UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Ideal English School - Al Mamourah

ID: 486

SCHOOL EVALUATION REPORT - ACADEMIC YEAR 2025-2026

Evaluation and Quality Department of Public and Private Education Institutions

Acceptable

SUMMARY OF EVALUATION OUTCOMES	
2025-2026	Acceptable

1. Students Achievement	Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education				
1.1. Attainment			Acceptable	Acceptable
1.2. Progress			Acceptable	Acceptable
Arabic as a second language				
1.1. Attainment			Acceptable	Acceptable
1.2. Progress			Acceptable	Acceptable
UAE Social Studies				
1.1. Attainment			Acceptable	Acceptable
1.2. Progress			Acceptable	Acceptable
English Language				
1.1. Attainment	Acceptable		Acceptable	Acceptable
1.2. Progress	Acceptable		Acceptable	Good
Mathematics				
1.1. Attainment	Acceptable		Acceptable	Acceptable
1.2. Progress	Acceptable		Acceptable	Good
Science				
1.1. Attainment	Weak		Acceptable	Acceptable
1.2. Progress	Weak		Acceptable	Acceptable

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

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

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

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

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

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

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

KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students

- Internal assessment data indicate that most students attain levels that are in line with curriculum expectations in Arabic as a second language in Phases 3 and 4, and in English, mathematics, and science in Phases 1, 3, and 4, while the majority of students attain levels above curriculum expectations in Islamic Education and social studies in Phases 3 and 4. Most students make the expected progress in relation to individual starting points and the curriculum expectations in Arabic as a second language, English, mathematics, and science in Phases 1, 3, and 4, while the majority of students make better than expected progress in Islamic Education and social studies in Phases 3 and 4.
- Across phases, students generally demonstrate positive attitudes to learning and respond appropriately to teachers' instructions. They engage adequately in lessons, participate in practical activities, and communicate their ideas when prompted. However, collaboration is inconsistent, participation in group work is uneven, and students' independence, enquiry, critical thinking, and problem-solving skills are not yet secure across subjects and phases.
- Students demonstrate consistently positive behavior across lessons, assemblies, break times, and transitions. Behavior is calm, orderly, and self-regulated, with respectful relationships between students and staff contributing to a safe and inclusive environment. Students show clear awareness of attendance and punctuality expectations. Attendance is good in Phases 3 and 4 and secure, though less consistent, in Phase 1.

Parents

- Are involved in various aspects of school life and communicate with the school through events, meetings, surveys, digital platforms, and the Parent-Teacher Association (PTA). The head of the PTA is a member of the governing board, strengthening representation and communication. However, parents' direct involvement in supporting their children's learning and their engagement in self-evaluation processes to shape school priorities remain inconsistent.

Teachers

- Most teachers demonstrate secure subject knowledge, use structured planning, and manage lessons adequately so that students engage with learning activities and usually meet lesson objectives. In the stronger practice, teachers use effective questioning, discussion, and interactive strategies to promote students' understanding, communication, confidence, and collaboration. However, inconsistencies in the implementation of lesson plans, limited differentiation, and an overemphasis on task completion reduce opportunities for critical thinking, deeper and independent learning.
- The school administers regular assessments to evaluate students' achievement across phases. These assessments are clearly aligned with the curriculum and provide appropriate information about students' progress in most subjects. Assessment information is used to inform curriculum and teaching planning to meet the learning needs of different student groups, particularly gifted and high-achieving students. However, this practice is not consistent across all subjects, and planning is not always implemented effectively to provide sufficient challenge or promote deeper learning for all students.

School Leaders

- The school has a clear ethos and vision aligned with UAE national priorities, promoting inclusive education, academic achievement, and responsible global citizenship. This is reflected in inclusive admission practices and reinforced daily through assemblies that emphasize shared values. Relationships across the school are respectful and positive. However, the impact of the vision on innovation and consistently improving students' outcomes is not yet consistently secure across all phases.
- The Self-Evaluation Form (SEF) is aligned with the evaluation framework, draws on a range of internal evidence, and involves leaders and teachers; however, evaluation quality is uneven, with commentary often descriptive and judgments not always secure or consistently aligned. The School Improvement Plan (SIP) includes the basic required elements and is based on previous evaluation recommendations, supporting sustained acceptable performance. Leaders have the capacity to further improve the school's performance, provided that the learning environment, resources, professional development, and monitoring of teaching quality and assessment are strengthened.

