



Bangladesh English Private School

ID: 510

SCHOOL EVALUATION REPORT - ACADEMIC YEAR 2025-2026

Evaluation and Quality Department of Public and Private Education institutions

Weak

SUMMARY OF EVALUATION OUTCOMES

2025-2026

Weak

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

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

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

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

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

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

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

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	Weak	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management	Overall
6.1. The Effectiveness of Leadership	Weak
6.2. Self-evaluation and Improvement Planning	Weak
6.3. Partnership with Parents and the Community	Acceptable
6.4. Governance	Weak
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 data shows that a majority of children and students attain above curriculum expectations across subjects and phases. The school internal data also shows that a majority of children and students make better than expected progress against curriculum expectations across subjects and phases. These achievements have not been observed particularly in Phases 1 and 4.

Are mostly punctual to school and lessons, they show positive attitudes toward learning and have courteous relationships with each other.

Have an adequate appreciation of Islamic values, and they have a general understanding of the impact of these values in the UAE community.

Parents

Are increasingly engaged and express generally positive views about the quality of education and the care their children receive. They feel the school communicates well and responds to concerns.

Teachers

Plan lessons with clear objectives and generally adapt activities to meet the needs of different learners, including Students of Determination (SoD). However, the level of challenge and targeted support is not yet consistent across all subjects and phases. Use a range of data to generally monitor progress and inform instruction. Despite this, the use of assessment information to provide precise feedback and next-step guidance remains variable across the school.

School Leaders

The principal has shown willingness to stabilize operations by setting up basic procedures such as lesson observations and data systems.

Leaders promote an inclusive ethos and a clear vision aligned with national priorities, creating a shared commitment to improving students' outcomes.

Leaders have started to use self-evaluation to inform improvement planning, demonstrating growing capacity for improvement, although the impact on consistency and quality across phases is still developing.

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:

Students' skills in recitation, Tajweed, and memorization of the Qur'anic verses and chapters prescribed in the curriculum, along with their skills in reading, interpreting, and accurately identifying locations on maps in Phases 2, 3, and 4.

Students' Arabic speaking skills in Standard Arabic in Phases 2, 3, and Grade 9 to enable them to use these skills in real-life situations in complete sentences, along with their original, independent, and creative writing skills in English across all phases.

Children's number sense development in Phase 1, and students' conceptual understanding in measurement, data handling, and number operations in all other phases.

Students' knowledge and understanding of scientific concepts, principles, and their real-world applications across all phases, with particular emphasis on Phases 1 and 4.

Students' skills in critical thinking, innovation, problem-solving, project performance, and use of learning technologies across all phases.

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

Improve students' attainment in Islamic Education, Arabic as a second language, and English in Phases 2, 3 and 4, in mathematics in Phases 1 and 4, and in science across all phases.

Set high expectations for students by incorporating higher-order thinking skills in all lessons.

Shift from primarily praise-based verbal feedback to specific, constructive feedback that guides students on how to improve.

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

Strengthen the accuracy and credibility of self-evaluation and ensure judgements align with valid evidence.

Build leadership capacity at all levels, especially middle leaders, to lead improvements across subjects and phases.

Ensure full compliance with MoE statutory requirements and urgently address critical staffing, safety, and licensing gaps.

Islamic Education

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Weak	Weak	Weak

Summary

In lessons and in their recent work, only a majority of students in Phases 2, 3, and 4 demonstrate levels of knowledge, skills and understanding that are in line with curriculum expectations. Only a majority of students have an appropriate understanding of the general meaning of the prophetic sayings (Hadeeth) in the curriculum. They are able to list a number of actions that increase the love of Allah, and they demonstrate adequate awareness of applying daily supplications and remembrances.

However, their ability to emulate the Seerah of the Prophet ﷺ and apply it in their daily lives is still emerging.

In Phase 3, students can make links between social solidarity and the development of society. They have appropriate knowledge of values such as tolerance, humility, and the etiquette of gatherings and at the mosque. Nevertheless, they need to deepen their understanding of these values and strengthen their ability to apply them in their daily lives.

In Phase 4, students can compare the sources of Islamic legislation. However, they need to strengthen their recitation and Tajweed skills. Across all phases, students' memorization and recitation skills remain underdeveloped.

Over the past three academic years, internal data indicates that the attainment levels of most students have consistently remained below curriculum 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 against the curriculum outcomes. In Phase 2, most students demonstrate the ability to speak in a simple manner about Allah's wisdom in the diversity of plants and their importance to humans and the environment. They are also able to express their gratitude to Allah by drawing pictures that illustrate their thankfulness and praise. In Phase 3, most students can identify basic information about Imam Al-Shafi'i, as well as some of his characteristics and the factors that contributed to his excellence. However, they face difficulty in identifying how to benefit from the personality and example of Imam Al-Shafi'i in their daily lives. In Phase 4, most students can explain the concept of tolerance in Islam. They demonstrate appropriate knowledge and understanding that differences among people are part of Allah's divine plan, and they can explain the reasons behind intolerance among followers of different beliefs and religions. Students in all groups make the expected academic progress.

