



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

AI AHLIAH CHAIRTY PRIVATE SCHOOL
FOR BOYS – BRANCH 4
17 to 20 February 2025

Overall
Effectiveness
Rating:
ACCEPTABLE

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements



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

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

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

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



SCHOOL INFORMATION

School	School ID	435
	School location	Samnan, Sharjah
	Establishment date	2022
	Language of instruction	Arabic
	School Curriculum	Ministry of Education (MoE)
	Accreditation body	-
	Examination Board	MoE
	External Assessments International and Curriculum Benchmark Assessments	International Benchmark Tests (IBT) Test of Arabic Language Arts (TALA)
	Fee Range	AED 9,510 to AED 12,230
Staff	Principal	Mohamad Othman Ali Almaazmi
	Chair of board of governors	Arif AL Shaikh
	Total number of teachers	47
	Total number of teaching assistants	0
	Turnover rate	15%
Students	Teacher: student ratio	1:16
	Total number of students	735
	Total number of students per cycle.	KG: 0 Cycle 1: 0 Cycle 2: 0 Cycle 3: 735
	Pre-KG: number and gender (KG): number and gender	Boys: 0 Girls:0 Boys: 0 Girls:0
	Cycle 1 number and gender	Boys: 0 Girls:0
	Cycle 2: number and gender	Boys: 0 Girls:0
	Cycle 3: number and gender	Boys: 735 Girls:0
	Total number of Emirati students	0
	Pre-KG: Emirati number	Boys: 0 Girls:0

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	and gender KG: Emirati number and gender	Boys: 0 Girls:0
	Cycle 1: Emirati number and gender	Boys: 0 Girls:0
	Cycle 2: Emirati number and gender	Boys: 0 Girls:0
	Cycle 3: Emirati number and gender	Boys: 0 Girls: 0
	Nationality groups (largest first)	1. Egyptian
		2. Syrian
	Total number of students with special educational needs	4



PROGRESS JOURNEY

Previous Review:	Current Review:
NO PREVIOUS REVIEW	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 128 lesson observations, 48 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the school's first review. Students make good progress in Islamic education, Arabic, and social studies. Achievement in core subjects is acceptable overall although it varies across subjects. Students' personal and social development are good, with students demonstrating clear understanding and awareness of Islamic values and Emirati culture. The quality of teaching and assessment is acceptable overall. It is limited in the extent to which teachers use assessment information to plan and deliver differentiated lessons to meet the different needs of all students. The curriculum adheres to MoE requirements. It is not adapted well to meet the specific needs of all learners. Care and support for students are adequate. Leadership and governance ensure that the school is compliant with regulations. Strategic planning and accountability are not sufficiently effective to drive sustained improvement across all areas.

KEY AREAS OF STRENGTH:

- Students' good progress in Islamic education, Arabic and social studies.
- Students' personal and social development.
- Students' awareness of Islamic values and Emirati culture.
- The day-to-day management of the school.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement across all subjects and grades, particularly in English, mathematics and science.
- Teachers' high-quality practices, including the effective use of assessment to promote good or better students' outcomes, foster independent learning, and build students' resilience.
- The effective identification and support for students with special educational needs (SEN), and challenge for gifted and talented (G&T) students to maximise their achievement and ensure the creation of an inclusive learning environment.

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- The rigour and effectiveness of self-evaluation and strategic planning and leaders' accountability for improving the outcomes for all students and the school's performance.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

Indicators:		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	N/A	N/A	N/A	Good
	Progress	N/A	N/A	N/A	Good
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	Acceptable
	Progress	N/A	N/A	N/A	Good
Arabic (as an additional Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	N/A	N/A	N/A	Acceptable
	Progress	N/A	N/A	N/A	Good
English	Attainment	N/A	N/A	N/A	Acceptable
	Progress	N/A	N/A	N/A	Acceptable
Mathematics	Attainment	N/A	N/A	N/A	Acceptable
	Progress	N/A	N/A	N/A	Acceptable
Science	Attainment	N/A	N/A	N/A	Acceptable
	Progress	N/A	N/A	N/A	Acceptable
Other subjects (Art, Music, PE)	Attainment	N/A	N/A	N/A	Acceptable
	Progress	N/A	N/A	N/A	Acceptable
Learning Skills		N/A	N/A	N/A	Acceptable