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

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

Students' achievement

- Improve achievement and learning skills by:

- Strengthening students' understanding and application of Islamic concepts beyond recall-level knowledge, while broadening the balance of Islamic Education domains beyond recitation and basic explanation in Phases 3 and 4.

- Improving students' reading comprehension and writing skills in Phases 3 and 4, enabling them to produce more extended, analytical oral and written responses in the Arabic language.

- Strengthening children's expressive and conversational English, improving reading fluency, and the ability to write simple sentences in Phase 1.

- Improving students' analytical reading and writing skills to produce extended oral and written responses in Phases 3 and 4.

- Enhancing students' use and application of social studies terminology with clear connections to real-life contexts in Phase 3 and developing their analytical skills in interpreting historical and sociological texts using varied sources such as charts, images, and maps in Phases 3 and 4.

- Developing children's ability to use simple mental arithmetic strategies to solve real-life mathematical problems in Phase 1.

- Enhancing students' ability to analyze multi-step mathematical problems, interpret solutions, and clearly explain their mathematical thinking in Phases 3 and 4.

- Strengthening children's knowledge and understanding of scientific concepts in Phase 1 to ensure learning extends beyond basic identification and recall.

- Developing students' practical, investigative, and laboratory skills, alongside scientific thinking across Phases 1, 3, and 4, including their ability to draw conclusions, justify ideas, and communicate clearly.

Teaching and Assessment

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

- Strengthening time management and the purposeful use of resources, to ensure learning environments consistently support students' engagement and effective learning across phases and subjects.

- Expanding students' opportunities to apply critical thinking, problem-solving, and independent learning skills across phases and subjects.

- Ensuring effective and consistent use of assessment information to inform teaching and curriculum planning across subjects and phases.

- Improving the consistency of challenge, support, feedback, and follow-up, and increasing students' involvement in assessing their own learning across phases.

Leadership and Management

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

- Strengthening leaders' translation of the school's vision into measurable improvements in students' academic achievement, and personal development.
- Enhancing leaders' monitoring of the quality of teaching and learning and its impact on students' achievement, to ensure evidence-based follow-up actions lead to sustained improvement.
- Implementing rigorous self-evaluation processes to critically examine existing practices, assess their effect on student learning, and ensure consistent teaching quality across all subject areas.
- Enhancing the effectiveness of the Governing Board in securing the resources needed to support student learning and ensure full compliance with statutory requirements.

Islamic Education

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
		Acceptable	Acceptable

Summary

In lessons and in their recent work, most students in Phases 3 and 4 demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations. In Phase 3, students demonstrate secure recall and explanation of key Islamic concepts, including Islamic values, worship practices, and basic rulings, and can refer to the Qur'an and Hadeeth when supported. They show appropriate understanding of topics such as kindness, friendship, and qasr and jamaʿ prayers. In Phase 4, most students can explain the meanings of Qur'anic verses and Hadeeth, identify Islamic rulings, and recognize moral principles such as the sanctity of life and accountability. Students also demonstrate age-appropriate understanding of how Islamic dress reflects modesty, culture, and gratitude to Allah. However, attainment across both phases remains largely descriptive, with stronger emphasis on recitation, explanation of meaning, and basic rulings, particularly in Qur'an and Hadith. Other subject domains, such as application of Fiqh in contemporary contexts, Islamic identity, social responsibility, and links between faith and daily decision-making, are less consistently developed, limiting depth and balance in students' understanding. Over the past three years, the attainment of a majority of students in Phases 3 and 4 has been above curriculum expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
		Acceptable	Acceptable

Summary

In lessons, most students in Phases 3 and 4 make expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 3, most students progress from recognizing Islamic values to applying them in simple real-life contexts, such as acts of kindness, and from recalling prayer rules to comparing conditions for joining and shortening prayers. In Phase 4, students show progress in understanding more complex concepts, including resurrection, accountability, and ethical decision-making, and can link learning to real-life situations, such as explaining how clothing choices reflect modesty and taqwā" and distinguishing between "libās al-taqwā" and "Yowari Saw atikoum". However, progress is uneven, across the phases. Across both phases, girls generally make slightly stronger and more consistent progress than boys, with girls' work typically more organized, although overall progress levels remain similar.

