



ALPHA PRIVATE SCHOOL-RAK

ID: 802

SCHOOL EVALUATION REPORT - ACADEMIC YEAR 2025-2026

Evaluation and Quality Department of Public and Private Education institutions

Acceptable

SUMMARY OF EVALUATION OUTCOMES

2025-2026

Acceptable

1. Students Achievement	Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education				
1.1. Attainment		Acceptable	Acceptable	Weak
1.2. Progress		Acceptable	Acceptable	Acceptable

Arabic as a second language				
1.1. Attainment		Weak	Weak	Weak
1.2. Progress		Weak	Weak	Weak

UAE Social Studies				
1.1. Attainment		Acceptable	Acceptable	Acceptable
1.2. Progress		Acceptable	Acceptable	Acceptable

English Language				
1.1. Attainment	Acceptable	Weak	Acceptable	Acceptable
1.2. Progress	Acceptable	Weak	Acceptable	Acceptable

Mathematics				
1.1. Attainment	Acceptable	Acceptable	Acceptable	Acceptable
1.2. Progress	Acceptable	Acceptable	Acceptable	Acceptable

Science				
1.1. Attainment	Acceptable	Acceptable	Acceptable	Acceptable
1.2. Progress	Acceptable	Acceptable	Acceptable	Acceptable

1. Students Achievement	Phase 1	Phase 2	Phase 3	Phase 4
1.3. learning skills	Acceptable	Acceptable	Acceptable	Acceptable

2. Students personal and social development, and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
2.1. Personal Development	Acceptable	Acceptable	Acceptable	Acceptable

2.2. Students understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
2.3. Social Responsibility and Innovation Skills	Acceptable	Acceptable	Weak	Weak

3. Teaching and Assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1. Teaching for Effective Learning	Acceptable	Acceptable	Acceptable	Acceptable
3.2. Assessment	Acceptable	Weak	Weak	Weak

4. The Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1. Curriculum Design and Implementation	Acceptable	Acceptable	Acceptable	Acceptable
4.2. Curriculum Adaptation	Acceptable	Weak	Weak	Weak

5. The protection, care, guidance and support of students	Phase 1	Phase 2	Phase 3	Phase 4
5.1. health and safety including arrangements for child protection/safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
5.2. Care and support	Acceptable	Weak	Weak	Weak

6. Leadership and management	Overall
6.1. The Effectiveness of Leadership	Acceptable
6.2. Self-evaluation and Improvement Planning	Acceptable
6.3. Partnership with Parents and the Community	Acceptable
6.4. Governance	Acceptable
6.5. Management, Staffing, Facilities and Resources	Weak

KEY FINDINGS

How good is the overall quality of performance?**Key features include the following:**Students

- Internal assessment data results do not consistently reflect the attainment and progress levels recorded in lesson observations and work scrutiny during the visit. Attainment and progress based on triangulated evidence indicate that most students attain in line with curriculum standards and make the expected progress in mathematics and science across all phases, in social studies across Phases 2, 3, and 4, and in English in Phases 1, 3, and 4. In Islamic Education, most students in Phases 2 and 3 attain in line with curriculum standards, while only a majority in Phase 4 attain in line with curriculum standards; however, most students make the expected progress across Phases 2, 3, and 4. In English in Phase 2, only a majority of students attain in line with curriculum standards and make the expected progress, and only a majority attain in line with curriculum standards and make the expected progress in Arabic as a second language across Phases 2, 3, and 4.
- Are responsible in class and around the school campus. They are courteous to adults and peers, and relationships between students and staff are characterized by mutual respect.
- Display positive attitudes to learning and work independently for brief periods. They make limited yet meaningful links between lessons and real-life situations. However, their problem-solving, research skills and critical thinking remain underdeveloped.

Parents

- Are regularly informed about their children's academic achievement. They are satisfied that the education their children receive is appropriate and are confident that their children are safe and secure in school. However, parents' deeper involvement in school life and their positive contribution to raising school standards remains underdeveloped.

Teachers

- Have secure subject knowledge in most subjects, but they are still developing their understanding of the needs of different groups of students and their ability to implement lesson plans effectively. They use questioning, dialogue, and differentiation, but these strategies do not consistently challenge students or support the expected progress, as they are not closely aligned with students' varying needs or levels of understanding. Teachers introduce critical thinking, higher-order skills, and independent learning on occasion, but they have not yet embedded these practices across lessons.
- Use of assessment to inform planning, teaching, and curriculum modification remains limited, and gaps in learning do not consistently lead to targeted curriculum modification. Feedback, as well as opportunities for self- and peer assessment, is limited, resulting in insufficient support and challenge for different groups of students.

School Leaders

- The senior leadership team communicates a clear vision aligned with UAE national priorities; however, leadership efforts to improve students' attainment in international benchmark assessments remain at an early stage, and inclusive provision is still developing.
- Middle leaders have adequate subject and curriculum knowledge, but their impact is limited by workload pressures, and the absence of a coherent academic leadership structure to ensure consistent follow-up and instructional oversight.
- Self-evaluation draws on internal and external data and is carried out collaboratively by leaders and teachers, providing a sound basis for identifying priorities. However, some overestimation in judgments and variation in monitoring practices reduce the overall accuracy of the process and limit its effectiveness in fully informing improvement.
- The governing board meets regularly, is aware of the school's main challenges, and has supported several improvements to school facilities, contributing positively to the school's operational development.

What does the school need to do next to improve student outcomes?

In addition to addressing the action points identified throughout this report, the school should take into account the following key priorities to inform its improvement planning.

