



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme
**School Performance Review (SPR)
Report**

American Gulf School

19-22 January 2026

Overall Effectiveness

Very Good



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	
School ID	407
School location	Al Rahmaniya, Sharjah
Establishment date	2021
Language of instruction	English
School curriculum	American / Common Core State Standards (CCSS) International Baccalaureate (IB) MOE / National Curriculum, BTEC
Accreditation body	Cognia/ IB PYP, IB MYP, IB DP, IB CP, Pearson BTEC
Examination Board	International Baccalaureate (DP/CP/MYP), Pearson BTEC, College Board SAT
External assessments International and Curriculum Benchmark Assessments	TIMSS, PIRLS, PISA, MAP, NGRT, ABT, PASS, ISA, MEQYAS ALDAAD (4-12)
Fee range	AED 32,000 – AED 63,100
Staff	
Principal	Vanda Gammoh
Chair of Board of Governors	Sheikh Majid Al Qasimi
Total number of teachers	84
Total number of teaching assistants	28
Turnover rate	25%
Teacher: student ratio	1:8
Total number of students	700
Total number of students per cycle/phase	KG: 147 Phase 1: 269 Phase 2: 144 Phase 3: 150
Pre-KG: number and gender	Boys: 4 Girls 14
KG: number and gender	Boys: 71 Girls 58
Primary: number and gender	Boys:156 Girls: 133
Middle: number and gender	Boys: 81 Girls: 53
High: number and gender	Boys: 86 Girls: 64
Total number of Emirati students	386
Pre-KG: Emirati number and gender	Boys: 1 Girls: 7
KG: Emirati number and gender	Boys: 45 Girls: 34
Primary: Emirati number and gender	Boys: 90 Girls: 64
Middle: Emirati number and gender	Boys: 59 Girls: 41
High: Emirati number and gender	Boys: 25 Girls: 20
Nationality groups	1. Emirati 2. American
Total number of students with special educational needs (SEN)	48
Students	



PROGRESS JOURNEY

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



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers 138 lesson observations, of which 86 were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL

The school's overall effectiveness is very good. This is an improvement from the previous review in March 2024 where it was judged to be good. In this American and IB curriculum, KG to Grade 12, school student achievement has improved to very good in most subjects and is now outstanding in English in the phase 4 and in Arabic first language, Islamic studies and mathematics in KG. Learning skills are well embedded as they moved to very good from good previously. There are improvements in mathematics in phase 4 from acceptable to good, though attainment remains the same. Students' personal and social development has moved from good to very good and students understanding of Islamic values is now outstanding. Teachers are now delivering very good teaching, which was previously good overall supported by a now outstanding, broad curriculum based on International Baccalaureate and American Common Core and MOE. The school benefits for outstanding facilities and resources. As a result of a focus on inclusion the care and support for students have improved to very good. Leadership quality has strengthened from good to very good, whilst school self-evaluation processes are now outstanding, supported by a very good governing board.

KEY AREAS OF STRENGTH:

- Strong student achievement across all phases, driven by high-quality teaching and robust assessment and benchmarking practices.
- Students' secure understanding of Islamic values and strong awareness of Emirati and world cultures, embedded consistently across school life.
- An ambitious and coherent curriculum, providing clear progression, well-matched pathways and effective preparation for future learning.
- Highly effective safeguarding, care and inclusive systems, ensuring students feel safe, supported and ready to learn.
- A rigorous self-evaluation culture, using stakeholder views and evidence to inform improvement planning and sustain progress.

KEY AREAS FOR IMPROVEMENT:

- Raising outcomes in attainment in mathematics in the phase 4.
- Raise the quality of teaching and learning in all phases to promote outstanding learning for all students, including the higher-attaining group.
- Develop further links with local business and charitable organisations to increase student awareness of good causes.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is very good overall.

