



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Al Kamal American Private NT School

9 – 12 February 2026

Overall Effectiveness

Good



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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



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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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

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

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



SCHOOL INFORMATION

School 	School ID	146
	School location	Al Ramtha, Sharjah
	Establishment date	2003
	Language of instruction	English
	School curriculum	American
	Accreditation body	Cognia
	Examination Board	American Diploma
	External assessments International and Curriculum Benchmark Assessments	MAP, CAT4, PIRLS, PISA, ABT, TIMSS.
	Fee range	AED 9,000 – AED 30,000
	Principal	Ms Jessica Mary Griffin
Staff 	Chair of Board of Governors	Dr Alaa Al Momani
	Total number of teachers	56
	Total number of teaching assistants	4
	Turnover rate	6%
	Teacher: student ratio	1:18
Students 	Total number of students	987
	Total number of students per cycle/phase	Phase 1 - KG: 93 Phase 2 - Juniors: 314 Phase 3 - Middle: 337 Phase 4 - High: 243
	Pre-KG : number and gender	Boys: N/A Girls: N/A
	KG: number and gender	Boys: 50 Girls: 43
	Junior: number and gender	Boys: 160 Girls: 154
	Middle: number and gender	Boys: 219 Girls: 118
	High: number and gender	Boys: 150 Girls: 93
	Total number of Emirati students	306
	Pre-KG: Emirati number and gender	Boys: N/A Girls: N/A
	KG: Emirati number and gender	Boys: 11 Girls: 8
	Junior: Emirati number and gender	Boys: 30 Girls: 32
	Middle: Emirati number and gender	Boys: 63 Girls: 43
	High: Emirati number and gender	Boys: 73 Girls: 46
	Total number of students with special educational needs (SEN)	15



PROGRESS JOURNEY

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



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 165 lesson observations, 122 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness remains good, maintaining the judgement from the previous inspection. Since the last review, there has been clear improvement in students' achievement in several subjects and phases, while performance across the school has remained secure. In Islamic Education, attainment and progress in KG and the Junior Phase have improved from good to very good, resulting in very good achievement overall. Social Studies has strengthened, with attainment and progress improving to very good in the Middle and High Phases. In Arabic as a First Language, attainment and progress in KG have improved to very good. In English, attainment in the Junior and High Phases has improved from acceptable to good, while progress remains good. Across other subjects, students' attainment and progress are consistently good, although internal assessment information often indicates stronger outcomes than are seen consistently in lessons and students' work. Students' personal development remains good. Students demonstrate positive behaviour, respectful relationships and strong understanding of Islamic values, alongside very good awareness of Emirati and world cultures. Teaching, assessment and curriculum provision are good overall, though inconsistent challenge and variable use of assessment information limit stronger progress for some groups, particularly higher-attaining students. Arrangements for health, safety, safeguarding, care and support are very good. Leadership and management are good, with very effective governance and strong partnerships with parents. Since the previous review, the Principal and Vice Principal have strengthened teamwork and sustained momentum for continued school improvement.

KEY AREAS OF STRENGTH:

- Improved student achievement across all subjects since the last inspection, reflecting the positive impact of the school's improvement strategies.
- Students very positive behaviour, attitudes, and relationships, alongside their strong appreciation of Islamic values and understanding of the UAE's culture and traditions.
- Effective Teaching strategies that engage students and make learning purposeful and enjoyable.
- High quality provision for care, welfare, and safeguarding, supported by positive and respectful relationships.
- Productive partnerships with parents, characterised by strong engagement and involvement.
- Leadership and governance that sustain a positive culture for learning, with clear direction and shared expectations.

KEY AREAS FOR IMPROVEMENT:

- Build on the momentum of current improvement strategies to move students' achievement to a consistently very good level across all subject areas.



- Strengthen teachers' use of assessment information to inform planning and deliver well-targeted, differentiated teaching, so that learning is personalised and outcomes are maximised for all students.
- Ensure the curriculum is fully adapted to meet the needs of all students, with a clearer focus on providing greater challenge for higher-attaining and gifted and talented students (G&T).
- Improve the rigour of the school's self-evaluation processes so that clear, subject-specific priorities for improvement are identified and addressed effectively.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Very Good	Very Good	Good	Good
	Progress	Very Good	Very Good	Good	Good
Arabic (as a First Language)	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Arabic (as a Second Language)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Good	Very Good	Very Good
	Progress	N/A	Good	Very Good	Very Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good