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Islamic Education

- Students' achievement in Islamic education is good. In lessons and students' work the majority of students make better than expected progress over time. This does not fully align with the school's internal assessment, which indicates that progress across the school is outstanding.
- There are no externally benchmarked assessments in Islamic education. Internal assessment data indicates outstanding attainment. This does not match with what is observed in lessons and in students' work, where the majority attain above curriculum expectations.
- Students' achievement in Islamic education is good. In Grade 9, students demonstrate a secure ability to interpret the overall meaning of the Surahs of the Holy Qur'an and derive legal rulings from them. A minority have weaker recitation skills and understanding of Tajweed rules. In Grade 10, students exhibit knowledge of the significance of recording the Sunnah and its stages, whilst a minority struggle with distinguishing classifications of the Noble Hadeeth. In Grade 11, students show a secure grasp of different types of the Noble Hadeeth and the conditions for their authenticity. In Grade 12, students demonstrate a solid understanding of the significance and influence of creative thinking in Islam. Their ability to support ideas with evidence from the Holy Qur'an and the Noble Hadeeth is underdeveloped. Across all grades, students display a well-developed understanding of Islamic values and acts of worship.
- All student groups make similar rates of progress.

Areas of Strength

- Students' secure knowledge of different types of the Noble Hadeeth and the conditions for their authenticity in Grade 11.
- Students' understanding of Islamic values and acts of worship in Islam across all grades.

Areas for Improvement

- Students' recitation skills and understanding of Tajweed rules in Grade 9.
- Students' ability to support ideas with evidence from the Holy Qur'an and the Noble Hadeeth Grade 12.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a First Language (AFL) is good overall. The school's internal data indicates outstanding attainment and progress. This is not fully reflected in lessons and students' work, where the majority make better than expected progress over time.The school's internal data suggests that attainment is outstanding. This does not match with what is seen in lessons and students' work, where most students attain in line with curriculum standards. Results from the external TALA examination indicate weak attainment.In Grade 9, students identify and explain the features of biographies, and travel narratives. In Grade 10, students understand the different types of narrative texts and can distinguish between different types of autobiographies. Across Grades 9 and 10, students exhibit strong listening skills, articulate their ideas clearly when they speak, and effectively interpret words from a text. They also construct sentences using new vocabulary in diverse contexts. A minority of students struggle with reading fluently and accurately, and with using grammar correctly when writing at length. In Grade 11, students identify the features of informational text and attempt to write independently. Their extended writing skills using literary devices and styles correctly are underdeveloped. In Grade 12, students communicate fluently and confidently, listen attentively, read complex texts, analyse different content, and identify main and supporting ideas with relevant evidence. A minority struggle with speaking standard Arabic and developing extended writing skills using rhetorical expressions in their text.Overall, most groups of students make better than expected progress with very few differences between different groups.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' effective listening skills across all grades.Students' analytical abilities and their capacity to infer main ideas with supporting evidence from complex texts in Grade 12.	<ul style="list-style-type: none">Students' fluency and precision in reading in Grades 9 and 10.Students' Arabic speaking skills and extended writing skills in Grade 12.



Social Studies

- Students' achievement in social studies is good. In lessons and their work, the majority of students make better than expected progress over time. This does not match the school's internal data, which shows outstanding progress overall.
- The school's internal data shows that attainment is outstanding overall. This does not match with what is seen in lessons and in students' work. This shows that most students attain in line with curriculum expectations. There is no external data for social studies.
- In Grade 9, students demonstrate clear knowledge and understanding of national identity and the culture of the UAE in the past and present. In Grade 10, students show a secure understanding of the challenges of sustainable economic development in the UAE. They can identify the reasons for the country's high inflation rates and suggest policies to reduce them. Their ability to develop innovative solutions to ensure economic sustainability is less developed. In Grade 11, students demonstrate knowledge and understanding of the importance of archaeological sites in the UAE, including that at Bidaa Bint Saud. Their skills in reading, interpreting, and analysing varied types of maps are underdeveloped. In Grade 12, students develop a secure understanding of digital citizenship and the UAE's contributions to the advancement of e-commerce and the technology sector.
- Most groups of students make good rates of progress with few differences between different groups.

Areas of Strength

- Students' knowledge of national identity and cultural development in the historical sites of the UAE in Grade 11.
- Students' knowledge of digital citizenship and the UAE's contributions to the advancement of e-commerce and the technology sector in Grade 12.

Areas for Improvement

- Students' ability to develop innovative solutions to the challenge of securing economic sustainability in the UAE in Grade 10.
- Students' mapping skills, including in drawing, reading, interpreting, analysing, and identifying key features in Grade 11.



