



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Al Wahda Private School

26-29 January 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	129
	School location	Al-Qarayen 3, Sharjah
	Establishment date	May 2020
	Language of instruction	English
	School curriculum	US
	Accreditation body	Cognia
	Examination Board	College Board
	External assessments	AP/SAT/CAT4/TALA/MUBAKIR
	International and Curriculum Benchmark Assessments	TIMSS/PIRLS/PISA
	Fee range	AED 20,000
 Staff	Principal	Mr. Duraid Haitham Abdullatif
	Chair of Board of Governors	Ms. Sadia Wajid
	Total number of teachers	87
	Total number of teaching assistants	14
	Turnover rate	12.5%
 Students	Teacher: student ratio	1:11
	Total number of students	932
	Total number of students per cycle/phase	KG: 68
		Elementary/Phase 1: 171
		Middle/Phase 2: 225
		High/Phase 3: 468
	Pre-KG: number and gender	Boys: 0 Girls: 0
	KG: number and gender	Boys: 37 Girls: 31
	Elementary: number and gender	Boys: 100 Girls: 71
	Middle: number and gender	Boys: 116 Girls: 109
	High: number and gender	Boys: 259 Girls: 209
	Total number of Emirati students	667
	Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
	KG: Emirati number and gender	Boys: 17 Girls: 16
	Elementary: Emirati number and gender	Boys: 54 Girls: 39
	Middle: Emirati number and gender	Boys: 90 Girls: 75
	High: Emirati number and gender	Boys: 215 Girls: 161
	Nationality groups	1. Emirati 2. Pakistani
	Total number of students with special educational needs (SEN)	52



PROGRESS JOURNEY

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



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 141 lesson observations, 46 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good, as it maintained its steady progress. Partnership with parents is a strong feature of the school. Communication with parents is purposeful and consistent, enabling them to contribute meaningfully to their children's educational journey. The governing body and the Athena Group offer strong strategic guidance, ensuring that priorities for improvement are well supported and closely monitored. Leaders have developed increasingly accurate systems for self-evaluation, allowing them to pinpoint areas that require further refinement. This has included expanding the curriculum offer and easing the workload on staff, contributing positively to their well-being. As a result, the quality of curriculum design and adaptation is good. Additional resources have been allocated to strengthen the professional development of middle leaders and teachers, with the aim of driving higher levels of student achievement. As a result, progress in all subjects is good or better across the school. With these structures in place, the school is well equipped to maintain its upward momentum and to continue to improve outcomes for students. Overall, teaching and assessment are good. Students demonstrate strong personal development and a deep understanding of Islamic values. Provision for health and safety is very good, ensuring that students are well cared for and supported. Leadership and management are good overall. Leaders demonstrate a clear, ambitious vision for inclusion and ensure that students with special educational needs (SEN) are well supported. The majority of recommendations of the previous review report have been successfully addressed, and leaders demonstrate good capacity to improve the school further.

KEY AREAS OF STRENGTH:

- Students' at least good attainment and progress across all subjects.
- Students' positive attitudes and their understanding of Islamic values and UAE culture.
- Health, safety, and guidance and support systems to ensure student wellbeing.
- The support provided by governors and other partners which help leaders to drive improvement, accountability, and overall school effectiveness.
- Proactive parents' council that contributes positively to the development of the school.



KEY AREAS FOR IMPROVEMENT:

- Identification and provision for gifted and talented (G&T) students.
- Students' learning skills, innovation, enterprise and project and inquiry-based learning
- Opportunities for extended and creative writing.

Further improving the leadership of teaching, assessment and curriculum.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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



Islamic Education

- Students' achievement in Islamic Education is very good overall. It is very good in KG and High Phase. The school's internal data indicates students make very good progress across the school. This does not match what was seen in lessons and in students' work, where the majority of students in Elementary and Middle Phases, and a large majority of students in KG and High Phases make better than expected progress.
- The school's internal data shows attainment is very good across all phases. This is not fully seen in lessons and in students' work where the majority of students attain above curriculum standards in KG, Elementary and Middle phases, and the large majority attain above curriculum standards in High phase. There are no external assessments for Islamic Education.
- The majority of students in Elementary and Middle phases make good progress, while a large majority in KG and the High phase make very good progress. In KG, children memorise and accurately recite short surah. Students in Elementary and Middle phases demonstrate a clear understanding of worship practices and Islamic etiquettes, although a few require further support to deepen their understanding of vocabulary. Students in High phase show strong comprehension of Islamic teachings to do with marriage and Shura and can confidently suggest solutions based on Fiqh laws. Across all phases, and in age-appropriate ways, students can infer the rationale behind prescribed Islamic laws and acts of worship. Students' ability to reference and apply verses from The Holy Qur'an and The Noble Hadeeth to reinforce their understanding is still developing.
- Overall, most groups of students make better than expected progress including Emirati students and SEN.