Students' achievement -Improve achievement and learning skills by:

- Strengthening students' skills in memorization, recitation, and interpretation of Qur'anic verses in Phases 2 and 3, and deepening their understanding of the biography of prominent Islamic figures in Phase 4.
- Developing students' speaking, listening, reading, and writing skills in Arabic as a second language across all phases.
- Improving students' use of social studies terminology and their ability to apply social studies content to contemporary issues.
- Enhancing students' speaking, reading, and writing skills across all phases in English.
- Reinforcing students' use of manipulatives to model and perform mathematical operations in Phases 1 and 2, and strengthening their understanding of deriving geometric formulas and applying them to real-life problems in Phases 3 and 4.
- Developing students' scientific thinking, real-life application, and ability to connect scientific concepts to technology, as well as their skills in communicating ideas and drawing conclusions using scientific reasoning across all phases.
- Improve children's and students' learning skills in critical thinking, problem-solving, research, and independent learning across all phases.

Teaching and Assessment -Improve the impact of teaching and assessment on achievement by:

- Enhancing teachers' planning, use of resources, and questioning strategies to better meet students' needs and support deeper learning.
- Strengthening the accuracy of assessment processes and procedures, enhancing benchmarking practices, and ensuring consistent written feedback to better guide students' progress and involvement in their own learning.

Leadership and Management -Improve the impact of leadership and management on student outcomes by:

- Strengthening commitment to national priorities and ensuring robust procedures for an inclusive school.
- Clarifying and empowering middle-leadership roles to enhance their impact on teaching and learning.
- Establishing a coherent academic leadership structure with consistent oversight of teaching, assessment, and curriculum implementation, including Arabic as a second language.
- Improving the accuracy of self-evaluation and the effectiveness of monitoring to reflect actual school performance.
- Enhancing governance through broader stakeholder representation, stronger accountability, and better oversight of staffing and resources

Islamic Education

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Weak

Summary

In lessons and in their recent work, most students in Phases 2 and 3 and only a majority of students in Phase 4 demonstrate levels of knowledge, skills and understanding that are in line with curriculum expectation. Most students in Phases 2 and 3 can recite the Holy Qur'an appropriately for their grade levels. However, their memorization, application of Tajweed rules, understanding of vocabulary, and interpretation of the overall meaning remain underdeveloped. Only a majority of students in Phase 4 know the names of some prominent Islamic figures and a few of their achievements in the Islamic field. However, their understanding of these figures' biographies and their contributions to serving Islam and Muslims requires further development. Over the past three years, the attainment of most students has been broadly in line with national expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons, most students in Phases 2, 3 and 4 make the expected progress in relation to learning objectives that are aligned with curriculum expectations. In Phase 2, by Grade 4, most students demonstrate appropriate knowledge of acts of worship; for example, they can distinguish between the conditions of prayer and its nullifications. In Phase 3, Grade 5, most students can infer the effects of Friday prayer on individuals and society. By Grade 6, most students show understanding of the concept of Ikhfaa. In Phase 4, by Grade 11, most students are able to analyze the significance of verses from Surah Al-Ahzab (28–31). Girls and boys make similar progress.

Areas for development

- Students' memorization, recitation, and interpretation of Qur'anic verses in Phases 2 and 3.
- Students' understanding of the biographies of prominent Islamic figures and their contributions in serving Islam and Muslims in Phase 4.

Arabic as a second language

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Weak	Weak	Weak

Summary

In lessons and recent work, only a majority of students in Phases 2, 3, and Phase 4 demonstrate knowledge, skills, and understanding that are in line with curriculum expectations. In Phase 2, only a majority of students attain in line with curriculum expectations in listening, speaking, reading, and writing. In Phase 3, only a majority of students attain in line with curriculum expectations in speaking and reading. In Phase 4, only a majority of students attain in line with curriculum expectations in reading and writing. Over the past three years, the attainment of only a majority of students has been in line with curriculum expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Weak	Weak	Weak

Summary

In lessons, only a majority of students in Phases 2, 3 and 4 make the expected progress in relation to appropriate learning objectives aligned with curriculum standards. In Phase 2, only a majority of students make expected progress in recognizing the Arabic alphabet letters (حروف اللّٰجاء) in both form and sound, and pronouncing them correctly at the beginning, middle, and end of words. In Phase 3, only a majority of students make expected progress in reading and understanding the overall meaning of short, simple texts on familiar topics and in using the fundamental language structures when speaking. In Phase 4, Grade 9, only a majority of students make expected progress in spelling simple, basic words accurately, and can read and identify some details in short texts on familiar descriptive topics. There are no significant differences between the progress of different groups of students.

Areas for development

- Students' skills in speaking, listening, reading, and writing to meet curriculum standards in Phase 2.
- Students' skills in speaking and reading to meet curriculum standards in Phase 3.
- Students' skills in reading and writing to meet curriculum standards in Grade 9 of Phase 4.

UAE Social Studies

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons and recent work, most students in Phases 2, 3, and 4 demonstrate knowledge, skills, and understanding that are in line with curriculum expectations. In Phase 2, most students identify electrical items, healthy foods and key healthcare roles. In Phase 3, most students can recall core content on the Golden Age of Islamic Civilization, Arabian Peninsula features and Central Asian locations. In Phase 4, Grade 9 students accurately sequence UAE healthcare developments. However, in Phases 2 and 3 and Grade 9 of Phase 4, students' use of key social studies terminology is inconsistent, limiting clarity in explaining concepts. In addition, students rarely apply learning to contemporary issues such as sustainability, citizenship and community service. Over the last three-year attainment remains broadly in line with national standards.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons, most students in Phases 2, 3 and 4 make the expected progress in relation to learning objectives aligned with curriculum expectations. In Phase 2, Grade 3, most students can explain the significance of electricity in daily life. In Phase 3, Grade 7, most students understand key features of Central Asia and begin making simple cultural comparisons. In Phase 4, by Grade 9, most students can record UAE healthcare developments more accurately using timelines. Although most students across Phases 2, 3 and 4 build on prior knowledge, their advanced reasoning and accurate use of social studies subject-specific terminology remain limited, restricting deeper conceptual understanding. Students' application of learning to current social issues, such as sustainability and civic responsibility, requires further development to extend progress beyond factual recall. Progress is generally similar across students' groups, though girls often show stronger progress in Phases 3 and 4 due to more consistent participation and written work.