English

- Students' achievement in English is acceptable overall. The school's internal data shows that students' progress is good. This does not match with what is seen in lessons and students' work where most students make expected progress over time.
- The school's internal attainment data shows that it is good. This does not match with what is seen in lessons and students' workbooks across the grades where most attain in line with curriculum standards. External IBT results indicate that students in Grades 9 and 10 achieve above the Middle Eastern regional average.
- In all grades and in general and advanced classes students demonstrate the linguistic skills expected for their grade level. Students in all grades develop their speaking and listening skills well in lessons. They have confidence when joining discussions and debates, and in presenting their work at the end of lessons. Their use of vocabulary in both writing and speaking develops well. The accuracy of their spelling punctuation and grammar when writing is less developed. In Grade 9, students are beginning to read and understand short texts and write opinion pieces in simple formats. In Grade 10, students articulate personal responses to topics of interest using more developed vocabulary. Their writing is more defined and organised into beginning, middle and ending paragraphs. In Grade 11, students make progress in their English-speaking skills. They express in detail their career ambitions and who they admire in sports using appropriate vocabulary. Their reading and writing skills continue to improve. Their use of grammar and punctuation is not always accurate. In Grade 12, students communicate well with their classmates in small groups and read to gather information about topics assigned in class. Their writing strategies to summarise short pieces of non-fiction texts and express opinions about globalisation are still developing. Across all grades, students' ability to understand longer texts is limited.
- Most groups of students make similar rates of progress with very few differences between different groups.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' speaking skills in lessons during discussions and debates across all grades.Students' use of vocabulary in spoken and written work across all grades.	<ul style="list-style-type: none">Students' accuracy in spelling, punctuation and grammar in writing across all grades.Students' extended writing for different purposes in Grade 12.Students' comprehension when reading long texts across all grades.



Mathematics

- Students' achievement in mathematics is acceptable overall. In lessons and students' work, most students make expected progress. This does not align with the school's internal assessment data, which indicates very good progress.
- Internal assessment data indicates that students' attainment is very good. This does not match with what is seen in lessons and in students' work, where most attain levels in line with curriculum standards. External IBT assessment data indicates that students' attainment is above average.
- Most students demonstrate acceptable progress. Across grades, students in advanced streams apply algebraic and geometric concepts accurately and effectively. In Grade 9, general stream students apply fundamental algebraic operations and solve equations. Their problem-solving skills and ability to apply concepts to real-world situations are limited. In the advanced stream, most students demonstrate secure algebraic skills yet struggle with multi-step problem-solving and independent enquiry. In Grade 10, general stream students solve logarithmic and exponential equations. Their capabilities in reasoning and real-world applications are developing. In the advanced stream, most demonstrate proficiency in algebraic transformations and coordinate geometry. They rely heavily on structured guidance rather than independent exploration. In Grade 11, general stream students show a secure understanding of vectors, trigonometry, and sequences. They find it challenging to apply concepts across topics. In the advanced stream, most perform well in 3-Dimensional coordinate geometry and logarithmic functions. Their reasoning and justification skills are not well enough developed. In Grade 12, general stream students work effectively with definite integration, vector projections, and sequences. They lack independent learning strategies and problem-solving skills. In the advanced stream, most master dot products, limits, and integration. Their confidence in applying concepts to real-world scenarios is low.
- All groups of students make the expected rates of progress with few differences between different groups.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' proficiency in solving logarithmic equations in the general stream of Grade 10 and the advanced stream of Grade 11.Students' accurate and effective application of algebraic and geometric concepts in the advanced streams.	<ul style="list-style-type: none">Students' problem-solving skills across Grade 9 and the advanced stream of Grade 12.Students' integration of real-world applications of mathematics and strengthening of mathematical thinking in the general streams of Grades 9 and 10 and the advanced stream of Grade 12.Students' independent learning and the development of reasoning skills to support deeper mathematical understanding in the advanced streams of Grades 9 and 10, and the general stream of Grade 12.



Science

- Students' achievement in science is acceptable overall. The school's internal data indicates progress is acceptable in physics and outstanding in chemistry and biology. This is not closely aligned with what is seen in lessons and in their work where most students make the progress expected over time.
- The school's internal attainment assessment data indicates very good attainment in the general stream and outstanding performance in the advanced stream. This aligns with lesson observations and students' work in physics although not in chemistry and biology, where most students attain in line with curriculum standards. External IBT assessments for Grade 9 indicate very good attainment, whereas in Grade 10, attainment is weak.
- Most students make expected progress in science, applying concepts meaningfully to the environment and society. They use scientific terminology appropriately. In physics, students build their knowledge and understanding about orbital motion, capacitors, and magnetism. In chemistry, they can explore chemical reactions and measure solution concentrations. In biology, they can examine evolution, addiction's impact on body systems, the immune system, and organ dissection. In health sciences, they analyse food labels. Students are only gradually developing their reasoning skills, ability to think scientifically and draw conclusions. Their practical and investigative skills are underdeveloped. Their scheduled laboratory visits are too infrequent. Students' laboratory reports lack structured application of scientific method and the formulation of hypotheses.
- Most student groups make similar rates of progress with few differences between different groups.