Areas of Strength

- Students' clear understanding of worship practices and Islamic etiquettes as taught in the Surah and The Noble Hadeeth in Elementary and Middle phases.
- Students' strong comprehension of Islamic teachings on marriage and Shura and ability to confidently offer solutions grounded in Fiqh laws in High Phase.

Areas for Improvement

- Students' deep understanding of the vocabularies in the Surah and The Noble Hadeeth in Elementary and Middle phases.
- Students' ability to accurately reference and apply verses from The Holy Qur'an and The Noble Hadeeth in discussions to reinforce their understanding.



Arabic Language

- Students' achievement in Arabic first language (AFL) and Arabic second language (ASL) is good overall. The school's internal data in AFL shows students make very good progress in KG, Elementary and High phases, and good progress in Middle Phase. In ASL, data shows that students make very good progress in Elementary phase and good progress in Middle and High phases. This does not match what was seen in lessons and in students' work, where the majority of students in AFL and ASL make better than expected progress, except in KG and in High phase in AFL where the large majority make better than expected progress.
- The school's internal data shows that attainment is very good across all phases in AFL, and very good in Elementary and Middle phases, and good in the High phase in ASL. TALA examination results indicate acceptable attainment in Elementary, Middle and High phase. IBT results indicate good attainment in Elementary phase and very good in Middle phase in ASL. In lessons and in their work, the majority of students in all phases in AFL and ASL reach levels of attainment that are above curriculum standards.
- In AFL, the majority of KG children can accurately pronounce letters and recognise them in sight words. In Elementary and Middle phases, students demonstrate clear reading comprehension skills, and they are able to understand a range of texts and respond effectively to related questions. High phase students demonstrate strong analytical skills and can analyse and interpret poetic texts effectively. In ASL, the majority of students in Elementary and Middle phases show a clear understanding of key vocabulary and use this effectively in short sentences. Sometimes, limitations in their vocabulary inhibit their ability to express their ideas more accurately and with greater confidence. Students in the High phase in ASL comprehend narrative and descriptive texts. Students' writing skills, particularly extended writing with accurate grammar, structure, and punctuation, are progressing adequately across all phases in both AFL and ASL.
- Overall, the majority of groups of students make better than expected progress in AFL and ASL, including Emirati students and SEN.

Areas of Strength

- Students' ability to analyse and interpret poetic and literary texts effectively in AFL in High phase.
- Students' clear understanding of key vocabulary in ASL across Elementary and Middle phases.

Areas for Improvement

- Students' ability to write at length, applying proper grammar, sentence structure, and punctuation in both AFL and ASL across all phases.
- Students' wider vocabulary for clearer and more confident communication in ASL.



Social Studies	- Students' achievement in social studies is good overall. The school's internal data shows students make very good progress across phases. This does not align with lessons and students' work, where the majority of students make better than expected progress in Elementary, Middle and High Phases. - Internal assessment data shows attainment is very good in Elementary, Middle and High phases. This is not seen in lessons and in students' work where the majority of students attain above curriculum standards in all three phases. There are no external assessments for social studies. - Across all three phases, students have secure knowledge of citizenship, belonging, and adherence to values and ethics. Students in Elementary and Middle phases demonstrate clear knowledge of the strategic location of the Gulf Cooperation Council (GCC) countries and the United Arab Emirates. Their ability to express a deeper understanding of geographical and historical concepts is developing. In High phase, students analyse the strategic importance of the Arabian Gulf. Across all phases, map interpretations' skills remain emerging, limiting the depth of geographical reasoning and analytical skills. - Overall, the majority of groups of students make better than expected progress including Emirati students and SEN. Higher-attaining students do not progress as well as they could, particularly in Elementary and Middle phases.	
	Areas of Strength	Areas for Improvement
	- Students' secure knowledge of citizenship, belonging, and adherence to values and ethics across the school. - Students' understanding of the strategic location of the Gulf countries and the UAE in Elementary and Middle Phases.	- Students' deep understanding of geographical and historical concepts in Elementary and Middle phases. - Students' map interpretation to support their geographical and analytical skills across all phases.



