



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Emirates American School

9 – 12 February 2026

Overall Effectiveness

Good



إتقان ITQAN



TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS.....	4
SCHOOL INFORMATION.....	6
SUMMARY OF REVIEW FINDINGS.....	8
MAIN REVIEW REPORT	10
PERFORMANCE STANDARD 1:	10
STUDENTS' ACHIEVEMENT.....	10
PERFORMANCE STANDARD 2:	19
STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS	19
PERFORMANCE STANDARD 3:	21
TEACHING AND ASSESSMENT	21
PERFORMANCE STANDARD 4:	23
CURRICULUM.....	23
PERFORMANCE STANDARD 5:	25
THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS	25
PERFORMANCE STANDARD 6:	27
LEADERSHIP AND MANAGEMENT	27
SPEA ADDITIONAL FOCUS AREAS	29
VIEWS OF STAKEHOLDERS.....	31
STRATEGIC RECOMMENDATIONS & NEXT STEPS	32



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	145
	School location	Al Qarayen, Sharjah
	Establishment date	2013
	Language of instruction	English
	School curriculum	American Common Core
	Accreditation body	Cognia
	Examination Board	American, AP College Board.
Staff 	External assessments International and Curriculum Benchmark Assessments	MAP, AP, TALA (AFL), IBT (ASL), TIMSS
	Fee range	AED 17,020 - AED 27,715
	Principal	Samiksha Chaturvedi
	Chair of Board of Governors	Mr. Amol Vaidya
	Total number of teachers	142
Students 	Total number of teaching assistants	15
	Turnover rate	9%
	Teacher: student ratio	1:16
	Total number of students	2245
	Total number of students per cycle/phase	Phase 1: 174
		Phase 2: 572
		Phase 3: 551
		Phase 4: 948
	Pre-KG: number and gender	Boys: 12 Girls: 6
	Phase 1: number and gender	Boys: 75 Girls: 81
	Phase 2: number and gender	Boys: 283 Girls: 289
	Phase 3: number and gender	Boys: 306 Girls: 245
	Phase 4: number and gender	Boys: 497 Girls: 451
	Total number of Emirati students	1605
	Pre-KG: Emirati number and gender	Boys: 6 Girls: 4
	Phase 1: Emirati number and gender	Boys: 59 Girls: 65
	Phase 2: Emirati number and gender	Boys: 145 Girls: 144
	Phase 3: Emirati number and gender	Boys: 299 Girls: 227
	Phase 4: Emirati number and gender	Boys: 342 Girls: 314
	Nationality groups	1. Emirati 2. Egyptian
	Total number of students with special educational needs (SEN)	90



PROGRESS JOURNEY

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



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 200 lesson observations, 130 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good, consistent with the previous review. It has made appropriate progress in addressing the areas for development identified previously. Students' attainment in most core subjects is good, with Phase 2 showing improved progress across all subjects. In Phase 4, progress in Islamic studies is very good, and across phases, students make stronger progress in Arabic-medium subjects. Learning skills are good throughout, with ICT skills well developed by Phase 4. Personal development is very good, particularly in students' understanding of UAE heritage and Islamic values. Teaching and learning remain good, strongest in Phase 1, though teachers are not yet fully using assessment data to challenge high-attaining students. The curriculum is good, with strong links to Emirati culture, but further innovation is needed to stretch high-attaining students. Arrangements for student protection, care, and guidance are very good, although the judgement for health and safety, and the arrangements for child protection and safeguarding has declined from outstanding at the previous review to very good at this. Personal and social development is good, supporting transitions between phases, but college preparation for students in Grade 12 is not yet fully effective. Leadership and management remain good, with the Global School Group (GSG) centralised systems implemented since 2023. Monitoring and self-evaluation are not yet fully aligned with the UAE framework. All teachers are SPEA-approved, though only a minority of those teaching English-medium subjects are first-language speakers. The learning environment remains a key strength. Overall, school leaders are demonstrating good capacity for further improvement.

KEY AREAS OF STRENGTH:

- The improvements to students' attainment across most core subjects, and students' achievement in Phase 2.
- The collaborative relationships and the positive learning environment around the school, which together support and celebrate students' learning.
- Students' behaviour, their work ethics and their positive attitudes to learning.
- The robust systems and procedures to keep students safe and secure.