Areas of Strength

- Students' application of science to the environment and society across all grades.
- Students' appropriate use of scientific terminology across all grades.

Areas for Improvement

- Students' scientific thinking and reasoning skills and their ability to draw conclusions across all grades.
- Students' investigative and practical skills across all grades.
- Students' application of scientific method and the formulation of hypotheses in their laboratory reports across all grades.



Other subjects

- Students' achievement in other subjects is acceptable overall. In lessons and their work, most students make expected progress over time.
- Internal assessment data indicates that most students attain above curriculum standards. This does not align with what is seen in lessons and their work, where most students attain in line with curriculum expectations. No external assessment data is available for other subjects.
- In art, students understand different colour types including hot and cold colours and apply them with contrast and balance. They demonstrate creativity and imagination in their artworks generally. Their limited access to diverse materials restricts their ability to experiment and be creative. In physical education (PE), students demonstrate accurate short passing by using the inside of the foot, enabling confident ball movement between team mates. They develop first-touch skills, allowing them to receive and control passes using different parts of their body. Students show a limited commitment to following technical instructions. Many attend sessions without the appropriate sports kit and wearing incorrect footwear, which hinders their skills' development. In computing, creative design, and innovation, students study control structures. They understand that instructions are executed in a specific order, ensuring a logical flow of operations. They struggle with applying the 'if-then-else' constructs which are essential for decision-making processes and program execution. In music, students are exposed to a variety of musical traditions and historical contexts, enhancing their appreciation for global musical heritages.
- While most groups of students make expected rates of progress, G&T students do not make the progress of which they are capable.

Areas of Strength

- Students' creativity and imagination in art across all grades.
- Students' coordination, agility, and teamwork skills in PE across all grades.

Areas for Improvement

- Students' access to diverse art materials to support their creative exploration across all grades.
- Students' wearing of the correct kit and the further development of skills in PE across all grades.
- Students' application of essential constructs in computing across all grades.



Learning Skills

- Students' learning skills are acceptable overall. They occasionally take responsibility for their learning and show enthusiasm when given opportunities to express their understanding and ideas. Most students are confident in what they have learned. They are not always aware of how to improve. When encouraged to work purposefully and collaboratively, they are productive and engaged. Such encouragement is not consistent across all lessons.
- Students work well in groups, listening to each other, considering different viewpoints, and making thoughtful contributions. They do not always have the necessary skills to collaborate effectively and produce high-quality work. Their teamwork and problem-solving skills are limited by the lack of structured activities provided as is their ability to engage in deeper peer interactions.
- Students build on prior knowledge, extend their understanding of concepts, and make meaningful connections to real-world contexts. The infrequent opportunities for them to apply learning across different subjects or lessons inhibit their further development.
- Overly directed lessons impede students' ability to think critically, problem-solve, and learn independently. Students have the skills to use learning technologies although these are not consistently integrated into lessons to support independent enquiry and innovation. Opportunities for students to extend their thinking and maximise their progress in learning are insufficient.

Areas of Strength

- Students' positive work ethic and engagement in their lessons with their teachers and peers across all grades.
- Students' ability to build on their previous learning and make connections to the real world and their personal experiences across all grades.

Areas for Improvement

- Students' opportunities to demonstrate their learning in other subjects and in different contexts across all grades.
- Students' development of independent learning, problem solving and critical thinking skills across all grades.
- Students' effective use of learning technology to encourage and develop their enquiry and research skills across all grades.



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

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

Indicators:	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	N/A	N/A	N/A	Good
<ul style="list-style-type: none">Students' personal development is good overall. Students have positive and responsible attitudes and show respect towards their teachers and peers. The majority of students are self-reliant and respond to critical feedback that supports them in making further progress. A minority of students cannot self-regulate their behaviours. Isolated incidents of bullying are promptly addressed.Students and staff share mutually respectful relationships throughout the school. Students actively participate in discussions, respecting differing opinions and demonstrating inclusivity. Students work well in groups in lessons and are generally supportive of each other during whole group and class activities.Students have a general understanding of the importance of healthy eating and exercise. In assemblies, they lead on presenting topics related to healthy living and how to practise a healthy lifestyle. They do not regularly demonstrate how these practices can lead to good health.Students' attendance at 96.6% is very good. Most students arrive to school on time at the beginning of the school day.				
Understanding of Islamic values and awareness of Emirati and world cultures	N/A	N/A	N/A	Good
<ul style="list-style-type: none">Students demonstrate a strong appreciation of Islamic values and the UAE's history and heritage. They uphold the principles of tolerance, respect, and diversity. They actively engage in charitable initiatives such as providing water to disadvantaged individuals and workers in the community. Their understanding is reinforced through assemblies, classroom discussions, and participation in Friday prayers at school.				

