



دائرة رأس الخيمة للمعرفة
RAS AL KHAIMAH
DEPARTMENT OF KNOWLEDGE

GEMS WESTMINSTER PRIVATE SCHOOL

27 to 29 January 2026

School Overall Judgement

Very Good

SCHOOL QUALITY EVALUATION REPORT

Office of Quality and Evaluation, Ras Al Khaimah Department of Knowledge

SUMMARY OF PREVIOUS QUALITY EVALUATION OUTCOMES

2023-2024	2024-2025	2025-2026
Good	Good	Very Good

1. Students' achievement					
Subjects		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Arabic as a first language	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Arabic as an additional language	Attainment	Acceptable	Good	Good	Good
	Progress	Good	Good	Good	Very Good
UAE Social Studies	Attainment	NA	Very Good	Good	NA
	Progress	NA	Very Good	Good	NA
English	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Mathematics	Attainment	Very Good	Very Good	Very Good	Good
	Progress	Very Good	Very Good	Very Good	Good
Science	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

	Phase 1	Phase 2	Phase 3	Phase 4
1.3 Learning skills	Very Good	Very Good	Very Good	Very Good



2. Students' personal and social development and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
2.1 Personal development	Very Good	Very Good	Very Good	Very Good
2.2 Students' understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
2.3 Social responsibility and innovation skills	Good	Good	Good	Very Good

3. Teaching and assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1 Teaching for effective learning	Very Good	Very Good	Very Good	Very Good
3.2 Assessment	Very Good	Very Good	Very Good	Very Good

4. Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1 Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
4.2 Curriculum adaptation	Very Good	Very Good	Very Good	Very Good

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	Very Good	Very Good	Very Good	Very Good
5.2 Care and support	Good	Good	Good	Good

6. Leadership and management	Overall
6.1 The effectiveness of leadership	Very Good
6.2 Self-evaluation and improvement planning	Very Good
6.3 Partnership with parents and the community	Good
6.4 Governance	Very Good
6.5 Management, staffing, facilities, and resources	Very Good



KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students

- A large majority of students make better than expected progress across most subjects, with very good attainment in external IGCSE and A-level examinations.
- Very good learning skills, taking clear responsibility for learning, working collaboratively, and making meaningful connections to real-world contexts.
- Very good personal development with positive attitudes, strong self-reliance, and usually self-disciplined behaviour across all phases.
- Very good understanding of Islamic values and secure knowledge of Emirati heritage and culture, with pride in UAE national identity.

Parents

- Strong partnerships in KG with daily ClassDojo communication and active involvement through "Stay and Play" sessions and workshops.
- Active representation on the Local Advisory Board, meeting regularly with leadership and contributing through detailed surveys.
- Highly professional communication ensuring parents are consistently well informed about their children's progress through multiple channels.
- Very detailed termly reports with clear information about academic achievement, personal development and targets for improvement.

Teachers

- Highly engaging, creative and well-differentiated learning experiences in KG, carefully matched to children's developmental needs.
- Teachers' subject knowledge, engaging lesson planning, and skillful use of resources, with effective deployment of teaching assistants.
- Purposeful interactions ensuring students are keen to learn, creating warm learning environments that promote self-esteem and well-being.
- Effective use of assessment data in English-medium subjects to plan well-differentiated learning activities for most groups of students.

School Leaders

- Clear strategic direction fully aligned with UAE national priorities, with a thorough understanding of curriculum and effective teaching practices.
- Systematic and rigorous use of assessment information to inform improvement planning, resulting in a very positive impact on students' achievement.
- Very positive influence from central organisation, setting clear goals aligned with UAE national agenda and ensuring very well-resourced provision.
- Successfully built capacity across the school, resulting in high morale, very high staff retention and improved achievement across most subjects.



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 account of the following key priorities to inform its improvement planning.

Students' achievement

Improve achievement and learning skills by:

- strengthening students' analytical skills and extended writing in Arabic as a first language, particularly in Phases 3 and 4, through adopting successful practices from English-medium subjects.
- enhancing students' advanced reasoning and independent reflection skills in Phase 4 mathematics, ensuring higher-attaining students are consistently challenged to deepen their mathematical understanding.

Teaching and assessment

Improve the impact of teaching and assessment on achievement by:

- ensuring the consistent use of assessment data by teachers of Arabic-medium subjects to precisely match learning activities to the needs of all groups of students across all phases.
- embedding the systematic integration of innovation within lessons across all phases, ensuring innovative thinking is consistently developed beyond enrichment activities and showcases.

Leadership and management

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

- extending community and international partnerships to develop students' deeper understanding of other cultures across all phases.
- filling all middle leadership vacancies promptly, particularly in science and social studies, to ensure consistently high-quality outcomes across all subjects and phases.