KEY AREAS FOR IMPROVEMENT:



- Consolidation of students' innovation, investigation and enquiry skills, particularly in lessons.
- The quality of teaching, informed by accurate analyses of assessment, including support for lower-attaining students, and challenge for high-attaining students.
- Curriculum enhancement, enterprise and innovation, including creativity, particularly in lessons.
- Teachers' professional development, to enable greater challenge for high-attaining and gifted and talented (G&T) students in lessons.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a Second Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	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	- Students' achievement in Islamic Education is good overall. It is very good in Phase 4. The school's internal data shows outstanding progress in all phases. This does not match what is seen in lessons and in students' work, where the majority of students in Phases 1, 2, and 3, and the large majority in Phase 4, make better than expected progress. - The school's internal data shows outstanding attainment in all phases. In lessons and their work, the majority students in all phases attain above curriculum standards. There are no external assessments for Islamic Education. - The majority of children in Phase 1 identify and list the five pillars of Islam. In Phase 2, the majority of students recite Surah from the Holy Qur'an. However, their ability to explain the meanings of these Surahs is less well developed. In Phase 3, the majority of students apply their understanding of the rules for shortening and combining prayers. Their ability in connecting their learning to verses from the Holy Qur'an and from the Noble Hadeeth is not developed. In Phase 4, the large majority of students read Ayyat from the Holy Qur'an accurately and explain vocabulary and meanings linking it to real life. - The majority of groups of students make better than expected progress. Higher-attaining students would benefit from more consistently challenging learning activities to enable them to make stronger progress.	
	Areas of Strength	Areas for Improvement
	- Younger students' ability to recite and memorize short surahs from the Holy Qur'an and their understanding of the pillars of Islam. - Older students' ability to explain vocabulary and meanings effectively from the Holy Qur'an, particularly in Phase 4.	- Students' ability to explain the meanings of the relevant Surah. - Students' ability to connect their learning to the Holy Qur'an Ayyat and the Noble Hadeeth.



Arabic Language

- Students' achievement in Arabic first language (AFL) and Arabic second language (ASL) is good overall. The school's internal data shows the same progress in AFL and ASL, where students make outstanding progress in Phase 2 and very good progress in Phases 3 and 4. There is no internal progress data for Phase 1. This does not fully match with that seen in lesson and in students' work, where the majority of students in all phases in ASL and AFL make better than expected progress.
- The school's internal data shows that students' attainment is outstanding in both AFL and ASL, across all phases. This matches the TALA results for AFL, which indicate outstanding attainment across Phases 2, 3, and 4. However, this does not match with that seen in lessons and in students' work, where the majority of students attain above the curriculum standards in AFL in all phases. The external 2025 IBT results for ASL show good attainment. In ASL, in lessons and in students' work, most students attain in line with curriculum standards in Phases 2,3, and 4.
- The majority of Phase 1 children in AFL demonstrate good letter-sound correspondence as they accurately identify short and long sounds. In Phase 2, students develop secure speaking and reading skills. They discuss story events clearly. Writing is appropriate, with short, structured responses. In Phase 3, students identify legend indicators and their features, supporting their understanding with evidence from the prescribed text. They show secure listening and speaking skills and reading for comprehension. In Phase 4, students identify the main ideas, literary features, and rhetorical techniques in prescribed texts. However, in Phases 3 and 4, fluent, expressive reading and speaking are less secure, and extended writing responses lack consistency in accuracy and depth. In ASL, students with up to two years of learning read and write short texts and understand familiar language in context. Students with four or more years of learning apply, develop reading comprehension skills, recognise familiar vocabulary, and understand short, predictable sentences. However, speaking, reading fluently and expressively, and extended writing are still developing.
- Overall, the majority of groups make better than expected progress in AFL and ASL. Girls make better progress than boys in Phases 3 and 4. High-attaining students are not supported sufficiently to accelerate their progress.

Areas of Strength

- Students' listening and comprehension skills across all phases in AFL.
- Students' speaking skills, using standard Arabic in Phase 2 and the upper grades in Phase 4 in AFL.

Areas for Improvement

- Students fluent and expressive speaking and reading, in Phases 3 and 4.
- Students' extended writing in AFL and ASL.



Social Studies	- Students' achievement in social studies is good overall. The school's internal progress data indicates outstanding progress in Phases 2, 3, and 4. This does not match what was seen in lessons and in their work, where students make good progress in Phases 2, 3, and 4. - Internal assessment data show students' attainment is outstanding in Phases 2, 3, and 4. This is not seen in lessons and in students' books, where the majority of students in Phases 2, 3 and 4 attain above curriculum standards. There are no external assessments for social studies. - In Phase 2, the majority of students have a good understanding of UAE heritage and appreciate H.H. Sheikh Zayed bin Sultan Al Nahyan's (may his soul rest in peace) leadership features and the UAE government. Students discuss the importance of looking after the environment. Students' ability to link learning to real life and apply these values on a day-to-day basis is inconsistent. In Phase 3, students describe the impact of a modern transportation network on the UAE economic growth. A few students cannot make use of map keys to locate some places correctly. In Phase 4, students recognize the importance of cultural cooperation between the UAE and the rest of the world. They are aware of women's roles in old and modern times. They appreciate women's roles in home-made industries such as making clothes and housekeeping tools. Few students can recognise some old traditional tools. - Overall, the majority of groups of students, including SEN students, make better than expected progress.	
	Areas of Strength	Areas for Improvement
	- Students' understanding of the heritage and the Emirati women's role in building the UAE society. - Students' ability to explain the importance of cultural cooperation between the UAE and other countries.	- Students' real-life application of their learning, including learnt values on a day-to-day basis in Phase 2. - Students' skills to use map keys accurately to locate countries in Phase 3.