Indicators:		KG	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Outstanding	Very Good	Very Good	Very Good
	Progress	Outstanding	Very Good	Very Good	Very Good
Arabic (as a First Language)	Attainment	Outstanding	Good	Good	Good
	Progress	Outstanding	Very Good	Very Good	Very Good
Arabic (as a Second Language)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Very Good	Very Good	Very Good
Social Studies	Attainment	N/A	Very Good	Very Good	Very Good
	Progress	N/A	Very Good	Very Good	Very Good
English	Attainment	Very Good	Very Good	Good	Outstanding
	Progress	Very Good	Very Good	Good	Outstanding
Mathematics	Attainment	Very Good	Good	Good	Acceptable
	Progress	Outstanding	Good	Good	Good
Science	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Other subjects (Art, Music, PE)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Learning Skills		Very Good	Very Good	Very Good	Very Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is outstanding in KG and very good across the other phases. In lessons and in their work, most students in KG and the large majority of students across the other phases make better than expected progress. This does not align with the school's internal data, which indicates outstanding progress in phases 2, 3 and 4.• There are no externally benchmarked assessments in Islamic Education. Internal assessment data indicates outstanding attainment in phases 2, 3 and 4; however, this was not reflected in the review, where only the large majority of students in these phases attained levels above curriculum standards.• In phase 1, children demonstrate secure knowledge of Islamic values, faith, and identity, showing understanding of key teachings from the Holy Qur'an and Seerah and applying Islamic etiquette confidently in daily routines, though explanations remain simple. In phases 2 and 3, students show strong understanding of the Holy Qur'an and the Noble Hadeeth, Islamic values and principles, and Islamic law and etiquette, demonstrating correct knowledge of worship practices and appropriate conduct, while their depth of understanding of rulings related to worship is less secure. In phase 4, students demonstrate good knowledge of faith, identity, family life, and humanity and the universe, explaining Islamic teachings related to marriage and family, though their ability to analyse and evaluate Islamic teachings and apply them critically to daily life is not yet consistent.• Overall, most students make expected progress. However, higher-attaining students do not consistently make accelerated progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the Holy Qur'an and the Noble Hadeeth across all phases.• Students' understanding of Islamic values and principles across all phases.• Students' sound knowledge of Islamic law and practices related to worship and daily conduct, particularly in phases 1 to 3.	<ul style="list-style-type: none">• Students' deeper understanding of rulings related to worship in phases 2 and 3, so that knowledge moves beyond recall to secure understanding and application.• Students' ability in phase 4 to analyse, evaluate and apply Islamic teachings critically to real-life contexts.



Arabic Language	<ul style="list-style-type: none">• Students' achievement in Arabic First Language (AFL) and Arabic Second Language (ASL) is very good overall. The school's internal data indicates outstanding progress in phases 2, 3 and 4; however, this is not fully reflected in lessons and students' work, where the large majority of students make better than expected progress across these phases.• Internal data shows outstanding attainment in phases 2 to 4; however, AFL TALA and Mubakkir results indicate acceptable attainment and ABT results indicate good attainment. In lessons and students' work, most students in Phase 1 and the majority in phases 2 to 4 attain above curriculum standards.• In AFL, students develop secure reading, listening and speaking skills from early phonics in phases 1 and 2 to confident comprehension and text interpretation in phases 3 and 4; however, extended writing and accuracy remain inconsistent, particularly in phases 2 and 3, and the depth of written analysis varies. In ASL, students show developing listening and speaking skills using familiar vocabulary, while reading, writing and the production of extended, grammatically accurate responses remain less secure across phases 2, 3 and 4.• Overall, most groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' secure speaking and listening skills in AFL across all phases and developing oral communication skills in ASL.• Students' ability to analyse literary texts and discuss themes and ideas using subject-specific vocabulary in AFL in phases 3 and 4.	<ul style="list-style-type: none">• Students' depth, accuracy and consistency in extended writing in AFL in phases 2 and 3, so that written outcomes match strengths seen in reading and discussion.• Students' ability in ASL to construct extended spoken and written responses with increasing grammatical accuracy and confidence across phases 2, 3 and 4.



Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is very good in phases 2, 3 and 4. In lessons and in their work, the large majority of students make better than expected progress across these phases. This does not match the school's internal data, which shows outstanding progress overall. Social studies was not evaluated in KG.The school's internal data shows that attainment is outstanding overall. This does not match with what is seen in lessons and in students' work, which shows that the large majority of students attain above curriculum standards in phases 2, 3 and 4. There is no external data for social studies.Overall, students in phases 2, 3 and 4 make very good progress. In phase 2, students demonstrate confident understanding of UAE national identity, citizenship and values, though application of geographical and social concepts remains largely descriptive. In phase 3, students show clear understanding of Emirati tangible and intangible heritage and the role of technology in society, but application of geographical concepts is inconsistent. In phase 4, students demonstrate secure knowledge of government, the national economy and development-related issues, using appropriate subject-specific terminology, although critical evaluation and informed judgement are not yet consistent.Overall, most students make expected progress. However, higher-attaining students do not consistently make accelerated progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' knowledge and understanding of local and national contexts in phase 2.Phase 3 students' understanding of Emirati tangible and intangible heritage.Students' ability to communicate social studies knowledge using appropriate subject-specific terminology across all phases.	<ul style="list-style-type: none">Students' application of geographical and social concepts in phases 2 and 3.Phase 4 students' ability to evaluate development challenges critically.