Islamic Education	- Students' achievement in Islamic Studies is very good overall. Internal assessment data indicates outstanding progress across all phases. However, this is not fully reflected in lesson observations and students' work, where a large majority of children make better than expected progress in KG and the Junior Phase, and the majority make better than expected progress in the Middle and High phases. - Internal assessment data also indicates outstanding attainment across all phases. Classroom evidence shows that a large majority of students in KG and the Junior Phase, and the majority in the Middle and High phases, attain above curriculum standards. No external assessment data is available to validate attainment. - In KG, children confidently recite the Holy Qur'an and demonstrate secure understanding of Islamic values related to cleanliness and personal hygiene. In the Junior Phase, students show appropriate understanding of Quranic sciences and Tajweed, alongside secure awareness of the importance of congregational prayer in strengthening community cohesion. However, opportunities for extended written reflection are limited. In the Middle Phase, students demonstrate clear understanding of the teachings of Surah Abasa, particularly fairness and avoidance of superficial judgement, although analytical thinking is less well developed. In the High Phase, students show sound understanding of the sanctity of life in Islam and the legislative foundations of Islamic rulings. Nevertheless, consistent application of learning to real-life contexts remains underdeveloped. - Overall, the large majority of student groups make better than expected progress.	
	Areas of Strength	Areas for Improvement
	- Students' secure understanding of Islamic values. - Students' strong moral awareness and understanding of key Islamic concepts.	- Develop opportunities for extended written work in the Junior Phase. - Strengthen the consistent application of Islamic learning to real-life contexts, particularly in the High Phase.



Arabic Language	- Students' achievement in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is good overall. Internal assessment data indicates outstanding progress in the Junior, Middle and High phases. However, this is not fully reflected in lesson observations and students' work. In KG, a large majority of AFL children make above expected progress. In the Junior, Middle and High phases, the majority of AFL students make better than expected progress. In ASL, the majority of students across the Junior, Middle and High phases also make better than expected progress. - Internal assessment data indicates outstanding attainment across all phases in both AFL and ASL. Classroom evidence shows that a large majority of AFL children in KG, and the majority of AFL students in the Junior, Middle and High phases, attain above curriculum standards. In ASL, the majority of students in the Junior, Middle and High phases also attain above curriculum standards. External IBT and TALA data confirm very good attainment in the Junior, Middle and High phases. No external assessment data is available for KG in AFL. - Across all phases, most students demonstrate secure language knowledge and skills. In KG, AFL children show secure early language development, strong listening skills and clear understanding of standard spoken Arabic. In the Junior Phase, students demonstrate secure reading comprehension and identify main ideas in texts, particularly in AFL, with reading fluency generally secure. In the Middle Phase, students apply basic grammatical structures and vocabulary to produce clear, structured sentences. However, across the Middle and High phases, creative extended writing is less well developed. Students do not consistently apply accurate Standard Arabic grammar, punctuation and a varied vocabulary in longer pieces of writing. Reading comprehension also remains underdeveloped for a minority of students, particularly in ASL in the Middle Phase. - Overall, the majority of student groups make better than expected progress. However, higher-attaining students do not consistently make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	- KG children's secure listening skills and clear understanding of standard spoken Arabic. - Students' reading comprehension skills in the Junior Phase. - Students' secure use of basic grammatical structures and vocabulary in the Middle Phase to produce clear and structured sentences.	- Students' extended writing skills , particularly in the Middle and High Phases. - Students' reading comprehension skills, in the Middle Phase.



Social Studies	- Students' achievement in social studies is very good overall. Internal assessment data indicates outstanding progress in the Junior, Middle and High phases. This is stronger than what is seen in lesson observations and students' work, where the large majority of students make better than expected progress in the Middle and High phases and expected progress in the Junior Phase. - Internal assessment data indicates outstanding attainment in the Junior, Middle and High phases. Classroom evidence shows that the large majority of students attain above curriculum standards in the Middle and High phases, while attainment in the Junior Phase is good rather than outstanding. - In the Junior Phase, most students demonstrate secure understanding of UAE heritage and early economic life, using appropriate subject-specific vocabulary. In the Middle Phase, the large majority of students demonstrate very good understanding of national identity and sustainability, including the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace), heritage, and key economic concepts. Students use research effectively and respond confidently to higher-order questioning. In the High Phase, the large majority of students demonstrate secure understanding of unemployment, explaining causes and economic effects using appropriate terminology. They conduct independent research and evaluate related issues. Students in the Middle and High phases link their learning effectively to the UAE national agenda. - Overall, the large majority of student groups make better than expected progress. However, high-attaining students and some students with additional learning needs, including SEN and G&T, do not consistently make sufficient progress.	
	Areas of Strength	Areas for Improvement
	- Junior Phase students' secure understanding of UAE heritage and early economic life. - Middle Phase students' strong links to the UAE national agenda, particularly sustainability. - High Phase students' effective cross-curricular connections, including links to Arabic and Islamic studies.	- The development of students' independent exploration and extended explanation skills in the Junior Phase. - The strengthening of students' analytical discussion and enquiry skills in the Middle Phase, particularly for boys.