Areas for development

- Students' recitation and Tajweed skills, as well as their memorization of the prescribed Qur'anic verses and surahs, across all three phases.
- Students' ability to draw lessons from the Seerah of the Prophet ﷺ and their understanding of the values and ability to apply them in their daily behavior, especially in Phases 2 and 3.

Arabic as a second language

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Weak	Weak	Weak

Summary

In Phases 2, 3, and Grade 9, the ABT assessment results show that most students attain levels that are in line with curriculum expectations.

In lessons and in their recent work, in Phases 2, 3, and Grade 9, the majority of students demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations. In Phase 2, students can read fluently, but their pronunciation, especially of similar letters, is often incorrect, affecting the accuracy of the meaning. In Phase 3 and Grade 9, students have adequate reading skills, but a few of them, particularly in Grade 9, still struggle with spelling and do not always distinguish between long and short vowels, impacting their reading accuracy. They often listen to their teacher's familiar instructions but cannot respond to unfamiliar directions unless translated into English. Most Phase 2 students can identify words they read from an audio poem and extract information from an audio text. They begin writing sentences, either with auxiliary words or using routine personal information. In Phase 3 and Grade 9, students can write simple paragraphs, but these are often disorganized, lacking proper grammar and punctuation. Speaking in standard Arabic remains underdeveloped at all levels.

In Phases 2, 3, and Grade 9, over the past three years, the attainment of the majority of students has been broadly in line with curriculum expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Weak

Summary

In lessons, most students in Phases 2 and 3, and Grade 9 in Phase 4, make the expected progress in relation to the appropriate learning objectives aligned with curriculum expectations. In Grade 2, most students can recognize the meanings of new vocabulary words, analyze words into syllables, and use them in sentences. In Grade 8, most students can identify the time, place, and characters in a story, but their limited vocabulary hinders them from clearly expressing their ideas. By Grade 9, most students can only sequence the events in a story, but they find it difficult to discuss them in fluent Arabic. In Phase 2, high-achieving students demonstrate reading comprehension that enables them to categorize information in a text about dietary habits, and in Phase 3, students in all groups make at least the expected progress, while in Grade 9, only gifted and talented students make the expected progress.

Areas for development

- Students' listening skills in Phases 2 and 3 and Grade 9.
- Students' speaking skills in Standard Arabic in Phases 2, 3, and Grade 9 and their application in real-life situations.
- Students' writing skills in Phases 2 and 3 and Grade 9 with the proper application of correct writing conventions.

UAE Social Studies

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons and in their recent work, most students in Phases 2, 3, and 4 demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations. Most students in Phase 2 can link food to national identity and identify the food culture in the UAE. However, only a few students are able to mention the national fruit in the UAE. In Phase 3, most students know the purpose of government, its roles and responsibilities, but a few students find it difficult to mention who works in the judicial authority. In Grade 9, most students understand the role of the government of the UAE in developing the UAE in the 21st century, but a few students find it difficult to explain the impact of sustainability on society. Students' ability to use maps to locate places is less developed in all phases. Over the past three years, the internal data shows that the attainment of most students has varied considerably. However, the attainment of most students was in line with expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

Most students in Phases 2, 3, and 4 make the expected progress in relation to the learning objectives. In Grade 2, students understand the importance of exercise and can talk about its benefits for their body. In Grade 6, students identify the difference between the parliamentary and presidential types of government, but a few students find it difficult to differentiate between criminal and civil laws. In Grade 9, students understand the concept and importance of sustainability. All groups of students make at least the expected progress, although there may be some disparity in progress between groups. Girls make better progress than boys in Grade 9.

Areas for development

- Students' skills in reading, interpreting, and accurately identifying locations on maps in Phases 2, 3, and Grade 9.
- Students' ability to recall and apply key factual knowledge related to the UAE national identity, particularly in Phase 2.
- Students' clear understanding of the impact of sustainability on society with depth and clarity, particularly in Grade 9.

English Language

1.1. Attainment

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

Summary

ASSET external assessment data indicates that less than three-quarters of students across Phases 2, 3, and Grade 9 in Phase 4 attain levels in line with international standards. Board examination data indicates that the large majority of Phase 4 students attain above curriculum expectations.