English	<ul style="list-style-type: none">• Students' achievement in English is very good overall. Internal assessment indicates that children in KG and students in phase 2 make very good progress, students in phase 3 make good progress, and students in phase 4 make outstanding progress. This is reflected in lessons and students' work, where progress is strong and sustained.• The school's internal data shows very good attainment in English, broadly aligning with lessons and students' work. Most students in KG, phases 2 and 4 attain above curriculum standards, while most in phase 3 attain in line with expectations. External MAP data show lower attainment in Primary, while external assessments confirm outstanding attainment in phase 4 and acceptable to good attainment in phase 3. There is no external attainment data for KG.• Evidence from lessons and students' work confirms strong development of English knowledge and skills across speaking, listening, reading and writing. In KG, children confidently recognise letter sounds and blend to read and write simple words. In phase 2, students read fluently and write with increasing accuracy, although extended writing is less secure for some. In phase 3 students demonstrate secure comprehension and oral expression, while their analysis of stylistic and linguistic features is less consistent. In phase 4, students analyse texts critically, structure extended writing effectively and articulate mature, well-reasoned personal viewpoints.• Most groups of students make above expected progress overall. Students benefit from targeted support through traditional and AI support, enabling sustained progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students develop secure reading, writing and speaking skills across the school.• Students communicate ideas clearly using appropriate curriculum language.	<ul style="list-style-type: none">• Students' accuracy and independence in language use.• Students' depth and quality of extended responses, including justification.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is very good overall. Internal assessment indicates that children in KG make outstanding progress, students in phase 2 make good progress, students in phase 3 make outstanding progress, and students in phase 4 make good progress. This is reflected in lessons and students' work, this is reflected in lessons and students' work, where progress is strong and sustained.• The school's internal data shows that attainment in mathematics is very good overall. This broadly aligns with evidence from lessons and students' work: most children in KG and students in phases 2 and 3 attain above curriculum standards, while most students in phase 4 attain in line with curriculum expectations. External MAP data indicate good attainment in phases 2 and 4 and acceptable attainment in phase 3. TIMSS results for Grades 4 and 8 are low average. Internal data for phase 4 American Curriculum students indicates attainment in line with curriculum expectations.• Evidence from lessons and students' work confirms secure development of mathematical knowledge and skills across number, geometry and statistics. In KG, children develop strong numeracy skills and secure number sense. In phase 2, students demonstrate secure procedural knowledge in operations with fractions; however, application to real-life contexts is inconsistent. In phase 3, students solve geometric problems involving parallel and perpendicular lines and apply this understanding to real-life contexts such as road construction. In phase 4, American Curriculum students understand statistical variables and generate histograms, though advanced applications are less developed. Phase 4 Diploma students solve calculus problems using advanced differentiation.• Most groups of students make better than expected progress overall.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' numeracy and number sense in KG.• Students' understanding and application of advanced differentiation concepts in the Diploma pathway.	<ul style="list-style-type: none">• Students' application of statistical understanding to real-world problems in phase 4.• Students' application of their knowledge and understanding of fractions to real-life scenarios in phase 3.



Science	<ul style="list-style-type: none">• Students' achievement in science is very good overall. In lessons and in their work, large majority of students make very good progress in all phases. This does not match with the school's outstanding progress internal data.• The school's internal data shows that attainment in science is outstanding overall. Internal assessment data shows attainment as outstanding in phases 1 and 2, good in phase 3 and very good in phase 4. MAP data shows good attainment in phases 2, 3 and 4. There is no external data for phase 1. TIMSS results in 2023 indicates acceptable attainment for Grade 4, and good attainment for Grade 8. This is not seen in lessons and in students' books where, overall, large majority of students attain above curriculum standards across all phases.• Large majority of students make good progress. In phase 1, children learn to explore concepts, such as sandstorms. They confidently differentiate between pushing and pulling using objects. In phase 2, students gained scientific knowledge, for example, explaining how fossils form and using observations to understand Earth's changes. However, they are still developing their enquiry and investigative skills. In phase 3, students draw conclusions and communicate ideas during scientific experiments about the DNA, but they need to strengthen their scientific explanation and reasoning skills. Phase 4 students confidently explain how plant-based carbohydrates can replace plastic and investigate their environmental impact in the UAE.• The large majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to confidently investigate and link to real life in phase 4.• Children' ability to learn how to explore new concepts confidently in phase 1.	<ul style="list-style-type: none">• Students' enquiry and investigative skills in phase 2.• Students' scientific explanation and reasoning skills in phase 3.



