



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**Al Rushed American Private School**

9 – 12 February 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.

<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	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	150
School location	Muwaileh Commercial, Sharjah
Establishment date	2012
Language of instruction	English and Arabic
School curriculum	American
Accreditation body	Cognia
Examination Board	AP
External assessments International and Curriculum Benchmark Assessments	MAP, CAT4, PISA, PIRLS, TIMSS, MUKAKIR/TALAA
Fee range	AED 12,895 – AED 28,518
Principal	Mohamed Zaghdoud
Chair of Board of Governors	Waddah Al Shaabi
Staff	
Total number of teachers	95
Total number of teaching assistants	3
Turnover rate	20%
Teacher: student ratio	1:13
Total number of students	1,196
Total number of students per cycle/phase	Phase 1: 159 Phase 2: 394 Phase 3: 281 Phase 4: 362
Pre-KG: number and gender	Boys: 0    Girls: 0
Phase 1: number and gender	Boys: 79    Girls: 80
Phase 2: number and gender	Boys: 195    Girls: 199
Phase 3: number and gender	Boys: 157    Girls: 124
Phase 4: number and gender	Boys: 188    Girls: 174
Total number of Emirati students	345
Pre-KG: Emirati number and gender	Boys: 0    Girls: 0
Phase 1: Emirati number and gender	Boys: 21    Girls: 9
Phase 2: Emirati number and gender	Boys: 47    Girls: 53
Phase 3: Emirati number and gender	Boys: 46    Girls: 44
Phase 4: Emirati number and gender	Boys: 65    Girls: 60
Nationality groups	1. Emirati 2. Jordanian
Total number of students with special educational needs (SEN)	19
Students	



## PROGRESS JOURNEY

Previous Review: (2023-24)	Current Review:
<b>GOOD</b>	<b>VERY GOOD</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 174 lesson observations, 97 of which were carried out jointly with school leaders.

### SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The overall performance of the school has improved from good at the previous review to very good at this review driven by improved students' achievements. The principal, vice principal and academic advisor have a shared vision and have established a clear strategic direction. Senior leaders have distributed leadership strategically to a very effective and informed middle leadership team who in turn have ensured high quality teaching and a strong commitment across the school. Leaders ensure a positive and purposeful learning environment where students respond with very strong attitudes and behaviours, showing respect for each other and for the values and traditions of the UAE. Teachers have a very good knowledge of students' strengths and weaknesses and provide effective feedback about their learning in line with school policy. The well-being, safeguarding and care of students are high priorities for the school, and this is readily acknowledged by parents. The board is fully supportive of school leaders as they endeavour to reduce staff turnover at the school. Leaders and governors demonstrate a very good capacity to improve the school further.

### KEY AREAS OF STRENGTH:

- Improved achievement which is now very good across almost all subjects.
- Students' highly positive attitudes, respectful relationships and their excellent understanding of Islamic values and UAE culture.
- Well-planned and engaging lessons, with questioning and dialogue which motivates students in thoughtful discussion.
- Consistent and coherent assessment processes.
- Effectively planned curriculum, which is imaginative and offers a very wide range of opportunities for almost all students.
- The school environment with rigorous procedures in place for the safety and safeguarding of all students.
- The clear strategic direction and a bold vision of the principal, vice principal and academic advisor, in collaboration with a range of stakeholders.

### KEY AREAS FOR IMPROVEMENT:

- Opportunities for students to take more responsibility and independence in learning and engage in innovative projects, especially in Phase 1.



- Teaching which inspires critical thinking, insightful dialogue and real-world problem solving for all students.
- Curriculum adaptation and implementation to increase personalisation of learning so that it is better matched to all groups of students.
- Partnerships with parents to ensure that the school and students make sustained social contributions.
- The actions of the school board and senior leaders to address the current higher levels of staff turnover.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is very good.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Very Good	Good	Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Arabic (as a First Language)	Attainment	Very Good	Good	Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Arabic (as a Second Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	N/A	Good	Good	Very Good
	Progress	N/A	Very Good	Very Good	Very Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very Good
Mathematics	Attainment	Good	Good	Good	Very Good
	Progress	Good	Very Good	Very Good	Very Good
Science	Attainment	Good	Good	Good	Very Good
	Progress	Good	Very Good	Very Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Learning Skills		Good	Very Good	Very Good	Very Good



