understanding of sustainability and personal responsibility is not yet secure for all students. Participation in sustainability and conservation projects beyond the school remains limited.

Areas of Strength:

- Caring and respectful relationships that promote an inclusive school environment.
- A strong appreciation of Islamic values and deep respect for the UAE’s heritage and culture.
- Positive attitudes toward learning, with growing self-reliance and developing leadership skills.

Areas for Improvement:

- Greater consistency in students’ innovation skills across all grades.
- Stronger and more sustained care for the school environment, including regular engagement in conservation initiatives within the school and the wider community.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of teaching for effective learning and assessment is good. Teaching is very good in Arabic, Islamic Education, and UAE Social Studies in cycle 3. Most teachers demonstrate well-developed subject knowledge and a sound understanding of how students learn. Lesson planning is detailed, purposeful, and engaging, making effective use of a range of approaches and resources to support learning.Almost all teachers share learning objectives clearly, ensuring students understand what they are expected to achieve. A wide range of resources and activities supports learning, and teachers use interactive technologies, including SMART boards, effectively to enhance engagement and motivation. Time management is not yet consistent, which occasionally limits the depth of learning. Questioning strategies are used to promote engagement and encourage critical responses, discussion, and debate, though this practice is not consistently evident across all lessons.Teachers plan with consideration for the needs of different groups of students. In practice, challenge and support are not always matched closely enough to students' needs, limiting progress for some learners.Strategies to promote critical thinking, problem-solving, independent learning, and the use of digital technologies to support research are evident. These approaches are not yet embedded consistently across lessons, resulting in variable impact on students' learning experiences.				
Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">Internal assessment processes are coherent and consistent. They are well aligned with the school's curriculum standards and provide valid and comprehensive measures of students' academic, personal, and social development. Moderation of assessment design and outcomes is embedded within the school's practice. The school uses IBT standardised assessments effectively to benchmark students' outcomes against appropriate external, national, and international expectations in English, mathematics, science, and Arabic. Students participated in PISA (2022) and TIMSS (2023). Internal assessment outcomes align closely with IBT external assessment results, indicating reliable and secure assessment practices.				



- Teachers analyse assessment information carefully to identify areas for improvement and to monitor students' attainment and progress as individuals and groups. Assessment information supports grouping and identification of students' needs. In some lessons, this information is not applied precisely enough to ensure that learning is consistently well matched to students' needs.
- Teachers demonstrate a sound understanding of students' attainment and provide regular verbal feedback that supports learning. Marking and written feedback that clearly identify next steps and ensure consistent follow-up are not yet embedded across the school. Opportunities for peer and self-assessment are uneven, although practice is well established in Arabic, Islamic studies, and social studies.

Areas of Strength:

- Comprehensive lesson planning supported by a range of teaching strategies and resources.
- Clear and consistent sharing of learning objectives, enabling students to understand expectations for learning.
- Systematic analysis of assessment data to monitor students' attainment and progress over time.

Areas for Improvement:

- Teachers' effective implementation of differentiation to ensure challenge and support are closely matched to students' needs in lessons.
- Teachers' consistency in marking, written feedback, and the use of peer and self-assessment to secure clear next steps in learning across the school.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">Curriculum design and implementation are good overall. The curriculum is broad, balanced, and well justified, meeting statutory requirements of the MoE across all subjects. Content and learning activities are age appropriate, with a clear focus on developing both knowledge and skills. Planning supports continuity and progression, meeting the needs of most students.The curriculum offers general and advanced pathways for older students. However, all students currently follow the advanced pathway, with no elective options available for the general pathway. Cross-curricular links are planned and implemented effectively, supporting the transfer and application of knowledge and skills, including consistent use of standard Arabic across subjects.The school undertakes systematic curriculum reviews at each grade level to address students' academic and personal development needs. While remedial provision is planned, lesson-level adaptations to meet the needs of all groups of students are not yet implemented consistently, limiting impact in some classrooms.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">The school adapts the curriculum effectively to meet the needs of most students. Targeted provision, including Tamkeen classes, addresses learning gaps across core subjects, while competitions and school initiatives support the development of gifted and talented students. Adaptations for students with special educational needs, and the consistent application of effective differentiation across subjects and grades, remain uneven.The curriculum provides purposeful opportunities for innovation, enterprise, creativity, and social contribution, supporting students' personal and social development through initiatives such as charity projects, project-based learning, assemblies, recycling activities, and innovation fairs. Regular extracurricular opportunities beyond these initiatives are limited.Learning experiences across the curriculum promote understanding of the UAE's culture, heritage, and values. This supports students in developing a strong sense of Emirati identity, pride, and connection to their heritage.				