Other subjects

- Student achievement in other subjects is good overall. In lessons and in their work most students make good progress in PE and Art, and outstanding progress in Chinese. The school's internal assessment data shows that most students make very good progress, in PE and Art. This was not observed during visits to lessons. Progress in Chinese is outstanding
- The school's internal assessment data shows that most students attain above curriculum level in PE, Art and in Chinese based on end of unit assessments.
- The majority of students make good progress, in physical education (PE) students in phase 3 can dribble a football though some need greater practice in ball control with both feet. In phase 2 Art, students were happily engaged in making puppets based on people in their community, through creating a collage. phase 3 students were able to confidently assess methods to create a shade box from coffee to create a sepia photograph of the UAE. In Grade 2, in Units of Investigation (UOI) a majority of student were able to recognise the purpose of the five senses in different scenarios. A few are still learning the purpose of each. In music, in Grade 3, students enthusiastically sing based on call and response with a good sense of rhythm and musicality. Phase 2 students link time and actions, during school day effectively. They speak and write with confidence in Mandarin. Most students in Grade 11 Psychology can very effectively assess the usefulness of schema theory as a structure for understanding real life applications, which can change and reconstruct.
- Overall, all groups of students make better than expected progress.

Areas of Strengths

- The ability of phase 2 children to speak Mandarin Chinese with confidence and clarity.
- The well-developed sense of rhythm, timing and movement shown by students when singing call and response songs
- The ability of Grade 11 Psychology students to identify and analyse the strengths and merits of different applications for schema theory.

Areas for Improvement

- In PE, controlling a football with both feet when dribbling.
- Student understanding of different senses in real life situations in Grade 2.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are very good overall across all phases. Students are enthusiastic, responsible learners, having a positive attitude to their studies and most begin work immediately when class tasks begins. Students reflect on learning to accurately evaluate their work.• During lessons, students work collaboratively and productively in pairs or groups. Students communicate their work clearly and confidently. They respond positively to their peers' evaluative comments.• Most students can effectively apply their learning to the real world when solving problems and being creative. Students are able to provide examples of real-world scenarios where their subject knowledge can be used to understand and evaluate the world around them.• Students use enquiry and research skills to good effect in most lessons to find solutions to problems. Higher attaining students use their critical thinking skills very effectively when presented with challenging or open-ended problems. Students' proficient use of learning technologies feature in most lessons and their use of AI is developing. Students' innovation skills are developing across the phases.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' responsible, positive attitudes and the accurate evaluation of their work.• The quality of students' collaboration and communication skills.• Students' effective use of learning technologies in lessons.	<ul style="list-style-type: none">• Students' innovation skills across all phases, so that creativity and problem-solving are applied more consistently and independently.• Students' purposeful use of AI technologies to support enquiry, research and higher-order thinking, leading to deeper learning outcomes.



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	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students' personal development is very good across all phases. Students show positive attitudes to learning, sustained engagement and increasing self-reliance, taking responsibility for their learning and using feedback effectively to improve their work.Students are consistently self-disciplined and respectful. They interact positively during lessons, assemblies and breaks, and incidents of bullying, including cyberbullying, are extremely rare.Students show empathy and support one another. Older students' mentor younger peers and support students with SEN contributing to very respectful relationships with peers and staff.Students demonstrate a secure understanding of safe and healthy living. They make sensible choices about food and participate actively in physical activities and wellbeing initiatives, including mindfulness and after-school clubs.Students' attendance is good at 95%, and most arrive at school and lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">Students demonstrate an excellent understanding and appreciation of Islamic values, consistently applying them in daily routines. They actively participate in Islamic occasions. School displays, prayer activities, and charitable involvement reflect their understanding of these values.Students show full respect and appreciation for UAE heritage and culture. They sing the National Anthem with pride and respect, actively participate in national celebrations, and have been honoured for achieving the highest results in the National Identity Tests.Students demonstrate excellent understanding and appreciation of their own culture and can describe similarities and differences with other cultures. The presence of multicultural students enhances their awareness of diverse traditions through international celebration events.				
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good



- Students actively participate in activities that benefit the school and wider community, taking roles through the Student Council, Fazaa Initiative, and supporting younger students. They engage willingly in charitable work, including preparing Iftar meals, and contribute to the wider community through Red Crescent donation drives, demonstrating citizenship and influencing school development. Though more opportunities will have further positive effect on wider community.
- Students show very positive work ethic, demonstrating initiative and creativity in practical projects. The curriculum embeds key skills across subjects, including critical thinking and problem-solving, and integrates AI tools to enhance learning and foster innovation. They confidently participate in STEAM projects and competitions, such as Beyond the Earth, which highlight design thinking and sustainable, real-world solutions.
- Students demonstrate strong awareness of the environment and actively promote sustainability through assemblies, environmental projects, recycling initiatives, and campaigns. They care for their school, plant trees and flowers in the school garden, and engage in initiatives such as “My Green Environment.” Younger students explore eco-projects through the PYP Exhibition, while older students develop innovative solutions via the MYP Personal Project and Service as Action.