Areas for development

- Students' understanding and application of Islamic concepts beyond recall-level knowledge in Phases 3 and 4.
- Students' skills in applying Fiqh to contemporary life, Islamic identity, and social responsibility in Phases 3 and 4.

Arabic as a second language

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
		Acceptable	Acceptable

Summary

External Arabic benchmark Assessment (ABT) indicates that, the majority of students attain levels that are above national standards in Phases 3 and 4. However, this level of attainment is not reflected in lesson observations and students' recent work.

In lessons and their recent work, most students demonstrate levels of knowledge, skills, and understanding that are broadly in line with curriculum expectations in listening, speaking, and reading skills. However, comprehensive reading and writing skills are not adequately developed in Phases 3 and 4. Over the past three years, the attainment of most students in Phase 3 has been broadly in line with national expectations, while the attainment of a majority of students in Phase 4 has been above curriculum expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
		Acceptable	Acceptable

Summary

In lessons, most students in Phases 3 and 4 make expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 3, most Grade 6 students read short paragraphs accurately, respond to simple questions using basic sentences, and demonstrate a general understanding of topics such as weather and media, indicating secure progress towards lesson objectives, and in Grade 8, most students identify key vocabulary related to topics such as hospitality and generosity, form simple sentences using new vocabulary, and communicate basic ideas appropriately, although progress in extended writing and independent application remains limited. In Phase 4, most Grade 9 students demonstrate expected progress by understanding topics such as sport, communication, family relationships, and weather, reading simple paragraphs accurately and forming short sentences related to personal preferences. Across phases, progress in reading for comprehension, extended writing, flexible use of vocabulary, and confident independent oral expression is less secure, and no significant differences are evident in the progress of different groups of students, including boys and girls.

Areas for development

- Students' ability to read for understanding and demonstrate secure reading comprehension independently in Phases 3 and 4.
- Students' ability to write and produce extended written responses using vocabulary flexibly and accurately beyond guided sentence construction in Phases 3 and 4.

UAE Social Studies

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
		Acceptable	Acceptable

Summary

In lessons and their recent work, most students in Phases 3 and 4 demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations. Most students in both phases have a suitable understanding of UAE social studies (MSCS) topics related to character and morality, individual and community, history, geography, sociology, economics, information technology, and heritage. Students in Phase 3 can read historical and sociological texts and can compare their findings and discuss different issues related to the individual and community. However, their use and application of social studies terminology with a clear connection to real-life contexts are less well developed. Phase 4 students understand economic terms and can discuss economic topics using real-life examples. They can expand their knowledge of sociological topics and confidently present their findings. Across the two phases, students' analytical skills in interpreting historical and sociological texts using varied sources such as charts, images, and maps are still emerging. Over the past three years, the attainment of most students in Phases 3 and 4 has been broadly in line with curriculum expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
		Acceptable	Acceptable

Summary

In lessons, most students in Phases 3 and 4 make expected progress in relation to appropriate learning objectives aligned with the expected curriculum expectations. Most Grade 5 students identify the term "age of discovery" and analyze the main reasons for European explorations. Most Grade 7 students recognize the factors that enabled globalization and analyze its merits and demerits. Most Grade 8 students recall the qualities of leadership and discuss Sheikh Zayed's vision in forming the UAE. Most Grade 9 students compare different business models and assess business ideas based on market needs and feasibility. Most groups of students make the expected progress, but in some classes, girls are progressing better than boys, and students in Grade 9 classes demonstrate better skills in discussing MSCS topics and linking them closely to real-life contexts.

Areas for development

- Students' use and application of social studies terminology with clear connections to real-life contexts in Phase 3.
- Students' analytical skills in interpreting historical and sociological texts using varied sources such as charts, images, and maps in Phases 3 and 4.

English Language

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable		Acceptable	Acceptable

Summary

External assessment data indicate that only a majority of students in Phases 3 and 4 attain levels in line with international standards in ASSET examinations 2024-25. The CBSE board examination results indicate that most students in Grade 10 attain levels that are in line with national standards.