English	- Students' achievement in English is good overall. Internal data indicates good progress across all phases. This aligns closely with what is seen in lessons and in students' work, where the majority students in all phases make better than expected progress. - Internal data shows that attainment is good in all phases. External benchmark MAP scores for all phases, AP for one individual, and IELTS in Phase 4 all indicate good attainment. This is supported by the attainment seen in lessons and in students' work, in all four phases, where the majority of students reach levels of attainment which are above curriculum standards. There are no external assessments for Phase 1. - The majority of children in Phase 1 secure a good grasp of phonics, which provides a strong foundation. The majority of children, but particularly higher attainers, apply this to express their thoughts in short sentences orally and in writing. In Grade 2, the majority of students identify action verbs in abridged fiction and non-fiction. They apply them to their own sentences. By Grade 4, students infer from images or texts. They make individual interpretations of authors' intentions in abridged literature indicating the ability to analyse for themselves. A few younger students in Phase 2 continue to apply their phonics knowledge, blending sounds to identify words accurately. Most students in Phases 2 and 3 apply their comprehension of novels, poetry and articles to inspire writing and debate, but these lack the depth expected of students in Phase 3. However, a majority of students in Phase 4 make meaningful contributions to debates. Sometimes handwriting is an obstacle to extended writing, but the levels of creativity displayed in Phases 3 and 4 is a strength. - Overall, the majority of groups of students make better than expected progress. Sometimes, high-attaining students are not sufficiently challenged.	
	Areas of Strength	Areas for Improvement
	- Children's foundation of phonics in Phase 1. - The ability of students in Phases 3 and 4 to express their understanding of abridged texts, and to analyse author's intentions.	- Students' depth of persuasive argument arising from group discussions, both in speaking and writing, in Phase 3. - Students' consistently good handwriting and the quality of their extended writing.



Mathematics	- Students' achievement in mathematics is good overall. The school's internal data shows that students make very good progress in Phases 2 and 4 and good progress in Phase 3. This does not match that seen in lessons and students' work, where the majority of students make better than expected progress in all phases. - The schools' internal assessment data shows that attainment is outstanding across all phases. The schools' external MAP data shows very good attainment in Phases 2 and 3 and outstanding attainment in Phase 4. In lessons and in their work, the majority of children and students across all phases reach levels of attainment which are above curriculum standards. A small number of Grade 12 students take part in the AP College Board exam and have shown outstanding attainment. There are no external assessments for KG. - The majority of children and students in Phases 1 and 2 demonstrate good mathematical knowledge, skills, and understanding. In Phase 1, children show secure early numeracy skills including number recognition, counting, and simple comparisons. Phase 2 students demonstrate secure foundational skills in number operations and mental mathematics. Children and students in Phases 1 and 2 are provided with limited opportunities to explain and develop their thinking skills and are not consistently required to justify answers in writing to demonstrate their mathematical reasoning. In Phases 3 and 4, students demonstrate secure procedural fluency, particularly in fractions, algebra, equations, and students can solve multi-step problems, manipulate algebraic expressions, and apply formulae accurately. Students are not consistently challenged to justify answers, evaluate methods, or solve unfamiliar problems and higher-order skills such as analysis, evaluation, and reasoning are not embedded routinely across all phases. - Overall, the majority of groups of students make better than expected progress. High-attaining students are not always sufficiently challenged.	
	Areas of Strength	Areas for Improvement
	- Students secure foundational knowledge, particularly in number sense, basic operations, and mental mathematics in Phase 2. - Students' ability to solve multi-step problems, manipulate algebraic expressions, and apply formulae accurately in Phase 4.	- Students' ability to justify answers, evaluate methods, and solve unfamiliar problems across all phases. - Students' advanced higher-order skills, such as analysis, evaluation, and reasoning skills.



Science	- Students' achievement in science is good. The school's internal data shows that students make outstanding progress in all phases. This was not seen in lessons and in their work, where the majority of students make progress, which is above curriculum expectations, in all phases. - Internal assessment data shows students' attainment is outstanding in all phases. This does not align with that seen in lessons and in students' work, where the majority of students attain above curriculum standards in all phases. External MAP data shows that students make outstanding progress in Phases 2 and 3, and AP data shows outstanding progress in Phase 4. - The majority of children in Phase 1 demonstrate good observation and classification skills, enabling them to quickly develop an understanding of objects and materials that protect them from the heat of the sun. Children's exploratory and enquiry skills in Phase 1 are less well developed. In Phase 2, the majority of students acquire sound scientific knowledge about plants and confidently identify and describe the functions of different parts of the plant. In Phase 3, students begin to apply scientific skills effectively to investigate human impacts on land ecosystems. In Phase 4, the majority of students extend their understanding by applying the scientific method to analyse and model exothermic and endothermic reactions, calculating enthalpy changes, and relating heat transfer to real-world chemical and industrial processes. Across all phases, students' scientific skills in prediction and observation develop well. However, their ability to use accurate scientific language to communicate their learning and explain conclusions is less well developed. Students' investigative skills are less developed across all phases. - The majority of groups of students make better than expected progress. However, high-attainers do not always receive enough challenge to make faster progress.	
	Areas of Strength	Areas for Improvement
	- Students' use of predictions and recording of observation skills in Phases 3 and 4. - Students' understanding of scientific factual knowledge about plants in Phase 2.	- Children's exploratory and scientific enquiry skills in Phase 1. - Students' application of the scientific terminology and their investigative skills across all phases.