Islamic Education

- Students' achievement in Islamic Education is very good overall. The school's internal data indicates very good progress in Phase 1 and outstanding progress in Phases 2, 3, and 4. This is not seen in lessons and in students' work, where the large majority of students in all phases make progress which is above curriculum expectations.
- The school's internal data shows that attainment is very good in Phase 1, and outstanding in Phases 2, 3 and 4. This does not match with what is seen in lessons and in students' work, where the majority of students in Phases 2 and 3, and the large majority in Phases 1 and 4, attain above curriculum standards. There are no external assessments for Islamic education.
- In Phase 1, a large majority of children demonstrate a solid understanding of basic Islamic values and etiquette and practise age-appropriate behaviours in daily routines. In Phases 2 and 3, the majority of students show strong understanding of the Holy Qur'an, the Noble Hadeeth, Islamic values, and the Seerah, and can explain and apply moral concepts in familiar contexts. However, they do not consistently interpret texts to extract Fiqh rulings or fully analyse contemporary Islamic issues. In Phase 4, a large majority of students demonstrate a more secure understanding of Islamic teachings related to faith, identity, humanity, and the universe, and explain connections between Islamic principles and contemporary social, ethical, and health-related contexts.
- Most groups of students make better than expected progress. Gifted and talented (G&T) and students with additional learning needs do not always make the progress of which they are capable.

**Areas of Strength**

- Students' knowledge of The Holy Qur'an and the Noble Hadeeth and relevance of the Seerah in their daily lives.
- Students' understanding and application of Islamic values, principles and etiquette.

**Areas for Improvement**

- Students' interpretation of the Holy Qur'an and the Noble Hadeeth to extract Fiqh rulings and key benefits in Phases 2 and 3.
- Students' ability to analyse and evaluate contemporary Islamic issues in Phases 2 and 3.



Arabic Language

- Students' achievement in Arabic First Language (AFL) is very good overall. The school's internal data indicates outstanding progress across all phases. This does not match with what seen in lesson and in their work, where the large majority of students make better than expected progress across all phases.
- The school's internal data shows that attainment is outstanding across all phases in AFL. External TALA examination results indicate acceptable attainment in Phase 2 and weak attainment in Phases 3 and 4. In lessons and in their work, the majority of students in Phases 2 and 3, and the large majority of children and students in Phases 1 and 4, attain above curriculum standards
- In Phase 1, the large majority of children accurately pronounce letters and recognise them in sight words, demonstrating a strong understanding of both long and short vowel sounds. Students in Phases 2 and 3 comprehend short stories and texts, responding appropriately to related questions and showing the ability to extract the main ideas and key details. However, their reading fluency and expressive reading are still developing, especially when reading long paragraphs. Students in Phase 4 demonstrate strong skills in understanding the meaning of poems through inference and contextual clues, and they confidently express their opinions about the content they have read. Although students across all phases have a clear understanding of grammar rules, they are less secure in applying them effectively in their writing.
- Most groups of students make better than expected progress. G&T and those with additional learning needs do not always make the progress of which they are capable.

**Areas of Strength**

- Children's ability to recognise letters and vowel sounds in Phase 1.
- Students' ability to understand poems and confidently express their opinions in Phase 4.

**Areas for Improvement**

- Students' reading skills, particularly reading fluency and expression in Phases 2 and 3.
- Students' writing skills, ensuring application of grammar rules across all Phases.



Social Studies

- Students' achievement in social studies is very good overall. The school's internal data shows that students make outstanding progress in Phases 2, 3 and 4. This does not match what is seen in lessons and in students' work, where the large majority of students in all three phases make progress which is above curriculum expectations.
- The school's internal data shows that attainment is outstanding in all three phases. This does not match what is seen in lessons and in students' work, where the majority of students in Phases 2 and 3, and the large majority in Phase 4, attain above curriculum standards. There are no external assessments for social studies.
- The large majority of students in Phase 2 demonstrate a solid understanding of the UAE's national identity, citizenship, and values, and can explain individual responsibility toward the environment. However, students' understanding of the national economy, including links between sustainability, resources, and economic development, is not consistently secure. In Phase 3, the large majority of students show a strong understanding of leadership, national identity, and social change, explaining H.H. Sheikh Zayed bin Sultan Al Nahyan's (may his soul rest in peace) role in national development. However, their understanding of government structures and the impact on society and the national economy remains limited. In Phase 4, a large majority of students demonstrate a clear understanding of citizenship, government initiatives, and sustainability, linking national development to the UAE's future.
- Most groups of students make better than expected progress. G&T students and those with additional learning needs do not always make the progress of which they are capable.

Areas of Strength

- Students' knowledge of key aspects of the UAE's national identity in Phase 2.
- Students' appreciation of the role of leadership in the UAE's development in Phase 3.

Areas for Improvement

- Students' understanding of the national economy, including links between sustainability, resources, and economic development in Phase 2.
- Students' understanding of government structures and their direct impact on society and the national economy in Phase 3.