English	- Students' achievement in English is good overall. The school's internal data shows that children make good progress in KG, and students make very good progress in the other phases. This does not match that seen in lessons and in students' work where the majority of students make better than expected progress against curriculum expectations., - The school's internal data shows that attainment is very good across all phases. This does not fully align with attainment seen in lessons and in students' work where the majority of students are above curriculum standards across all phases. External MAP data show very good attainment in Elementary, Middle and High Phases. There are no external assessments for KG. - Majority of students demonstrate developing literacy skills across all phases. In KG, children read, identify, and explain the setting, characters, and events of stories. In Elementary phase, students analyse and compare objects and identify cause and effect, such as the impact of the sun on life, using graphic organisers. Students' reading comprehension is developing. Their age-appropriate speaking skills enable them to describe different forms of energy and explain the use of solar energy in the UAE. In the Middle phase, students infer synonyms using contextual clues and use figurative and technical language, with teacher support. Their handwriting, grammar, and independent writing skills are less well developed. In the High phase, most students confidently communicate opinions on themes from "The Necklace" and "The Rocking Horse Winner" and develop their persuasive writing well. They identify purpose, audience, and main claims in "I Have a Dream" and explain how rhetoric is used to advance an author's viewpoint. A minority only can effectively write stories exploring themes such as obsession with wealth or family pressure. - Overall, the majority of groups of students make better than expected progress including Emirati students and SEN.	
	Areas of Strength	Areas for Improvement
	- Children's ability to identify characters and events in a story in KG. - Students' understanding of rhetoric and its impactful use in the High Phase.	- Students' reading comprehension in Elementary Phase. - Students' handwriting and grammar skills in the Middle Phase. - Independent writing, particularly in Middle Phase.



Mathematics	- Students' achievement in mathematics is good overall. The school's internal data shows that students make good progress in all phases. This is in line with what was seen in lessons and in their work where the majority of students make better than expected progress in all phases. - The school's internal assessment data shows attainment is very good across all phases. This does not match with that seen in lessons and students' work, where the majority of students attain above curriculum standards across all phases. External MAP data shows attainment is very good in Elementary, Middle and High phases. There are no external assessments for KG. - Most students demonstrate secure developing mathematical knowledge and procedural fluency across all phases. In KG, children develop early numeracy through writing numbers, arranging objects and solving simple addition problems. However, a minority of children were not able to draw an array of objects successfully, limiting their early conceptual foundation. In Elementary phase, most students accurately convert between different units of length, reflecting strong procedural knowledge, although a minority were uncertain when converting meters and kilometres. In Middle phase, the majority of students develop proficiency in analysing a range of data and calculating the mode, mean and median and identify and extend patterns. In the High phase, students calculate the volume of a cylinder and apply permutations and combinations to determine probabilities of compound events, showing strong procedural fluency. - Overall, the majority of groups of students make better than expected progress including Emirati students and SEN.	
	Areas of Strength	Areas for Improvement
	- Students' analysis of data and to calculate the mode, mean and median in Middle Phase. - Students' procedural fluency in High Phase.	- Children's ability to draw an array of objects in KG. - Students' ability to work accurately with unit conversions in Elementary Phase.



Science	- Students' achievement in science is good overall. The school's internal data shows that students make very good progress in KG, Elementary and Middle phases and good progress in High Phase. This does not match with that seen in lessons and students' work, where the majority of students make progress which is above curriculum expectations across all phases. - The school's internal assessment data shows that attainment is very good in KG, Elementary and High phases and good in the Middle phase. External MAP data shows attainment is very good in Elementary and good in Middle and High phases. There are no external assessments for KG. In lessons and in their work, the majority of students in all phases reach levels of attainment which are above curriculum standards. - The majority of students across KG, Elementary, Middle, and High phases demonstrate good scientific knowledge, skills and understanding. In KG and Elementary phases, children and students discuss changes and show curiosity and engagement during exploratory and practical activities. Students' understanding of physical and life science is developing and students can explain cause and effect factors. However, some children and students find it challenging to explain the impact of changes to life on Earth and do not always give scientific explanations with use of age-appropriate scientific terminology. In the Middle and High phases, students use scientific methods to carry out investigations and discuss their findings. They demonstrate secure laboratory skills in the High phase. Students do not always draw detailed conclusions from findings successfully. Students enjoy and learn well from simulation and lab experiments across all phases. - Overall, the majority groups of students including Emirati students and SEN make above expected progress overall. Some G&T students are not sufficiently supported or challenged in lessons.	
	Areas of Strength	Areas for Improvement
	- KG children and students in Elementary Phase ability to explore and investigate in practical science activities. - Students' strong laboratory skills, particularly in High Phase.	- Students' ability to draw detailed conclusions from their findings across all phases. - Students' scientific explanations using age-appropriate scientific vocabulary across all phases.