Other subjects	- Students' achievement in other subjects is good overall. Internal data indicates students make good progress in all phases. This aligns with that seen in lessons and in students' work, where the majority of students make better than expected progress in other subjects. - Internal data shows that attainment is very good in Phase 1, and good in the other phases. In lessons and in their work, the majority of students in all phases make better than expected progress in other subjects. There are no external assessments for other subjects. - The majority of children in Phase 1 differentiate sounds as instrumental, vocal, or environmental. In grade 2, students learn basic fencing footwork. In grade 9 boys display a good range of talents in football and can extend their own skills by coaching their classmates. In Phase 4, Business students struggle to recognise individual strengths. In grade 12, World History students develop a secure understanding of the human tragedy of forced migration. Across the school, students' ability to create artwork in a wide range of media is typically outstanding. Students learning French make limited progress, as time does not allow sufficient development of knowledge or pronunciation. - Overall, the majority of groups of students make better than expected progress, but the higher attaining students are not always sufficiently challenged.	
	Areas of Strengths	Areas for Improvement
	- Children's ability to identify musical sounds as instrumental, vocal or environmental in Phase 1. - The skills and talents of boys in Grade 9 and their coaching of their peers in football.	- Students' linguistic skills, especially their pronunciation in French. - Students' ability to evaluate their strengths in business.



Learning Skills	- Students' learning skills are good across all phases. Students are enthusiastic learners and their communication of learning is good, particularly in Arabic and Islamic Education in Phase 4, where students work in groups to research, analyse, and present their findings to the class. - Students collaborate positively and communicate their ideas in group tasks and debates, particularly in the upper phases. Students' ability to extend the learning, share experiences, and engage in purposeful dialogue is still developing. - Students usually make effective connections between subjects. In science, students' active role in experiments in Phases 3 and 4 help to trigger critical thinking. Phase 3 students investigate and research the impact of humans on a land ecosystem. Discussion topics in Arabic help students to make links with sustainability and the problem of managing plastics. Students connect their own experiences in discussions about mother-child relationships. Phase 4 English students applied their research skills well in a joint project with science. Sometimes, students do not use collaboration as a way of developing new learning. - Students' innovation and enterprise skills are more apparent outside the classroom, rather than during lessons. Activities such as robotics and the use of AI expose students to the benefits of technology to support learning. Phase 4 students took part eagerly in interesting debates in English about the pros and cons of social media and whether AI helps humans to achieve more, or whether it stifles human creativity. The development of deeper critical thinking, and the skills of problem-solving, are inconsistent across phases.	
	Areas of Strengths	Areas for Improvement
	- Students' use an AI chatbot to further their research or understanding at their own level in Phase 4. - Students' ability to link learning to real life, particularly in Arabic medium subjects.	- Effective collaboration to come up with new learning. - Students' deeper critical thinking and problem-solving across all phases.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good
- Students' personal and social development is very good across all phases. They show positive, responsible attitudes to learning, demonstrate confidence, self-discipline, and independence, and respond constructively to feedback. Their exemplary behaviour and active participation in assemblies promote leadership, collaboration, and mutual respect. - Relationships are a key strength of the school. Students have highly positive interactions with teachers and peers, feel safe and valued, and consistently follow rules. This fosters a calm, inclusive environment where students cooperate well and show care for others. Bullying is rare and addressed promptly. - Students demonstrate a secure understanding of healthy lifestyles and generally make responsible choices. They value healthy eating and physical activity, while assemblies and parental involvement activities further strengthen their awareness and positive habits. - Attendance, at 96%, is very good. However, some instances of lateness to school and lessons remain and require ongoing monitoring and reinforcement.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
- Students across all phases show a strong appreciation of Islamic values. They actively participate in faith-based initiatives, including Islamic events, Ramadan charity work, and fundraising campaigns that promote empathy, compassion, and social responsibility. - Students demonstrate a secure knowledge of Islamic values and UAE heritage through recitation of the Holy Qur'an, studies of the Noble Hadeeth, assemblies, competitions, and national celebrations. They show respect for key national events; however, opportunities to deepen their understanding of the achievements and legacy of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace) are less developed. - Students develop good cultural awareness and an increasing understanding of world cultures through heritage activities, national celebrations, and international projects that expose them to diverse cultures. Their participation in cultural events, charity work, and sustainability initiatives strengthens their respect for others, responsibility, and appreciation of diversity.				