English

- Students' achievement in English is good overall. The school's internal data shows that students make good progress in Phase 1, 2 and 3, and very good progress in Phase 4. This matches that seen in lessons and in students' work, where the majority of students in Phases 1, 2 and 3, and the large majority of students in Phase 4, make progress which is above curriculum expectations.
- The school's internal data shows that attainment is outstanding in all phases. This does not match that seen in lessons and in students' work, where the majority of students in Phases 1, 2 and 3, and the large majority of students in Phase 4, reach levels of attainment which are above curriculum standards. External MAP data shows that progress is outstanding in reading and language in Phases 2 and 3. PISA 2022 results for reading literacy are below international and UAE averages.
- Overall, the majority of students make better than expected progress in English. In Phase 1, the majority of children recognise phoneme sounds and combine them to decode CVC words. Some write words on a mini whiteboard, whilst others create and read meaningful sentences. In Phase 2, students create clear connections between characters using evidence from different stories. In Phase 3, students work collaboratively, with effective critical and creative thinking, to predict changes to the story when the setting alters and develops. They do not always seek out textual evidence or quotations to support their ideas. In Phase 4, students analyse rhetorical strategies to emphasise the arguments for and against various topics. They present viewpoints with clarity. Oral reading for meaning requires improvement across the school.
- The majority of groups of students make better than expected progress. G&T students and students with those with additional learning needs do not always make the progress of which they are capable.

**Areas of Strength**

- Students' ability to compare and contrast connections between different characters in Phase 2.
- Student ability to analyse rhetorical strategies in order to emphasize arguments in Phase 4.

**Areas for Improvement**

- Student's use of textual evidence and quotations to support ideas in Phase 3.
- Students' oral skills in reading for meaning across the school.



Mathematics

- Students' achievement in mathematics is very good overall. The school's internal data shows outstanding progress in Phases 1, 2 and 3 and very good progress in Phase 4. This does not match that seen in lessons and in students' work, where the majority of children in Phase 1, and the large majority of students in Phases 2, 3 and 4, make progress which is above curriculum expectations.
- The school's internal data shows that attainment is outstanding in Phases 1 and 2 and very good in Phases 3 and 4. This does not match that seen in lessons and in students' work, where the majority of students in Phases 1, 2 and 3, and the large majority of students in Phase 4, reach levels of attainment which are above curriculum standards. External MAP data shows that attainment is outstanding in Phases 2, 3 and 4. PISA 2022 was above other Sharjah private schools but below the OECD average. TIMSS 2023 for Grade 4 were above the international average. In Grade 8, TIMSS were below local benchmarks.
- In Phase 1, the majority of children develop number concept using appropriate hands-on investigations and can count in 10s accurately. However, children are not always given the time to think mathematically and solve problems independently. In Phase 2, the large majority of students' mathematical language is developing, and they practice their mental mathematics very effectively using the abacus. In Phase 3, they begin to work more abstractly and by the end of the phase have a thorough understanding of the use of symbols, and the concept of a variable has been well established. In Phase 4, the large majority of students have developed a very thorough understanding of trigonometry and are exploring functions as well as solving problems involving angles of elevation. However, students have not yet developed skills of applied reasoning and critical thinking to solve problems set in real-life scenarios, especially in Phases 2 and 3.
- Most groups of students make better than expected progress. G&T students and those with additional learning needs do not always make the progress of which they are capable.

**Areas of Strength**

- Students' ability to solve computational problems using the abacus in Phase 2.
- Students' deep understanding of algebra and trigonometry in Phase 4.

**Areas for Improvement**

- Students' skills for applied problem solving, reasoning and critical thinking to solve real-life scenarios, especially in Phases 2 and 3.
- Phase 1 children's ability to think mathematically and solve problems independently.



Science

- Students' achievement in science is very good overall. The school's internal data shows that students make outstanding progress in Phases 2 and 3 and very good progress in Phases 1 and 4. This does not match with what is seen in lessons and in students' work, where the majority of children in Phase 1, and the large majority of students in Phases 2, 3 and 4, make progress which is above curriculum expectations.
- The school's internal data shows that attainment is outstanding in Phases 1 and 2 and very good in Phases 3 and 4. 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 of students in Phase 4, reach levels of attainment which are above curriculum standards. External MAP results shows that attainment is outstanding in Phases 2, 3, and 4. Results in TIMSS 2023 were below both international and UAE averages in Grade 8 and broadly aligned to the UAE average in Grade 4.
- A majority of children in Phase 1 develop their understanding of day and night and the world around them, including in the desert. They are less confident in enquiry and prediction. In Phase 2, the large majority of students observe and compare materials and know how oxygen is inhaled in respiration and can link it to exercise and healthy living. Students' scientific terminology is developing well. In Phase 3, the large majority of students compare natural and synthetic materials and know about the harmful impact of polythene on environmental degradation. In Phase 4, the large majority of students learn about different electric circuits and make valuable real-life links to their everyday use. In all phases, students learn how to follow the scientific method of verification and justification. Less developed is their fluency in explaining scientific concepts in Phases 2 and 3, and their use of learning technologies for independent investigation in all phases.
- Most groups of students make better than expected progress. G&T students and those with additional learning needs do not always make the progress of which they are capable.