MAIN EVALUATION REPORT

1. Students' achievement				
Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good	Good
<ul style="list-style-type: none"> Students' achievement in Islamic education is good overall across the school. Progress is good across all phases, with the majority of students making better than expected progress. Attainment is acceptable across all phases, with most students attaining in line with curriculum standards. This aligns with the school's internal judgements, which indicate good progress overall in Islamic education. External benchmark assessment data indicate acceptable attainment across the school, consistent with what is seen in lessons and in students' work, where most students attain in line with curriculum standards across all phases. Across all phases, the majority of students make better than expected progress and develop secure knowledge and understanding of Islamic rules and practices derived from the Holy Qur'an and the Noble Hadith, such as prayers and fasting. They explain key beliefs, such as the righteousness of hearts, and provide examples of signs of pure hearts from real-life situations. Students' knowledge of rules of worship is well developed, and they demonstrate positive attitudes and behaviour that reflect Islamic manners and etiquette, including those observed in eating, travel, and other aspects of daily life. However, students have fewer opportunities to deepen their understanding of the wider impact of Islamic faith and values on individuals and society. Examples include the establishment of justice and social cohesion, and to draw meaningful inferences from the Seerah, including aspects of the life of the Prophet Muhammad (PBUH). Overall, the majority of groups of students make better than expected progress across all phases. 				
Areas for development:				
<ul style="list-style-type: none"> Students' ability to draw meaningful inferences from the Seerah, including aspects of the life of the Prophet Muhammad (PBUH). Students' deeper understanding of the wider impact of Islamic faith and values on individuals and society, including the establishment of justice and social cohesion. 				

Arabic as a first language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Good	Acceptable	Acceptable
Progress	Good	Good	Good	Good
<ul style="list-style-type: none"> Students' achievement in Arabic as a first language is good overall across the school. Progress is good across all phases, with the majority of students making better than expected progress. Attainment is good in Phases 1 and 2, with the majority of students attaining above curriculum standards, and acceptable in Phases 3 and 4, with most students attaining in line with curriculum standards. The school's internal data indicate good progress across all phases, broadly reflecting what is seen in lessons and in students' work. External benchmark assessments indicate good attainment in Phases 1 and 2, consistent with what is seen in lessons and in students' work. However, External benchmark assessment results do not fully reflect the acceptable attainment observed in Phases 3 and 4, where most students attain in line with curriculum standards. 				



Internal school data indicate good attainment across all phases, which does not match what is seen in lessons and in students' work in Phases 3 and 4.

- In Phase 1, children successfully recognise letter sounds with short and long vowels, reading simple words with increasing accuracy. In Phase 2, students express their ideas confidently using standard Arabic, demonstrating secure understanding of grammar rules including verbal and nominal sentences. In Phase 3, students read and analyse texts and infer the meanings of unfamiliar vocabulary from context. In Phase 4, students analyse texts and poems and demonstrate understanding of meaning, literary devices, and themes. However, in Phases 3 and 4, students require further support to strengthen their analytical skills, deepen their interpretation of texts, and develop extended writing skills.
- Overall, the majority of groups of students make better than expected progress across all phases.

Areas for development:

- Students' analytical skills and depth of interpretation of texts and poems across Phases 3 and 4.
- Students' extended writing skills across Phases 3 and 4, improving the structure, depth, and clarity of written responses.

Arabic as an additional language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Acceptable	Good	Good	Good
Progress	Good	Good	Good	Very Good

- Students' achievement in Arabic as an additional language is good overall. Progress is good across Phases 1 to 3, with the majority of students making better than expected progress, and very good in Phase 4, with a large majority making better than expected progress. Attainment is acceptable in Phase 1 and good in Phases 2, 3 and 4. The school's internal data indicate good progress and good attainment across the school, which does not match the acceptable attainment observed in Phase 1.
- External benchmark assessments confirm good attainment in Phases 2, 3 and 4, consistent with what is seen in lessons and in students' work, where the majority of students attain above curriculum standards. In Phase 1, most students attain in line with curriculum standards, consistent with the acceptable attainment judgement.
- In Phase 1, children read age-appropriate texts, identifying main ideas and key details using knowledge of key language structures including long and short vowels, singular and plural forms, and verb tenses. In Phases 2 and 3, students apply grammar knowledge accurately in reading and writing tasks, constructing increasingly complex sentences. In Phase 4, students express ideas with increasing confidence using complex language structures, engaging in conversations, and justifying opinions. However, across all phases, students require further opportunities to develop critical thinking and produce extended responses in written and spoken Arabic beyond familiar and guided contexts.
- Overall, the majority of groups of students make better than expected progress across Phases 1, 2 and 3, and most groups make better than expected progress in Phase 4.