Other subjects

- Students' achievement in other subjects is good overall, and good in High Phase. The school's internal data shows that students make good progress in KG, Elementary and Middle Phases, and very good progress in High Phase. This matches what is seen in lessons and in students' work, where the majority of students make better than expected progress in KG, Elementary and Middle Phases, and the large majority make better than expected progress in High Phase.
- The school's internal data shows that attainment is good in KG, Elementary and Middle Phases, and very good in High Phase. This aligns with what is seen in lessons and in students' work, which show that the majority of students attain above curriculum standards in KG, Elementary and Middle Phases and the large majority attain above curriculum standards in High Phase. There are no external assessments taken in other subjects.
- Students enjoy their learning in subjects such as physical education (PE) and art in KG, and in information and communication technology (ICT), which is introduced from Grade 3. Students in Middle and High phases enjoy programming that can be related to real life such as creating apps and use coding. In High phase, students discuss with confidence events from history and their impact on the economy and relating it to the UAE. In Grade 10, during journalism lessons, students develop their interviewing skills and writing articles and publishing them in the school's newsletter. In KG, children integrate art in different areas of learning. In Elementary phase, students enjoy their learning in PE. In humanities lessons, students show good understanding, including the depth of their academic learning. They demonstrate sound creative, social, and analytical abilities. However, there is a noticeable gap in students' knowledge of visual arts within the broader art curriculum, in Middle and High phases. High phase students achieve well in accounting and in computer programming, psychology and business.
- Overall, girls perform as well as boys in most other subjects. While G&T students are generally identified, they do not always make sufficient progress in some other subjects.

Areas of Strengths

- The ability of KG children to demonstrate their artistic knowledge and skills across the curriculum.
- Students' understanding in accounting and in computer programming, psychology, and business in High Phase.
- Students' depth of understanding in humanities topics.

Areas for Improvement

- Students' knowledge of visual arts in Middle and High phases.
- G&T students' challenge and depth of learning in other subjects.



Learning Skills	- Students' learning skills are good across the school. They generally engage positively in lessons, participate willingly, and show a clear understanding of their strengths and areas for improvement. The majority of students display highly positive attitudes and increasingly take ownership of their learning in older year groups. - Students collaborate well and demonstrate a genuine engagement with learning, particularly in small-group activities. In KG, children explore concepts through rich, varied learning experiences and make meaningful connections to real-life situations, such as using problem-solving skills to design and build different types of houses. In Elementary phase, students articulate their understanding confidently and work effectively together to solve challenges. In Arabic, learners use technology with assurance to explore different forms of poetic writing. In High phase, English students participate actively in collaborative discussions that involve analysing well-known literary texts. - Students confidently relate their learning to real-world contexts. For example, in a Grade 12 business lesson, students applied their knowledge by calculating VAT and evaluating its impact on the UAE economy. - The majority of students use technology confidently and purposefully to support their learning. Critical thinking is becoming a more prominent feature of lessons, particularly in the High phase, although it is less evident in the younger phases. Innovation and enterprise skills are still emerging in most phases in the school. In KG and Elementary phases, students are beginning to explore creative and entrepreneurial approaches to learning.	
	Areas of Strengths	Areas for Improvement
	- Students' positive attitudes and willingness to learn across all phases. - Students' readiness to interact and collaborate productively across the school.	- Students' development of critical thinking skills, particularly in KG, Elementary and Middle phases. - Students' innovation and enterprise skills across the school.



PERFORMANCE STANDARD 2:

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

Indicators:	KG	Elementary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
- Students' personal and social development skills are very good. Across the school, children and students have positive and responsible attitudes. They are mostly self-reliant inside and outside the classroom. Students are keen to learn and respond very well to feedback. Students in all phases are self-disciplined, which is evident in lessons and around the school building. Students maintain a calm and orderly atmosphere, both during lesson transition and break time. Bullying is very rare. - Student and staff relationships are respectful, courteous and considerate. Students are respectful of their peers and understand the value of different opinions and how to show respect to the views of others. Students show and value respect and strong relationships, especially during group work activities. - Students demonstrate a good understanding of safe and healthy lifestyles, although they sometimes make inconsistent food choices. Students participate actively in PE lessons. The school's overall attendance is very good at 97%. A few students arrive late to school.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
- Across all phases, students demonstrate a deep and authentic understanding of Islamic values and clearly appreciate their importance in daily life in the UAE. They recite the Holy Qur'an accurately and confidently, participate respectfully in prayers, and reflect thoughtfully on Islamic teaching reflecting how these principles actively shape their attitudes and behaviour. - Students consistently model tolerance, respect, compassion and responsibility in their daily interactions with peers and adults. They contribute actively to a safe, fair and supportive environment, strengthening the school's positive and inclusive climate. Older students take initiative in planning and leading national and Islamic celebrations, reinforcing cultural identity, shared values and a strong sense of community. - Students actively demonstrate their belief in mutual respect and equality among different nationalities, ethnicities and beliefs through their interactions and collaborative work. They engage thoughtfully in historical and cultural projects, participate enthusiastically in International Day events, and use interactive tasks such as QR code explorations to deepen their understanding of other countries and cultures. Through these experiences, students broaden their global awareness and consciously uphold inclusive values in their daily behaviour.				