Social responsibility and innovation skills	Good	Good	Good	Very Good
- Students participate willingly in activities that positively impact on the school and, to a lesser extent, the wider community. Student voice is strong through the Student Council, and students contribute to charitable initiatives, including fundraising for the Red Crescent. However, these contributions do not yet have a consistently wide reach or sustained impact beyond the school. - Phase 4 students engage in activities promoting innovation, entrepreneurship, and STEM learning, including visits to NASA. Students engage in design thinking, project-based inquiry, robotics, coding, research-based learning, and sustainability-linked projects. Participation in national innovation programs and competitions further strengthens these skills. However, the development of these skills in lessons is generally less effective than through wider opportunities and enrichment. - Students develop good environmental awareness through activities such as gardening, recycling, and environmental events. They actively develop a strong sense of responsibility, environmental stewardship, and understanding of global priorities through Initiatives such as tree planting and healthy lifestyle campaigns.				
Areas of Strength:				
- Students' exemplary behaviour and highly positive attitudes to learning. - Students' appreciation of the role and values of Islam in UAE society.				
Areas for Improvement:				
- The development of students' enterprise and entrepreneurship skills in lessons. - The wider reach of students' involvement in social and community projects and activities.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	Good
- The overall quality of teaching and assessment is good across all phases. Almost all teachers consistently apply their subject knowledge in creating detailed and purposeful lesson plans which are well structured. Lessons are planned with a range of activities, MAP-style questions where appropriate, and critical thinking. Most teachers use resources well to engage students. In better lessons, adaptation is effective, supported through teachers' use of data and awareness of students' learning. - The use of effective questioning is inconsistent. In better lessons, teachers use questions to develop higher-order thinking, which create discussions and dialogue. On some occasions, students are not able to complete the activities planned in the lesson. - Teaching typically provides an appropriate level of challenge and support for students with different needs. The school uses a colour coded system to highlight students with different needs, including students who have special learning needs and G&T students. In Phase 4 especially, students are challenged and engaged in extended tasks. However, this approach is inconsistent across the school. - Teachers provide opportunities for students to develop their problem-solving skills and independent learning across all phases. Teachers plan to develop critical thinking, although the application of critical thinking in lessons is not always effective.				
Assessment	Good	Good	Good	Good
The school's internal assessment processes are mainly coherent and consistent. The school's internal data and external data are closely aligned. The school measures students' progress and uses diagnostic tests as a baseline to show progress throughout the academic year. The school benchmarks academic outcomes. The schools use MAP, IBT for Arabic as a second language learners, Tala for Arabic as a first language learners, and TIMSS for national and international benchmarking, including internal diagnostic assessment to benchmark students' academic progress. The school has introduced MAP-style questions in lessons to tackle the gap between students' attainment in internal and external assessments.				



- Assessment data is analysed in depth by the school leadership team. Data is shared with teachers to inform lesson planning, and students are categorised into colour-coded groups. Levels of challenge do not always meet the needs of high-attaining students.
- The school uses SMART goals and reflection practices at the start of each term, along with Know What to Learn (KWL) charts and Strength Improvement and Response (SIR) feedback to assess learning. However, SMART goals and reflection are not systematically revisited and tracked. Books are marked, although regular feedback with next steps remains inconsistent across all subjects.

Areas of Strength:

- Teachers' strong subject knowledge and effective lesson planning.
- The use of external assessment questions to benchmark standards.

Areas for Improvement:

- The consistent use of adaptation of tasks and activities to meet all students' needs, including high-attaining students.
- Teachers' consistent and regular feedback and next steps, including written feedback.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good
- The overall quality of the curriculum is good. It fully meets the statutory requirements of both the California Common Core Curriculum Standards (CCCCS) and the Ministry of Education (MoE) curriculum. The school integrates its own curriculum in Arabic subjects to supplement the MoE curriculum. The curriculum is broad, balanced, and carefully structured to prepare students for external examinations and the next stage of learning. Decisions regarding subjects, courses, and career pathways are informed by close consultation with students and parents, ensuring students are well-prepared for future educational and career opportunities. - A wide range of curricular options is provided, such as AP Package, which includes elective subjects like AP Calculus, and subjects such as Business Management, Accounting, Programming, and Robotics. Grade 12 students can access the Diploma. Cross-curricular links are clearly planned and evident in most lessons, but less consistent in mathematics and the sciences. In the most effective lessons, teachers use real-life examples and the UAE context to deepen and extend learning. - The curriculum is regularly reviewed and refined through a systematic cycle involving scope and sequence updates, stakeholder feedback, meeting minutes, innovation planning, and analysis of assessments. These reviews ensure curriculum content, teaching approaches, and processes are updated in response to performance data and requirements of external tests and examination boards, particularly for MAP and AP. The curriculum has not yet been reviewed and enhanced to ensure consistent levels of challenge for higher-attaining students in lessons.				
Curriculum adaptation	Good	Good	Good	Good
- The school is effective in adapting the curriculum to meet the needs of almost all groups of students, including those with special educational learning needs, through targeted support. However, challenge for G&T students are inconsistent. Students sometimes engage in STEM-integrated lessons and robotics, although curriculum adaptations do not consistently promote enterprise, innovation, and critical thinking across all phases. - The curriculum is motivating, offering a wide range of extra-curricular opportunities, including robotics, mini-enterprises, and innovation activities. Participation in national and international competitions further develops students' personal and academic interests. Enrichment activities,				