Areas for development:

- Students' critical thinking skills and ability to produce extended written responses beyond familiar and guided contexts.
- Students' confidence in expressing ideas independently in spoken Arabic beyond guided phrases and structured tasks.



UAE Social Studies	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Very Good	Good	NA
Progress	NA	Very Good	Good	NA
<ul style="list-style-type: none"> Students' achievement in UAE social studies is good overall across the school. In Phase 2, a large majority of students make better than expected progress and attain above curriculum standards, and in Phase 3, the majority of students make better than expected progress and attain above curriculum standards. The school's internal data indicate good attainment and progress across both phases, which does not match the very good attainment and progress observed in Phase 2. Students' attainment in UAE social studies is not benchmarked against any external benchmark assessments. In Phase 2, students demonstrate strong environmental awareness, identifying causes of water wastage and suggesting conservation solutions. They confidently identify UAE heritage activities such as fishing and pearl diving, recognise UAE symbols and landmarks, and use subject-specific vocabulary during discussions. However, a few students require guidance in following directions and accurately locating countries on maps. In Phase 3, students demonstrate good factual knowledge of geography and history, locating the UAE and neighbouring countries and describing the importance of the Arabian Gulf in trade. However, learning is sometimes descriptive, and opportunities for source analysis and extended written responses are not consistently embedded. Overall, most groups of students make better than expected progress in Phase 2, and the majority of groups make better than expected progress in Phase 3. However, higher-attaining students in Phase 3 do not consistently make the progress they are capable of, and students' analytical skills and extended writing require further development. 				
Areas for development:				
<ul style="list-style-type: none"> Students' map-reading skills, particularly the use of directions and accurate location of countries, to support independent geographical application. Students' analytical and extended writing skills in Phase 3, ensuring learning moves beyond descriptive recall to evidence-based justification and source analysis. 				

English	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Very Good	Very Good	Very Good	Very Good
Progress	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> Students' achievement in English is very good overall across the school and across all phases. A large majority of students make better than expected progress and attain above curriculum standards, as seen in lessons and in their books. The school's internal assessment data indicate very good attainment and progress across all phases. NGRT testing from Grades 2 to 9 confirms very good progress in reading skills. External benchmark assessment data in Phase 2 indicate very good attainment, consistent with the judgement across all phases. In Phase 1, children demonstrate the ability to sequence instructions, shape poems using similes and alliteration, and use discourse markers such as first, next, then, and finally in story maps. In Phase 2, students distinguish between instructional and informative texts, identify elements of narrative texts, and use adjectives to create poetic lines. In Phase 3, students analyse narratives by identifying key stages including orientation, rising action, climax, and resolution, as well as key features of science fiction to identify genre. In Phase 4, students explain how occupational language uses specialised and shared lexis to convey meaning in context. However, across all phases, students' ability to produce extended written texts requires further development. 				



- Overall, most groups of students make better than expected progress across all phases. However, students' extended writing skills require further development to ensure all groups reach their full potential across all phases.

Areas for development:

- Students' extended writing skills across all phases, ensuring all groups consistently produce well-structured and developed written responses.
- Students' appreciation of literature through widespread reading for enjoyment.

Mathematics	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Very Good	Very Good	Very Good	Good
Progress	Very Good	Very Good	Very Good	Good

- Students' achievement in mathematics is very good overall. A large majority of students in Phases 1, 2, and 3 make better than expected progress and attain above curriculum standards, and the majority of students in Phase 4 make better than expected progress and attain above curriculum standards. Internal assessment data show very good attainment and progress across Phases 1, 2 and 3, consistent with what is seen in lessons and in students' work. External benchmark assessments confirm very good attainment in Phases 2 and 3, and IGCSE results confirm very good attainment in Phase 4 Grade 10. A-level results indicate good attainment in Phase 4, consistent with the good judgement.
- In Phase 1, children develop early mathematical understanding through exploration and comparison activities such as ordering and comparing quantities, although a few require teacher guidance. In Phase 2, students apply their understanding effectively, for example, using the angle sum property of triangles to solve problems and identify patterns. However, a large minority do not use accurate mathematical vocabulary consistently. In Phase 3, students confidently apply formulas to calculate areas and volumes. In Phase 4, students solve complex multi-step problems accurately. However, opportunities to deepen independent reasoning and reflection are not consistently embedded.
- Overall, most groups of students make better than expected progress across Phases 1, 2 and 3, and the majority of groups make better than expected progress in Phase 4.

Areas for development:

- Students' advanced reasoning and independent reflection skills in Phase 4, ensuring higher-attaining students are consistently challenged to deepen their mathematical understanding.
- Students' accurate and consistent use of mathematical vocabulary across Phase 2.