Social responsibility and innovation skills	Good	Good	Very Good	Very Good
- Students demonstrate strong commitment to community service and social responsibility, participating actively in school and community initiatives. High Phase students take leadership roles in organizing Eid clothing and Ramadan box donations, fundraising for victims in Gaza and Lebanon, and supporting flood-affected families in partnership with the UAE Red Crescent. Students also contribute to book exhibitions, inclusive events, and sustainability projects such as recycling and tree planting, strengthening community cohesion and global citizenship. - Students demonstrate positive attitudes to learning, showing perseverance, creativity and initiative in a range of contexts. Older students apply practical problem-solving and entrepreneurial skills through projects such as drone construction and designing accounting board games. KG and Elementary students show emerging innovation skills, experimenting with ideas and responding thoughtfully to challenges. Across all phases, students collaborate effectively, take on leadership roles with confidence, and engage actively in cultural activities, demonstrating respect for UAE heritage and an understanding of its continuing influence on modern life. - Students demonstrate very good environmental awareness and take an active role in green initiatives. Through partnerships with the Emirates Environmental Group, they support sustainability and conservation efforts at both local and global levels. Students care for and improve their school environment and show a mature understanding of how their actions impact on the planet.				
Areas of Strength:				
- The strong Islamic ethos that is deeply embedded in the school. - Students' positive attitudes, behaviour and relationships in all phases. - Students' engagement with community service and environmental action.				
Areas for Improvement:				
- Students' development of innovation and entrepreneurial skills. - Students' understanding and adoption of healthy eating lifestyles.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
- Teachers demonstrate generally secure subject knowledge and a sound understanding of how students learn. Most use assessment information, including CAT4 and MAP data, to identify students' starting points and adapt their approaches accordingly. A range of strategies, such as think-pair-share and collaborative group work, supports engagement and active participation. Learning environments are safe, encouraging positive relationships and enabling students to feel confident in contributing to discussions. - Planning is typically structured and aligned to clear learning objectives, with differentiated success criteria that support students of varying abilities. In most lessons, teachers use time and resources effectively, ensuring that activities are sequenced logically to support good progress. However, the level of challenge and depth of learning are not yet consistently maximised for all groups of students. - Teacher-student interactions are respectful and purposeful, supported by the SIR (Strengthen, Improve, Respond) strategy. In stronger lessons, particularly in the High Phase, Depth of Knowledge (DOK) -aligned questioning promotes reflection and critical thinking. The majority of teachers use formative assessment, collaborative learning, and feedback to support most learners, including EAL students and low-attainers. Targeted training, led by the Inclusion Department, has strengthened differentiation, although greater consistency, especially for G&T students, remains an area for development. - In some lessons, critical thinking, problem-solving, and independent learning are not developed systematically enough. Teaching assistants in KG help to support children's learning. In some lessons, teachers use technology to enhance engagement and adapt practice, although opportunities for innovation and enterprise – including through technology - are less well embedded across the school.				
Assessment	Good	Good	Good	Good
- Assessment and benchmarking are robust, consistent, and aligned with ME requirements, particularly in Arabic subjects. Assessments are typically skills-based, appropriately challenging, and aligned to curriculum standards. The school benchmarks performance using MAP, CAT4 baseline data, AP courses, and Arabic tools such as Mubakir and Tala. Triangulation with PISA and TIMSS strengthens confidence, academic rigor, and evidence-based decision-making. - The monitoring of individual and group progress using data is still developing. Most teachers use data to inform planning, grouping, and targeted interventions, supported by effective				



moderation processes and digital tracking systems. MAP and CAT4 data inform reviews, curriculum refinement, and planning, particularly in English and Mathematics. Colour-coded analysis, data walls, and regular data reviews support action planning and accountability.

- Assessment is increasingly embedded across the school. The majority of teachers have a understanding of students' strengths and provide useful feedback. However, follow up actions to address misconceptions or deepen learning are not consistently evident. Differentiation is provided through scaffolding with clear success criteria. Students are involved in self- and peer-assessment, but their ability to act independently on feedback varies.

Areas of Strength:

- Teachers' strong subject knowledge.
- The use of data and assessment to evaluate students' attainment and progress.
- Positive learning environments and resources across the school.