Areas of Strength:

- Students’ understanding and appreciation of Islamic values and UAE culture.
- Students’ demonstration of empathy for peers and for students with SEN.

Areas for Improvement:

- Students’ consistency in attendance and punctuality, to ensure that learning time is maximised for all students.
- Students’ leadership, ownership and sustained engagement in volunteering and community initiatives, so that opportunities are increasingly student-led and have wider impact beyond the school.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is very good overall.

Indicators:	KG	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good

- The quality of teaching for effective learning and assessment is very good overall. It is outstanding in Islamic Education, Arabic and mathematics in KG and in English in Phase 4. All teachers have an effective knowledge of their subject and the required curriculum standards. Most teachers manage students' learning very effectively. Teachers plan exciting, creative lessons which ensures that students make more than expected progress, with time and resources used very effectively. Children in KG and students in Phase 2 are challenged and supported exceptionally well to showcase and communicate their work.
- Most lessons buzz with excitement with students fully engaged with the lesson topic, particularly in all subjects in KG and Phase 2. Productive dialogue among students in groupwork supports their learning well. Discussion among students in phase 4, is always of a high calibre, particularly in English.
- Teachers use a range of highly effective teaching strategies to meet the needs of individuals and groups of students, including the use of AI. Skilful questioning and real-world examples empower students to own their learning journey as they progress through the levels of aspire, growth and succeed. Support for SEN students in and out of lessons is extensive.
- Lessons are planned and delivered with students at the centre of learning, promoting their critical thinking, problem-solving and independent learning skills. In the most effective lessons, particularly in Islamic Education and in English Phase 4, teachers' infectious enthusiasm orchestrates a learning environment where every student interaction matters, turning passive listeners into active problem solvers. The development of students' innovation skills is inconsistent across the phases.

Assessment	Outstanding	Outstanding	Outstanding	Outstanding
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- The school's internal assessment procedures are coherent and consistent and securely aligned to curriculum standards. Assessment data are valid and reliable and provide a comprehensive picture of student achievement. Students' performance is rigorously benchmarked through relevant external assessments in Arabic, English, mathematics and science to meet UAE national and international priorities.
- Assessment data are analysed rigorously by subject and senior leaders, particularly in KG and Phase 4. Purposeful targets are set for students, subjects and the school, and progress is regularly monitored. Higher attaining students are identified, though targets are not always sufficiently explicit or challenging to maximise their potential.



- Teachers have full access to assessment information and use formative assessment effectively to identify students' strengths and areas for development. Strategies such as questioning, checks for understanding and student reflection are used well, particularly in English Phase 4.
- Teachers have in-depth knowledge of students' strengths and areas for improvement of individual students. They draw evidence of learning is drawn from a wide range of sources, including internal and external assessments, discussions, practical work and written outcomes. Peer and self-assessment are regular, and constructive feedback with clear next steps is a feature of almost all lessons and students' work.

Areas of Strength:

- Teachers' highly effective and creative teaching strategies, including the purposeful use of AI, which support strong progress for most students.
- Rigorous use of internal and external assessment data to track progress and inform teaching across subjects and phases.
- The school's collection, analysis and application of an extensive range of internal and external assessment data.

Areas for Improvement:

- Greater consistency in developing students' innovation skills across phases to strengthen independence and problem-solving.
- The explicit setting of challenging targets for higher attaining students to ensure accelerated progress and higher outcomes of explicit, more challenging targets for higher attaining students.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is outstanding overall.

Indicators:	KG	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">• The IB, ACC curriculum is broad, balanced and underpinned by a clear and ambitious rationale that fully meets statutory requirements and reflects the needs, aspirations and contexts of students across all phases. Curriculum intent is very well defined and consistently translated into meaningful learning experiences that secure elevated levels of achievement, personal development and preparation for future learning.• Continuity and progression are exceptionally strong. Curriculum planning builds systematically on prior learning, with well-established vertical and horizontal alignment ensuring that students deepen their knowledge, skills and understanding as they move through the phases. This enables students to make sustained academic progress and transition confidently between phases and pathways.• Curricular choices are highly effective, particularly in the upper phases. Students benefit from a well-considered, wide range of academic and applied pathways, including BTEC options, which are closely aligned with their interests, strengths and future destinations. Cross-curricular links are purposefully planned and consistently implemented, enabling students to transfer learning across subjects and apply their understanding in wider and increasingly complex contexts.				
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">• Curriculum modification to meet the needs of all groups of students is highly effective. Adaptations are timely, precise and informed by assessment information, ensuring that students requiring additional support and those needing greater challenge make strong and sustained progress over time.• Enhancement, enterprise and innovation are features of the curriculum. A range of enrichment and extended learning opportunities promotes creativity, critical thinking, leadership and independence. These experiences make a strong contribution to students' academic success, personal development and engagement with learning.• The curriculum makes a significant and meaningful contribution to students' understanding of Emirati culture and UAE society. Learning experiences across subjects consistently reinforce national identity, cultural awareness and global				



citizenship. Students demonstrate secure knowledge of UAE heritage and values and confidently apply this understanding within wider international contexts.