Science	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Very Good	Very Good	Very Good	Very Good
Progress	Very Good	Very Good	Very Good	Very Good

- Students' achievement in science is very good overall across the school and across all phases. A large majority of students make better than expected progress and attain above curriculum standards, as seen in lessons and in students' most recent work. The school's internal assessment data show outstanding progress in Phase 1 and Phase 2 and very good progress in Phases 3 and 4, which does not fully match what is seen in lessons and in students' work, where progress is very good across all phases. External benchmark assessments indicate outstanding attainment in Phase 2, which similarly does not match the very good attainment observed in lessons and in students' work.



- Internal assessment data show very good attainment across all phases. External benchmark assessments confirm very good attainment in Phase 3, and IGCSE results confirm very good attainment in Phase 4 Grade 10. A-level results indicate very good attainment in Phase 4, consistent with the very good judgement across all phases.
- In Phase 1, children identify key parts of plants, demonstrate a growing understanding of scientific phenomena such as shadows. In Phase 2, students apply their scientific understanding to real-world contexts, suggesting healthier dietary options. However, students are not consistently confident in identifying experimental variables and defining hypotheses to investigate. In Phase 3, students use their knowledge of physical science to explain the movement of energy in states of matter using models. However, students do not always explain their ideas with sufficient detail in written work. In Phase 4, students demonstrate growing confidence in handling complex equipment and draw conclusions from results, evaluating and discussing the experimental methodology they used.
- Overall, most groups of students make better than expected progress across all phases.

Areas for development:

- Students' ability to make hypotheses and their understanding of variables in investigations in Phase 2.
- Students' skills in writing extended answers to explain key scientific ideas in Phase 3.

1.3 Learning skills	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- Students' learning skills are very good overall across the school and across all phases. Students are keen to learn, take clear responsibility for their own learning, and understand their next steps, acting purposefully to improve. In dedicated reading sessions, students read independently from a variety of fiction and non-fiction books.
- In mathematics, students demonstrate positive attitudes to learning and apply mathematical knowledge confidently and accurately, using appropriate strategies, representations, and digital tools such as Plicker, QR codes, and devices to support understanding.
- Students interact purposefully and work collaboratively in a productive manner across all phases. Small group work is well facilitated by peer support. In Phase 1, children collaborate to plant seeds in soil, and in Phase 4, students work together to prepare presentations about occupations, demonstrating strong teamwork and communication skills.
- Across all phases, students make meaningful connections between their learning and real-world contexts. In Phase 2, students interact with items from Islamic culture by counting beads on the misbaha and consider healthy eating habits to develop their understanding of healthy living. In Phase 3, older students discuss tensions and stress related to being teenagers in English lessons, and in UAE social studies, students reflect on ways to conserve water, demonstrating the ability to apply learning to real-life situations.
- Students think critically and reflect on their learning, particularly in English-medium subjects. Older students use technology to support their learning by accessing challenge questions on tablets, and in Phase 1, children are confident users of interactive whiteboards. High-attaining students showcase independent research, innovation, creativity, and leadership through G&T Fridays and the G&T Exhibition. However, students' ability to conduct independent enquiry and research, and their inclination to apply innovative thinking during lesson time, are not consistently developed across all phases.



Areas for development:

- Students' enquiry and research skills through greater opportunities for independent investigation during lesson time.
- Students' application of innovative thinking and creative ideas consistently within lessons.

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

2.1 Personal development	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- Students' personal development is very good overall across the school and across all phases. Students demonstrate positive, responsible attitudes to learning and school life, showing strong self-reliance and responding very well to feedback. High levels of engagement are evident through active participation in lessons, extra-curricular activities, and student leadership roles across all phases.
- Students are self-disciplined, and behaviour is very good across all phases, creating a calm, safe, and orderly learning environment. Relationships are respectful and considerate, with students demonstrating empathy through well-being ambassadors, peer support, and collaborative learning. Bullying incidents are rare and dealt with promptly through clear pastoral systems.
- Students demonstrate very good understanding of safe and healthy lifestyles through healthy eating initiatives, QR-coded well-being check-ins, and participation in healthy food parent workshops. Attendance is outstanding at 98%, supported by strong monitoring and rewards. However, morning punctuality remains inconsistent across phases and impacts learning time.
- Overall, students' personal development is very good across all phases. However, students' morning punctuality and consistent engagement of all students in anti-bullying and inclusivity initiatives require further development across all phases.