In lessons and in their recent work, most children in Phase 1, and only a majority of students across Phases 2, 3, and 4 demonstrate attainment levels that are in line with curriculum expectations in reading, writing, speaking, and grammar application. Students' comprehension, inference, and interpretation skills are underdeveloped. In Phase 1, most children can identify familiar letters and words and describe pictures using simple adjectives, but their ability to narrate simple stories and their early writing skills remain underdeveloped. In Phase 2, students begin to retrieve information from short texts and write simple sentences, but they struggle to apply grammar rules, punctuation, and sequencing independently. In Phase 3, students show emerging skills in summarizing and responding to texts, yet their ability to infer, interpret, and justify opinions is limited. In Phase 4, students can read fluently and engage in discussions, but their extended writing lacks structure, accuracy, and depth of analysis, especially when responding to non-fiction or unfamiliar topics.

Over the past three years, the majority of students' attainment has been in line with curriculum expectations, with no consistent upward trend.

1.2. Progress

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

Summary

In lessons, most children in Phase 1 and most students in Phase 3, while only a majority of students in Phases 2 and 4 make the expected progress in relation to learning objectives aligned with curriculum expectations. In Phase 1, children in KG2 blend simple consonant-vowel-consonant (CVC) words such as cat and met, yet their early writing and sentence formation remain underdeveloped, with limited progression beyond copying. In Phase 2, only a majority of Grade 1 students retrieve basic information from short texts and write simple sentences using familiar vocabulary, and by Grade 5, students can identify the main idea of a poem.

In Phase 3, and by Grade 8, most students can identify character traits and provide simple examples, though only a few are able to produce coherent extended responses or use a wide range of vocabulary in their speaking and writing. By Phase 4, only the majority of Grade 10 students can summarize non-fiction texts and participate in discussions with confidence, while only a few demonstrate progress in extended writing in terms of structure, accuracy, or analytical depth. There is no significant difference in the progress of different groups of students across phases.

Areas for development

- Students' original, independent, and creative writing skills across all phases.
- Students' ability to independently read and interpret more complex texts, using evidence to develop and support their ideas across all phases.
- Students' accurate use of language conventions in both spoken and written English, particularly in Phase 2.

Mathematics

1.1. Attainment

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

Summary

External ASSET data indicates that less than three-quarters of students attain levels in line with international standards across Phases 2, 3, and 4. Board examination data show that most students in Phase 4 attain levels in line with curriculum expectations.

In lessons and recent work, only the majority of children and students in Phases 1 and 4 attain levels in line with curriculum expectations, while most students in Phases 2 and 3 attain levels in line with curriculum expectations. In Phase 1, only the majority of children show a basic ability to count within 20 and can model numbers using simple objects. In Phase 2, most students acknowledge different measurements of time and length and start to work with basic geometry shapes. However, children's and students' skills in number formation and recognition of mathematical symbols and units are still underdeveloped.

In Phase 3, most students develop their skills and knowledge of basic algebra, and in Phase 4, only the majority of students can work with statistics and exponential functions, but their conceptual understanding in measurement, their data handling, and number operations, especially when dealing with complex or non-standard problems, are less developed. Over the past three years, internal data show that most students continue to attain levels within curriculum expectations.

1.2. Progress

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

Summary

In lessons, only the majority of children and students in Phases 1 and 4, and most students in Phases 2 and 3, make expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 1, only the majority of children can add two numbers within 10 and use blocks to compare the length of two objects. In Phase 2, most students can convert time units and apply basic addition to calculate the duration of an event. In Phase 3, most students can solve simple linear equations. By Phase 4, only the majority of students apply mathematical operations to work with matrices. There is no significant difference in the progress made by different groups of students.

Areas for development

Children's and students' number formation and recognition of mathematical symbols and units, particularly in Phases 1 and 2. Students' conceptual understanding in measurement, data handling, and number operations in Phases 3 and 4.

Science

1.1. Attainment

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

Summary

External ASSET assessment data indicates that less than three-quarters of students in Phases 2 and 3, and Grade 9 of Phase 4, attain levels aligned with international standards. Most students in Grades 10 and 12 attain levels above curriculum standards in the Secondary School Certificate Board (SSC) examination.

In lessons and in their recent work, only the majority of students across phases demonstrate knowledge, skills, and understanding that meet curriculum standards in relation to physical, life, and earth sciences. In Phase 1, only the majority of children can recognize familiar animals. In Phases 2 and 3, only the majority of students show adequate knowledge and skills in relation to magnets and heat. In Phase 4, less than the majority of students are able to show adequate knowledge in relation to general science in the commerce section, or chemistry, physics, and biology in the science section. Across all phases, students' scientific thinking, enquiry, and investigative skills are not sufficiently developed to deepen conceptual understanding or promote higher-order application.

Over the past three years, the attainment of most students in Phases 1, 2, and 3, and the majority of students in Phase 4 has been consistently above curriculum expectations, as indicated by internal data. However, this level of attainment is not reflected in lessons or in students' recent work.