Areas for Improvement:

- Critical thinking, problem-solving, and independent learning, as well as the use of differentiation to meet students' needs, particularly for G&T students.
- Refining the use of assessment data to inform planning and targeted intervention.
- Teachers' follow-up of the feedback provided to students, and the quality of student responses.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
- Curriculum design and implementation are good overall. The school delivers the Common Core State Standards (CCSS) and Next Generation State Standards (NGSS) in science in the English Medium Subjects (EMS) and delivers the MoE curriculum for Arabic Medium Subjects (AMS). The curriculum meets statutory requirements for both curricula. The curriculum develops students' knowledge, skills and understanding and provides for continuity and progression. This ensures students are well prepared for the next phase of education and life. - The school provides wide range of curriculum choices such as accounting, environmental science, humanities and AP across all three sciences in the High phase in order to support them for their future life aspirations, courses and careers. The school also provides opportunities for students to participate in local and national competitions including public speaking, 'ninja' competitions and science fairs. The choice for learning other languages remains limited across the school. Cross-curricular links are meaningful and planned in lessons across all subjects. In Mathematics, students made links between real life applications of the topics they were learning. Planning for links to the UAE culture and heritage is a strong feature of the school. On rare occasions, there were some missed opportunities to make links in unfamiliar contexts. - The school conducts regular reviews of the curriculum to ensure that it is aligned with leaders' expectations. The impact of the review process is reflected in the gains in students' attainment, including in external examinations. The school meets the academic and personal development needs of most students.				
Curriculum adaptation	Good	Good	Good	Good
- Leaders ensure the curriculum is modified to meet the needs of most groups of students. Teachers successfully modify lesson plans for SEN students and for G&T students, as well as for other low and high-attaining students. However, the implementation of these plans is inconsistent, so the needs of all students are not always met in lessons. The support for students learning Arabic as a second language is a strong feature of the school. - The school provides opportunities for students to participate in various initiatives and competitions to support innovation, enterprise and enhancement. For example, students have created ATM simulations, programming codes, along with models of self-driving projects,				



participation in school trips and world food days. Nevertheless, innovation, enterprise and enhancement are not yet sufficiently embedded into the curriculum to become a part of everyday learning across all subjects and phases.

- The school provides students with a coherent learning experience, and UAE culture links are embedded throughout the curriculum. Students work is displayed in the corridors and classrooms. The school celebrates many events linked to Emirati culture and heritage.

Areas of Strength:

- The planning of the cross-curricular links.
- The strong UAE and Emirati culture links embedded in lessons and wider school curriculum.

Areas for Improvement:

- The implementation of the modified curriculum plan in lessons.
- Embedding innovation, enterprise and enhancement into the curriculum.



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	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
- The school provides a very caring and safe environment for all students. Supervision of students includes an effective prefect system and a high ratio of adults to students during break and social times. The school regularly shares school policies with stakeholders using digital platforms, displays in school, and assemblies. The school has rigorous and effective procedures for the safeguarding of students including child protection. The school maintains comprehensive and secure records. - The building is 25 years old but is very well maintained. All areas are clean and hygienic. New indoor activity rooms, science and ICT labs complement the library and other specialist areas ensuring a learning environment well suited to the learning needs of all. There is adequate shade. There is a lift to aid students with mobility issues. However, staff usually move an affected class to the ground floor where necessary. Records of school maintenance are securely stored. A team of two nurses and a doctor provide good medical support for students. The clinic keeps accurate medical records safely and all medicines and hazardous materials are secured. A full BMI and vaccination program is ongoing. - The school promotes safe and healthy lifestyles through health education awareness campaigns such as healthy food guidance through assemblies and home room time. The majority of students are aware of the need for healthy lifestyles, although some make poor choices, as over 20% of the students have been assessed as obese. PE is complemented by an extracurricular program that includes football, volleyball and basketball. Take-up by students is good.				
Care and support	Very Good	Very Good	Very Good	Very Good
- Teacher–student relationships are very strong, ensuring a respectful and supportive climate. Behaviour systems are highly effective, consistently applied, and clearly understood across the entire school community. - Arrangements to promote and manage attendance and punctuality are robust, consistently implemented, and result in very good levels of student attendance across the school. - The school is inclusive, with effective procedures for identifying students with special educational needs, including SEN. Teachers receive regular training to ensure their understanding and implementation of the school's inclusion policy and practices.				



- Effective support for students with additional learning needs, including SEN has been strengthened, including the addition of the sensory room, while provision for G&T students is less well developed.
- Pastoral and counselling staff monitor students' well-being and personal development effectively, through home-room time and a strong pastoral structure. This is supported by the student council and two clinics, which also offer targeted workshops supporting students' mental health. Older students benefit from highly effective counselling and career guidance.