Areas for development:

- Students' morning punctuality across all phases, ensuring consistent and timely arrival to minimise loss of learning time.
- The consistent engagement of all students in anti-bullying and inclusive initiatives 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
	Very Good	Very Good	Very Good	Very Good

- Students' understanding of Islamic values and awareness of Emirati and world cultures is very good overall across the school and across all phases. Students demonstrate a deep understanding of Islamic values and their role in UAE society, embedded through daily routines, assemblies, weekly Islamic themes shared with families, and competitions such as Holy Qur'an recitation and Noble Hadith memorisation. Events including Ramadan gatherings and International Tolerance Day further deepen students' reflection on Islamic principles in contemporary life.
- Students demonstrate a clear knowledge of and respect for Emirati heritage and culture through active participation in National Day, Flag Day, and Haq Al Leila. Performances and exhibitions celebrating the seven emirates promote national pride and reinforce students' sense of national identity across all phases.
- Through weekly project-based learning lessons in Phase 1 and Phase 2, students develop a deep understanding and appreciation of their own and other cultures. Research into global contexts, such as China, enables students to compare traditions



and values, fostering curiosity, respect, and openness towards cultural diversity. In Phases 3 and 4, students are exposed to a range of different cultures through social studies lessons and end-of-term projects. However, focused opportunities to deepen students' understanding of world cultures and develop student-led cultural initiatives are not consistently embedded across Phases 3 and 4.

- Overall, students' understanding of Islamic values and awareness of Emirati and world cultures is very good across all phases. However, the depth and consistency of students' engagement with world cultures, particularly through student-led initiatives in Phases 3 and 4, require further development.

Areas for development:

- Students' deeper understanding of world cultures through more focused and consistent opportunities, particularly in Phases 3 and 4.
- Student-led cultural initiatives across all phases to deepen engagement with diversity and global awareness.

2.3 Social responsibility and innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Very Good

- Students' social responsibility and innovation skills are good overall across the school and very good in Phase 4. In Phases 1, 2 and 3, students demonstrate a well-developed sense of social responsibility through active involvement in school and community life. In Phase 4, students demonstrate a very well-developed sense of social responsibility, completing a structured fifty-hour volunteer programme that reinforces responsibility beyond the school.
- The student council leads events, well-being initiatives, and community activities across all phases. Students participate in MoE Climate Day, international symposiums, staff-family beach socials, and healthy-eating sessions, making a positive contribution to the life of the school and the wider community.
- Students show a positive work ethic and develop innovation and enterprise skills through science exhibitions, G&T showcases, robotics competitions, Dragon's Den activities, end-of-term integrating projects and innovation symposiums. Students develop environmental awareness through eco-fashion shows and sustainability projects, promoting climate action and responsibility. However, opportunities to develop innovation and enterprise skills consistently within lessons, and students' engagement in environmental projects in the lower phases, are not fully embedded across all phases.
- Overall, students' social responsibility and innovation skills are good across Phases 1, 2 and 3 and very good in Phase 4.

Areas for development:

- Students' innovation and enterprise skills within lessons across all phases, ensuring these are consistently developed beyond enrichment activities and showcases.
- Students' consistent engagement in environmental projects, particularly in Phases 1 and 2.

3. Teaching and assessment

3.1 Teaching for effective learning	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- The quality of teaching for effective learning is very good overall across the school and across all phases. A large majority of teachers demonstrate thorough subject knowledge and effectively utilise strategies learned through professional development



to develop approaches that match students' learning needs. In Phase 1, strategies such as scaffolding, re-teaching, and coaching support learners effectively. In Phase 2 Arabic, a picture walk strategy, questioning, and modelling support comprehension and language development. In Phase 3 Islamic education, well-implemented scenarios encourage students to work in groups to discuss real-life situations mentioned in the Noble Hadith.

- Teachers plan engaging lessons using the 'Teach Like A GEM' process, making skillful use of available resources. The use of manipulatives in mathematics classrooms supports a large majority of students to make better than expected progress. The effective deployment of teaching assistants, evident in English-medium subjects, has a positive impact on the learning of most students, particularly those identified as students of determination. Teachers use time creatively to ensure most students develop their knowledge, skills, and understanding across subjects and phases.
- Teacher-student interactions are purposeful and ensure students are keen to learn. Teachers, including those in Phase 3 Arabic, use questioning techniques to check students' knowledge and understanding, supporting progress in lessons. In Phase 4 English, challenging questioning promoted higher-level thinking and critical responses as students debated the spread of the English language. In the most successful lessons, teachers and students stimulate conversations and discussions, developing students' skills in holding thoughtful and extended dialogue.
- Overall, the quality of teaching is very good across all phases. However, questioning in some Phase 3 social studies lessons focuses mainly on recall and identification and does not sufficiently promote critical thinking. In a minority of Phase 3 English and mathematics lessons, students are not consistently given sufficient thinking time to critically analyse information before answering. Support and differentiation are less consistent in Arabic-medium subjects, and the systematic integration of innovation within lessons requires further development across all phases.