Areas of Strength:

- Ambitious, coherent curriculum secures strong progression and prepares students well for the future.
- Well-matched pathways and adaptation ensure high engagement for all learners.
- Culturally rich curriculum strengthens enrichment and embeds Emirati culture and UAE values.

Areas for Improvement:

- Refine subject-level evaluation to strengthen curriculum impact and sustain excellence.
- Extend student-led enterprise and innovation opportunities to deepen real-world application of learning.



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

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

Indicators:	KG	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school prioritises student well-being, child protection and safeguarding. The effective policies are reviewed regularly and are made familiar to all stakeholders. Students know who to go to for support and there is QR code to use for anonymity. Cyber security and protection for all students is monitored constantly. The school is highly effective in encouraging students to be compassionate, friendly and respectful. An experienced student services team support student welfare through all phases.
- The school is monitored frequently to ensure that buildings are very well maintained, are cleaned throughout the day and safety equipment is in perfect condition. Records of facility maintenance, checks on fire, water and oil pumps, incident books and risk assessments and mitigating actions are accurate and secure. Arrangements for travel on buses are very efficient and safe, with IT systems to constantly track bus movements. Gates are monitored by security guards at all times and the school is covered by numerous cameras for vigilance. Fire evacuation drills are rehearsed regularly and meet statutory requirements.
- The school doctor and nurses oversee the protection of students' health from a very well-equipped clinic. They follow strict protocols on the security and freshness of medicines. Regular checks are made on student health, records are secure and advice is offered on the promotion of healthy lifestyles. The canteen is clean and welcoming and food checks are consistent. The buildings are in excellent condition, ramps, lifts and wide doors allow access to all and are well suited to all age ranges, play areas are shaded.

Care and support	Very Good	Very Good	Very Good	Very Good
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- Student staff relationships are very positive and promote a caring, polite, safe environment. Behavioural issues usually minor but highly effective policies ensure that matters are dealt with accordingly. Policies are known to students and parents.
- Tracking of low attendance and lateness results in interventions which are agreed with families. The promotion of good attendance is becoming effective.
- The school is very inclusive and has developed a rigorous, tiered system for the identification of students with special needs. The process meets both UAE and IB requirements. Collaboration with experts, teachers and parents ensures that the best



provision is planned for each individual student, which is reviewed and monitored regularly. Advanced learning plans meet the differing learning needs of G&T students. Daily classroom practices do not always enrich or extend learning for these students.

- The school provides a highly effective inclusion team, providing direct support in the classroom, on teachers' awareness and strategies and embedding student plans into teaching. IEPs (individual educational plans) are developed for some students through specialised assessments and observations. An aspire room provides focussed, safe, specific education preparing for mainstream readiness. Teaching assistants and a social worker provide educational, emotional and physical support. Input is offered to second language learners in English or Arabic.
- Wellbeing and personal social and emotional health are closely monitored and targeted support offered. The school has very successful guidance for students from Grade 7 onwards, as they consider career pathways and university choices.

Areas of Strength:

- Child protection wellbeing and safeguarding.
- The highly efficient inclusion team offering effective support for students.
- Purposeful and well-structured Aspire provision that supports students' readiness for successful reintegration into mainstream learning.

Areas for Improvement:

- Ensure that students on advanced learning plans are consistently challenged in lessons to maximise their academic progress.
- Strengthen planned, coherent pathways that prepare all students for future employment, education and training across the phases.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good overall.

Indicators:

The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Outstanding
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Outstanding

- Leadership and management is very good overall. The school is privileged to have dedicated leaders who are passionate about setting clear strategic directions for the school. The current vision does not fully reflect the strong sense of purpose in the school. All leaders hold thorough knowledge of the American Common Core, KG, BTEC and IB curriculum. The school is committed to inclusion and is very effectively supporting learning matched to the individual needs of students. Leaders are purposefully ensuring a safe and caring environment leading to positive morale and commitment from stakeholders.
- Leaders and staff are fully committed to the National Agenda for the UAE, and this is communicated to all stakeholders. Leaders know the UAE framework in depth and how to improve the school through shared accountability. The capacity of leaders to innovate and improve is demonstrated by the successful impact they have on all aspects of school life.
- A systematic and rigorous process of self-evaluation (SEF) involving a range of stakeholders ensures that ownership of the process is in the community. Data is collected from a wide variety of departments, Evidence is based on sources such as monitoring of student assessment data, former reports and teacher tracking. The coherent and ambitious school improvement plan is created to move school performance forward, through structured and monitored processes. This strategic and operational planning is regularly reviewed by the governing board and the parent council. The school has followed all recommendations for the previous report and with other interventions they have resulted in sustained and purposeful progress in development in a very short time.
- The school has a strong parents' council acting as a link between parents and school. The school Toddle platform allows easy access to teachers. They can also access comments on student work, behaviour, test and MAP results, samples of student work and notices. A parent teacher meeting after each MAP assessment identifies student progress and concerns.
- The parents' council is actively involved in the School Improvement Plan (SIP) and SEF processes and have access to the principal and governing board, which ensures that concerns are heard and acted on, more activities such as International Day are being organised by parents, though participation by most parents in such celebrations is limited.