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- Students have a clear knowledge of the UAE's culture and heritage. This is reflected in lessons, projects and displays around the school. They participate in national celebrations such as Flag Day and National Day, enhancing their appreciation of the UAE's history and progress. They also engage in cultural events such as the Sharjah Heritage Festival and other heritage-themed school activities, further enriching their learning.
- Students take pride in their cultural backgrounds and demonstrate awareness of their heritage. The school fosters global awareness through Culture Day and morning assemblies, promoting a clear appreciation of cultural diversity.

Social responsibility and innovation skills	N/A	N/A	N/A	Acceptable
<ul style="list-style-type: none">• Students understand their responsibilities in the school community and contribute through taking on varied roles. The students' council serves as their representative body, advocating for their interests, while the scouts organise events, oversee daily school operations, and lead the flag salute during morning assemblies. Their volunteer efforts in the local community include participating in donation campaigns for the Red Crescent, joining beach clean-ups, and visiting old peoples' homes.• Students enjoy participating in school activities. Student-led initiatives are infrequent, although the students' council proposed the idea of establishing a school library. Students generally need guidance to make decisions. Only a few engage in innovative projects, although some designed a robot that sends out alerts if fire breaks out. Some demonstrate early entrepreneurial skills by selling products such as perfumes at school-organised events, including El Tajer Al Sagheer 'the young trader'.• Students are aware of important environmental issues. They rarely participate in activities that support sustainability. Their involvement is mainly in planting shrubs and joining beach clean-ups. Their engagement in recycling and broader sustainability initiatives is minimal.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' positive attitudes and relationships with others across all grades.• Students' clear appreciation of Islamic values, the UAE's culture and other world cultures across all grades.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' participation in sustainability and environmental conservation activities across all grades.				



- Students' development of their own projects, their ability to make independent decisions and their creativity and innovation skills across all grades.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	N/A	N/A	N/A	Acceptable
<ul style="list-style-type: none">Teaching for effective learning is acceptable overall. Teachers have a secure knowledge of their subjects. They plan learning activities that broadly acknowledge students' abilities. These activities are not always structured so that students make the best rates of progress. For example, in English lessons students do not learn sufficient writing strategies before they write an extended piece of text. Teachers provide positive learning environments and they adequately manage time and resources. In the better lessons, there is time for students to share their learning at the end of the lesson.Teachers engage students through questioning to assess their understanding and to encourage them to exchange ideas. The use of discussions to extend students' learning and deepen their engagement is not consistently strong. In Islamic education and social studies, students provide extended responses when open-ended questioning is used effectively.Most lesson planning includes differentiated tasks, although these are of varying quality and do not always enable students to make the progress of which they are capable. This is due to a lack of challenge, especially for higher attaining students or the ineffectiveness of strategies to foster independent learning. The use of digital resources to support learning remains inconsistent.Teachers provide limited opportunities for students to develop critical thinking, problem-solving, and independent learning skills. When given such opportunities, students respond well, demonstrating their potential for deeper engagement and enquiry-based learning.				
Assessment	N/A	N/A	N/A	Acceptable
<ul style="list-style-type: none">The school's internal assessment systems and procedures are coherent and consistent, align with curriculum standards, and enable teachers to track students' progress over time. The				

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results of some internal assessments are overly generous and do not accurately reflect students' knowledge, understanding and skills. The school uses IBT to assess students' attainment in English, mathematics, science, and reasoning. It uses TALA to assess their attainment in Arabic. This enables the school to benchmark students' performance against national and international standards.

- The school analyses students' attainment and progress both individually and in groups and shares relevant data with middle leaders and teachers. Teachers' use of assessment data to differentiate teaching and adapt the curriculum to meet all students' learning needs remains inconsistent. As a result, its impact on students' progress is limited.
- Teachers understand students' strengths and areas for improvement and provide verbal feedback during lessons to which students respond positively. Teachers' marking of written work does not always include clear guidance to students on how they can improve or provide follow up on their progress. Opportunities for students' self- and peer-assessment vary too much across lessons, inhibiting their ability to reflect on their learning and take responsibility for its improvement.

Areas of Strength:

- Teachers' subject knowledge across all grades.
- Teachers' and students' interactions and the positive learning environment created across all grades.