Areas for development

- Students' ability to use social studies subject-specific terminology, such as government structures, cultural identity, globalization and innovation, accurately to deepen conceptual understanding.
- Students' skills in applying social studies content to contemporary issues such as sustainability, citizenship, and community service.

English Language

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Weak	Acceptable	Acceptable

Summary

External assessment data shows that only a majority of students in Phases 2,3 and 4 attain levels that are at least in line with international standards in Assessment of Scholastic Skills through Educational Testing (ASSET) 2024-25. CBSE results indicate that a large majority of Grade 10 students attain levels that are above curriculum national standards and most students in Grade 12 attain levels that are above curriculum national standards.

In lessons and recent work, most children in Phase 1 and most students in Phases 3 and 4 demonstrate levels of knowledge, skills, and understanding that are in line with the curriculum standards. In Phase 2, only a large majority of students demonstrate levels of knowledge, skills, and understanding that are in line with the curriculum standards.

In Phase 1, most children recognize individual letters and accurately associate them with their corresponding sounds, including common digraphs. They demonstrate developing fine motor skills, such as gluing letter cards to matching pictures, holding writing tools with appropriate grip, and tracing letter shapes. They can form letters independently and write simple words that reflect emerging early literacy skills. In Phase 2, only a large majority of students can engage in short conversation and produce limited responses. They can read passages from short literary texts and complete simple comprehension tasks. However, their use of accurate vocabulary and appropriate grammar, and their ability to write longer paragraphs require further development. In Phases 3 and 4, most students can use listening skills and reading strategies to identify main ideas and specific information in literary and informational texts. However, they still struggle to infer meaning from context when reading literary and informational texts. Their ability to produce extended, coherent, and grammatically accurate written texts with varied vocabulary and logical organization is still needs improvement. Over the past three years, the attainment of most students has been broadly in line with national standards in Phases 1, 3, and 4, while it has varied considerably in Phase 2.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Weak	Acceptable	Acceptable

Summary

In lessons, most children in Phase 1 and most students in Phases 3 and 4 make the expected progress in relation to learning objectives aligned with curriculum standards. However, only a majority of students in Phase 2 make the expected progress in relation to learning objectives aligned with curriculum standards.

In Phase 1, most children can recognize that s and h form the digraph "sh," producing a single sound rather than two separate letters. They can repeat the "sh" sound and say familiar words containing this sound, such as fish, shell, ship, and brush. In Phase 2, in Grade 2, students understand what a compound word is, identify it and describe it. They can join two given words to create a compound word, such as sun and light, rain and bow, or cup and cake. In Phase 3, in Grade 6, students can identify at least 1 or 2 elements of poetry such as rhyme, setting, mood, theme and speaker and a large minority of students can explain and analyze at least one element such as the rhyme or the mood of the poem. In Phase 4, in Grade 11, students know the structure of debate writing. They can build their argument that youth leadership is essential for the future of the UAE and can develop at least two arguments in support of their motion.

There are no significant differences in students' progress between girls and boys; however, high-achieving students are not sufficiently challenged to further accelerate their progress.

Areas for development

- Students' ability to apply speaking skills and sustain extended discussions using accurate vocabulary, clear ideas, and structured responses across different topics, particularly in Phase 2.
- Students' ability to read longer texts fluently, infer meaning from context, and discuss key ideas and themes using evidence from the text in Phases 2, 3 and 4.
- Students' ability to produce longer, coherent, and grammatically accurate written texts with varied vocabulary and logical organization across Phases 2, 3, and 4.

Mathematics

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

External assessment data indicates that only a majority of students in Phases 2,3 and 4 attain levels that are at least in line with international standards in ASSET exams 2024-25. CBSE board examinations indicate that only a majority of students in Grade 10 attain levels that are at least in line with curriculum national standards. However, only a few of Grade 12 students attain levels that are in line with curriculum national standards.

In lessons and recent work, most children in Phase 1 and most students in Phases 2, 3 and 4 demonstrate knowledge and skills that are in line with curriculum standards. In Phase 1, children's numerical skills are in line with curriculum standards, they can count from 1 to 100 and can identify two-dimensional shapes. In Phase 2, most students attain in line with curriculum standards in performing the four mathematical operations -addition, subtraction, multiplication and division- in simple word problems. However, children's and students' ability to use manipulatives such as blocks, counters, base-10 materials and fraction bars to model and perform mathematical operations in Phases 1 and 2 requires further development.

In Phase 3, most students attain levels in line with curriculum standards in understanding algebraic equations and solving problems involving geometrical composite shapes. In Phase 4, most students attain levels in line with curriculum standards in trigonometry, functions, and sequences, both arithmetic and geometric. Students understanding of deriving the geometrical formulas and using them in real-life problems requires development across Phases 3 and 4.

Over the past three years, the attainment of most students in Phase 1, 2, 3 and 4 has been broadly in line with national standards.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

In lessons, most students in Phases 1, 2, 3, and 4 make the expected progress in relation to appropriate learning objectives aligned with curriculum standards. In Phase 1, by KG2, most children are able to solve simple addition problems. In Phase 2, by Grade 4, most students can compare the perimeter of different shapes, while a few are able to solve more complex perimeter problems. In Phase 3, by Grade 6, students can compare and identify integers using real-life situations. In Phase 4, by Grade 10, most students are able to apply formulas for the surface area of combined solids to a given design scenario and can use them in simple word problems, while only a few can derive them or apply them to more complex shapes. There is no significant difference between the progress of different groups of students. High-achieving students, however, are not sufficiently challenged to reach their full potential.