English	- Students' achievement in English is good overall. The school's internal assessment data indicates outstanding progress across all phases. This is stronger than what is seen in lessons and students' work, where the majority of students across all phases make better than expected progress. - Internal data also indicates outstanding attainment across all phases. Classroom evidence shows that the majority of students attain above curriculum standards rather than at outstanding levels. External MAP results for 2024/25 indicate good attainment in the Junior Phase and very good attainment in the Middle and High phases. There is no external assessment data available for KG. - In KG, children demonstrate secure early literacy skills, accurately identifying letters and sounds and applying phonics knowledge in reading and writing. They listen attentively, follow instructions well, and use an increasingly wide range of vocabulary in everyday communication. In the Junior Phase, students demonstrate secure reading comprehension and respond appropriately to a range of texts. Across all phases, students show confident listening skills and follow instructions accurately, enabling clear communication in familiar contexts. In the Middle and High phases, students demonstrate secure reading comprehension, including comparing texts and recognising different viewpoints. Reading fluency is generally secure. However, across phases, students do not consistently articulate their ideas at length when speaking or writing. Extended and creative writing remains underdeveloped for a significant minority of students, particularly where tasks require sustained responses, expansion of ideas, or integration of information from texts. - Overall, the majority of student groups make better than expected progress. However, some higher-attaining students, including G&T students, do not consistently make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	- KG children's secure development in early reading and phonics. - Junior Phase students' improving oral communication skills and secure reading comprehension. - Middle and High Phase students' secure reading fluency and ability to engage with a range of texts.	- Develop students extended and creative writing skills across all phases. - Strengthen students' ability to articulate ideas at length in both speaking and writing. - Ensure greater challenge so higher-attaining students consistently make accelerated progress.



Mathematics	- Students' achievement in mathematics is good overall. The school's internal assessment data indicates outstanding progress across all phases. This is stronger than what is seen in lessons and students' work, where the majority of students make better than expected progress in all phases. - Internal data also indicates outstanding attainment across all phases. Classroom evidence shows that the majority of students attain above curriculum standards rather than at outstanding levels. The most recent MAP results for Grades 3 to 9 indicate acceptable attainment in the Junior Phase and very good attainment in the Middle Phase. TIMSS 2023 results for Grades 4 and 8 show that students attain broadly in line with the intermediate international benchmark. - In KG, children demonstrate secure early number understanding through counting and number recognition, and many can add two numbers below 10. Their understanding of basic shapes is developing appropriately. In the Junior Phase, students apply key mathematical ideas related to fractions and increasingly complex shapes. In the Middle Phase, students use algebraic expressions and formulae and explain their solutions when working with algebraic concepts. In the High Phase, students demonstrate secure theoretical understanding, calculating and reasoning confidently with algebraic concepts, including solving linear equations using substitution. Across the school, the application of mathematical understanding to real-life contexts is developing but not yet consistently secure. - Overall, the majority of student groups make better than expected progress. In lessons, girls make stronger progress than boys in the Middle and High phases.	
	Areas of Strength	Areas for Improvement
	- KG children's number understanding through counting and number recognition. - Students' application of key mathematical ideas relating to fractions and shapes in the Junior Phase. - High school students' theoretical understanding, calculating and reasoning with algebraic concepts.	- Students' use of practical activities to improve their perception of mathematical processes in the Junior and Middle phases. - Students' abilities to relate their mathematical understanding to real-life situations in the Junior and Middle phases.



Science	- Students' achievement in science is good overall. The school's internal assessment data indicates outstanding progress across all phases. This is stronger than what is seen in lessons and students' work, where the majority of students make better than expected progress rather than outstanding progress. - Internal data also indicates outstanding attainment across all phases. Classroom evidence shows that the majority of students attain above curriculum standards, rather than at outstanding levels. External MAP data indicates very good attainment across phases where applicable. There is no external assessment data for KG. TIMSS 2023 results for Grades 4 and 8 indicate attainment ranging from low to intermediate international benchmarks. - In KG, most children demonstrate secure early scientific understanding by identifying simple patterns and relationships, such as distinguishing healthy and unhealthy food and linking weather conditions to appropriate clothing. They carry out guided investigations and make simple predictions with support. In the Junior Phase, students demonstrate secure practical skills through structured investigations and accurately record observations. Their understanding of scientific processes is developing, although extended explanations and application to less familiar contexts are not yet secure. In the Middle Phase, most students apply scientific knowledge confidently during practical experiments and demonstrate secure understanding of key scientific processes. However, deeper conceptual explanations and broader application of learning are less consistent. In the High Phase, most students confidently conduct independent practical investigations involving chemical reactions and record outcomes accurately. Nevertheless, only a minority explain their scientific understanding in sufficient depth. While most students follow scientific methods appropriately, some are unable to identify prediction errors. - Overall, the majority of student groups make better than expected progress. However, some higher-attaining students, G&T students, and SEN do not consistently make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	- Children's secure early scientific understanding in KG. - Students' consistent application of scientific enquiry skills across all phases. - Students' secure practical investigation skills in the High Phase.	- Strengthen students' ability to explain scientific ideas and processes in greater depth, particularly in the Middle and High Phases. - Extend Junior Phase students' scientific understanding by applying learning to a wider range of familiar and unfamiliar contexts.