**School Performance Review of Emirates American School
9 – 12 February 2026**



such as volunteering, visits to care homes, clubs, and thematic student-led assemblies, enhance students' personal development. While extra-curricular provision is strong, innovative approaches within lessons across all phases remains less developed.

- The curriculum effectively promotes knowledge and understanding of UAE heritage, culture, and Islamic values. Islamic values are integrated across assemblies, lessons, and celebrations of national and cultural events, including Islamic Week, Emirati Children's Day, Haq Al Lailah, H.H. Sheikh Dr. Sultan bin Muhammad Al Qasimi Ruling Anniversary, Global Day, and COP28 workshops. Coherent learning experiences across the curriculum enable students to develop a broad understanding of UAE culture and heritage. Sustainability initiatives, such as the creation of an organic garden, actively raise students' environmental awareness.

Areas of Strength:

- The wide range of curricular options.
- Strong links with the Emirati values and UAE culture across subjects.

Areas for Improvement:

- Modification of the curriculum to meet the needs of the higher attainers and G&T students.
- The structured promotion of students' enterprise and innovation skills.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
- Safeguarding and child protection procedures are rigorous and are known by staff, students, and parents. Students are protected from all forms of abuse, including bullying and online risks. Staff receive regular training, and accurate central records of adults are maintained, with clear reporting systems. Close supervision and CCTV monitoring ensure risks are identified early and addressed promptly. Safeguarding is embedded in the school culture. - The premises are safe and well maintained and managed. Fire safety systems are fully operational, and detailed records of drills, incidents, and follow-up actions are kept. Medication and chemicals are securely stored with clear administration procedures. Facilities, including lifts and outdoor areas, provide an excellent environment that supports safe play, social interaction, and meets learners' needs. - The school actively promotes health and safety very well. A doctor and nurses support students' wellbeing, and risk assessments, including hygiene routines, are in place. Students report feeling very safe. The canteen supports healthy choices, and health and well-being education includes personal hygiene, healthy lifestyles, and the risks of unhealthy food.				
Care and support	Very Good	Very Good	Very Good	Very Good
- Staff–student relationships are highly positive, respectful, and purposeful. Behaviour management systems are consistently applied, and students have responsible attitudes and show self-discipline. - The school promotes very good attendance, with overall rates at around 96%. However, during the review visit attendance was lower than usual, and punctuality remains an area for improvement. - The school has rigorous, well-structured processes to identify students of determination, those who are G&T, and low attainers. Identification is aligned with MoE requirements, and draws on medical and psychological reports, teacher observations, diagnostic assessments, and specialist input. This ensures accurate profiling and appropriate follow-up.				



- Support for SEN is effective and enables most to make secure academic and personal progress. Adapted teaching approaches, modified assessments, targeted in-class support, and specialist sessions support access to learning. Provision for G&T students includes enrichment opportunities and leadership roles, although challenge in lessons is less consistent.
- Students' wellbeing and personal development are carefully monitored, and the school uses assessment and pastoral information effectively. Transition arrangements between phases are well planned and help students adjust to new expectations. Older students benefit from career guidance, including counselling sessions, university fairs, partnerships with external providers, and internship opportunities. Overall, the school provides strong care, guidance, and support that promote students' safety, wellbeing, and readiness for future pathways.

Areas of Strength:

- Suitability of premises and facilities for all students.
- Staff-student relationships and behaviour management.
- The school's processes for the identification of students with additional needs and talents.