Areas for Improvement:

- Teachers' effective use of assessment data to differentiate teaching and adapt the content of lesson to meet students' individual learning needs across all grades.
- Teachers' written feedback on students' written work to enhance the quality of their work, highlighting areas for improvement and to support their more rapid progress across all grades.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	N/A	N/A	N/A	Acceptable
<ul style="list-style-type: none">The design and implementation of the curriculum is acceptable overall. The school curriculum is reasonably broad and balanced, developing students' knowledge and understanding with a bias towards knowledge acquisition. The curriculum follows MoE requirements and aligns with the UAE's National agenda.The curriculum is structured to build on students' previous learning, ensuring steady and continuous progression in most key subjects. It provides a solid foundation that prepares students adequately, both academically and personally, for the next stage of their education. Curricular choices offer students opportunities to focus on specific areas of study. It includes the provision of general or advanced streams in some subjects, as well as choices in science subjects. This enables students to align their studies with their interests and future aspirations.Cross-curricular connections are most evident in science and Islamic education, allowing students to apply and integrate their learning across different subjects. Periodic curriculum reviews help ensure that most subjects are adequately covered, maintaining alignment with educational standards and learning objectives. The development of subject-specific skills receives less emphasis, limiting opportunities for students to apply their knowledge effectively within individual disciplines.				
Curriculum adaptation	N/A	N/A	N/A	Acceptable
<ul style="list-style-type: none">The school makes only a few modifications to the curriculum, which limits its ability to address fully the diverse needs of all groups of students. Higher-attaining students in particular do not always receive the level of challenge necessary to reach their full potential and extend their learning.The curriculum is functional and engages the majority of students. Opportunities for enterprise, innovation, and creativity are limited to a few clubs where students' projects have included creating a digital diabetes application, and occasional events that introduce entrepreneurship.				

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Students' contribution to society is encouraged through a range of activities, whilst planned trips expand learning beyond the classroom.

- The school enhances students' understanding of UAE values, culture, and society through diverse learning experiences, events, and meaningful connections made across subjects in lessons, especially in Islamic education.

Areas of Strength:

- The cross-curricular links in science and Islamic education.
- The enhancement of students' understanding of UAE values, culture, and society through diverse learning experiences, and connections made across subjects in lessons across all grades.

Areas for Improvement:

- The regular review of the curriculum to focus on and strengthen subject-specific skills across all grades.
- Curriculum adaptation to meet the needs of all student groups, particularly higher-attaining students across all grades.
- The curricular opportunities for enhancing students' innovation, enterprise, and creativity across all grades.



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

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	N/A	N/A	N/A	Acceptable
<ul style="list-style-type: none">The protection, care, guidance and support of students is acceptable. The school has adequate safeguarding policies and formal procedures for child protection. Most staff, students, and parents are aware of them. Regular staff training sessions reinforce safeguarding protocols and child safety awareness. Security measures, including CCTV surveillance and controlled access points, help protect students from risks such as bullying. Fire drills and emergency response protocols are conducted regularly. Efforts to improve the efficiency of evacuation procedures continue following recent observations. There is no structured review of risk assessments to ensure that hazards are identified and managed proactively.The school has suitably organised safety measures, including well-documented procedures for bus transportation, and supervised student drop-off points. A mobile application provides parents with updates on transportation in real-time, which enhances the monitoring of students' safety. The school's safety committee engages with parents to address any concerns they may have. The school's premises and facilities provide a secure and well-maintained environment suitable for all students. Records of maintenance to air conditioning, electrical systems, and water storage are systematic and regularly updated. External service providers manage pest control and waste disposal. The school lacks ramps for staff or students with restricted mobility, and designated learning spaces for students with SEN.Students' wellbeing is a priority. Hygiene awareness sessions and other health-related initiatives are in place. Structured programmes promoting active lifestyles and balanced nutrition which would further enhance student health and wellbeing are lacking.				
Care and support	N/A	N/A	N/A	Acceptable

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- The school fosters a respectful and supportive environment, where positive staff-student relationships contribute to a strong sense of community. Staff maintain courteous interactions with all students, reinforcing a culture of respect. Students' engagement with and awareness of the school's behaviour management policies are reinforced through a range of mechanisms, including workshops and digital platforms.
- Students' attendance and punctuality are closely monitored, leading to consistently high attendance rates. Regular follow-ups with parents successfully emphasise the importance of punctuality at the start of the school day and during lessons.
- The school has procedures for identifying students with SEN and those who are G&T. These procedures lack accuracy and consistency. Teachers rely on classroom observations to identify G&T students, and arrangements to screen for students with SEN remain ineffective. Individualised education plans (IEP) for students with SEN are not consistently shared with teachers. Although a specialist SEN staff member is available, their role in lesson planning and providing in-class support is not yet fully effective.
- The support system for G&T students and those with SEN is insufficient. Whilst some students receive individualised assistance, the lack of a systematic approach to data analysis, management, and classroom implementation limits the school's ability to address students' individual needs effectively.
- The school provides careers' awareness sessions. A social worker offers guidance on university options and career pathways and organises visits to local universities. Structured careers' counselling remains underdeveloped. Whilst students' wellbeing is monitored, the focus on holistic support is not strong enough to enhance students' academic and personal growth.