Areas of Strength:

- Staff-student relationships and behaviour management contributing to a supportive learning climate.
- Highly effective careers guidance and support for older students.

Areas for Improvement:

- The consistency with which students are guided toward healthy lifestyle choices.
- The consistent quality and impact of support for students with additional learning needs and those who are G&T across the school.



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

Outstanding

Governance

Very Good

Management, staffing, facilities and resources

Very Good

- Senior leaders articulate a clear, inclusive vision which is embraced by all stakeholders. This is seen for example, in the support for students with additional learning needs, who are fully integrated in lessons and supported effectively by teachers and peers. Leaders demonstrate a strong commitment to this vision and to all other National Priorities.
- Leaders at every level show a confident grasp of effective practices in teaching, learning and assessment. The distributive leadership model promotes strong outcomes for the majority of students while promoting staff well-being and morale. Senior leaders recognise the need to empower middle leaders to lead improvement and implement actions for themselves, and this remains a developing area.
- Self-evaluation processes are established and increasingly embedded within the school's routines. Analysis of students' assessment data generally informs curriculum adjustments and helps to address identified gaps in learning, although practice is not yet fully consistent across all middle leaders and teachers. Leaders demonstrate a sound understanding of the school's strengths and areas for development and have addressed many of the priorities identified in the previous report. Lesson observations and scrutiny of students' work contribute appropriately to the self-evaluation cycle. Development planning outlines relevant priorities with measurable targets, supporting steady improvement, although greater precision in evaluating impact would strengthen outcomes further.
- The school's engagement with parents is exemplary. Parents are deeply invested partners in their children's learning and play an active, visible role in school life, regularly contributing to displays, exhibitions and special events. They express very high confidence in the quality of communication with school leaders and teachers. Parents are very well informed about their children's academic progress and their social and physical development. Families of students with additional learning needs highlight the support they receive, and say that IEPs provide clear, effective guidance for their children's learning.
- The school maintains strong relationships with former students and with the local community. The school benefits from highly productive links with other Athena schools. Leaders are working to expand these partnerships in order to strengthen collaboration.



- The school is strengthened by the Athena Group's effective governance, with experienced professionals providing sustained, high-quality support and challenge. The group places significant value on the insights of the local advisory board, chaired by a parent and representing a wide cross-section of stakeholders, including students, staff and parents. Stakeholders report that their voices are not only heard but influence strategic decision-making and school improvement. Systematic reporting ensures governors remain well informed and provide strong accountability for the school's performance.
- Day-to-day management of the school is highly effective, with well-established systems that contribute directly to strong outcomes. The school is suitably staffed, with recent leadership changes helping to strengthen curriculum provision and expand elective opportunities. Additional staffing has eased teacher workloads and improved staff wellbeing, demonstrating the school's commitment to a supportive workplace. Leaders ensure a culture of continuous training, focused on their core commitment to improving the quality of teaching and learning. The premises are well designed and maintained. Recent investment has strengthened IT provision, with increased online learning access. Additional science laboratories help support students' practical and investigative skills; the impact of these investments is yet to be observed.

Areas of Strength:

- The strong commitment and determination of the principal, senior leaders, and middle leaders, who collectively work to sustain and drive school improvement.
- The partnership with parents and the governing body to support and challenge school leaders.

Areas for Improvement:

- The empowerment of middle leaders to initiate and lead improvements in their areas of responsibility.
- The consistency in evaluating the impact of improvement strategies and recent investments.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- Arabic language provision is supported by a team of 27 staff, including Arabic language teachers, Islamic Education and Social Studies teachers, and non-Arab subject teachers who reinforce Arabic through reading, vocabulary, and comprehension within their lessons. This ensures consistent language support across subjects. The teacher to student ratio is 1:35.
- The school library is well resourced with 3,078 Arabic books, including 792 fiction and 728 non-fiction titles, covering a wide range of reading levels and interests. Students regularly attend library lessons and access online reading resources such as Kutubee to support independent and home reading.
- Reading is supported through varied teaching strategies and effective use of technology. Digital platforms such as Alef, Abjadiyat, and Arabits promote interactive learning, provide immediate feedback, and offer remedial and enrichment activities. Online learning is also used to support reading tasks and digital libraries, including The Holy Qur'an reading.
- Arabic language development is enhanced through reading, recitation, eloquence, and public speaking competitions, cultural exhibitions, and participation in external assessments. Parents support learning by attending events, helping with preparation at home, and maintaining regular communication with the school.