In lessons and their recent work, most students in Phases 1, 3, and 4 demonstrate knowledge, skills, and understanding that are broadly in line with curriculum expectations. In Phase 1, children demonstrate basic early literacy skills, including identifying sounds, recognizing high-frequency words, and writing simple words and phrases. However, children's expressive and conversational language is limited, and reading fluency and independent sentence writing are not yet secure. In Phase 3, by Grade 8, students demonstrate appropriate understanding of texts. They identify key ideas and respond to comprehension questions using structured answers. More able students provide extended responses and attempt interpretation. Writing reveals developing organization and vocabulary, but depth of analysis and accuracy in grammar and sentence structure remain inconsistent. In Phase 4, by Grade 10, students demonstrate understanding of literary and non-fiction texts and can produce structured written responses aligned with examination expectations. However, only a minority demonstrate secure analytical writing supported by precise evidence and a developed explanation. Over the past three years, most students' attainment has remained broadly in line with curriculum expectations in Phases 3 and 4, and the attainment of a majority of students in Phase 1 has been above curriculum expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable		Acceptable	Good

Summary

In lessons, most children and students in Phases 1 and 3 make expected progress in relation to appropriate learning objectives aligned with curriculum expectations, while the majority in Phase 4 make better than expected progress. In Phase 1, children in KG2 can identify phonemes such as /sh/ and read simple sentences, although inconsistent fluency and limited oral language development restrict stronger progress. In Phase 3, Grade 8 students' progress is supported through structured tasks where students are able to write letters and diary entries that reflect their experiences, but opportunities to develop extended analytical writing and independent responses are limited. In Phase 4, Grade 10, progress is stronger, where students explain key ideas, select, use and defend with relevant responses. However, a majority do not yet critique, evaluate, or analyze text, or engage in extended writing pieces. Across all phases, girls make stronger progress than boys, and students with special educational needs (SEN) do not consistently make expected progress within lessons.

Areas for development

- Children's expressive and conversational language, along with their ability to read with fluency and write simple sentences in Phase 1.
- Students' analytical reading and writing skills to produce extended oral and written responses in Phases 3 and 4.

Mathematics

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable		Acceptable	Acceptable

Summary

External assessment data indicate that only a majority of Phases 3 and 4 students attain levels that are in line with international standards in ASSET exams 2024-25. The CBSE board examination indicates that most students in Grade 10 attain levels that are in line with national standards.

In lessons and recent work, most students in Phases 1,3, and 4 demonstrate knowledge, skills, and understanding of algebra, geometry, and statistics and how to apply them in real-life problems. In Phase 1, children demonstrate number sense; they can count up to 50, write numbers verbally, and represent them graphically according to the given number. They can identify the number before and after the given number, and determine the position of objects above and below. Children have knowledge and understanding of geometric shapes (square, rectangle, circle, and triangle) and their properties, such as the number of sides and angles. They can also represent these shapes with drawings. In Phase 3, students have knowledge and understanding of algebra. They understand algebraic expressions, identities and fractions, and apply arithmetic operations to them, including the greatest common factor (GCF) and the least common multiple (LCM). In statistics, students can find interest, integral value (which enhances accuracy), logical reasoning, and the concept of percentages for profit, loss, and simple interest. In Phase 4, students have knowledge and understanding of geometric shapes and their properties, such as parallelograms, right triangles, and their properties, and circles and their properties (inscribed and central angles). They know the formulas for the volume and area of three-dimensional shapes like cones, cylinders, and spheres. In algebra, students are familiar with functions, inequalities, and arithmetic sequences, and can apply them to real-life problems. Over the past three years, most students' attainment has remained broadly in line with curriculum expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable		Acceptable	Good

Summary

In lessons, most students in Phases 1 and 3 make the expected progress in relation to appropriate learning objectives aligned with curriculum expectations, while the majority of students in Phase 4 make better than expected progress in relation to appropriate learning objectives aligned with curriculum expectations.

In lessons, in KG2, children can apply addition by representing numbers with fingers, dots, blocks and creating their own addition sentences. Children can define geometric shapes (square, rectangle, triangle, and circle), distinguish their properties, and draw them. In Phase 3, by Grade 7, students can apply the appropriate perimeter formula to calculate the perimeter of common plane figures like regular shapes (square, rectangular), and irregular shape. In Phase 4, Grade 10, students can apply the formula of the nth term of an arithmetic progression to solve mathematical and real-life problems. Students can create their own patterns that show their understanding. Students use arithmetic progression to find the areas of quadrilaterals. They can derive the formula for the area of a sector of a circle and apply the formula in solving real-life problems involving circular sectors. There is a slight difference between the progress of different groups of students in Phases 1 and 3. In Phase 4, girls are making better progress than boys. Students with SEN, and gifted and talented (G&T) students are making steady progress through lessons.