Areas of Strength:

- A systematic and rigorous process for reviewing and refining the curriculum.
- Effective cross-curricular links that support the transfer and application of learning.
- Strong integration of UAE culture, heritage, and values across the curriculum.

Areas for Improvement:

- Broaden curricular choices and elective pathways for older students.
- Strengthen the range and regularity of extracurricular opportunities beyond existing initiatives.
- Improve consistency in curriculum adaptation and differentiation to meet the needs of all learners, including students with SEN.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">The school has effective safeguarding and child protection arrangements, supported by a designated safeguarding team and clearly defined roles. Child protection and anti-bullying policies are documented, communicated to staff, and reinforced through regular training updates. Health, safety, and security arrangements, including visitor management systems, CCTV coverage in key areas, routine risk assessments, and planned supervision during arrival, break, and dismissal times, contribute to a safe and orderly environment for students.Maintenance procedures are monitored effectively through maintenance logs, with incident and accident records and fire drill documentation maintained regularly. The premises and equipment are aged but generally clean and functional, and records are stored securely. Access arrangements for students with physical disabilities are not yet fully inclusive, particularly in upper-floor areas that are not accessible by lift, which limits full participation for some students.The school promotes health and wellbeing through displays and awareness activities delivered in collaboration with local hospitals, covering areas such as hygiene, drug awareness, cancer awareness, and general health education. Guidance and supervision related to healthy lifestyle practices are not yet consistently structured. Monitoring of students' food choices remains limited, and unhealthy food choices continue for a notable minority of students.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships between staff and students are highly positive and respectful, creating a supportive and friendly learning environment. Behaviour expectations are well understood, and management procedures are applied consistently. Minor behavioural disruptions observed in the boys' section are addressed promptly by staff, allowing learning to continue smoothly.				



- Attendance is monitored closely, with follow-up in place where concerns arise. Overall attendance is good at around 95%. Punctuality procedures are less effective, as a small number of students continue to arrive late to morning assembly.
- Systems for identifying G&T students have been strengthened through cognitive and IQ-based screening. The absence of a qualified inclusion team limits early screening and detailed identification of students with SEN. Currently; SEN admissions rely mainly on referrals from recognised external authorities.
- Arrangements to support G&T students include enrichment programmes and partnerships with external agencies, such as Sprint Academy, to develop sporting talent. Classroom challenge remains inconsistent. Individual Education Plans are developed by the school psychologist in collaboration with teachers. However, the consistency and impact of in-class support vary.
- Pastoral support systems effectively promote students' personal, social, emotional, and academic development. Monitoring arrangements and timely guidance help students feel supported and secure. Career guidance and higher education awareness sessions, delivered in collaboration with local universities such as Khorfakkan and Sharjah, support students in making informed decisions about future pathways

Areas of Strength:

- Effective care, welfare, and safeguarding arrangements that ensure a safe and orderly school environment.
- Reliable maintenance systems and secure record-keeping that support health, safety, and operational consistency.
- Highly positive student–staff relationships, with effective pastoral guidance and post-16 support for senior students.

Areas for Improvement:

- Full physical access to all school facilities for students with disabilities, particularly upper-floor areas.
- Earlier identification and more consistent in-class support for students with special educational needs.
- More structured promotion and monitoring of healthy lifestyle practices, including students' food choices.