**Areas of Strength**

- Students' understanding of the scientific method and terminology.
- Students' thinking, knowledge and conceptual understanding of science.
- Students' understanding of electricity and electrical circuits in Phase 4.

**Areas for Improvement**

- Students' fluency in explaining scientific concepts, and use of technology for independent investigation.
- Children's scientific enquiry and ability to predict in Phase 1.



Other subjects

- Students' achievement in other subjects is very good across all four phases. Other subjects include ICT, physical education (PE), French, business studies, economics, world history, music and art. The school's internal assessment data indicates that students' progress in business studies and ICT is outstanding. In lessons and in their work, the large majority of students in all four phases make progress which is above curriculum expectations.
- The school's internal assessment data indicate that attainment in most subjects is outstanding in Phases 1 and 2, and very good in Phases 3 and 4. This mostly matches with what is seen in lessons and in students' work, where the large majority of students' reach levels of attainment which are above curriculum standards. There is no external assessment data for other subjects.
- The large majority of students demonstrate very strong knowledge and skills in other subjects across all phases. Across the school, in ICT, students develop digital skills and apply their learning appropriately. In Phases 1 and 2, students demonstrate independence and self-regulation during structured and play-based learning. In Phases 3 and 4, students develop French vocabulary, but their fluency is still limited. In Business Studies in Phase 4, students demonstrate strong entrepreneurial skills by developing viable business concepts and evaluating market demand. Across all phases, in PE, students develop their physical skills and coordination through active engagement, showing good agility in volleyball, and movement control in racket sports. In Art, students display their creative skills, for example, in painting and manipulating textured materials. However, younger children do not yet use a wide range of media to extend their creativity.
- Most groups of students make better than expected progress. G&T students and those with additional learning needs do not always make the progress of which they are capable.

**Areas of Strengths**

- Phase 4 students' application of entrepreneurial and innovation skills in Business Studies.
- Students' tactical awareness and control in PE, particularly in Phase 3.

**Areas for Improvement**

- Students speaking fluently and at length in French.
- Younger children' use of a wider range of media in their creative work.



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• The overall for learning skills is good .Students are keen to learn, are self-reflective and mostly take responsibility for their learning, especially in higher phases. They engage in lessons with enthusiasm and show motivation to improve by meeting specific success criteria.</li><li>• Students enjoy collaborating, working purposefully in their groups. They are able to confidently present their findings to the class and develop a rapport with their peers which allows for meaningful discussion. However, in Phase 1 children are sometimes over-supported as they begin to acquire these skills.</li><li>• Students are able to make meaningful links to the real world in most lessons. Across all subjects, links are well planned and used to connect learning. In mathematics and science real world problems are often the focus of lessons. Students are enterprising and the use of technology is an integral part of students' experiences. They use tablets very confidently, including self-and peer-assessment of learning using QR codes. They interact with class whiteboards, use learning platforms and undertake research using AI. Productive innovative projects are undertaken where critical thinking and problem solving are encouraged, although this is more often seen in higher phases.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• The high level of student engagement in their learning and use of technology.</li><li>• Students' collaboration and communication in group work, especially in upper phases.</li></ul>	<ul style="list-style-type: none"><li>• Children's collaboration and communication skills in Phase 1.</li><li>• Students enhanced critical thinking and problem solving in lower phases.</li></ul>



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' personal and social development is outstanding overall. Students have very positive and responsible attitudes towards learning and school, showing sensitivity to the needs of others and care for them. They demonstrate self-reliance and responsibility. Across all phases, students engage actively in lessons, listen responsively to their teachers and respond well to critical feedback. Students are frequently self-disciplined and respond well to others. Students work together to support their peers and demonstrate responsible conduct. Through anti-bullying campaigns, students lead awareness activities that reinforce positive relationships. Incidents of bullying are very rare and are addressed effectively.
- Relationships between students and staff are very respectful and considerate and based on trust. Students consistently help each other and work together positively. They show sensitivity and empathy towards the needs and differences of others through their participation in lessons and wider school activities.
- Students demonstrate a secure understanding of safe and healthy living through regular awareness sessions on health, safety, and well-being. They usually make wise choices at lunch and snack times. Students willingly participate in physical activities and sports, and they initiate or take part in activities that promote health and safety effectively.
- Students' attendance is outstanding at 98%. Almost all students attend school and lessons on time.

Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
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- Across all phases, students demonstrate an excellent appreciation and understanding of how Islamic values influence contemporary UAE society. They appreciate the relevance and impact of principles such as respect, honesty and social responsibility on everyday life. Students reflect maturely on key Islamic messages and conscientiously apply what they learn in their conduct and everyday life. Islamic values are deeply embedded in their attitudes, behaviour and strong sense of belonging to the UAE's Islamic identity.
- Students are very knowledgeable about national traditions and confidently discuss cultural activities in which they participate. Students initiate and involve themselves in a wide range of



cultural events, including national celebrations and heritage initiatives, many through the Student Council.