Areas of Strength:

- The respectful and supportive relationships which contribute to the strong sense of community across all grades.
- The school's very effective monitoring of attendance and punctuality which is reflected in students' very good rates of attendance across all grades.

Areas for Improvement:

- The promotion of students' health and wellbeing through structured programmes integrating targeted health initiatives focused on nutrition and physical activity across all grades.
- The school's arrangements for screening and identifying accurately students with SEN and those with G&T and the specialist support provided to address individual needs to ensure their effective learning across all grades.



- The careers' advice and guidance to enhance students access to future academic and professional opportunities.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- The school's vision and mission align with the UAE's and Emirati priorities. They incorporate benchmark assessments, national identity, and Islamic values. The implementation of excellence in education, inclusivity for G&T students and those with SEN, and technological-age learning remains underdeveloped. Leaders' effectiveness is inconsistent across subjects, resulting in reduced impact on the coherence of curriculum delivery and teaching quality. Most leaders demonstrate a basic knowledge of curriculum expectations and best practice. There are gaps in some middle leaders' accountability for their impact on students' outcomes.
- Weekly meetings and professional development sessions provide structures for leaders to collaborate. As a result, morale is positive. The effectiveness of such communication and professional dialogue varies considerably. Whilst leaders recognise barriers to progress, they do not consistently remedy them. Leaders have maintained regulatory compliance and are making improvements in some areas. Leadership has sufficient capacity to secure sustained improvement.

Self-evaluation and improvement planning

Acceptable

- The school has a dedicated self-evaluation and improvement planning team to ensure alignment with key priorities. The approach is not cohesive enough to enable strong overall strategic oversight. The use of internal and external data in self-evaluation contributes to planning improvement. The consistency of analysis and in specifying next steps lacks refinement. The quality assurance of teaching and learning does not sufficiently focus on measuring their impact on students' progress in lessons and over time. The school improvement plan (SIP) aligns broadly with the contents of the self-evaluation form (SEF). Targets in the SIP are not sufficiently structured or specific and periodic reviews are not rigorous enough to drive sustained improvement.

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Partnerships with parents and the community	Acceptable
<ul style="list-style-type: none">The school involves parents in some aspects of their children's learning and school life. The parents' council members represent the views of some parents. Parental engagement with the school is moderate. Some parents attend school events complete feedback surveys. Parents are invited to participate in events such as Flag Day, Hag Alyala, and National Day. The school's communication channels with parents include WhatsApp groups, meetings, and online platforms. Parents receive regular information about their children's learning and development through the termly teacher-parent meeting. Reports are regular and convey general comments on students' academic progress and on their personal and social development.The school's local partnerships, particularly with universities, have improved, fostering student interaction and staff collaboration. National and international links remain limited.	
Governance	Acceptable
<ul style="list-style-type: none">The board of trustees includes national Charity Schools' representatives. It does not involve other key stakeholders, such as parents and students. It has a planning, administration and supervisory role that enables an acceptable oversight of the school. The appointed general manager meets school leaders regularly, holding them accountable for students' performance and development. The board makes sure that resources address key weaknesses, and it ensures that the school meets all statutory requirements. It has limited mechanisms for external review such as peer evaluation and external moderation of self-evaluation and improvement planning.	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none">The school effectively manages day-to day operations and ensures the smooth scheduling of classes and activities. Recruitment of teachers prioritises those who are qualified. Budgetary constraints mean that those who the school recruits are often inexperienced. To address this lack of experience, the school provides various opportunities for teachers' professional development. The impact of this professional development lacks consistency across pathways, grades, and subjects. The school's facilities, although aging, are well maintained, and have benefitted from recent upgrades such as the installation of digital screens. Specialist facilities and resources including the library, sports, science, IT, music, and art remain insufficient.	
Areas of Strength:	



- The alignment of the school's vision and mission with the UAE's and Emirati priorities.
- The effectiveness of day-to-day school management ensuring smooth operations.