1.2. Progress

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

Summary

In lessons, most students in Phases 2 and 3, and only the majority of children in Phase 1 and students in Phase 4, make expected progress in relation to learning objectives aligned with curriculum expectations. In Phase 1, children in KG 1 identify common animals and their basic features, while those in KG 2 identify common parts of plants and ways to care for them. In Phase 2, most Grade 1 students identify common means of transportation with examples from their own experiences; however, only a large minority are able to classify them into land, air, and water transport without teacher assistance. By Grade 5, students identify different parts of magnets, including poles; however, only a minority can formulate clear hypotheses based on relevant hands-on activities. In Phase 3, Grade 8 students are able to define acidic compounds, identify their main features, and describe common uses in daily life, such as in car batteries and digestion in the human body.

By Phase 4, only the majority of Grade 10 commerce students define friction and identify types of friction such as sliding, rolling, and fluid, while only a few are able to explain its scientific impact on a car's maintenance needs. By the end of Phase 4 in Grade 12, most students memorize Ohm's law, its formula, context, and relevant scientific concepts (resistor, potential, current, voltmeter); however, only a minority can determine the relationships between current, voltage, and resistance through a virtual-lab simulation. Girls make better progress than boys in Phase 4, and there is no significant difference in the progress of various student groups in other phases.

Areas for development

Students' knowledge and understanding of scientific concepts and principles across all phases, with particular emphasis on Phases 1 and 4.

Students' scientific thinking, enquiry, and investigative skills to deepen conceptual understanding and promote higher-order application across phases.

Students' application of scientific knowledge in practical contexts, including formulating hypotheses, observing key features during experiments, and drawing clear scientific conclusions across phases.

1. Students Achievement

1.3. learning skills

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

Summary

Students demonstrate positive attitudes toward learning and remain interested and engaged in activities in Phases 2 and 3. However, in Phase 1, children are easily distracted during lessons and require constant guidance from their teachers. In Phase 4, students do not always listen attentively to their classmates' presentations, which makes it difficult for them to provide meaningful feedback.

In Phases 2, 3, and 4, students work appropriately in groups. For example, in a Grade 4 Arabic lesson, students complete a task by assigning roles and responsibilities such as creator, writer, evaluator, and reader. However, in Phase 1, children find it difficult to interact effectively in groups even with teacher supervision. In KG1 science, a lack of discipline negatively affects children's ability to work together, preventing them from achieving the goals of their collaborative activities.

In Phases 2 and 3, students make useful connections between what they learn in other subjects and real-life contexts. For example, in Grade 5 social studies, students relate the concept of emulating the Prophet Muhammad (peace be upon him) to values in their daily lives, such as respect. In Grade 2, students connect Arabic, mathematics, and social studies by counting the number of colors in a work and talking about its shape. However, such connections remain limited in Phases 1 and 4. In Grade 2 Islamic Education, students ask critical thinking questions such as, "How can we get the reward for charity if we do not have money?" In Grade 9 social studies, students search online for basic information about the UAE Energy Strategy 2050. However, across all phases, students' problem-solving, critical thinking, project performance, use of technology, and innovation skills remain underdeveloped.

Areas for development

Children's interaction quality when using cooperative learning skills to complete goal-oriented tasks in Phase 1. Students' skills in critical thinking, innovation, problem-solving, project management, and use of learning technologies in 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 and students show appropriate behaviors that reflect a sense of responsibility within school life. They participate in specific roles through the student council and take on roles in leading the morning assembly and presenting the school broadcast. They show a basic understanding of the school's behavior rules and principles. Students demonstrate courteous relationships with each other and with staff, and they interact respectfully in daily situations. However, their ability to work independently requires further development.

Students have a general understanding of healthy lifestyle practices. They take part in physical activities during the morning assembly and PE lessons. They also participate in some community sports activities outside the school, such as Ras Al Khaimah Marathon and basketball and football tournaments. They have a general understanding of the importance of eating healthy food and how it supports their health and safety. However, they need to increase their participation in activities that enhance their overall physical fitness.

The attendance rate is 93%. School records show a general commitment to school timings, and instances of morning lateness are limited.

Areas for development

Students' ability to take on responsibilities and make independent decisions.

Students' understanding of healthy lifestyle habits and their participation in activities that enhance physical fitness.

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

Students demonstrate a basic understanding of Islamic values and the role of Islam in UAE society. They appreciate Ramadan traditions in the UAE, including gatherings for iftar and suhoor, and Tarawih prayers. They also show appreciation for the role of mosques in promoting unity and equality. Students value the UAE's efforts in promoting tolerance and can identify the national tree (the Ghaf). They have basic knowledge of national occasions such as National Day and Flag Day. In KG, children reflect their understanding through pictures, for example, by pointing to falcons when asked about the national symbol or identifying the currency. However, children's and students' understanding of the fundamental elements of Emirati heritage remains underdeveloped.

Children and students are aware of their own cultures and can name the main cities and traditional dishes of their home countries, making simple comparisons with Emirati culture. However, their knowledge of world cultures, the importance of cultural diversity, and the shared values among nations are less developed.