The school's use of external benchmarking data

- In compliance with SPEA requirements, the school involves students in PISA, TIMSS, PIRLS, TALA, MUBAKIR, IBT, MAP, and CAT4 examinations. Almost all students complete these exams. Students, teachers, and parents receive regular sessions, three times a year, explaining the purpose, format, and value of external exams, including structure, timing, and sample questions. Baseline assessments and mock tests help to identify starting levels, while teaching helps to develop exam-related skills such as reasoning, comprehension, and problem-solving into daily lessons. Students complete regular exam-style tasks and mock exams, with progress tracked to provide targeted interventions and enrichment based on data analysis. Students are taught test strategies. The student profile report is shared with students and parents.

Provision for KG

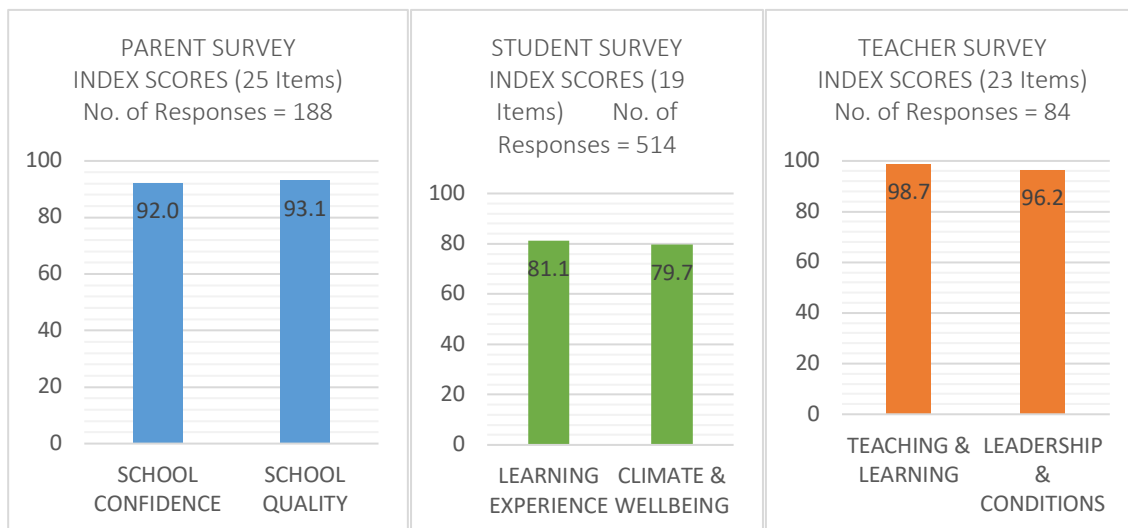
- The KG area has four classes supported by four homeroom, two Arabic and six assistant teachers, maintaining an adult-child ratio of 1:17. Co-teachers support learning, resource preparation, and children's academic and personal needs, with class sizes limited to 17 students.
- Classrooms are purposefully designed for table-teaching and centre-based learning, offering a range of learning areas like reading, diorama, painting and investigation. In and outdoor learning spaces are safely resourced and zoned to promote exploration, creativity, physical development, and purposeful play.



- A baseline assessment on entry, followed by continuous assessment, tracking of children's progress and weekly monitoring, informs teaching and learning. Progress is regularly shared with parents, and transition meetings support smooth progression through curriculum review and assessment planning.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Implement a comprehensive strategy for G&T by:
 - Using a range of identification measures including assessment data, teacher recommendations, classroom observation and student voice.
 - Monitor and review G&T provision regularly to ensure challenge and impact and address any inconsistencies in meeting G&T students' needs in lessons.
 - Using data to tailor teaching more precisely tailored to meet the needs of all learners, especially those who are G&T.
- Strengthen the development of learning skills, innovation, enterprise and project and inquiry-based learning by:
 - Integrating hands-on, project-based, and real-world problem-solving tasks into curriculum planning across all subjects.
 - Deepening students' conceptual understanding through unfamiliar contexts, especially for students in Middle and High Phases.
 - Providing professional development and sharing effective practices for staff to ensure innovation and enterprise are embedded into everyday learning.
- Improve the quality and frequency of students extended and creative writing by:
 - Designing and implementing school-wide expectations for writing to address gaps in creative and independent writing.
 - Explicitly teaching critical thinking and academic writing skills, particularly in the Middle and High phases.
 - Providing regular opportunities for independent extended writing to improve students' ability to write at length with accurate grammar and structure.
- Improve further the leadership of teaching, curriculum and assessment by:
 - Empowering middle leaders to initiate and lead teaching, assessment and curriculum improvements in their areas of responsibility.
 - Monitoring the impact of follow-up of feedback and the quality of students' responses.
 - Holding assessment reviews with subject areas to ensure data is used effectively to meet the needs of all groups of students.
 - Developing a more extensive language curriculum offer which appeals to a wide range of students.



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.