Areas for development:

- The systematic integration of innovation within lessons, ensuring innovative thinking is consistently developed beyond enrichment activities.
- Students' thinking time, allowing for deeper thought, reflection, and critical analysis before responding.

3.2 Assessment	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- The quality of assessment is very good overall across the school and across all phases. The school's internal assessment processes are coherent and consistent between subjects and across all phases. Assessment methods are closely aligned to the school's curricula and provide comprehensive measures of students' academic performance that are both valid and reliable. Assessments are administered to measure students' attitudes to learning and their well-being to track their social and personal development.
- The school effectively benchmarks the academic attainment and progress of students in Phases 2, 3 and 4 against a wide range of external national and international measures, enabling the school to check students' academic performance against international norms. Outcomes in individual assessments are analysed well by school leaders and teachers.
- School leaders at all levels analyse students' attainment and progress data in detail, providing an accurate and valid overview of the achievement of all student groups and the progress individual students are making. Patterns in performance within and across subjects are identified, enabling support to be provided where necessary, and a large majority of teachers use assessment data effectively to match learning activities to students' needs across subjects and phases.



- Overall, the quality of assessment is very good across all phases. However, teachers of MoE subjects do not consistently use assessment data to precisely match learning activities to the needs of all groups of students, and teachers' use of in-lesson progress checks to move higher-attaining students on to higher-level activities promptly is not consistently embedded.

Areas for development:

- Teachers' consistent use of assessment data to precisely match learning activities to the needs of all groups of students in Arabic-medium subjects.
- Teachers' consistent use of in-lesson progress checks to move higher-attaining students on to higher-level activities promptly across all subjects and phases.

4. Curriculum

4.1 Curriculum design and implementation	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- The quality of curriculum design and implementation is very good overall across the school and across all phases. The curriculum is aligned to the UAE national vision and goals and closely aligned to the National Curriculum of England and the Ministry of Education curriculum. The school has designed a holistic curriculum that builds very effectively on prior learning to balance students' academic progress and their social and personal development. The academic curriculum is broad and balanced and fulfils all the requirements of the English National Curriculum and national statutory requirements.
- Across all phases, the curriculum provides clear continuity and progression in learning and ensures students are very well prepared for their next stage of education within school and for life after school in further education or in the world of work. Older students in Phases 3 and 4 are provided with a wide range of option choices for IGCSE, AS, and A-level courses, offering the examination equivalency needed for students who may want to attend universities within the UAE or abroad. The school offers students of determination, and those with additional learning needs, a range of certificated courses linked to the National Curriculum of England.
- The school has reviewed cross-curricular provision within the curriculum, leading to more formalised links between subjects, especially in Arabic-medium subjects and in English. End-of-unit and termly reviews identify the need to adapt courses for future teaching, feeding into a detailed annual review of the whole curriculum. Adaptations have been made to the content taught in science and mathematics and the timing of certain content areas to better prepare students for international benchmarking assessments.
- Overall, the quality of curriculum design and implementation is very good across all phases. However, opportunities for students to consistently apply their knowledge and understanding across subjects in lessons are not fully embedded, and the range of option choices for lower-attaining students in Phase 3 requires further development.

Areas for development:

- The range of option choices for lower-attaining students in Phase 3, ensuring all students have appropriate pathways for examination equivalency.
- Cross-curricular links in lessons across all phases, ensuring students can consistently apply their knowledge and understanding across different subjects.



4.2 Curriculum adaptation	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- The quality of curriculum adaptation is very good overall across the school and across all phases. The school is successful in ensuring that teachers modify the curriculum to meet the needs of most groups of students, particularly in English-medium subjects across all phases.
- The curriculum is broad and engaging, motivating a large majority of students through a wide range of extra-curricular activities, including Scrabble Club, Eco-Club, Cooking Club, Model United Nations, G&T Fridays, exhibitions, inter-school competitions, robotics, and the innovation club. These activities support the development of students' innovation, creativity, and enterprise skills beyond the classroom.
- Coherent experiences are embedded in the curriculum and support students' very good knowledge and understanding of Emirati culture, UAE society, and the international nature of the school's community. Participation in the Arabic Reading Challenge, Emirati Cultural Week, and national celebrations promotes pride in Emirati and wider Arab heritage across all phases.
- Overall, the quality of curriculum adaptation is very good across all phases. However, curriculum modifications in Arabic-medium subjects are less consistent than in English-medium subjects, and the systematic integration of innovation within lessons across all subjects requires further development.

Areas for development:

- The consistency of curriculum modifications in Arabic-medium subjects, ensuring all groups of students have their learning needs met.
- The systematic integration of innovation within lessons across all subjects and phases, ensuring innovation is consistently developed beyond extra-curricular activities.