Other subjects	- Students' achievement in other subjects is good overall. Internal assessment data indicates outstanding progress; however, this is stronger than inspection evidence, where the majority of students make better than expected progress. - Internal data shows outstanding attainment in other subjects. This is not fully reflected in inspection evidence, where lesson observations and students' work show that most students attain above curriculum standards. - In art, students in the KG, Junior and Middle phases produce highly imaginative and creative work, demonstrating secure control of line, colour, shape, pattern and texture. In ICT, particularly in the Middle and High phases, students demonstrate secure digital knowledge and skills, including coding, programming and logical problem-solving. In music, taught in the KG and Junior phases and as an elective in the High Phase, students show developing understanding of tempo, rhythm and sound; however, accuracy in pitch, rhythm and instrumental technique is inconsistent. In physical education (PE), students across all phases demonstrate appropriate coordination, control and fitness, with girls' basketball and boys' football particularly strong in the Middle and High phases. - Across other subjects, students do not consistently articulate their thinking and understanding in sufficient depth. Overall, most student groups make better than expected progress; however, higher-attaining and G&T students do not always progress as rapidly as they could.	
	Areas of Strengths	Areas for Improvement
	- Students' highly imaginative and creative artwork across the phases. - Students' abilities with programming and coding in ICT especially in the Middle and High phases. - Basketball skills of girls and the football skills of boys in the Middle and High phases.	- Students' accuracy in musical performance, including pitch, rhythm and instrumental technique in the KG and Junior phases and in the High phase for students taking the music elective. - Students' ability to articulate their thinking and explain their ideas at length across other subjects.



Learning Skills	- Students' learning skills are overall good. Across all phases, students are generally engaged in lessons, show positive attitudes to learning and respond well to guidance. In practical and discussion-based activities, many students take increasing responsibility for their learning, particularly in the upper phases. However, students' independence in managing and extending their own learning is less consistent in some lessons. - Students collaborate positively when opportunities are planned. In stronger lessons, they work effectively in pairs and groups, share ideas and communicate their thinking clearly. When discussions are well structured, students explain their opinions and listen respectfully to others. However, extended collaboration and sustained communication of ideas are not consistently secure across all lessons and subjects. - Students make meaningful links between learning and real-life contexts, particularly in social studies, Islamic education, science and art. They demonstrate understanding of how learning connects to UAE society and everyday experiences. However, connections across different subjects, especially between science and mathematics, are not yet consistently developed. - Students demonstrate creativity in their work, most notably in art and innovation-related activities. Older students participate successfully in innovation projects, including robotics and technology-based tasks. In stronger lessons, students show enquiry, reflection and critical thinking. These skills, however, are not yet embedded consistently across subjects and phases. Students use educational technology confidently to support learning, although its use to promote independent enquiry and deeper research remains uneven.	
	Areas of Strengths	Areas for Improvement
	- Students' positive attitudes, engagement and motivation towards learning across phases. - Students' ability to relate learning to real-life contexts, particularly in UAE-related subjects. - Students' creativity and participation in innovation and technology-related activities in the upper phases.	- The consistency with which students collaborate and communicate their learning at length across lessons and subjects. - Stronger development of independent enquiry, innovation and critical thinking skills across all phases.



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

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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
- Students' personal development is overall good. Students demonstrate positive, responsible and respectful attitudes towards school life and learning. They respond well to guidance, accept constructive feedback and show increasing independence in managing their behaviour. Students participate positively in school life, including assemblies and wider activities. Behaviour is very good across lessons, transitions and social times. Incidents of bullying are rare and are addressed effectively. However, a small number of boys in the Middle Phase require additional support to consistently meet behaviour expectations. - Relationships between students and teachers are very positive and based on mutual respect and trust. Students feel safe, supported and confident to seek help when needed. Relationships among students are cooperative and inclusive, with students showing respect for differences and supporting peers, including SEN. These relationships contribute strongly to students' wellbeing. - Students demonstrate a sound understanding of healthy and safe lifestyles. They generally follow the school's healthy eating policy and understand the importance of hygiene, physical activity and wellbeing. The school's Silver Rating in the Health Promoting Schools Competition confirms that agreed health standards are met. However, healthy lifestyle choices are not yet consistently reflected in students' daily habits. - Attendance is very good at 97%. Most students attend regularly and arrive punctually, reflecting positive attitudes towards school and learning. A small minority arrive late for assembly.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
- Students demonstrate a secure understanding of how Islamic values shape contemporary life in the UAE. These values are embedded consistently through daily practice, including the Holy Qur'an recitation in morning assemblies and references to the Noble Hadeeth. Students participate actively in national events such as National Day, reflecting respect, responsibility and shared values. - Students show very strong appreciation of the UAE's heritage and culture. The school environment reinforces this through culturally themed spaces, including the 'Secret Garden', and displays across the school. Educational visits to local libraries, museums and heritage sites further deepen students' understanding and engagement with Emirati culture. - Students demonstrate a very good understanding of their own and other world cultures. They participate enthusiastically in international events such as World Tourism Day, Healthy Food				