Areas for development

Students' knowledge of the heritage and culture of the UAE, particularly children in the kindergarten section.

Students' awareness of other cultures around the world across all phases.

2.3. Social Responsibility and Innovation Skills

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

Summary

In Phases 2, 3, and 4, students are aware of their responsibilities in volunteering within the school. For example, they take part in cleaning school courtyards and painting or decorating school areas. Members of the student council regularly attend meetings to present suggestions, such as developing the laboratory and library. A number of students also participate in the Board of Governors to represent their peers and convey their views.

Students in Phases 2, 3, and 4 participate in projects related to academic subjects, such as a solar-powered car model, light reflection activities, and a human heart model in science; models of Hajj rituals in Islamic Education; as well as heritage models and algebra equation boards in mathematics. However, the level of innovation is limited, and students rarely take the lead in these projects.

Students in Phases 2, 3, and 4 take care of their surroundings by keeping classrooms clean, avoiding electricity waste, and demonstrating awareness of the importance of reducing plastic use. However, their participation in environmental initiatives outside the school, as well as their awareness of national clean-energy projects such as “Masdar City,” remain limited. Meanwhile, children in Phase 1 show less age-appropriate awareness as responsible members of the school community, and their contributions to voluntary and environmental projects are very limited.

Areas for development

Students’ voluntary participation inside and outside the school to strengthen their sense of leadership, innovation, and social responsibility.

Students’ participation in activities that promote environmental sustainability and responsible consumption, both inside and outside the school.

Children’s awareness of their active role in the school community to become purposeful and engaged participants.

3. Teaching and Assessment

3.1. Teaching for Effective Learning

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

Summary

Most teachers have secure subject knowledge; however, their ability to deliver this knowledge adequately across phases is variable and often insufficient, particularly in Phases 1 and 4. Teachers plan their lessons using a unified lesson plan format that includes the required criteria such as outcomes, differentiated activities, links, use of time and resources, and, in some cases, samples from benchmark assessments as seen in science. However, in practice, the focus is mainly on the acquisition of knowledge rather than deeper understanding or skill development. For example, in science lessons, hands-on activities and practical work emphasize observing results rather than interpreting or analyzing them, limiting students' scientific thinking and methodology. In Phase 1, teachers use a weekly theme plan that includes only the theme title and lacks clear outcomes, structured time allocation, and age-appropriate teaching and learning strategies.

Teachers' interactions with students in most lessons are generally positive. However, teacher-directed instruction dominates in many lessons, particularly in Phase 4, leading to reduced student interest and limited active engagement. Across subjects, teachers use questioning, but it mainly focuses on acquiring knowledge rather than promoting deeper understanding, especially in Phase 4. In Arabic as an Additional Language, teachers do not ask questions that enable students to engage in dialogue in Arabic, which restricts opportunities to develop speaking skills. Teaching strategies do not meet the needs of all groups of students, particularly high achievers.

Teachers plan some opportunities for students to develop critical thinking, problem-solving, and independent learning skills in certain subjects. However, the inconsistent and inadequate implementation of these activities limits students' opportunities to develop these skills effectively.

Areas for development

Structured lesson planning and purposeful delivery in Phase 1 to better support children's learning, particularly in science and mathematics.

Effective questioning strategies across subjects to deepen understanding, promote higher-order thinking, and encourage meaningful dialogue, especially in Phase 4.

Effective implementation of differentiated teaching strategies to meet the needs of all groups of students, particularly high achievers, across phases and subjects.

3.2. Assessment

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

Summary

The school recently updated its assessment policy (November 2025) for the licensed Bangladeshi National Curriculum. The policy outlines diagnostic, formative, and summative assessment processes. The assessments are implemented consistently, but they primarily measure knowledge rather than understanding and skills, and the resulting data lacks reliability and does not accurately reflect students' progress. This is evident in the gap between students' internal assessment outcomes and results in external benchmark tests. The school benchmarks students' academic outcomes against international expectations in core subjects; it uses ASSET for science, mathematics, and English, and ABT for Arabic as an additional language.

The school uses an electronic system to record and analyze internal and external assessment data. The system disaggregates data by subject, phase, section, stream, gender, and ability, including students of determination and gifted and talented students. It also compares and tracks students' results in diagnostic exams, internal and external assessments, and all teachers have access to the system. However, the current analysis focuses on grades rather than skills, and the absence of additional tools, such as descriptive rubrics linked to subject-specific skills, limits the school's ability to identify the needs of individuals and groups. The data does not sufficiently inform improvement planning, curriculum revision, or the effective monitoring of students' individual and group progress.

Across all phases, assessment relies mainly on oral questioning, verbal feedback, general follow-up during activities, and occasional electronic quizzes. These approaches focus on checking the recall of knowledge, with limited assessment of deeper understanding or consistent tracking of progress. Students' written work is not marked consistently, and feedback lacks the constructive guidance needed to help students understand their next steps in learning.