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 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 the lack of specialized staff.
- All leaders, including middle leaders, demonstrate a strong understanding of the curriculum and best practices in teaching, learning, and assessments. The impact of senior and middle leaders on students' achievement is evident. Leaders have successfully improved children's achievements in KG and students' attainment across all subjects. 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 comprehensive and draws on a wide range of evidence, including internal and external assessments, and is aligned with the UAE inspection framework. Overall, all stakeholders, including middle leaders, contribute to the SEF. Although the SEF does not clearly articulate next steps, leaders demonstrate a clear understanding of the school's strengths and areas for improvement. School improvement planning (SIP) is effectively linked to the previous review report, but not to the SEF. Leaders at all levels regularly monitor lessons. Feedback is usually detailed, focused on students' outcomes, and includes 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 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. However, reports lack sufficient detail to support parents' understanding of next steps and how to achieve improvement.



- The school benefits from its links with local community organizations such as Civil Defence, Red Crescent, universities, local police, 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, and students. The chairman represents 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. They hold 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 KG, resulting in improved outcomes.
- 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 room. Ramps are available at entry points and in several areas of the school; however, access is not fully inclusive, and there is no lift. While resources are generally sufficient, musical instruments are limited.

Areas of Strength:

- Clear leadership direction from senior and middle leaders, underpinned by a strong understanding of effective teaching and learning practices.
- Effective communication with parents, ensuring they are well informed about school activities and expectations.
- Well-organised day-to-day management that supports the smooth running of the school.

Areas for Improvement:

- Clearer alignment between self-evaluation and improvement planning to ensure priorities translate into focused actions.
- Limitations in buildings and facilities that restrict students' opportunities for collaborative, physical, and creative learning.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 10 Arabic language teachers responsible for 1085 students, resulting in a teacher-to-student ratio of 1:109.
- The school has one library for boys and girls that contains 4,264 books in Arabic, of which 1,960 are fiction, and 2,010 are non-fiction. Scheduled visits to the library ensure that all classes have access to the library once a month. Students may also visit the library during break times to borrow books. In KG, classrooms include reading corners with clearly displayed, age-appropriate books to promote early reading habits. In addition, the Library Friends actively support school initiatives that promote a culture of reading.
- Reading and speaking are embedded as core language skills across all subjects. Classroom reading opportunities are regular and enhanced through digital platforms such as Nahla and Nahel.
- A range of structured reading initiatives is implemented in lessons, including Wahat Al Bayan (Oasis of Eloquence) and the Distinguished Reader programme. The school also engages students in internal and external competitions, including the Arabic Reading Challenge, the Golden Poetry Rhymes Competition, "Who Thought Like Sultan," the Young Poet Programme, and the Arabic Language Ambassadors initiative.

The school's use of external benchmarking data

- In compliance with SPEA requirements, the school registers and involves students in the standardized IBT assessments across cycles 1, 2, and 3 in Arabic, English, mathematics, and science. Eligible students took the 2022 PISA and 2023 TIMSS international assessments.
- Students are well prepared for external assessments through planned lessons, regular practice, mock examinations, and structured feedback, with revision materials and sample questions shared in lessons.
- The school promotes awareness of external assessments through staff guidance, orientation sessions, and clear communication with students and parents via official channels.
- External assessment results are communicated securely to students and parents through individual school email accounts and the school portal.