Areas for development

- Students' ability to use manipulatives to model and execute mathematical operations in Phases 1 and 2.
- Students' understanding of deriving the geometrical formulas and using them real-life problems in Phases 3 and 4.

Science

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

External assessment data indicates that only a majority of students in Phases 2, 3 and 4 attain levels that are at least in line with international standards in ASSET exams 2024-25. CBSE board examinations indicate that most students in Grade 12 attain levels that are in line with curriculum national standards. However, only a majority of Grade 10 students attain levels that are at least in line with curriculum national standards.

In lessons and recent work, most children and students demonstrate knowledge, skills, and understanding that are in line with curriculum standards across all phases. Children in Phase 1 and students in Phase 2 demonstrate knowledge and understanding of physical and life sciences that are in line with curriculum standards and communicate ideas using simple explanations. Children can explain basic facts about seasons and recognize types of vegetables, while students in Phase 2 can name and identify human body organs in some organ systems. In Phase 3, students can explain types of forces and distinguish between sexual and asexual reproduction and natural and artificial light, making basic links to real life. In Phase 4, students use appropriate scientific thinking to explain reproductive hormones and identify simple factors influencing fertility. However, across all phases, scientific thinking, real-life application, and the ability to connect science to technology, the environment, and society require further development. Over the past three years, the attainment of most students has been broadly in line with national standards.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

In lessons, most students make the expected progress in relation to appropriate learning objectives aligned with curriculum standards across all phases. In Phase 1, by KG2, most children use practical and investigative skills to predict whether objects will float or sink and classify them based on their observations. In Phase 2, by Grade 4, most students can classify food by source type, communicate ideas linking food to human health, and categorize different kinds of animals based on their eating habits. In Phase 3, by Grade 8, students use appropriate practical and laboratory skills to differentiate between acids and bases and explain neutralization using observable evidence, describe how sound travels through different media, and distinguish between different types of thermometers, their characteristics, and record findings appropriately. In Phase 4, by Grade 12, students can identify key characteristics of DNA and apply appropriate scientific thinking to communicate information about its uses, including applications in criminal investigations and determining family relationships. Girls in the higher grades make slightly better progress than boys. However, students with special educational needs and disabilities (SEND) and those who are gifted and talented (G&T) do not meet their full potential.

Areas for development

- Students' scientific thinking, real-life application, and ability to connect science to technology, the environment, and society across all phases.
- Students' ability to clearly communicate ideas and draw conclusions using scientific reasoning across all phases.

1. Students Achievement

1.3. learning skills

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

Across all phases, students demonstrate positive attitudes toward their learning and can work for short periods without teacher intervention. However, they do not consistently show active participation, although they generally understand how to improve their work. In Phase 1, children are engaged in lessons and respond appropriately to teacher questions, such as naming pictures like cat, Bella, and butterfly. Students across all phases are able to work in groups, but effective collaboration remains underdeveloped. In better lessons, particularly in science, students are able to explain and communicate their learning adequately and collaborate more effectively, for example, in Grade 5 science when creating models showing how seeds are dispersed by water or air; in Grade 7 when identifying the main parts and functions of the digestive system; and in Grade 10 when exploring pollen grains under the microscope. In an effective mathematics lesson in Grade 7, students support their classmates in drawing or representing a triangle made up of three squares with different side lengths.

Across all phases, students make a few meaningful connections between their learning and real-life contexts and relate these in simple ways to their understanding of the world. Examples include linking Muslim scientists and their contributions during the Golden Age to modern inventions in Grade 5 social studies and relating mathematics to real-life contexts through discussions about seasonal temperature changes in the UAE and interpreting rates of increase and decrease in Grade 6. Students' skills in using technology effectively for research and independent learning, as well as their problem-solving and critical thinking, remain underdeveloped across the school.

Areas for development

- Students' ability to collaborate effectively during lessons and engage more actively in group learning across all phases.
- Students' skills in research, problem-solving, independent learning, critical thinking, and the effective use of technology to support their learning across all phases.

2. Students personal and social development, and their innovation skills

2.1. Personal Development

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

Children in Phase 1 and students across all other phases have responsible attitudes to learning in class and around the school campus. They are developing self-reliance, particularly in the higher grades, and they respond well to critical feedback. They are motivated to attend school and lessons on time and participate willingly in classroom activities. Students follow school rules and are courteous to adults and peers; however, students' behavior in the lower grades of Phase 2 requires further development. Relationships between students and staff are based on mutual respect, and students show sensitivity to the needs of others. Older students often assist younger ones when needed. For example, Grade 8 girls take responsibility for preparing and managing the Phase 1 morning assembly, which they carry out enthusiastically and responsibly.

Children in Phase 1 and students across all phases demonstrate a general understanding of healthy eating and maintaining an active lifestyle, although their choices are sometimes inconsistent. They understand the benefits of healthy food, yet some still bring unhealthy snacks from home. Students participate in activities that promote a healthy and safe lifestyle, such as physical education lessons and morning exercises.

Students arrive at school and to lessons on time. Overall attendance is 92%.

Areas for development

- Students' behavior in the lower grades of Phase 2, particularly in maintaining consistent self-control and positive conduct.
- Students' adoption of healthy food choices and consistent commitment to healthy lifestyle practices across all phases.
- Students' attendance across all phases.