Areas for development

- Effective implementation of the updated assessment policy to provide valid and reliable measures of students' progress and to reduce gaps between internal and external benchmark results across phases and subjects.
- Informed remedial and enrichment planning through the effective use of assessment information to support instructional improvement and curriculum revision across subjects and phases.
- Effective marking of students' work across phases and subjects, with constructive feedback that enables students to identify their next steps in learning.

4. The Curriculum

4.1. Curriculum Design and Implementation

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

Summary

The design and implementation of the curriculum are generally adequate, with notable inconsistencies in continuity, progression, and review processes that limit its impact on students' learning outcomes and skill development, particularly in Phases 1 and 4. The curriculum meets authorized requirements in terms of time allocation, subject balance, and compliance with both the Bangladesh National Curriculum and MoE expectations. Lesson plans show alignment to required subjects, including cross-curricular references, such as linking health concepts to science, incorporating UAE government initiatives, and integrating PE, science, and sustainability to support relevance and breadth.

In Phase 1, there is no clear curriculum mapping or defined learning expectations, resulting in fragmented delivery and insufficient development of foundational literacy, numeracy, and scientific skills. In Phase 4, sequencing lacks coherence in key subject content, and students are insufficiently prepared for external examinations, with higher-order skills such as inference, interpretation, and extended writing remaining underdeveloped.

Across phases, curricular options provide some choices, including the option to choose between the Science or Commerce stream in Phase 4. The school provides extracurricular opportunities such as Science Week, Sports Day, cultural celebrations, and competitions with external bodies that offer some enrichment. However, these remain largely event-based rather than embedded in the planned curriculum, limiting their sustained impact on student outcomes.

Cross-curricular links are planned and occasionally implemented. However, when connections occur, they are often superficial and prompted by textbooks rather than structured planning designed to deepen conceptual understanding or promote the transfer of skills.

Curriculum review and development processes are underdeveloped across phases. Although the school reports annual and monthly reviews, these primarily involve selecting textbook chapters rather than evaluating curriculum effectiveness, student skill development, or alignment between teaching, assessment, and progression. Data analysis focuses on marks rather than skills, resulting in limited curriculum refinement.

Areas for development

Regular and effective review and development of the curriculum to ensure the needs of all students are met.

Strengthen the development of the curriculum so that students are adequately prepared for the next phase of education, particularly in Phases 1 and 4.

Expand curriculum choices to ensure diverse learning pathways that reflect students' interests, abilities, and future progression, particularly in Phases 3 and 4.

4.2. Curriculum Adaptation

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

Summary

The curriculum modifications intended to meet the different learning needs and abilities of students across all phases are insufficient, and their impact is not yet clear. Lesson plans frequently include differentiated learning outcomes; however, these are not effectively implemented in classroom practice, resulting in tasks that do not adequately support varied ability levels. Higher achievers are rarely challenged beyond basic content, while struggling learners receive minimal scaffolding, leading to limited progress for both groups. In addition, there is no structured English language program to support students across all phases in accessing the curriculum.

Enhancement, enterprise, and innovation opportunities remain limited and inconsistent. Although isolated activities such as Science Week, market role-play, themed days, cultural events, and competitions provide exposure to creative and practical learning, these experiences are not embedded in the curriculum nor systematically planned to develop enterprise or innovation skills.

Links with Emirati culture and UAE society are present, with celebrations such as National Day, Flag Day, and sustainability-themed assemblies promoting cultural awareness. Some lessons incorporate UAE-related content; however, these links are often superficial and do not consistently enhance understanding or skills meaningfully.

Areas for development

Enhance the curriculum to promote enrichment, innovation, and enterprise within subjects.

Effective modification of the curriculum to meet the needs of all groups of students.

Strengthen UAE cultural links to deepen relevance and real-life application, particularly in Phase 1.

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
Weak	Weak	Weak	Weak

Summary

The school has safeguarding procedures. Child protection and cyber-safety policies are shared with parents, teachers, students, and staff. Bullying incidents are rare and are followed up appropriately. Security measures such as CCTV coverage and visitor sign-in procedures contribute to maintaining safety. Fire evacuation drills are conducted regularly, and first-aid boxes are available; however, supervision in some areas is not rigorous, and dismissal arrangements are unsafe, as students and cars use the same path without adequate crossing procedures. The use of a male physical education (PE) teacher for girls across the school is not aligned with MoE regulations regarding safeguarding expectations.