Areas for development

- Children's ability to use simple mental arithmetic strategies to solve simple mathematical problems from real-life situations in Phase 1.
- Students' ability to analyze multi-step mathematical problems, interpret solutions, and explain the steps of mathematical thinking leading to the final result in Phases 3 and 4.

Science

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
Weak		Acceptable	Acceptable

Summary

• External assessment data indicate that only a majority of Phases 3 and 4 students attain levels that are in line with international standards in ASSET exams 2024-25. The CBSE board examination indicates that most students in Grade 10 attain levels that are in line with national standards.

• In lessons and recent work, most students demonstrate knowledge, skills, and understanding in life, physical, space, and earth sciences that are in line with curriculum expectations in Phases 3 and 4. However, only a majority of children in Phase 1 demonstrate knowledge, skills, and understanding that are at least in line with curriculum expectations. In Phase 1, children demonstrate basic knowledge and understanding by differentiating between fruits and vegetables and between land and water animals. In Phase 3, by Grade 8, students apply appropriate scientific thinking and communicate ideas to distinguish between solar and lunar eclipses, compare chemical and physical changes, and identify the characteristics of magnets and their real-life uses. In Phase 4, by Grade 10, students explain different types of human body tissues and their functions and demonstrate understanding of the relationships between mass and gravity and between carbon and its compounds. However, across Phases 1, 3, and 4, students' practical and laboratory skills require further development. Over the past three years, most students' attainment has remained broadly in line with curriculum expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
Weak		Acceptable	Acceptable

Summary

• In lessons, most students in Phases 3 and 4, and only a majority of children in Phase 1, make the expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 1, by KG2, children show basic scientific understanding through simple observations, such as identifying plant parts and planets. In Phase 3, by Grade 8, students apply scientific thinking, supported by technology, to compare systems, for example, identifying root systems and distinguishing acids from bases. In Phase 4, by Grade 10, in better lessons, students apply scientific concepts to real-life and UAE-related contexts, such as explaining how floating objects work or how energy is used. Across all phases, students' ability to draw conclusions and communicate ideas clearly requires further improvement. Progress is stronger in higher grades, while students with SEN do not consistently make expected progress, particularly in classroom learning.

Areas for development

- Children's knowledge and understanding of scientific concepts in Phase 1 to ensure learning moves beyond basic identification and recall.
- Students' practical, investigation, and laboratory skills across Phases 1, 3, and 4.
- Children's and students' scientific thinking across Phases 1, 3, and 4, including their ability to conclude, justify ideas, and communicate clearly.

1. Students Achievement

1.3. learning skills

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable		Acceptable	Acceptable

Summary

Students demonstrate generally positive attitudes to learning and respond appropriately to teachers' instructions across phases. In Phase 1, children engage adequately in mathematics, participating in hands-on activities such as cutting and manipulating geometric shapes using clothespins. In English, most children listen attentively during phonics activities and participate in choral responses. In science, although students show positive behavior and participate in songs, role play, sorting activities, and model-making, engagement is uneven, with several children remaining passive and requiring significant teacher support, limiting their interaction, and communication during group work. In Phases 3 and 4, students participate appropriately in discussions and group tasks across subjects such as social studies, mathematics, English, Arabic, and Islamic Education, and can present their work and communicate ideas when prompted. However, collaboration is inconsistent, group work is often short-lived, and participation varies, with higher-attaining students frequently dominating tasks while others remain passive, indicating that responsibility for learning and sustained interaction is not yet secure across phases.

Students demonstrate basic applications of learning through practical activities and discussions across subjects. In Phase 1 mathematics, children apply learning through counting, addition activities, and manipulating shapes, but links to real-life contexts remain limited, and in science, students' ability to apply understanding independently is underdeveloped. In Phases 3 and 4, students make clearer real-life connections, particularly in social studies, linking globalization, women's roles, decision-making, and UAE contexts to everyday life; in Arabic, connecting learning to national symbols, culture, and daily life; in Islamic Education, linking values such as charity and kindness to UAE society; and in mathematics, connecting area, volume, graphs, and surface area to real-life uses. Students use technology across subjects, including GeoGebra, laptops, tablets, virtual labs, spreadsheets, and online assessments, to research information and complete tasks. However, across phases, students' independence, enquiry, critical thinking, and problem-solving skills are not adequately developed, particularly in science and English, where reliance on recall, copying, guided questioning, or choral responses limits deeper thinking and independent application.