2.2. Students understanding of Islamic values and awareness of Emirati and world cultures

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

Children in Phase 1 and students across Phases 2, 3 and 4 demonstrate an adequate appreciation of how Islamic values shape contemporary UAE society. They show appropriate knowledge of the UAE's commitment to Islamic principles and are able to discuss, at a basic level, how these values are reflected in the actions of the state and its people, as well as the country's efforts to promote peace and tolerance locally and globally. Students can also provide simple explanations of how the UAE demonstrates tolerance by permitting followers of other religions to build places of worship and practice their customs without causing harm to others. Students have only a superficial knowledge of the heritage and cultural traditions that influence life in the UAE. The morning assembly reinforces their awareness of UAE culture, including the daily singing of the national anthem. Students participate in organizing and performing during school events such as National Day, Flag Day, and Martyrs' Day. They also demonstrate a basic understanding of elements of Emirati heritage, including folk dances, traditional clothing, and cuisine. Artwork depicting UAE symbols, such as the national flag and key landmarks, is widely displayed throughout the school.

Students demonstrate awareness of their own cultures, including aspects related to clothing, heritage, languages, and different civilizations. However, their awareness of multicultural diversity and their knowledge of other world cultures remain limited and require further development.

Areas for development

- Students' understanding of how Islamic values shape contemporary UAE society and their deeper knowledge of UAE cultural traditions across all phases.
- Students' understanding of multicultural diversity and their clear understanding of the key features of other world cultures.

2.3. Social Responsibility and Innovation Skills

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Weak	Weak

Summary

Across all phases, students demonstrate awareness of their responsibilities within the school community. Children in Phase 1 and students in Phase 2 are eager to take on responsibilities when given the opportunity. They engage in simple volunteer tasks, such as cleaning their classrooms and nearby areas. Students in Phases 3 and 4 also understand their basic responsibilities but have only limited involvement in broader community service. Their participation is mostly confined to school-assigned tasks, such as Grade 9 and 10 students coordinating the daily morning assembly and Grade 11 students assisting in organizing co-curricular activities. Students' self-initiated volunteering, social contribution, and wider community engagement remain minimal.

Across all phases, students enjoy participating in practical activities and projects, but many rely on others to take the lead and show limited initiative when working independently. They take part in school events such as the science fair, where they present simple projects, for example, models of the solar system, digestive system, plant life cycle, and moon phases. Students care about the cleanliness of their immediate surroundings and participate in school-based environmental activities, such as Earth Day events and tree-planting initiatives. Older students, such as those in Grade 7, take responsibility for maintaining the school garden. Despite these efforts, students' understanding of sustainability and conservation and their initiatives or participation in activities that address environmental issues in the local and wider community are less developed.

Areas for development

- Students' participation in volunteer activities and wider community engagement across Phases 3 and 4.
- Children's and students' contribution to self-initiated projects that promote innovation, sustainability and environmental responsibility within and beyond the school community across all phases.

3. Teaching and Assessment

3.1. Teaching for Effective Learning

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

Teachers have secure subject knowledge, particularly in science, mathematics, and English, and present it at an appropriate level for students. Their understanding of students' needs and the use of relevant examples to make learning meaningful is still developing, especially in Arabic as a second language. Lessons follow a unified plan with clear sections, including objectives, learning outcomes, assessments, starter, main phase, and plenary. However, implementation is limited and not always aligned with students' learning needs. In mathematics, standardized plans outline outcomes, steps, new concepts, skills, activities, critical thinking exercises, and real-life connections; however, application is inconsistent. In science, practical and hands-on learning is increasing, though its use varies across phases and remains at a developing stage.

Teachers interact with students through classroom discussions and questioning, which helps engage them and supports their progress. In English, particularly in Phase 4, teachers generally promote positive interaction and dialogue, using a range of questions to check understanding. However, questioning is not yet sufficiently challenging, and techniques to develop comprehension and higher-order thinking are still developing. Lessons include differentiated tasks based on three levels of ability, but the planning and quality of activities are not always well-structured and do not consistently support students in making the expected progress. Enhancing dialogue, raising expectations, and improving task design would strengthen student engagement and learning outcomes.

Teachers occasionally use strategies to develop critical thinking and independent learning skills. However, lessons need further development to ensure that investigative skills, higher-order thinking, and independent learning are systematically promoted for all students.

Areas for development

- Teachers' effective implementation of lesson plans, purposeful use of resources, and creation of a supportive learning environment.
- Teachers' ability to use questioning and dialogue effectively to promote comprehension, discussion, and meaningful reflection.

3.2. Assessment

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Weak	Weak	Weak

Summary

The school has formative and summative internal assessments supported by a recently revised policy; however, the policy is underdeveloped, lacks structure, and is not aligned with a whole-school approach. Assessment processes are inconsistent, lack coordination, and are not supported by quality assurance, moderation, or reliability measures. They focus mainly on knowledge rather than skills and understanding. The school has recently begun benchmarking students against international expectations through ASSET assessments in English, mathematics, and science from Grades 3 to 9, though the use of these results to compare and analyze performance is still developing. Students also sit CBSE Board examinations in Grades 10 and 12 as part of the curriculum requirements.

The school analyses its internal assessment data; however, there are inconsistencies and gaps across grades and phases, especially in information related to students' attainment and progress as individuals and groups. These inconsistencies limit the accuracy of achievement measures and reduce the usefulness of the analysis for informing improvement.

Teachers' use of assessment information to influence teaching, planning, and curriculum adjustments remains limited. There is no clear process to ensure that identified gaps lead to changes in instruction, and individual learning objectives are not consistently set or tracked across subjects and phases.

Teachers have insufficient knowledge of students' strengths and weaknesses. Both verbal and written feedback are often limited with minimal follow-up, and opportunities for self- and peer assessment are limited, which reduces the support and challenge provided to all groups of students.