Links are being made with the community and universities such as Ajman University, but more links with local business and charities would further enhance student learning.

- The extremely effective board of governors, support all key aspects of school life such as finances, the IB curriculum. The chairman visits weekly and all meet quarterly. The parents' council feed into decision making processes. They have overseen changes such as teacher development programmes and the expansion of inclusive practices. They continually review school activities and student outcomes and hold leaders accountable by monitoring KPIs.
- The daily management of the school is very effective and smooth; Staff are well qualified and suited to their roles to consistently raise student achievement. They benefit from a range of programmes for professional development, tailored to their particular needs, based on teacher observations and monitoring. The spacious premises are of the highest quality with facilities benefitting students and staff. Design and media studios, alongside a dedicated science block, excellent sports and covered play areas are offered. Workspaces and resources matched to the curriculum provide a high-quality environment for learning to thrive.

Areas of Strength:

- The extremely well-equipped premises and daily routines promote a smooth efficient school day.
- The processes and implementation of the self-evaluation and improvement planning.
- The links between the parent council and the governing board.

Areas for Improvement:

- Further links with local business and charities to enhance student learning of their future world.
- A review of the vision, value and aims to meet the current sense of purpose in the school.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 8 teachers of Arabic across the school giving a ratio of 1:88 students. Teachers often work together in classes, giving a ratio of around 1:6 in lessons. Arabic support staff also deliver targeted interventions based on assessment data, alongside accelerated learning pathways.
- The library holds 841 Arabic books of continually updated collection of fiction and non-fiction books, leading to wide reading in Arabic. The age-related resources are linked to curriculum expectations to promote independent reading and research.
- Arabic reading is embedded in the culture of each classroom through reading programmes, and books supported by a reading specialist Teachers and students use digital platforms and interactive resources such as Kahoot and Kutubee.
- Enrichment activities, include an Arabic language club, reading challenges, competitions and cultural celebrations. Parents are actively engaged through workshops and home reading activities.

The school's use of external benchmarking data

- A small cohort of 19 students from Grade 4 and 9 students from Grade 8 participated in TIMSS 2023. Grade 4 results were low benchmark, while Grade 8 results were intermediate. The school participated in PISA 2025 and is awaiting results, and preparation for PIRLS 2026 is underway.
- An action plan informed by TIMSS analysis is in place to prepare for TIMSS 2027, focusing on reasoning skills, early intervention, curriculum and teaching alignment, targeted support, enrichment for high achievers, and staff professional development.
- MAP assessments are administered three times yearly for students in Grades 3–9 to measure progress in reading, language, mathematics and science, with preparation embedded in classroom learning.
- Students understand their RIT scores and are supported through targeted interventions informed by data analysis. Results are shared with parents, alongside ABT assessments, and the school is piloting MEQYAS ALDAAD for Grades 4–12.

Provision for KG

- Each KG class is staffed by a teacher and a teaching assistant. There are eight KG classes with 147 children, plus a pre-KG class of 18 children, giving a ratio of 1:18. Additional support is provided through EAL specialists, inclusion interventions and push-in support. The curriculum follows a 50/50 English–Arabic model.
- Indoor environments are well planned to support learning, play and independence, with child-accessible resources, soft play, sand and water areas, and dedicated wellbeing spaces with calming strategies.
- Outdoor provision extends learning through enquiry, investigation and physical play, including a performance stage, mud kitchen, grass court and shaded play equipment.