Day, United Nations Day and International Migrants Day, which are celebrated through assemblies and school activities, promoting respect, inclusion and global awareness.				
Social responsibility and innovation skills	Good	Good	Good	Good
- Students demonstrate a good sense of social responsibility and initiative. They participate actively in volunteering and charitable activities, including work with the Emirates Red Crescent. Students' initiatives have been recognised externally, including achieving second place for projects supporting people with disabilities, orphans and the elderly, reflecting meaningful community engagement. - Students show positive attitudes to work and developing innovation skills. Across all phases, students engage in STEAM activities such as robotics and digital literacy and participate in national and cultural events including UAE Flag Day. In science, students contribute effectively to exhibitions and initiatives linked to the Sharjah government's Green Schooling Programme. - Students demonstrate strong environmental awareness. Through the Green School programme, they participate in sustainability initiatives including recycling campaigns, plant donation and seed-growing projects, and the use of a solar drip irrigation system. These experiences support students' understanding of environmental responsibility, though opportunities for sustained, student-led innovation could be extended further.				
Areas of Strength:				
- Students' positive and responsible attitudes across the school - Students' respectful relationship with teachers and their peers across the school - Students' very good attendance				
Areas for Improvement:				
- Improve punctuality at the start of the school day. - Ensure consistent behaviour for a small minority of boys in the Middle Phase.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
- Teaching for effective learning is good overall and strongest in KG. Most teachers demonstrate secure subject knowledge and a clear understanding of how students learn. Lesson planning is purposeful, with appropriate pacing and use of resources. A range of teaching approaches is used to engage students, and teachers' interactions are generally supportive and well-focused on learning. However, teaching quality is less consistent in the Junior and Middle phases. - Teachers use direct questioning to engage students and check understanding. In many lessons, questioning supports reflection and clarifies learning. In stronger lessons, probing questions extend thinking. However, questioning does not consistently deepen learning or sustain extended dialogue, particularly for higher-attaining students. - Teachers plan to meet the needs of different groups of students, and inclusive practice is evident. Teaching assistants are used effectively, especially in KG. Most students are supported appropriately. Nevertheless, differentiation is not always sharply informed by assessment information, and challenge for more able students is variable. - In stronger lessons, teachers promote critical thinking, problem-solving and innovation. These skills are evident across the school but are not yet embedded consistently. The use of technology supports engagement. Despite that in a minority of lessons, particularly in the Junior and Middle phases, its use is limited to quizzes or simple online tasks, restricting opportunities for research, independence and deeper learning.				
Assessment	Good	Good	Good	Good
- Assessment is good overall. Internal assessment systems provide reliable and timely information on students' attainment and progress and are clearly linked to curriculum standards. Digital management systems enable leaders and teachers to access, track and review assessment data effectively. The school uses a range of external assessments to benchmark outcomes against national and international standards, supporting monitoring of individual and group performance. - Assessment information is analysed systematically and used to identify learning needs for individuals and groups. In most lessons, teachers use assessment data to guide lesson planning and provide targeted support, enabling the majority of students to make secure progress. However, the use of assessment to plan precisely differentiated activities and to provide consistently higher levels of challenge, particularly for higher-attaining students, is not yet embedded across all phases. - Teachers have a secure understanding of most students' strengths and areas for development and provide constructive written feedback to support learning. Peer- and self-assessment are evident in many lessons, particularly in the Junior and Middle phases, and progress-tracking systems help teachers know their students well. However, students do not				



consistently act on feedback to improve their work or use assessment information to set targets and take ownership of next steps in their learning.

Areas of Strength:

- Secure subject knowledge of teachers and a clear understanding of how students learn across all phases.
- Clear and consistent lesson planning that supports effective learning across the school.
- Purposeful and supportive interactions between teachers and students across all phases.