- Students demonstrate a strong understanding and appreciation of their own and other cultures. Emirati and international students confidently describe traditions and values, explaining similarities and differences between cultures. Through Culture Day, Global Day, and exchanges such as the Japanese School visit, they show respect, tolerance and empathy. Students recognise how cultural diversity strengthens the UAE's global identity and interact harmoniously across nationalities. While appreciation is well embedded, deeper analytical understanding of global cultures remains an area for further development.

**Social responsibility and innovation skills**

**Very Good**

**Very Good**

**Very Good**

**Very Good**

- Students willingly engage in the school community, taking on responsibilities and leadership roles, to help younger students, and organise activities such as awareness campaigns and charity events. Through the SANAD initiative, students provide support to students with additional learning needs. Students also volunteer through Red Crescent and regularly visit care homes.
- Students demonstrate a very positive work ethic. They successfully initiate and lead projects, making decisions and collaborating with peers. Students apply their skills in programs like INJAZ UAE and STEM Week activities. They have managed projects such as AI-based digital presentations and interactive solutions, and a sensor-based device supporting visually impaired users. Participation in innovative and entrepreneurial projects is still at a developmental stage.
- Students show care for the school environment and seek ways to improve it through active participation in recycling initiatives, including the date seeds recycling project and planting activities. Their understanding of conservation, and sustainability are developed through conservation and climate projects. Students participate willingly in initiatives in the school and the wider community, including tree-planting and hands-on learning in greenhouse facilities.

**Areas of Strength:**

- Students' understanding and consistent application of Islamic values in daily life.
- Students' strong respect and pride in Emirati heritage and national identity.
- Students' consideration and empathy to other students, including those with additional educational needs.

**Areas for Improvement:**

- Students' participation in innovative and entrepreneurial projects.
- Students' deeper analytical understanding of global cultures.



### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

**The quality of teaching and assessment is very good overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Teaching for effective learning</b>	<b>Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>• The quality of teaching is very good overall and good in Phase 1. Most teachers apply their knowledge and very effectively support different learners' needs. Most teachers use a range of strategies based on Bloom's Taxonomy and the flipped classroom to provide variety in lessons. Lessons are planned on an agreed template and are informed by assessment data. Planning usually results in effective lessons, supporting positive outcomes for students.</li><li>• Teachers' interactions with students motivates and interests them, and students are keen to learn. The use of questioning to develop critical thinking skills is developing well. The impact of questioning is inconsistent in lower phases, with less student thinking time. In upper phases, teachers' questioning encourages engaging and thought-provoking dialogue and discussion. Student engagement is consistent and reflective interactions are common, especially in Phase 4.</li><li>• Teachers use planned differentiation in all lessons with levelled success criteria, matched to students' potential. Students are also offered extension and challenge questions to further deepen their learning. These are fewer opportunities for children to be challenged in Phase 1. Students with additional learning needs have learning plans and teachers are trained on how best to support these students.</li><li>• Lessons often begin with a predictive exercise which links into the lesson topic and promotes critical thinking. Activities to promote creativity, problem solving and innovation help to involve students in purposeful and productive group work, or in independent learning. This is a developing aspect of lessons in Phase 1.</li></ul>				
<b>Assessment</b>	<b>Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>• The procedures for analysing internal data are now more rigorous and are used effectively to evaluate student attainment and skills against the curriculum. These are informed by diagnostic, formative and summative assessments of student work. This provides leaders with profiles of student performance, as individuals and across groups. However, a</li></ul>				



consistent system for recording and monitoring student progress across subjects is at a developmental stage.

- Benchmarking using MAP assessments is efficient and ensures that results are compared against national and international data. MAP results are analysed in detail, and learning gaps are incorporated into lessons very effectively. As a result, there has been a trend of improvement in MAP outcomes across the school. The school uses CAT 4 tests of cognitive reasoning as a baseline to identify students' strengths and areas for development. TIMSS, PISA, PIRLS tests are also analysed and are showing some improvement, especially the most recent TIMSS results, which confirms the strong school performance.
- Teachers use data very effectively to inform planning and for curriculum modification, although this is not as effective in Phase 1 as it is in the other phases. Individual and group targets are set, and students are well supported and provided with appropriate extension tasks. Feedback from teachers includes support for students to assess their own learning using rubrics and peer review. A clear policy on written feedback, including tailoring next steps, is now in place but implementation remains inconsistent.

#### **Areas of Strength:**

- The range of teaching strategies to promote successful student engagement.
- Detailed analysis of benchmarking results to identify learning gaps and tailor lesson planning.
- Use of rubrics and peer review to support self- and peer-assessment.