Areas for Improvement:

- Some students' punctuality to school and to lessons.
- The support provided to improve the quality of learning for G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

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

- Leaders have established a clear strategic direction aligned with the Global Schools Group, with the goal of a fully inclusive school that has high expectations for students and staff, and consistent with UAE national priorities. Relationships across the school are good and based on mutual respect. Middle leaders have responsibility for ensuring effective teaching and learning. Senior leaders have implemented clear systems and policies shared with all stakeholders. The actions taken have helped to improve students' attainment and personal development. Statutory and regulatory requirements are all met. Collective accountability is developing well and is contributing to school performance across all phases.
- Senior leaders take responsibility for key aspects of the school and have a good understanding of the curriculum. Most middle leaders contribute to a learning culture that promotes good teaching and learning. Overall, the improvements reflect stronger teaching. A culture of learning has been established, which promotes students' self-esteem and well-being.
- The school analyses a wide range of data to inform self-evaluation and the school development plan. Senior leaders communicate key priorities, ensuring roles and responsibilities are clearly understood. Senior and middle leaders undertake systematic monitoring of teaching and learning. Middle leaders have received relevant professional development, although their evaluations do not yet focus sharply enough on students' learning and attainment in lessons. Self-evaluation judgements are not fully aligned with the UAE framework, particularly the mapping and alignment of standards. The school development plan identifies key areas for improvement and addresses the priorities from the previous review, supported by measurable targets. Student attainment has improved in a number of subjects, reflecting sustained improvement over time.
- Partnerships between parents and the school are good, with an active parents' council contributing to school life. For example, parents suggested introducing French from Phase 2, to which the school responded. Parents value the support provided but have requested additional guidance for Grade 12 students transitioning to college. Parents have many ways to engage with the school, including surveys to provide feedback and inform the school



improvement plan. Regular detailed reports are issued, and in addition to termly consultations, parents are encouraged to discuss any concerns directly with teachers.

- The school maintains appropriate links with other schools and organisations, particularly sister schools within the group, both locally and internationally, as well as community schools offering the same curriculum.
- The school's governing board includes representatives of the owners, parents, school leaders, and students, and is well-informed about the school's work. The governing board receives regular updates on school performance and holds senior leaders accountable for improvement. The board's representative actively contributes to the development of the school improvement plan and ensures statutory requirements are met. Governors also check that the school is adequately resourced, although some staffing gaps remain, particularly of laboratory technicians. The board has recently conducted a mock inspection to provide an objective evaluation of the school's overall performance, although some reviews of the school lack rigour. While the governing body provides effective challenge, their oversight of the school's self-evaluation, including the use of assessment data, lacks depth.
- The school is effectively managed on a day-to-day basis, with routines that ensure students in all phases feel safe and secure. Non-teaching staff contribute to a positive atmosphere and a stimulating learning environment across the school. All teaching staff are SPEA-approved, though relatively few have extensive experience delivering the American curriculum, particularly in English-medium subjects. Regular professional development has had a positive impact on student attainment across all phases. Middle leaders have received training in monitoring and evaluating lessons, and further training is required to strengthen the focus on students' achievement. School buildings are well-maintained, with good facilities for practical subjects. Attractive displays, many showcasing students' work, enhance the learning environment. The school is generally well-resourced, with ample specialist facilities, including swimming pools, science laboratories, music and art rooms, and innovation hubs.

Areas of Strength:

- The effectiveness of the communication channels between parents and staff, and the guidance and support received.
- The efficient running of the school, the provision of resources and the quality of the school buildings and specialist facilities.

Areas for Improvement:

- The alignment of the school self-evaluation with the UAE framework to accurately reflect standards and support targeted school improvement.
- The monitoring and observation processes to ensure evaluation focuses on the quality of learning and progress, linked to accountability for impact.
- Recruitment of laboratory technicians to strengthen practical science and enhance students' investigative and experimental skills.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 22 qualified Arabic teachers from KG to Grade 12, including 2 teaching assistants. The teacher-to-student ratio is 1:102. There are two adequate school libraries in the school.
- The total number of Arabic books is 3,200 including 1,854 fiction and 1,346 non-fiction. There are two libraries and additional reading areas located in a central square, as well as classroom reading corners. Scheduled weekly library periods support Arabic reading for each class.
- Students access the digital platform “Kutubi” to read. It is used during reading and Arabic lessons to support comprehension and vocabulary acquisition. Students’ Arabic language experience is enhanced through a wide range of initiatives and activities, including the “My Speaking Library” and the recorded reading programme.
- Parents participate in “Read with My Family” sessions for Grades 1 to 5. Older students engage in the “Fikr Sultan” competition, poetry competitions, including “Prince of Poets,” Arabic Poetry Day, Arabic Language Week, and morning assembly.

The school’s use of external benchmarking data

- The school is compliant with SPEA requirements. Most of the students take part in the MAP assessment for English, mathematics, and science, IBT for Arabic as a second language learners, TALA for Arabic first language and the TIMSS assessment. A very small number of students sit the AP exam.
- Students are well informed and prepared for these assessments, including through the introduction of MAP lessons and MAP-style questions into lessons. The school has a strong focus on MAP and has introduced Maths MAP sessions as timetabled lessons.
- MAP assessment results are communicated with parents through the school management system. The school has shared videos with parents to support them in understanding the assessment report.
- MAP assessment results are also shared with students. Students write their map assessment data on the SMART goal reflection sections in their subject notebooks.