Areas for Improvement:

- The further development of teachers' questioning skills to secure deeper thinking and more extended articulation of understanding by students across all phases.
- The more consistent use of accurate assessment information to inform lesson planning and deliver precisely targeted differentiation that meets the needs of all groups of students.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
- The curriculum is broad and balanced across all phases, with a clear rationale and secure alignment to the California State Core Standards, NGSS for science, and Ministry of Education (MoE) requirements for Arabic-medium subjects. Leaders have correctly identified the need to further embed artificial intelligence (AI) within curriculum planning, building on existing practice to strengthen students' understanding of emerging technologies. - The curriculum ensures clear continuity and progression, building systematically on prior learning and preparing students well for the next stages of education. A suitable range of curricular choices is available, including elective subjects in the High Phase and a variety of extra-curricular activities that broaden students' learning experiences and interests. - Cross-curricular links are evident in students' work and support meaningful connections between subjects and contemporary issues. Regular curriculum review processes ensure planning is refined and remains relevant, coherent and aligned with school priorities.				
Curriculum adaptation	Good	Good	Good	Good
- Overall, the curriculum is adapted effectively to meet the needs of most learners, including SEN students and those identified as G&T. Adaptations include enrichment activities and wellbeing initiatives that support students' academic and personal development and promote engagement in learning. - Curriculum adaptation increasingly promotes communication, collaboration and active engagement in lessons. Teachers make purposeful links to real-life contexts that encourage enquiry, reflection and problem-solving. However, adaptations are not yet consistently precise to ensure sustained challenge for higher-attaining and G&T students, or to fully personalise learning across subjects and phases. - The curriculum supports students' understanding of UAE culture, heritage and values through coherent learning experiences. This enables students to develop appropriate awareness of national identity and social responsibility.				
Areas of Strength:				
- Well-planned cross-curricular links that enable students across all phases to make meaningful connections between subjects. - Established systems to ensure the curriculum is reviewed regularly and comprehensively.				



- Curriculum provision that supports students' understanding of the UAE's values, culture and heritage.

Areas for Improvement:

- The full embedding of technology and artificial intelligence (AI) within curriculum planning across all phases.
- The further adaptation of the curriculum to ensure learning is consistently personalised and sufficiently challenging for all groups of students across all phases.



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

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
- The school has rigorous and well-established procedures for safeguarding, child protection, supervision and safety, which are clearly understood by staff, students and families. Policies covering all forms of abuse, including online safety and bullying, are up to date and communicated through workshops, assemblies and visual displays. Staff training records are comprehensive, visitor procedures are secure, and students confidently identify trusted adults if they feel unsafe. Incident and behaviour logs are systematically maintained and followed up effectively by the social worker. Students' involvement in safeguarding initiatives and safety awareness strengthens the school's preventative culture. - Health, safety and medical arrangements are very well maintained. Leaders demonstrate strong oversight of facilities and hygiene through structured daily and periodic checks. Fire drills are conducted regularly and logged, with clear emergency signage throughout. First-aid equipment and fire extinguishers are available and serviced appropriately. Security is strengthened through CCTV coverage and controlled access. Medical provision is well organised, with licensed staff and secure records. Laboratories and specialist facilities comply with safety requirements. School transport is well supervised and monitored to ensure students' safety during arrival and dismissal. - Healthy lifestyles are promoted through health education sessions, wellbeing campaigns and targeted awareness activities. Hygiene is reinforced through school initiatives. PE staff work with the clinic to support students with identified health needs. Students are encouraged to participate in physical activity and wellbeing initiatives.				
Care and support	Very Good	Very Good	Very Good	Very Good
- Relationships across the school are consistently positive and respectful, supported by a clear behaviour policy that is well communicated to students, staff and parents. Behaviour incidents are recorded and monitored effectively. Awareness sessions on values, anti-bullying and child protection strengthen students' understanding of expected conduct. Students feel confident to seek support, and strong staff–student relationships contribute to a calm and safe learning environment. - Attendance is monitored daily, with clear and timely communication with families. Systems distinguish authorised and unauthorised absences, and persistent absence is tracked appropriately using analysed attendance data to inform follow-up actions. Procedures for				



recording lateness are in place; however, greater consistency would further strengthen punctuality.

- The school has systematic procedures to identify students of determination and gifted and talented students through teacher referrals, diagnostic assessments and parental input. While processes are clear, earlier and more consistent identification across phases would strengthen provision.
- Support is coordinated through IEPs and ALPs that are developed collaboratively and shared with parents. Curriculum adaptations and enrichment opportunities are provided, including competitions, clubs and leadership roles. However, the impact of this support on students' learning and progress is variable.
- Students' wellbeing is monitored through behaviour tracking, counselling records and targeted wellbeing initiatives. Transition arrangements are well planned, particularly in the Middle and High phases, including subject guidance and university preparation. Junior Phase students are introduced to future pathways through structured career-related activities.

Areas of Strength:

- The effective implementation of safeguarding, child protection and welfare systems across the school.
- The strong promotion of students' health and wellbeing through education and physical activity programmes.
- The well-organised guidance and transition arrangements supporting readiness for the next stage of education.