#### **Areas for Improvement:**

- The levels of challenge provided for children in Phase 1.
- Implementing a system for recording and monitoring student progress across subjects.
- The consistent implementation of written feedback by teachers on students' work.



## PERFORMANCE STANDARD 4: CURRICULUM

**The quality of the curriculum is very good overall.**

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Curriculum design and implementation</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>

- The curriculum has a clear rationale aligned to the school, Emirate and national visions. Curriculum planning across all phases is clear, coherent and carefully sequenced. Vertical and horizontal alignment ensures students build secure foundational knowledge and skills across subjects. Planning is detailed, featuring structured differentiation at three levels, purposeful questioning and embedded assessment. Continuity of learning between phases is secure and continuously reviewed, although it is less secure in the transition from Phase 1 to Phase 2.
- The curriculum provides a wide range of subject choices and pathways, particularly in Phase 4, enabling students to develop their talents and pursue their interests and aspirations. Pathways include American High School Diploma, Business and Enterprise and ICT/Science. Cross-curricular links are meaningful and carefully planned in all lessons. Curriculum teams collaborate to design coherent learning experiences that link subjects and support transferable skills such as problem-solving, communication and collaboration.
- Curriculum review processes are regular and systematic, aligned with national priorities. Heads of Department meet regularly to consider curriculum adaptations, evaluate impact and refine sequencing and progression in planning. Oversight and monitoring ensure curriculum alignment remains responsive and coherent and leads to improvements.

<b>Curriculum adaptation</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
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- The school is successful in ensuring that teachers modify the curriculum to meet the needs of all groups of students. Systems are in place to support learning needs, and lesson planning reflects structured adaptations. Students with additional learning needs and G&T students are supported through individual plans and additional specialised classes. However, personalised learning plans are at a developmental stage.



- The curriculum is imaginative, offering a very wide range of opportunities designed to motivate students. Enrichment opportunities, including robotics, AI, coding and mobile applications, microeconomics and enterprise initiatives strengthen real-life applications and understanding. However, opportunities for enterprise and innovation in lower phases require further strengthening.
- Learning experiences reflect Emirati culture, UAE identity and citizenship and are deeply embedded across the curriculum. These experiences are authentic and sustained, enabling all students to develop a strong and secure understanding of UAE society and national values.

**Areas of Strength:**

- Students' development of transferable learning skills through strong cross-curricular planning and subject links.
- The embedding of UAE identity, culture and citizenship across the curriculum.
- Options and pathways available to students in Phase 4.

**Areas for Improvement:**

- Structured opportunities for enterprise and innovation, especially in lower phases.
- The effectiveness of curriculum transition from Phase 1 to Phase 2.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>

- The protection, care, guidance and support of students are outstanding overall. Staff, students and families are fully aware of safeguarding, supervision and safety procedures. Child protection and anti-bullying policies are highly effective. Behaviour management is exceptional with frequent and rigorous supervision of students. A qualified doctor, two nurses and social workers ensure students' physical, social, emotional and mental well-being.
- School leaders implement comprehensive health and safety policies and procedures. The buildings, equipment and transport arrangements provide an excellent physical environment. Comprehensive medical records of students, including records of daily incidents and attendance, are maintained. Although there is no lift, ramps for physically disabled students, and provision of evacuation chairs in case of an emergency, ensure access for all. Fire evacuation drills are regular, with extensive first-aid training and clear medication protocols.
- The promotion of healthy lifestyles is embedded across the school through displays and structured well-being programmes. Health education is delivered through a digital health magazine and promotional campaigns on obesity, diabetes, 'No Smoking' and nutrition by the school nurses and social workers. Students are involved in all the school's initiatives, promoting students' physical, social, emotional and mental well-being very effectively.

<b>Care and support</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
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- Staff–student relationships are exemplary. The school has very thorough and stringent policies to manage behaviour and, as a result, students' behaviour is very positive across the school.
- The school is highly successful in promoting outstanding attendance, including a rewards system for students with the best attendance. Attendance and punctuality are managed exceptionally well through incentives and proactive engagement with parents.



- The school has thorough procedures to identify students with special educational needs, and those who are gifted and talented. Identified students have diagnostic test reports and IEPs (Individual Education Plans). The process includes teacher referrals, observations, assessment tools, parental consultation, and external assessments. G&T students are identified using CAT4 assessments, teacher referrals and staff nominations. However, the number of G&T students identified are less than might be expected for a school of this size.
- The school provides effective support for students with additional needs and challenge and enrichment for gifted and talented students. There are remedial classes for low-attaining students and additional support in Arabic and English. In lessons, students with additional learning needs are largely supported through different levels of worksheets. G&T students benefit from a wide range of enrichment opportunities. At times, G&T and high-attaining students are not pushed on quickly enough to accelerate their learning.
- The guidance and well-being of all students are closely monitored. This information is used to provide highly effective personal, social and academic guidance. Aptitude tests help to determine the choice of subjects and career options. Older students have comprehensive information about universities in the UAE or internationally.