Provision for KG

- Staffing arrangements in KG are strong and well-matched to students’ needs. The provision includes 12 teachers, including 9 homeroom and 3 Arabic and Islamic Studies teachers. Teachers are supported by 9 assistant teachers and 6 support staff. The overall teacher-to-child ratio of 1:15 ensures high levels of care, supervision, and personalized support.
- The indoor environment is designed to support holistic learning and engagement. Well-resourced learning areas include science, reading, mathematics, mind-challenge, music, multi-

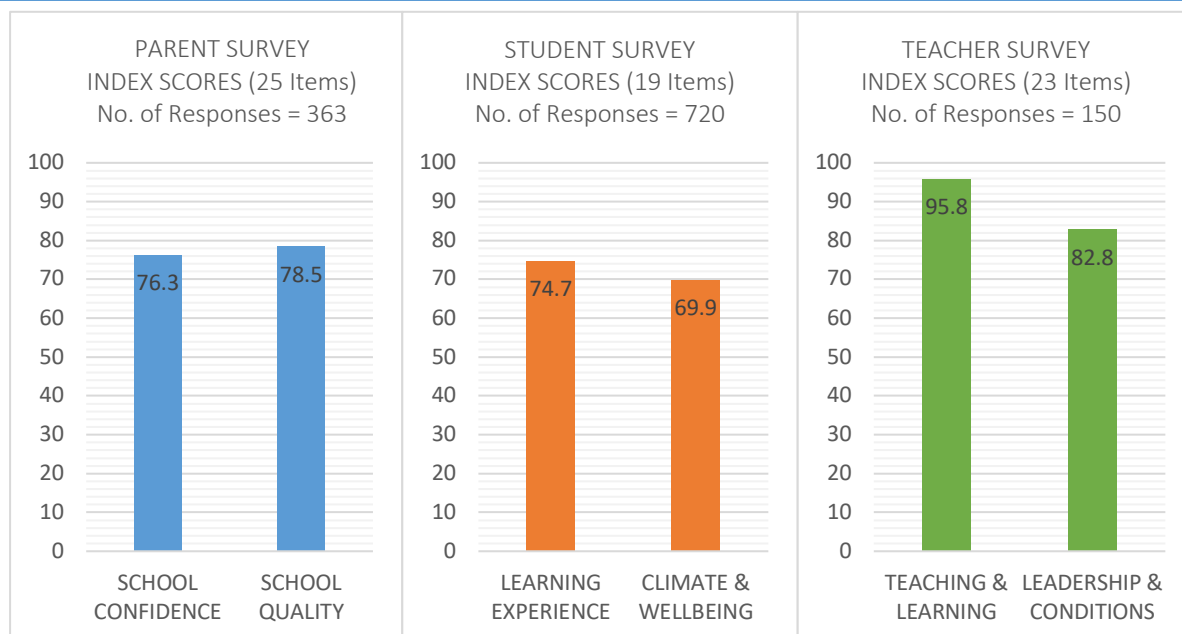


sensory, and sand-play spaces. These areas promote enquiry, early scientific thinking, literacy, numeracy, creativity, and problem-solving skills. Structured use of the Community Helpers area during Academic Excellence lessons provides targeted support and enrichment through flexible grouping and staff collaboration.

- Outdoor provision extends learning beyond the classroom. Designated outdoor teaching and creative areas support active learning, creativity, and exploration. Age-appropriate equipment and games are well matched to students' interests and developmental needs.
- Induction and transition arrangements are comprehensive and well communicated. An induction week at the start of the year supports students' emotional and academic readiness through familiarisation with routines, expectations, and the learning environment. Parents receive clear guidance through welcome letters, term plans, and regular orientation sessions. Transition to Grade 1 is carefully planned through school visits, transition weeks and the sharing of personalised action plans with Grade 1 teachers, ensuring continuity of learning and support.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement and learning skills, by:
 - Enhancing students' higher-order and critical thinking and problem-solving skills in lessons, including in mathematics and science.
 - Consolidate students' innovation, investigation, inquiry and problem-solving skills across the curriculum.
 - Continuing to provide regular opportunities for students to apply their literacy skills in both English and Arabic, including through extended writing.
- Improve the impact of curriculum, teaching and assessment on achievement, by:
 - Building on and extending students' self- and peer-assessment to help them identify their strengths and improvement steps independently.
 - Ensuring all teachers accurately and consistently use assessment data to inform planning and differentiation, especially for low- and high-attaining and G&T students.
 - Enhancing the curriculum, including through strengthening the opportunities for enterprise, innovation and creativity in lessons.
- Improve the impact of leadership and management on student outcomes by:
 - Accurately evaluating school performance to inform SEF and SDP targets robustly against the UAE framework.
 - Building further the capacity of leaders to drive improvements to curriculum, teaching and assessment across the school.
 - Enhancing the impact of professional development, with a particular focus on challenge for high-attaining and G&T students.
 - Strengthening the monitoring of teaching to focus sharply on the impact on students' learning and outcomes.



In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on quality.assurance@spea.shj.ae within three weeks of receiving this report.