Areas for Improvement:

- The further development of personalised academic planning for students with additional learning needs, including students of determination and those identified as gifted and talented,
- The implementation of a more consistent system for monitoring punctuality.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

Self-evaluation and improvement planning

Good

Partnerships with parents and the community

Very Good

Governance

Very Good

Management, staffing, facilities and resources

Good

- School leadership and management is good. Since their appointment, the Principal and Vice Principal have provided clear strategic direction, underpinned by a shared vision aligned with the UAE national agenda and future-focused skills. They have established a collaborative leadership culture in which staff work effectively together and morale is high. Leadership is focused on improving students' achievement and developing students' leadership roles, resulting in stronger teamwork across the school.
- Leaders at all levels demonstrate secure knowledge of the curriculum and effective practice in teaching, learning and assessment, with clear expectations established. However, middle leaders are not yet fully effective in securing consistently accurate assessment practice across classrooms. Strengthening the role of middle leaders in ensuring assessment consistency remains a priority.
- Leaders promote a systematic and inclusive approach to self-evaluation involving staff, governors and, where appropriate, parents. Self-evaluation is comprehensive and draws on internal and external assessment information to identify strengths accurately. Monitoring of teaching and learning is regular and structured, and subject leaders receive professional development. Leaders recognise the need for greater precision in using assessment information and identifying subject-specific priorities to strengthen alignment between self-evaluation and improvement planning.
- Partnerships with parents are highly effective. Parents demonstrate high levels of trust and are actively engaged as partners in their children's learning. Communication is frequent and responsive through multiple channels, including online systems, regular reporting and direct access to leaders and teachers. Reporting provides clear information about students' academic progress and personal development, contributing to a strong sense of community.
- Partnerships with the wider community are well developed. The school maintains strong links with local and national organisations, including universities and external agencies, which enhance students' learning experiences and aspirations.
- Governance is very good. The governing body is representative and well structured, including owner and parent representation, with clear committee roles. Governors provide effective strategic oversight and challenge, using KPIs linked to the school improvement plan to hold leaders to account. They recognise the need to strengthen assessment leadership capacity and the value of formal student representation as the school develops.
- Day-to-day management is effective and efficient, resulting in a well-organised learning environment that supports students' achievement and wellbeing. Leaders ensure smooth daily operations and deploy staff effectively. Staffing is sufficient and appropriately qualified,



supported by well-planned professional development, much of which is led internally. Leaders have identified the need to further strengthen assessment leadership capacity, including consideration of a dedicated assessment coordinator role. The premises are appropriate and well maintained, with resources sufficient to support curriculum requirements.

Areas of Strength:

- The highly effective work of the Principal and Vice Principal.
- The very effective work of the governors.
- The very strong partnership with parents.

Areas for Improvement:

- The strengthening of assessment leadership capacity, including the work of middle leaders with teachers, and the appointment of a dedicated assessment coordinator.
- The rigour of the school's evaluation processes in identifying clear subject-specific areas for improvement.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The staffing provision for the Arabic language department includes 19 teachers across Arabic, Islamic Studies and Social Studies, supported by teaching assistants, with an overall teacher-to-student ratio of 1:52. The Head of Department for Arabic subjects monitors planning, teaching and assessment across the three subjects.
- The library provision for Arabic includes approximately 2,000 Arabic fiction books and 1,000 Arabic non-fiction books, in addition to 527 Arabic e-books.
- Reading provision in classrooms is supported through timetabled library periods across phases, classroom reading corners and the use of digital platforms, including Haya and Kutubee.
- Extra-curricular activities include participation in the Arabic Reading Challenge, with eight students reaching the semi-final stage. Students have read 4,500 e-books over 385 hours. The school also provides targeted pull-out sessions, individual tuition and parental guidance to support reading and writing development.

The school's use of external benchmarking data

- The proportion of students participating in international tests meets SPEA requirements. Ninety-seven percent of students in Grades 3–9 completed MAP assessments, and 100% of students in Grades 3, 5, 7 and 9 completed CAT4. All students in Grades 9–12 completed TALA and ABT assessments, and all eligible 15-year-old students participated in PISA 2025.
- Preparation for international assessments is well structured. Teachers use benchmarking data to identify learning gaps and provide weekly intervention sessions, particularly in Mathematics, English, Science and Arabic. Preparation includes skills trackers, customised assessments, past examination papers and standardised test materials used in lessons and for home learning.
- Assessment outcomes are communicated clearly to students through scheduled discussions and digital platforms. Students receive individual reports via Orison, and teachers support them in interpreting results to set targets and improve performance.
- Communication with parents is effective through digital platforms and planned meetings. Assessment outcomes are shared regularly, and parents are kept well informed about students' progress through established communication channels.