The school's buildings and facilities are maintained through contracts for fire systems, pest control, and water tank cleaning, and evacuation procedures are in place. However, the absence of air-conditioning (AC) maintenance contracts limits the effectiveness of upkeep. Both the nurse's license and the clinic license have expired. The school does not have adequate specialist facilities to meet students' needs, for example, toilet units, especially for girls, KG children, and students with special educational needs and disabilities (SEND); science laboratories; students with Special educational needs (SEN) facilities; clubs to support gifted and talented (G&T) students; and indoor and outdoor sports facilities. In addition, classrooms are crowded with limited resources, and there is no designated play area for KG children.

The school promotes healthy living through awareness sessions delivered by the nurse on topics such as hygiene and healthy food and through teachers' monitoring of students' food from home. Students have access to fresh drinking water, and some physical activities, such as yoga, aerobics, and participation in external sports competitions, encourage active lifestyles. However, sports facilities are inadequate, and the absence of a school canteen limits opportunities to monitor or provide healthy meal options.

Areas for development

Regular monitoring and documentation of health and safety checks to ensure timely follow-up and sustained compliance.
Comprehensive review and upgrading of school facilities to enhance accessibility, learning conditions, and student well-being.
Consistent implementation and oversight of safeguarding and supervision routines to strengthen protection and daily safety practices.

5.2. Care and support

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

Summary

Staff and students have positive and respectful relationships across the school. The school shares the behavior management guidelines with students. The school follows MoE procedures for managing attendance; however, attendance rates for September 2025 are low across all phases, and the punctuality system is not implemented consistently.

There are insufficient procedures for identifying students with SEND and those who are gifted and talented. As a result, the current systems are ineffective in supporting the academic and social development of all students. Limited support is available to help students with additional learning needs complete their work or to provide systematically planned challenges and extension for G&T students, particularly given the absence of specialized staff such as a SEND teacher. Opportunities for G&T students are mainly limited to competitions and club activities.

The school offers irregular career guidance activities, including visits to career expos and talks from universities for Phase 4 students. Enrichment classes occur weekly, but there are no structured English programs to help students access the curriculum, and counseling services remain inadequate.

Areas for development

Systematic identification of SEND and G&T students to ensure all learning needs are recognized early.

Targeted support for SEND and G&T students to enhance academic progress and personal development.

Regular and structured career guidance and English language programs to help students access the curriculum and plan future pathways.

6. Leadership and management

6.1. The Effectiveness of Leadership

Overall

Weak

Summary

Since her appointment, the principal has focused on establishing basic procedures to support school improvement, including registering students for external benchmark assessments such as ASSET, ABT, and CAT4. The school's vision and mission show commitment to UAE educational priorities; however, the commitment to inclusion remains underdeveloped. Despite the recent appointment of an SEN teacher, the school still lacks the structures, leadership capacity, and compliance requirements needed to ensure effective support for students of determination.

Leaders, including members of the middle leadership team, have a reasonable understanding of the Bangladeshi National Curriculum and MoE subjects. Middle leaders currently do not have the allocated time, training, or authority needed to lead improvements consistently across phases, which limits their ability to influence classroom practice and raise students' learning outcomes.

The principal has begun delegating responsibilities across the school, but these distributed leadership practices are still at an early stage, and their impact cannot yet be measured. Communication channels across the school are positive and professional, and staff relationships are supportive.

Recent initiatives, such as the opening of a new Phase 1 section, demonstrate the principal's willingness to improve provision, yet this new section remains partially misaligned with MoE requirements, particularly regarding facilities, resources, inclusion, and learning environments.

School leaders have achieved some improvement in specific areas, such as strengthening parental communication and supporting progress in most subjects across Phases 2 and 3. However, as the school is currently non-compliant in several critical areas, including expired educational, clinic, and nurse licenses, the lack of a female PE teacher for girls and younger students, and major deficiencies in inclusion, safeguarding, and health and safety procedures, significant gaps remain in meeting statutory and regulatory expectations.

Areas for development

Strengthen leadership effectiveness to improve monitoring systems, and urgently address staffing, inclusion, and health and safety compliance gaps.

Enhance the capacity of middle leaders to lead improvements consistently across phases and subjects.

6.2. Self-evaluation and Improvement Planning**Overall****Weak****Summary**

The school's self-evaluation uses internal and external data, but it relies too heavily on inflated internal assessment results and optimistic lesson observations. This has created an inaccurate picture of the school's performance, especially in Phases 1 and 4. Although the school now uses a data software tool, analysis is limited to exam scores, preventing leaders from forming a reliable and evidence-based view of students' outcomes.

Leaders conduct periodic monitoring of teaching, but their understanding of effective instructional practices remains inconsistent. Recent lesson observations rarely consider alignment with curriculum expectations or the level of challenge provided to different groups of students. Furthermore, there is no systematic process to track whether teachers act on feedback, limiting the school's ability to improve teaching and learning over time.