Areas for development

- Assessment processes that generate accurate data, ensure reliable analysis, and provide valid measures of students' achievement.
- Effective benchmarking processes and use of benchmarking data, including the regular comparison of students' performance with international expectations to inform improvement.
- Consistency and quality of written feedback across all subjects to guide students' next steps and strengthen their involvement in assessing their own learning.

4. The Curriculum

4.1. Curriculum Design and Implementation

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

The curriculum shows a clear rationale and provides a balanced structure that aligns with CBSE and MoE expectations. Core and co-scholastic subjects are organized to give students broad learning experiences across phases. While most areas meet compliance requirements, alignment with the MoE curriculum for Arabic as a second language remains limited, affecting the consistency and balance of the overall curriculum.

The curriculum is planned and provides adequate continuity and progression, supported by vertical mapping that outlines the sequence of skills and content from one grade to the next. Transition arrangements help students adapt smoothly to the next phases of education in school; for example, younger learners are familiarized with new learning environments. However, older students are introduced to potential future pathways beyond school through only a single careers guidance session.

Curricular choices offered across phases provide suitable breadth. Students have access to the expected CBSE subjects along with additional options such as commerce in the senior grades. Opportunities such as music, dance, storytelling competitions and other enrichment activities extend the curriculum and contribute to students' wider development.

Cross-curricular links, while present in some planning documents, remain limited in practice. Connections between subjects are mostly superficial, and there is no consistent evidence that teachers plan or deliver meaningful interdisciplinary activities. Links to UAE themes appear in some subject plans but are not embedded systematically or reflected clearly in classroom implementation.

The school conducts curriculum reviews and development processes termly, using structured reflections to identify strengths and areas for improvement. These reviews have led to adjustments such as increased practical resources in science and the development of more skill-based approaches in Phase 1. Although the level of impact varies, the review cycle supports ongoing curriculum refinement across the school.

Areas for development

- Strengthening of cross-curricular integration and conceptual links.
- Alignment with the MoE curriculum for Arabic as a second language.
- Ensuring that students are well prepared for the next phase of education beyond school.

4.2. Curriculum Adaptation

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Weak	Weak	Weak

Summary

Curriculum modification shows inconsistency across the school. In Phase 1, learning tasks are more structured and differentiated, particularly in subjects such as science, English, and mathematics, where activities are aligned with the developmental needs of younger learners. This demonstrates stronger curriculum adaptation and differentiation in Phase 1 compared to the limited practices evident across all other phases. In contrast, in Phases 2, 3 and 4, students often complete identical worksheets and textbook-based tasks with minimal variation in challenge; however, science presents a comparatively better picture, offering more differentiated work and tasks than other subjects at this level. Although high and low achievers are reportedly identified through monthly student self-assessments, there is no systematic documentation or clear evidence of how support or extension is subsequently provided. Additional sessions arranged before or after school are not consistently monitored, and planning reflects limited adaptation for students who require reinforcement or more demanding tasks. Opportunities for enterprise, innovation, and enrichment are present through a range of events and themed activities. These include investigatory projects, storytelling competitions, wellness and environmental initiatives, and cultural celebrations. While these activities contribute positively to students' broader experiences, they operate largely as stand-alone events rather than being embedded within lesson planning or linked to curriculum progression. Students in Phases 2, 3 and 4 engage only occasionally in inquiry-based or research-focused learning during regular lessons, limiting the development of creative and independent application of knowledge. Phase 1 continue to model stronger practice, offering enrichment through themed experiences that promote motor development, early literacy, and exploratory learning—such as gardening activities, number-based games, and awareness sessions.

Links to Emirati culture and UAE society are similarly inconsistent. While planning documents reference UAE themes across subjects, these links are not regularly or meaningfully implemented in classroom practice. Teachers highlight national events and celebrations; however, these remain supplementary and are not integrated into academic tasks or assessments. School-wide events, such as Flag Day, National Day, Quran recitation, and community celebrations, provide students with exposure to aspects of national identity, but these experiences are rarely reinforced through connected curriculum activities. In Phases 2, 3 and 4, students seldom apply learning through UAE-based case studies or make links to local geography, heritage, or societal roles. By contrast, students in Phase 1 engage more naturally with UAE themes through age-appropriate stories, coloring tasks, and cultural awareness activities.

Areas for development

- Appropriate curriculum adaptations that meet the diverse needs of learners, including SEND, low achievers, and high achievers.
- Effective opportunities for inquiry, creativity, and independent learning.
- Strengthening the integration of UAE heritage, culture, and national identity within adapted tasks.

5. The protection, care, guidance and support of students

5.1. health and safety including arrangements for child protection/safeguarding

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

The school has appropriate safety procedures, including child protection measures. Safety arrangements and policies are in place for students and are communicated to parents by email. Supervision is generally adequate throughout the school day, including arrival, transitions, and dismissal, ensuring students are not left unsupervised. Behavior incidents, including minor bullying cases, are recorded with appropriate follow-up actions, and parents are informed when concerns arise. However, more effective safety-check procedures are required for transport supervision. Overall, safeguarding and safety procedures are established but lack consistency and rigorous evaluation to ensure their full effectiveness.

Maintenance procedures and safety records are generally documented and monitored. Frequent safety checks, follow-ups, and action records are implemented under the supervision of the health and safety team. However, further action is required for maintaining safe classroom environments, particularly by ensuring that air-conditioning units function properly in all classrooms. Science laboratories have suitable basic resources, although expired chemical materials are still stored and require proper disposal. Outdoor areas include shaded spaces; however, some areas still need improvement in shading or cleanliness, such as the kindergarten playground area. The newly installed elevator and the indoor facilities contribute appropriately, but overall, the premises and facilities require further development to fully support the needs of all groups of students and ensure consistently safe and inclusive environments.