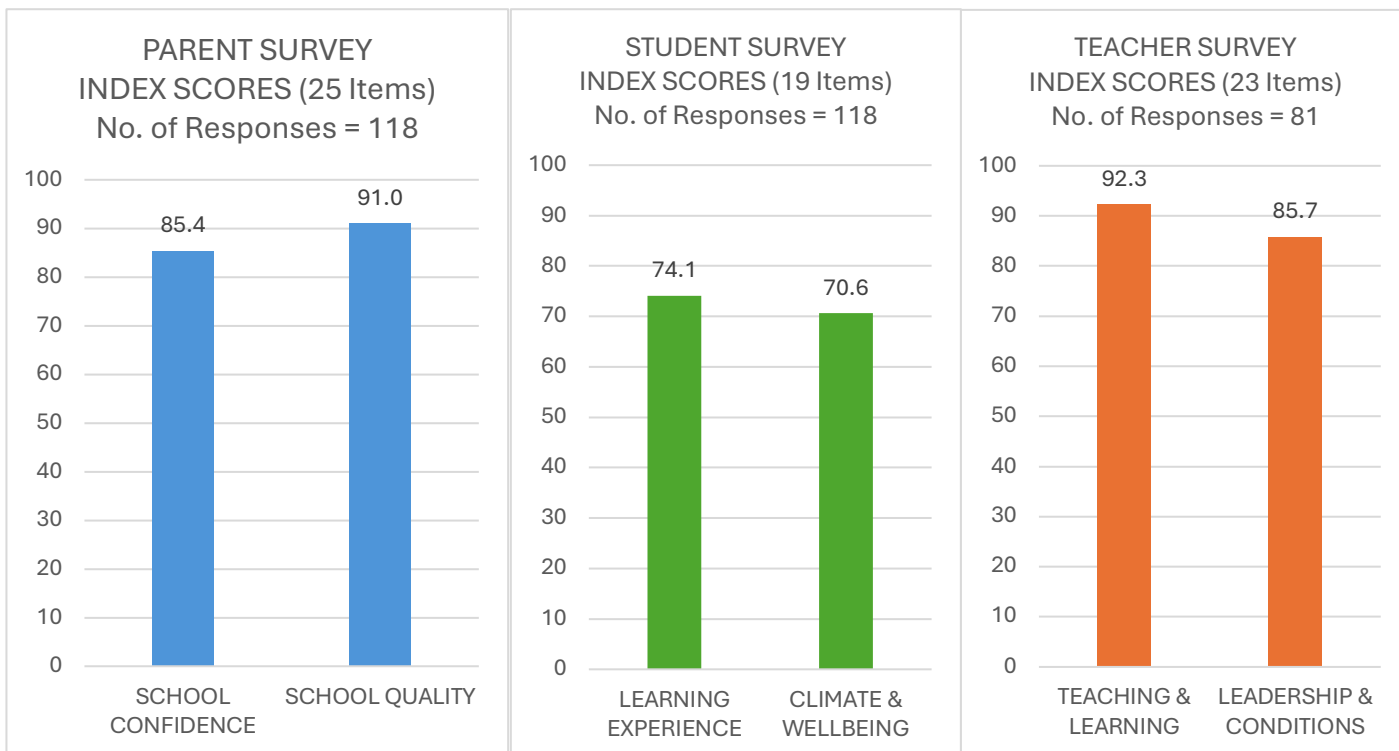
- Transition to Grade 1 is well supported through induction activities, classroom visits and shared learning. Teachers collaborate across phases using assessment information, and parents are engaged through orientation activities.

Best Practices

- The school offers a range of best practices, which start with a detailed and deep self-evaluation leading to a structured and strategic SIP.
- KG provision based on play learning incorporates a bilingual immersion across subjects in English and Arabic.
- A focus on Arabic language offers intense reading programmes to enhance expressive language. Tracking of students' progress against curriculum and international benchmarking has resulted in most students exceeding expectations.
- Wellbeing is embedded in the curriculum, leadership and student voice resulting in 60% increase in positive student points.
- Whole school instructional coaching for teachers has led to increased use of challenge, differentiation and questioning in lessons.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve student outcomes in attainment in mathematics in the high school, by:
 - Encouraging a commitment to high standards in academic achievement.
 - Ensuring lessons are very interactive with practical activities tailored to students' profiles.
 - Encouraging students to use a variety of learning skills, including through making mathematics more challenging.
 - Encouraging feedback and peer discussion to strengthen knowledge and to foster growth mindset.
- Develop further links with local business and charitable organisations to increase student awareness and experience, by:
 - Inviting local business and charitable organisations speakers into classrooms.
 - Seeking out work experiences in local business or voluntary organisations.
 - Holding innovation or enterprise days supported by local business.
 - Engaging parents in classroom workshops related to their own business.
 - Encouraging students to run charity drives in school to support particular causes.
- Raise the quality of teaching and learning in all phases to promote outstanding learning for all students, by:
 - Promoting high expectations and challenge at all times.
 - Accept only the best from students by knowing their strengths and closing gaps at the time.
 - Confidently adjust learning as needed with readiness to reteach.
 - Giving feedback which is immediately actionable.



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.