#### **Areas of Strength:**

- A caring ethos permeates all aspects of the school, with a rigorous approach to safeguarding, well-being and the promotion of healthy lifestyles.
- Staff-student relationships are exemplary, based on mutual respect.
- Attendance is outstanding and managed and monitored exceptionally well by staff.

#### **Areas for Improvement:**

- The provision of a lift to further support access for physically challenged students and staff.
- The identification and support for high-attaining students and the gifted and talented to further accelerate their learning.



## 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**

**Very Good**

**Partnerships with parents and the community**

**Good**

**Governance**

**Very Good**

**Management, staffing, facilities and resources**

**Very Good**

- The overall quality of leadership and management is very good. The experienced principal, recently appointed vice principal and academic advisor, have played a key role in the growth and high performance of the school. Together they have set a clear strategic direction and a policy of openness, accountability and inclusion. The vision is well shared and driven by a highly competent middle leadership team and teaching staff. Leaders have a wide international experience, and senior leaders demonstrate thorough understanding of the American curriculum. They work jointly with the SPEA on professional development to ensure best international practices. Relationships between staff members and all stakeholders are consistently professional and effective. Leadership is very efficiently distributed especially to the Heads of Department and morale is high despite recent higher turnover.
- Senior leaders demonstrate a clear and accurate understanding of what needs to be done to improve. They have identified key priority areas for improvement such as literacy and the alignment of internal and external assessment policies. Leaders have been innovative and successful in developing all aspects of the school. Whole school professional development, including the skills and expertise of the middle leadership team is a key priority.
- The school's self-evaluation is rigorous and includes input from all staff members and a few stakeholders. The self-evaluation form (SEF) is well-evidenced and realistic. Senior leaders together with heads of department monitor teaching and learning very effectively and provide useful feedback to improve achievement. The school improvement plan (SIP) is coherent and aligned well to the SEF. Action plans are based on the previous review and on internal and external assessment information. All recommendations from the previous review have been tackled very successfully leading to a much-improved school performance.
- The school successfully engages parents as partners. Parental engagement through the parent committee is somewhat informal but parents have a voice and are able to share concerns and seek answers when necessary. However, parents are not meaningfully involved in school planning or decision-making. Effective communications ensure parents are informed about school developments. The school portal is effective in providing a wide range

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of information. Parents of ALN students are well supported and get regular progress reports from the inclusion team.

- The school makes regular social contributions and has a few connections with external bodies, including community partnerships, charities and local universities. However, international connections are more limited.
- The Board of Trustees includes representation from all stakeholders and benefits from wide educational expertise. The Board systematically monitors the school through regular visits and meetings. The Board exerts a very positive influence on the school and has a strong relationship with senior leaders. Recent higher levels of staff turnover remain a challenge for the board and has not yet been fully addressed.
- Almost all aspects of the school are very well organized and appropriate and well-qualified staff are deployed. Professional development and best practice are promoted extensively in collaboration with SPEA support. Leadership training and development for staff is a key feature and has driven improved student outcomes. The building is well designed to provide a wide range of specialist facilities that are used regularly to engage and enhance students' learning. A wide range of high-quality resources are available throughout the school. The use of devices is moderated to establish a balance between traditional collaborative work and use of technology.

#### **Areas of Strength:**

- The very clear strategic direction and vision set by the principal and senior leaders and shared with the wider school community.
- The successful distribution of leadership to the very effective middle leadership team.
- Leaders' processes for self-evaluation and action planning.

#### **Areas for Improvement:**

- The impact of the links with parents, and the extent to which parents have a more meaningful role in all school policies and decisions.
- Current levels of staff turnover and the actions of leaders and governors to address this successfully.



## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- Overall, there are 27 teachers teaching Arabic. In KG1, KG2, and Grade 1, there is 1 language assistant per class, 12 in total, with a teacher–student ratio of 1:44.
- The library holds 250 Arabic fiction and 150 non-fiction books, complemented by reading corners in KG, daily ‘Read Aloud’ routines, curriculum-linked texts, book fairs, trips to the Sharjah International Book Fair, and the Alif Platform for Grades 1–12, with weekly supervised Arabic library sessions and comprehension activities.
- Extra-curricular activities include competitions, the National Reading Challenge, structured writing tasks, and parent-supported interventions.