Provision for KG

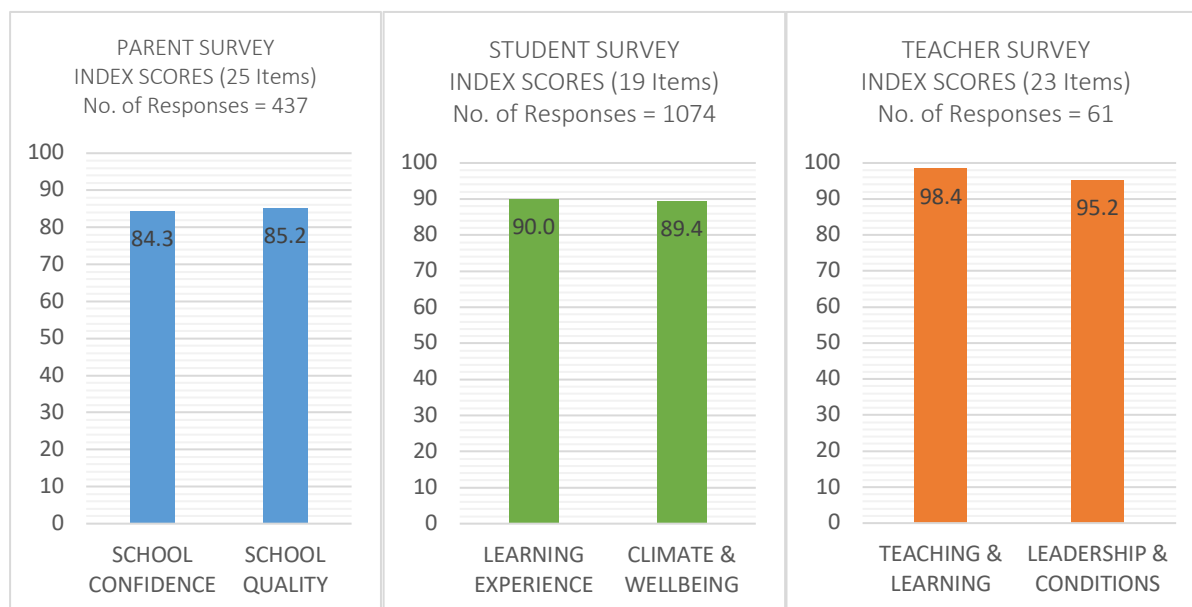
- The KG has 4 teachers, including 3 class teachers and 1 English teacher, supporting 3 KG classes with a total enrolment of 68 students. This results in a teacher-to-student ratio of approximately 1:17. In addition, three teaching assistants provide further classroom support.
- The KG shares learning areas with Grade 1. Classrooms are stimulating and well-resourced, with a smartboard, clearly defined learning corners, and an outdoor learning area that supports mathematics and play-based learning.



- The outdoor playground is well equipped with swings and a slide that support children's physical development, and a small garden provides opportunities for simple scientific activities and free play.
- As part of pre-admission procedures, children complete a brief skills-based assessment, and parents are informed of the outcomes. The first two weeks of the academic year focus on settling children into school routines. To support transition to Grade 1, KG2 children visit Grade 1 classrooms and meet their new teachers, and progress records are shared to ensure continuity.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in all subjects across the school to become at least very good, by:
 - Improving students' skills in the recitation of the verses of the Holy Qur'an following the Tajweed rules.
 - Developing students' higher-order reading and extended writing skills in Arabic and English.
 - Promoting students' analytical, reasoning, and interpretive skills in social studies to deepen their learning.
 - Engaging students regularly in solving more complex mathematical problems and improving their understanding of trigonometric concepts in cycles 1 and 2.
 - Developing students' scientific and independent investigation skills following the scientific method.
 - Promoting students' critical thinking, problem-solving, innovation, and independent learning skills across all subjects and grades.
- Improve the effectiveness of aspects of teaching and leadership, by:
 - Using effective teaching strategies consistently to develop students' innovation, problem-solving, and independent learning skills
 - Ensuring that teaching in all lessons is tailored to meet the specific needs of all groups of students, including high-attaining, low-attaining, SEN and G&T students.
 - Providing regular opportunities for all students to engage in social contribution, extra-curricular activities, and innovation initiatives.
 - Strengthening the inclusion team's capacity to accurately identify students with SEN and provide effective in-class and withdrawal support.
 - Ensuring full physical accessibility and inclusion for students with physical challenges.
 - Improving the building, facilities, and resources to better support diverse learning activities and student engagement.



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.