The school promotes safe and healthy lifestyles through general awareness sessions delivered by clinic staff and students, covering topics such as personal hygiene, healthy eating, and handwashing. Teachers remind students to drink water regularly to prevent dehydration. However, additional age-appropriate awareness sessions and structured healthy-lifestyle programs are needed to further strengthen students' understanding and habits. As the school does not have a canteen, closer supervision is required to ensure students maintain healthy eating practices.

Areas for development

- Rigorous and consistent safety checks and evaluations to measure the effectiveness of all safeguarding procedures, particularly those related to school transport.
- Inclusive, and well-maintained premises and facilities that meet the learning and personal needs of all groups of students across all phases.

5.2. Care and support

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Weak	Weak	Weak

Summary

Staff maintain courteous relationships with students and manage behavior in a generally effective manner. Students respond respectfully and follow school expectations, supported by incentives, such as monthly discipline and cleanliness trophies. The school's approach is adequate in promoting attendance, and punctuality is monitored regularly. Whole-school activities, including Friday events and monthly "Best Attendance Class" awards help sustain motivation. While systems function adequately, better consistency across phases is still needed.

An inclusion policy is in place, and a new coordinator has been appointed, but identification systems remain ineffective and incomplete. Current identification processes identify only a small proportion of students with SEND, with additional cases still awaiting assessment or confirmation. Individualized Education Plans (IEPs) are available but are basic, lacking targeted goals, specialized strategies, and appropriate implementation. The inclusion room is established but under-resourced, limiting the school's ability to deliver meaningful interventions. As a result, support for students with SEND and gifted and talented students is minimal, insufficiently monitored, and does not meet expected standards or best-practice requirements.

Students receive general encouragement during school activities; however, their personal development and well-being are not systematically tracked across phases, with limited targeted support for students who require additional help, including those with SEND. In Phase 1, children participate in daily routines and activity-based sessions, but structured monitoring of their well-being and individual needs is not consistently implemented. Career guidance in the upper grades is insufficient. For example, the school's counsellor provided a single career guidance session and has since left, creating notable gaps in follow-up and continuity of support.

Areas for development

- Rigorous identification and support systems for all students, particularly students with SEND and gifted and talented students.
- Appropriate quality and implementation of IEPs to provide effective interventions across all phases.
- The effective monitoring of students' well-being and personal development across all phases, and the strengthening of career guidance in the upper grades.

6. Leadership and management

6.1. The Effectiveness of Leadership

Overall

Acceptable

Summary

The principal and the senior leadership team articulate a clear vision and direction for the school and communicate these effectively to the school community. The leadership demonstrates commitment to the UAE national and Emirate priorities aimed at raising academic standards, as reflected in their efforts to ensure full student participation in international benchmark assessments ASSET during the 2024–2025 academic year. However, the school's efforts to improve students' attainment in these assessments are still at an early stage and require focused and sustained development. The school has begun identifying students with SEND; however, the processes for accurate identification, structured support, and the establishment of robust provision for an inclusive school remain underdeveloped.

Most middle leaders demonstrate adequate knowledge and understanding of best teaching practices, assessment processes, and the school curriculum. When their schedules allow, they observe lessons and provide teachers with feedback, contributing to a generally positive learning culture. However, their workloads are extensive, leaving them with limited time to consistently model or transfer their expertise in effective teaching, assessment practices, and curriculum adaptation to teachers across the school. Relationships and communication between teachers and other staff are professional, and overall staff morale is positive. The principal has recently delegated several leadership roles to staff members as a way to enhance accountability for students' outcomes. Most leaders and staff understand their reporting lines and know whom to approach for guidance and support. However, inconsistencies in role clarity continue to limit the effectiveness of this structure. Although the school has several senior and middle leaders, there is currently no dedicated academic personnel responsible for overseeing the overall academic performance and following up systematically with all middle leaders.

Leaders at all levels have an adequate understanding of the school's strengths and weaknesses and understand the areas that require improvement. They recognize that further enhancements are both needed and achievable, and they acknowledge that additional efforts are necessary to raise students' achievement and strengthen other aspects of the school's provision. However, their actions in addressing key challenges are not always consistent. This is evident in the limited efforts made towards improving students' attainment and progress in Arabic as a second language across Phases 2, 3 and 4, attainment and progress in English in Phase 2, and attainment in Islamic Education in Phase 4.

Led by the principal, school leaders and teachers in the school have worked collaboratively as a team to address weak progress in several key subjects. They have improved curriculum implementation, health and safety across the school including arrangements for child protection and safeguarding and partnerships with parents and the community. They recognize that there is more work to do to improve students' achievements in all subjects and raise academic standards. Leadership ensures that the school complies with statutory and regulatory requirements. However, full compliance with the Ministry of Education curriculum for teaching Arabic as a second language remains a developing aspect.

Areas for development

- Ensuring full commitment to UAE national priorities, including the implementation of robust processes and procedures required for an inclusive school.
- Empowering middle leaders, particularly heads of subjects to ensure their roles, time, and influence effectively contribute to the development and performance of their departments.

- Establishing a coherent academic leadership structure with well-defined responsibilities and consistent coordination of teaching, assessment, and curriculum implementation, including full compliance with the MoE curriculum for teaching Arabic as a second language.

6.2. Self-evaluation and Improvement Planning

Overall

Acceptable

Summary

Self-evaluation in the school is based on internal data, external assessment results, and the areas for development identified in the previous evaluation report. The process involves collaboration among senior leaders, middle leaders and teachers. Overall, the school demonstrates a realistic understanding of the majority of its key priorities. The self-evaluation document outlines the previous areas for development, the actions taken by the school, and the intended impact. However, inflated self-ratings in some indicators have resulted in judgments being raised beyond the level supported by evidence, leading to inconsistencies in the accuracy of the self-evaluation.