The School Improvement Plan (SIP) includes some relevant priorities and reflects areas mentioned in the previous report. However, the plan relies heavily on events such as Math Week, Cultural Day, and student clubs as indicators of progress. Actions are broad, without measurable targets, baselines, or clear monitoring checkpoints, preventing leaders from evaluating implementation or impact. As a result, the SIP does not provide the direction or urgency required to improve students' achievement across the whole school.

Areas for development

Strengthen the accuracy and credibility of self-evaluation to focus on measurable impact rather than descriptive narratives or activities.

Enhance the School Improvement Plan to directly address priority weaknesses and drive measurable improvement.

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

Parents are engaged in school life through regular communication with staff using various channels, including termly and online meetings that help them understand the school and their children's learning. The parent council meets consistently to discuss school matters, but its contribution to improving school standards and student outcomes remains limited and is not yet impactful. Students' academic progress is reported to parents through annual and termly written reports that include information about achievement, behavior, and attitudes, along with teacher recommendations for supporting learning at home. However, opportunities for parents to give feedback or play an active role in their children's academic improvement remain limited.

The school has developed links with the local community to broaden students' experiences, such as participation in competitions, sustainability projects, and partnerships with Delhi School and the Pakistani School in Ras Al Khaimah. Nonetheless, the school's contributions to wider national and international communities to support students' learning and personal development remain minimal.

Areas for development

Strengthen parental engagement by creating structured opportunities for parents to move beyond general communication and build meaningful academic partnerships.

Widen the school's contributions to UAE society and international communities to better impact students' achievements.

6.4. Governance**Overall****Weak****Summary**

The Governing Body includes representatives from all stakeholder groups and is currently undergoing a transition and rebuilding phase under the newly appointed chairperson, who joined in August. Since then, the board has prioritized stabilizing financial matters, creating an organizational structure, drafting key policies, and securing a budget for the next academic year. Some initial safety improvements have been implemented, such as padding exposed poles, reallocating KG spaces, and replacing unsafe electrical sockets. Although positive steps have begun, the board's work remains at an early stage and lacks the depth of educational expertise required to guide a school with the current level of need.

While the chairperson shows commitment and a willingness to address operational issues, governance remains largely reactive and focused on minimum compliance rather than strategic improvement. Despite early improvements, such as classroom technology upgrades, initiating digital transformation, and registering students for ABT, ASSET, and CAT4, there is still limited evidence of rigorous academic oversight, systematic use of data, or full accountability for improving student outcomes. Key staffing gaps remain, including the absence of a Special Education Needs Coordinator SENCO, a female PE teacher, an art teacher, and two heads of department. Moreover, major statutory requirements from the MoE, such as renewing the school's educational license and securing a licensed nurse and clinic, remain unmet.

Areas for development

- Strengthen governance oversight by establishing rigorous monitoring systems for health and safety, staffing, and regulatory compliance, ensuring that licensing, supervision, and safeguarding requirements are met promptly and consistently.
- Enhance the governors' strategic impact on academic performance by using accurate data to hold school leaders accountable, ensuring that improvement plans, staffing decisions, and resource allocation directly support stronger student outcomes across all phases.

6.5. Management, Staffing, Facilities and Resources**Overall****Weak****Summary**

School routines and daily procedures generally run smoothly and efficiently. Supervision during assembly and break times is appropriate. However, dismissal arrangements remain unsafe, as students and vehicles share the same pathways without controlled crossing points or clearly defined movement routes. The timetable provides adequate allocation for all subjects, and students arrive punctually to school and lessons. Despite this, key staffing gaps remain, including the absence of an Art teacher, a SENCO, and two heads of department for English and mathematics. While most staff are suitably qualified, they are not always well-matched to the subjects they teach. Professional development programs have not yet resulted in improved teaching standards, particularly in Phases 1 and 4. The high turnover rate (24%) further hinders continuity and the overall quality of instruction.

Although parts of the school premises have been recently renovated, the environment is not adequately designed to support safe or effective learning. Classrooms are small, overcrowded, and poorly ventilated, restricting student movement and limiting the use of active learning approaches. The KG section lacks appropriate learning centers, play resources, and suitable furnishings to promote early development or fine and gross motor skills. Specialist facilities, including the science lab and ICT lab, are insufficient and poorly resourced.

There are no designated spaces or resources for SoD or G&T learners, and the counseling/SEN room is minimally equipped. Major compliance requirements remain unmet, including the expired educational license and the absence of a licensed clinic and school nurse. These gaps significantly compromise student welfare and the school's ability to meet statutory standards.

Areas for development

Improve the quality of learning environments by upgrading specialist facilities, providing age-appropriate KG spaces and play areas, expanding science and sports resources, and ensuring sufficient technology access to support independent learning and skill development.

Enhance the effectiveness of day-to-day management by improving supervision routines, resolving staffing shortages, particularly the SENCO, female PE teacher, Art teacher, and heads of department, and ensuring all classrooms and facilities meet safety, hygiene, and operational requirements.