### The school’s use of external benchmarking data

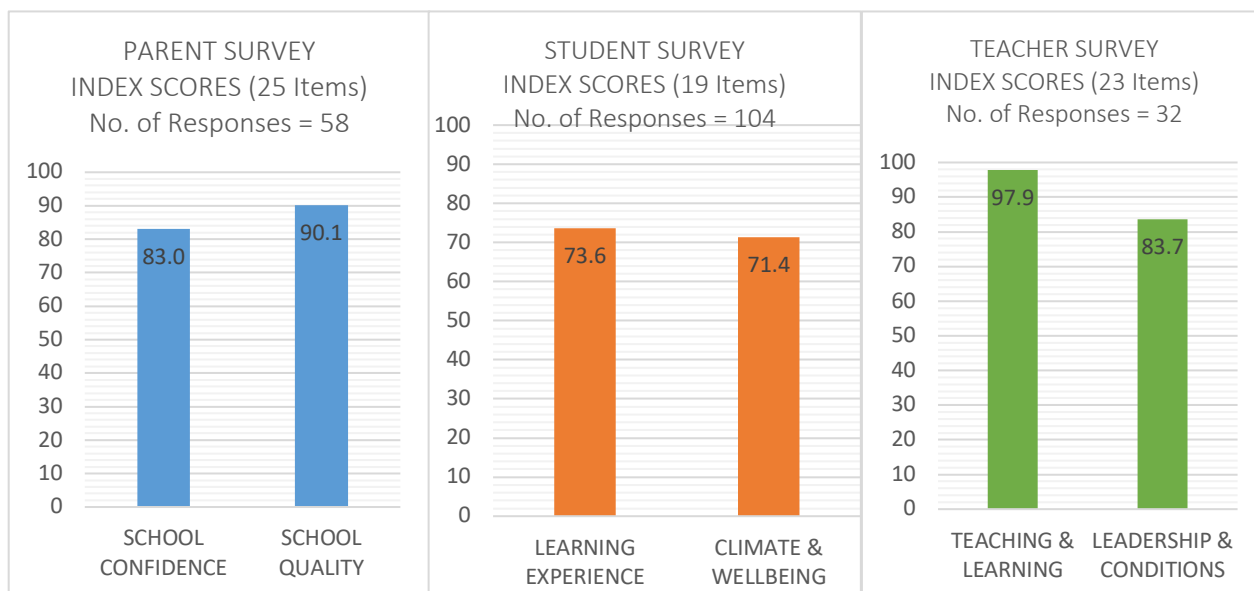
- The school monitors student progress through a range of international and Arabic benchmark assessments, including MAP tests (Grades 3, 5, 7, 9), CAT4, TIMSS, PISA, PIRLS (Grade 4), and Arabic assessments Mubakkir (KG–Grade 2) and Tala (not used in 2024–25) in Grades 3, 5, 7 and 9 covering different numbers of students depending on the test.
- Student data helps to target support, differentiated learning, and enrichment. This is supported by practice sessions and complemented by specific staff training.
- International test results are shared with students through feedback sessions and the Cerebry platform, and with parents through reports, meetings, weekly plans, diaries, dashboards, and WhatsApp, ensuring they understand next steps.

### Provision for KG

- The KG section provides a safe, well-resourced, Child-centered environment supporting students’ academic, social, emotional, and physical development. It is staffed by 8 class teachers, 8 TAs, 2 cover teachers, and 4 subject teachers, with a class ratio of 1:20.
- Spacious, well-organised classrooms have defined learning areas and reading corners to promote early literacy, while indoor and outdoor play areas support physical development and cooperative play. Curriculum enrichment and extra-curricular activities, along with parental and community involvement and annual English and Arabic reading competitions.
- Transition to Grade 1 is ensured through aligned routines, shared learning records, and activities.



## VIEWS OF STAKEHOLDERS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise students' achievement to a consistently outstanding level in all core subjects and phases, by:
  - Enhancing students' reading fluency and extended writing skills, ensuring application of grammar rules in both Arabic and English.
  - Strengthening students' interpretation and analyses of texts in The Holy Quran and The Noble Hadeeth in Phases 2 and 3.
  - Enhancing English comprehension and inference skills through consistent modelling in lower phases.
  - Ensuring a culture of applied problem solving, reasoning, and critical thinking skills to consistently solve real-life scenarios.
  - Expanding opportunities for students to develop extended enquiry, interpretation, explanation and application of science to technology in all phases.
- Improve aspects of teaching, assessment, curriculum, by:
  - Ensuring that student-centred, inquiry-based teaching strategies are consistently implemented in all subjects.
  - Improving teaching in phase 1 by adopting better teaching practices identified across the school.
  - Improving the quality of student written feedback and ensuring consistent follow-up and student action on next steps.
  - Ensuring curriculum adaptation is consistently personalised and opportunities for enterprise, innovation and entrepreneurship are embedded.
  - Ensuring that students who are gifted and talented are identified and supported appropriately.
- Improve the impact of school leadership further, by:
  - Ensuring that all leaders have a deep understanding of international best practices to move the school to outstanding.
  - Enhance the connection with parents and ensure that parents play a more influential role in defining school priorities and policies.



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](mailto:quality.assurance@spea.shj.ae) within three weeks of receiving this report.