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
	Very Good	Very Good	Very Good	Very Good

- The quality of health and safety, including arrangements for child protection and safeguarding, is very good overall across the school and across all phases. The school provides a very safe and secure environment, with clearly defined safeguarding policies understood by staff, students, and parents. The Central Safeguarding Team, Safety Committee and school counsellor provide strong oversight, supported by regular staff training in child protection, digital safety and student well-being. Safeguarding systems, including reporting platforms, risk registers and structured review meetings, ensure timely intervention and monitoring across all phases.
- Health, safety and security arrangements are very effective across all phases. Routine site inspections, perimeter checks and comprehensive supervision during lessons, break times and school transport ensure students are well supervised. All buses are equipped with GPS, CCTV and motion sensors, and risk assessments are conducted for all school activities and educational visits, ensuring student safety beyond the classroom.
- Medical provision and record keeping are robust, with secure access for authorised clinical staff, clear protocols for chronic conditions, referrals and emergencies, and well-maintained medical systems. The promotion of safe and healthy lifestyles is very effective across all phases, integrated into school life through initiatives such as healthy meal programmes, physical education, and awareness campaigns tailored for primary and secondary phases.



- Overall, the quality of health and safety is very good across all phases. However, parental engagement in reinforcing healthy lifestyle choices beyond school and the consistent monitoring of emerging risks across all phases require further development.

Areas for development:

- Parental engagement as partners in reinforcing healthy lifestyle choices, ensuring students consistently apply healthy habits in daily life beyond school.
- The consistent monitoring and mitigation of emerging safeguarding and health risks.

5.2 Care and support	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- The quality of care and support is good overall across the school and across all phases. Staff have courteous relationships with students, and behaviour is managed successfully through the "Be a GEM" initiative and counselling support. Behaviour incidents have reduced by 66% due to effective tracking, consistent implementation of the behaviour policy, and the use of warning cards, reflection rooms, behaviour panels, and parental engagement guidance sessions. The school's approach to promoting attendance and punctuality is effective, resulting in outstanding attendance at 98%, reflecting strong expectations from staff and parents. However, morning punctuality needs improvement to ensure a timely start to learning across all phases.
- Students with special educational needs and those who are gifted and talented are identified using data analysis of assessments, and teacher observation. They are supported through IEPs, LSAs, enrichment sessions, competitions, and leadership opportunities. However, the consistency of support within lessons across subjects and phases requires further development to ensure all groups of learners are appropriately challenged and supported.
- Overall, the quality of care and support is good across all phases. Students' well-being and personal development are monitored through sessions with school counsellors, well-being workshops, and regular parent communication across all phases. Career guidance in Phases 3 and 4 is supported through Unifrog, university partnerships, personal statement support, and 50 hours of community service. However, the consistency of well-being monitoring across Phases 3 and 4 and the in-lesson support for students with special educational needs and those who are gifted and talented requires further development.

Areas for development:

- The consistency of in-lesson support for students with special educational needs and those who are gifted and talented across all subjects and phases.
- The consistency of well-being monitoring across Phases 3 and 4, ensuring all students are regularly monitored through scheduled group or individual sessions.

6. Leadership and management	Judgement
6.1 The effectiveness of leadership	Very Good
6.2 Self-evaluation and improvement planning	Very Good
6.3 Partnership with parents and the community	Good
6.4 Governance	Very Good
6.5 Management, staffing, facilities, and resources	Very Good

- The effectiveness of leadership is very good across the school. Most leaders set a very clear strategic direction fully aligned with UAE national priorities and display a thorough understanding of the curriculum and effective teaching and learning



practices. Through a range of initiatives, most leaders have ensured that the main focus is firmly on raising students' attainment and learning skills. Relationships and communication with stakeholders are highly professional and effective, and a very positive learning culture promotes students' self-esteem and well-being. Senior leaders have successfully built the capacity of middle leaders to contribute to school improvement, resulting in high morale and very high staff retention levels. The collective accountability of leaders has ensured the school has improved in many important areas, most notably in raising students' achievement across most subjects.