Provision for KG

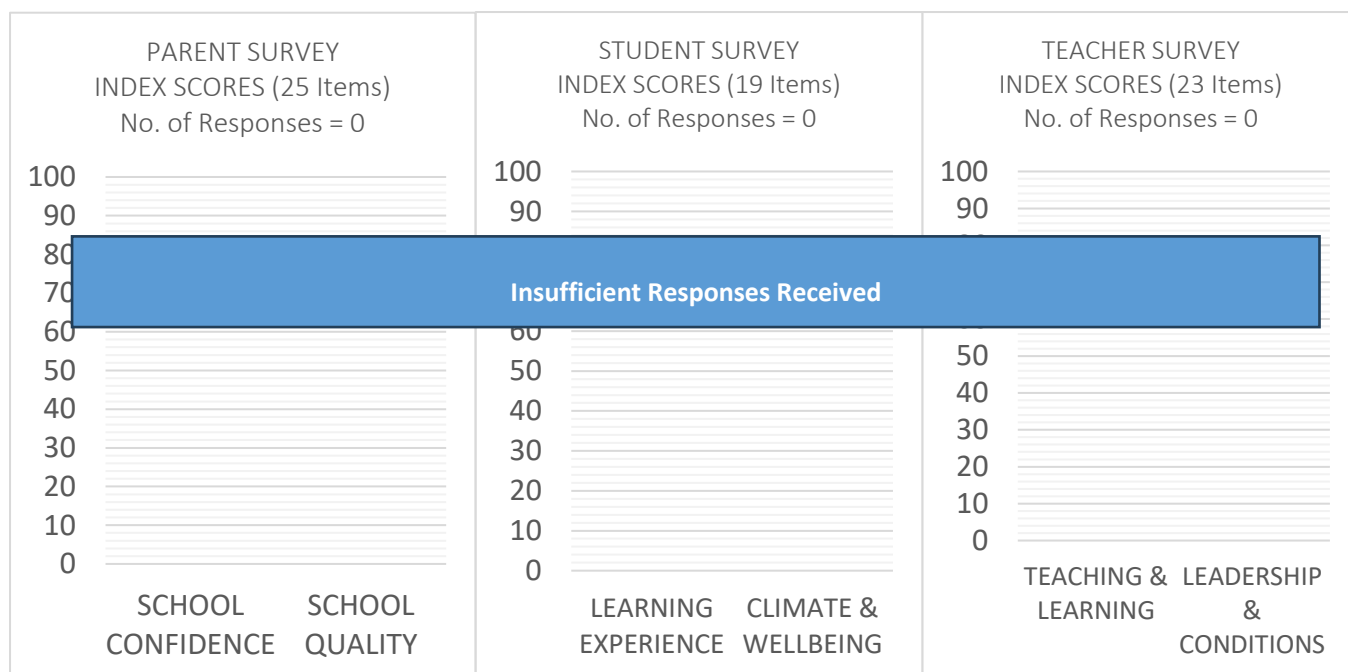
- The staffing provision in KG includes 7 qualified KG teachers supported by four teaching assistants, maintaining an approximate teacher-to-child ratio of 1:13, which supports effective supervision and individual attention.
- The indoor environment includes well-equipped classrooms, child-friendly toilet facilities and a dedicated indoor activity area supporting safe, structured play. Classrooms are resourced with age-appropriate materials, including storybooks, smart boards, mathematics manipulatives and organised reading corners. Digital platforms support early skills development, and resources promote fine motor skills, early writing and guided play.
- The outdoor environment includes a shaded playground with safe flooring that supports physical development and social interaction. Additional spaces, such as a reading corner and "show and tell" area, are used regularly to develop communication skills, confidence and language development.
- Induction and transition arrangements are well structured, including orientation visits, graduation celebrations, a welcome week and transition activities to Grade 1. Parents attend meetings and orientation sessions and receive clear guidance on routines, curriculum expectations and supporting learning at home.



- Pre-KG provision focuses on structured, play-based learning that supports early socialisation, communication, fine motor development and familiarity with classroom routines, preparing children well for entry into KG.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Secure consistently very good achievement across all subjects by:
 - Strengthening the accurate and consistent use of assessment information to inform planning, monitor progress and target improvement priorities across subjects and phases;
 - Embedding consistently effective differentiated teaching so learning is well matched to students' starting points and accelerates progress for all groups, particularly higher-attaining and gifted and talented students;
 - Ensuring curriculum adaptation places a clearer and more consistent emphasis on challenge, depth of learning and progression of skills across subjects.
- Strengthen the impact of teaching and learning through sharper evaluation and monitoring by:
 - Improving the rigour and precision of subject-level self-evaluation so strengths and priorities for improvement are clearly identified and evidence-based;
 - Sharpening the quality of lesson monitoring to focus explicitly on students' attainment, progress and depth of learning, rather than on teaching activities alone;
 - Strengthening middle leaders' role in evaluating classroom practice and securing consistent expectations for teaching, assessment and differentiation.
- Enhance leadership capacity and sustainability to secure continued improvement by:
 - Strengthening assessment leadership capacity to ensure consistent practice and effective use of data across the school;
 - Reducing variability caused by staffing changes through stronger induction, professional development and leadership continuity;
 - Addressing limitations in facilities and learning spaces to better support inclusion, collaboration, practical learning and students' wider development.



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.