School leaders conduct lesson observations to monitor the quality of teaching and provide feedback to teachers. However, the observation samples reviewed tend to focus more on teacher practice and classroom provision rather than on the actual impact of teaching on students' learning and outcomes. In the better examples of monitoring conducted by middle leaders, they evaluate the quality of teaching and learning with greater depth, consider the progress of different groups of students, and offer constructive feedback aimed at improving instructional practice and student performance. This level of quality, however, is not applied consistently across the school.

The School Improvement Plan (SIP) outlines three broad priorities that reflect the school's context and key development needs. However, the objectives and recommendations are wide-ranging and extend beyond these priorities, reducing coherence and affecting the link between priorities and actions.

The SIP is clearly structured, with sections for objectives, procedures, timelines, responsibilities, success criteria, and evidence, providing a logical framework. Despite this, several procedures are generic, and objectives are not sufficiently smart, making it difficult to measure progress or determine the level of improvement achieved.

The school has taken steps to respond to the majority of the previous evaluation recommendations, and positive changes can be seen in many key areas. Despite this, the improvements are not always consistent or sustained over time.

Areas for development

- Accuracy and rigor in the self-evaluation process to ensure that judgments reflect actual school performance.
- Monitoring processes that explicitly evaluate the impact of teaching, learning, and assessment on students' attainment and progress.
- Improvement planning that incorporates smart objectives and clearly articulated actions informed by self-evaluation findings.

6.3. Partnership with Parents and the Community**Overall****Acceptable****Summary**

The school provides opportunities for parental engagement involving parents in some aspects of school-life to ensure their understanding of their children's academic and personal development although these opportunities remain inconsistent. Parents participate in the school's annual function and attend scheduled parent meetings, which provide a basic channel for sharing their views and supporting school activities. They are kept informed about activities, lessons and homework through electronic mail (e-mails). The school conducts regular parent surveys once per term, and the outcomes are reviewed by senior leaders. Parents are able to provide feedback to the school at any point if they have concerns and these concerns are dealt with promptly. However, parental involvement is not yet fully embedded, and their feedback is not consistently used to shape school improvement priorities.

The school holds regular meetings for parents, during which they learn about their child's achievements both academic and social and can discuss areas for development. Term reports are issued regularly three times annually and include information on students' academic performance as well as their progress in co-scholastic areas. The end of year report card includes detailed information on scholastic areas such as academic performance, term results, periodic assessments, subject enrichment, annual examinations, and overall annual results. It also presents co-scholastic activities grades, in addition to an attendance record. The school maintains some developing links with the wider community, contributing to students' learning experiences. Examples include collaboration with GEMS Our Own English High School – Sharjah and offering internship opportunities for Higher Colleges of Technology (HCT) students in Ras Al Khaimah. However, these partnerships engagement is inconsistent and not yet fully established across different local, national, and international levels.

Areas for development

- Further parental involvement, ensuring that parents are engaged in school life and contribute positively to raising school performance standards.
- School partnerships and social contributions, ensuring that the school establishes effective opportunities for students to connect with local, national, and international communities.

6.4. Governance**Overall****Acceptable****Summary**

The governing board consists of the school owner and representatives from parents, teachers, school administrative staff and students. They bring experience to the school in the form of suggestions on ways to improve academic and business management. However, there are no external stakeholders represented to oversee the work of the school and students' academic achievements. They meet regularly to review the school's performance. The governing board is aware of the main challenges and areas for development facing the school and what is needed to improve these areas.

The governing board periodically monitors the school's actions; however, its mechanisms for holding school leaders accountable for the quality of the school's performance, including students' achievement and personal development, remain underdeveloped.

They have addressed several areas for development, such as installing an elevator to enhance accessibility, constructing an internal corridor to improve safe movement between buildings, and renovating the multipurpose hall to provide a more functional space for school activities. However, governance oversight of staffing and resource allocation ensuring that sufficient support is available to address key priorities, including the teaching of Arabic as a second language and the availability of learning resources across all phases particularly in Phase 1 is limited.

Areas for development

- Broader representation on the governance board to include external stakeholders with the expertise needed to oversee the school's performance and students' academic achievement.
- More rigorous processes for holding the school's leadership accountable for the quality of the school's performance.
- Enhanced governance oversight of staffing and resource allocation to ensure sufficient support is directed toward key priorities, including Arabic as a second language and the provision of effective learning resources across all phases, particularly Phase 1.

6.5. Management, Staffing, Facilities and Resources

Overall

Weak

Summary

Most aspects of the day-to-day management of the school are adequately organized. The school's procedures and routines operate effectively, and timetables run smoothly. Substitution is arranged appropriately with cover packs, although in some instances teachers use the period to teach subjects other than those scheduled; for example, art or dance lessons being replaced with reading sessions. The school is adequately staffed; however, teacher turnover is high at 25%. While teachers hold relevant educational qualifications, most have not yet obtained the professional teaching license. The school has not provided comprehensive professional development programs, and the training that has taken place has been limited to some recent external workshops on teaching strategies, assessing learning objectives, critical thinking, questioning techniques, early years practices, and middle leadership skills.

The school has made a number of improvements to its facilities, but learning resources remain limited. The library offers limited number of useful books and lacks technology or computers to support independent learning and research. The inclusion room is unequipped. Classrooms are equipped with display screens; however, their allocation and utilization are not fully effective in enhancing students' learning experiences. Additionally, resources for Phase 1 children are limited, with few hands-on learning tools, restricted technological provision, and furniture that creates a less vibrant and stimulating learning environment for young learners.

Areas for development

- Staff retention and professional development, including establishing consistent training opportunities for all teachers.
- Renovation of specialized facilities, such as the library and the inclusion room, to ensure they meet the learning needs of students.
- Provision of adequate learning resources across all phases, particularly Phase 1, to enhance teaching, learning, and student engagement.