- Self-evaluation and improvement planning are very good across the school. The school makes systematic and rigorous use of a wide range of assessment information, including outcomes of internal and external assessments, to inform the school improvement planning process. The school knows its strengths well, accurately identifies key priorities requiring further development, and systematic processes for monitoring and evaluating teaching and learning are well established and robust. Rigorous evaluations provide accurate information used to inform the well-constructed school improvement plan, and information on student progress is systematically analysed to support target-setting for improvement. Improvement plans are coherent, provide strategic direction in all appropriate areas, and consistent implementation has resulted in a very positive impact on students' achievement.
- Partnership with parents and the community is good across the school. Parents are provided with opportunities to inform the school of their views through two detailed surveys each year, with high response rates. Parents engage in cultural activities, awareness sessions, and support their children's learning at home, making a positive contribution to enhancing students' personal development. Communication systems ensure parents are consistently informed through social media platforms and weekly newsletters, and parents can track their children's progress through online platforms. Detailed reports issued each term contain information about students' academic achievement, social and personal development, and clear targets for improvement. The school has good links with the external community and international organisations, including close affiliations with charity organisations.
- Governance is very good across the school. The school is owned and operated by GEMS Education, with a central team of professional advisors taking responsibility for key aspects of operations. Parents are represented on the Local Advisory Board, meeting regularly with senior leadership, and regular audits including two parental surveys per year ensure the school's owners have comprehensive and accurate knowledge of the work of the school. All aspects of the school's work are consistently and robustly monitored by members of the central organisation, including student performance in external assessments. The central organisation exerts a very positive influence on the school's leadership and direction, sets a very clear goals aligned with statutory requirements and UAE national agenda, ensures the school is very well-resourced, and has a very positive impact on overall performance.
- Management, staffing, facilities and resources are very good across the school. All aspects of day-to-day management are very well organised and have very positive impact on students' achievements, with daily routines extremely effective in establishing calm and order. All school staff are well qualified and trained for their roles, and the school has an extensive continuous professional development programme closely matched to the school's priorities. The school buildings are modern and very well-maintained, with very good facilities for practical subjects and sporting activities. Attractive displays featuring students' work enhance the learning environment, outdoor play areas in Phase 1 enhance children's learning experiences, and the school is extremely well-resourced, with resources appropriately matched to curriculum needs and promoting effective learning.

Areas for development:

- The capacity of MoE subject leaders to ensure alignment of practices with English-medium subjects, particularly effective practices ensuring impactful outcomes across all phases.



- The embedding of strategies for enhancing students' language skills in Arabic as a first language, ensuring robust development planning targets attainment across all Arabic-medium subjects.
- The extension of community and international partnerships to develop students' deeper understanding of other cultures across all phases.
- The consolidation of recent improvements in student achievement through additional professional development for teachers, particularly Arabic-medium teachers, ensuring sustained progress across all phases.
- Additional professional development for middle leaders in evaluating learning in lessons with a clear focus on student attainment and progress, particularly leaders of MoE subjects, ensuring all middle leadership vacancies are filled promptly.

Provision for Arabic

- The quality of Arabic provision is good overall across the school. Arabic as a first language is taught across all phases by qualified teachers in line with Ministry of Education requirements. Teaching is generally effective, with teachers demonstrating subject knowledge to deliver the curriculum across all phases.
- Students' oral communication skills are developed through regular opportunities for meaningful classroom discussions and through recording videos that are shared on the school page, supporting students' confidence in spoken Arabic across all phases.
- The school promotes reading through initiatives such as Arabic Reading Week, participation in the Arab Reading Challenge, and the use of digital platforms like "Alef", which positively encourage students' engagement with Arabic texts. A Drop and Read programme is implemented daily across the school to encourage regular reading habits. The school has two libraries containing Arabic books, and a digital library is available through QR codes.
- Overall, Arabic provision is good across the school. However, a consistent, and systematic approach to enhancing students' reading skills in Arabic, including the regular monitoring of reading progress across all phases, requires further development.

Provision for KG

- The quality of KG (Phase 1) provision is very good overall. The Phase is led by a dedicated Lead supported by an assistant, who oversee curriculum implementation and ensure consistently high-quality learning experiences. Teaching is very effective, with teachers demonstrating thorough subject knowledge and delivering engaging, play-based learning across all areas of the curriculum.
- The indoor environment is thoughtfully organised to promote engagement across all areas of development. Learning spaces include well-resourced reading corners and quiet areas that encourage early literacy, alongside role-play and creative zones that develop imagination, communication, and social skills. Numeracy resources are meaningfully integrated into play-based activities, and psychomotor stations support the development of fine motor control. The Phase 1 and primary library significantly enhances access to high-quality texts, promoting a strong culture of reading from an early age.
- Outdoor provision complements the indoor environment by supporting children's physical, social, and cognitive development through purposeful play. Dedicated psychomotor areas enhance gross motor development and contribute to children's overall health and well-being. These carefully designed outdoor spaces encourage exploration, collaboration, and active learning within a safe and stimulating environment.



- Overall, provision is very good. Well-established procedures support children's induction and ensure a smooth transition to Grade 1. Baseline assessments inform individualised planning, and a buddy system helps children settle quickly. Partnerships with parents are strong and purposeful, with ClassDojo providing daily communication on learning and next steps, and parents actively involved through induction programmes, "Stay and Play" sessions, and workshops focused on reading and writing readiness. However, the consistent use of outdoor learning spaces to extend learning opportunities across all areas of the curriculum requires further development.