Areas for Improvement:

- Leaderships' professional development at all levels and particularly for middle leaders to strengthen their skills and their capacity to take accountability for improving students' outcomes.
- The rigour of self-evaluation and improvement planning, including the accurate use of data and the setting of measurable, regularly reviewed targets.
- The range, quality and availability of teaching and learning resources to enhance students' progress and attainment across all grades.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 6 teachers of AFL with a teacher-to-student ratio of 1:123.
- The school has one library serving 735 students. It contains 133 volumes of fiction. There are no Arabic non-fiction books. The total book collection consists of 1,000 copies including textbooks and reference works, with multiple copies of the same titles.
- Students benefit from access to the Alef platform, where they can read books and answer curriculum-related questions, and Padlet, which allows them to record responses. Creative writing exercises, such as crafting alternative story endings, composing original stories, and writing poetry, are an integrated part of the Arabic provision at the school.
- The school promotes reading through extracurricular activities, including poetry recitation and speech delivery during morning assemblies and at graduation ceremonies. Students are encouraged to read independently and summarise what they have read. They also participate in literary competitions, such as the Reading Challenge, and attend school trips to the Sharjah Book Fair.

The school's use of external benchmarking data

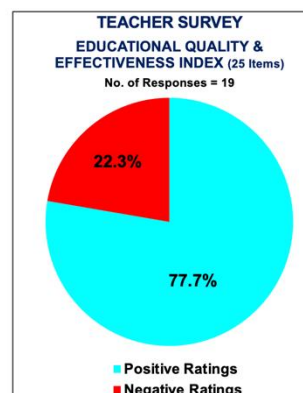
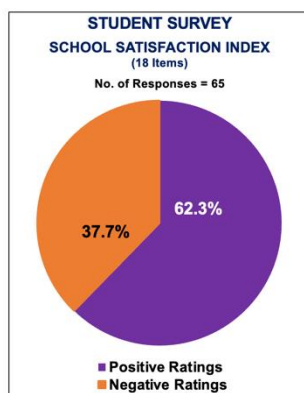
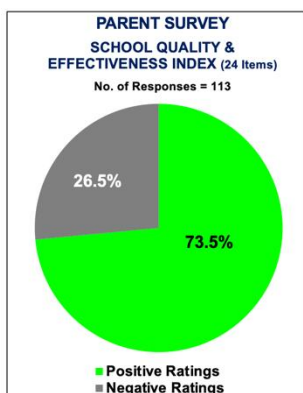
- The school benchmarks students' performance through the International Benchmark Test (IBT) for Grades 9-10 in English, maths, science, and reasoning, and the Arabic language benchmark using TALA for Grades 9-11. The proportion of students participating meets SPEA requirements.
- Students prepare by practising sample benchmark test questions. Parents are informed during teacher-parent meetings about the tests' requirements and their significance.
- Assessment results are shared with students, along with feedback highlighting key areas for improvement.
- Results are communicated to parents during teacher-parent meetings, where students' progress and improvement strategies are discussed.

Provision for KG

- N/A



VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement across all subjects by:
 - raising students' attainment to a good level in all subjects.
 - ensuring all students make the best possible rates of progress, particularly in English, mathematics and science.
 - providing students with more opportunities to develop their problem-solving and critical thinking skills in lessons.
 - ensuring students have increased opportunities to develop their learning skills and use learning technologies for independent research and enquiry.
 - widening the opportunities for students to demonstrate their learning across subjects and in different contexts.
 - encouraging students to take ownership of their learning and progress through independent and reflective learning activities.
- Improve the quality of teaching across all subjects and grades by:
 - using effectively internal and external assessment information to help design and deliver engaging, challenging lessons that support students of all abilities, particularly high attainers, in reaching their full potential.
 - encouraging students to take ownership of their learning and progress by providing regular opportunities for independent and reflective learning activities.

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- fostering teachers' high-quality open questioning that challenges students' thinking, encourages insightful responses, and promotes deep discussions.
 - sharing the best teaching practices for effective learning and developing curriculum adaptation strategies across subjects.
 - expanding the use of varied learning resources, including technology, to actively engage students.
 - identifying students with SEN and G&T and ensuring that lessons effectively cater for their learning needs and provide the required support so that they make the progress of which they are capable.
- Improve the impact of leadership and management on students' achievement by:
 - developing leadership skills, particularly of middle leaders, and reinforcing their accountability in supporting sustainable school improvement.
 - enhancing the rigour and the quality assurance of the SEF to ensure it contains evidence-based, valid judgments aligned with accurate classroom observations that link to students' progress and achievement over time.
 - expanding stakeholder representation in governance so that it can serve as a critical friend, ensuring rigorous self-evaluation and effective improvement planning.
 - ensuring that the specialist support for SEN students is sufficient and deployed effectively.
 - ensuring a wide range of high-quality resources, including specialist facilities and technology, that is well matched to the requirements of the curriculum, the needs of teachers and all students and results in effective teaching and an inclusive learning environment.

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.

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