Areas for development

- Students' ability to collaborate effectively and sustain purposeful group work across subjects and phases.
- Students' ability to apply critical thinking, problem-solving and independent learning skills across phases and subjects, particularly, in science and English.

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

2.1. Personal Development

Phase 1	Phase 2	Phase 3	Phase 4
Good		Good	Good

Summary

Students demonstrate consistently positive attitudes towards learning and school routines. Behavior is calm, orderly, and self-regulated in lessons, assemblies, break times, and transitions, and students show mutual respect towards peers and adults. Relationships between students and staff are strong and trusting, contributing to a safe, inclusive, and respectful environment. Students take on a range of leadership roles, including student council membership, class representation, and roles linked to sports, arts, and school activities. Through these roles, students act effectively as a link between the student body and the school, contributing to the organization of events, activities, and school trips, and supporting staff in maintaining an orderly environment. Increasingly, students show confidence in taking initiative, sharing views, and contributing ideas, although leadership opportunities remain more structured in some phases.

Students show an appropriate understanding of safe and healthy lifestyles. Evidence from school activities and discussions indicates awareness of healthy eating, hygiene, physical activity, well-being, and safety, supported through initiatives such as Healthy Food Days, hygiene awareness programs, sports activities, well-being sessions, and health campaigns. Some students participate responsibly in these activities; however, personal lifestyle choices do not always reflect this understanding, particularly in food choices, and engagement in healthy practices is not yet consistent across all students.

Students demonstrate clear awareness of school expectations regarding attendance and punctuality, including procedures for lateness and absence. Attendance is strong across Phases 3 and 4, while in Phase 1, it is secure but less consistent. Most students arrive on time for school and lessons; however, punctuality following breaks is inconsistent for a minority of students, which occasionally impacts learning time.

Areas for development

- Students' understanding of healthy lifestyles, particularly in making healthier food selections.
- Students' consistency in attendance and punctuality.

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

Summary

Students show an appropriate appreciation of how Islamic values underpin life in the UAE. They make simple links between values such as kindness, generosity, tolerance, and respect and everyday interactions in UAE society, including modest dress, respectful greetings, and the welcoming of people from different cultures as part of Islamic ethics. Evidence from discussions, assemblies, celebrations, visits, and displays indicates that students are familiar with Emirati traditions and national symbols, such as the Ghaf tree, the Arabian Oryx, traditional dress, food, and heritage sites, and they demonstrate respect and pride in UAE culture. However, students' understanding of the broader social impact of Islamic values and the national significance of Emirati heritage remains largely descriptive and is not consistently well explained.

Students demonstrate a secure awareness of their own cultural backgrounds, confidently sharing information about traditions, dress, food, and celebrations. School activities and events provide exposure to a range of international cultures through national and religious celebrations such as National Day, Cultural Day, Diwali, and Christmas, which promote positive attitudes towards

diversity and inclusion. Students are able to identify some similarities and differences between cultures, including food, traditional dress, and tourist attractions in countries such as India, Pakistan, Sri Lanka, and the Philippines. However, understanding of a wider range of world cultures and a deeper appreciation of shared and differing values is uneven and remains largely focused on celebration rather than reflection.

Areas for development

Students' depth of understanding of Islamic values and cultural identity.
Students' deeper understanding of a wider range of world cultures, moving beyond celebration-based activities.

2.3. Social Responsibility and Innovation Skills

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable		Acceptable	Acceptable

Summary

Students demonstrate an appropriate sense of social responsibility within the school community. They participate in activities such as charity collections in cooperation with the Red Crescent, Ramadan iftar initiatives, fundraising to support peers, and school-organized events. Students show awareness of the importance of helping others and contributing positively to their community. However, students' involvement in regular volunteering and sustained social contribution, particularly beyond the school, is limited, and participation is often event-based rather than student-led.

Students display an adequate work ethic and engagement in school-based projects, particularly in areas such as robotics, digital innovation, research, and entrepreneurship initiatives. Examples include participation in projects related to robotics applications, well-being-focused start-ups, digital platforms, and competitions. They also show examples of participating in school exhibitions and competitions, including science and mathematics exhibitions, Qur'an competitions, and sports activities such as cricket and chess. While students contribute to projects with teacher guidance and show enthusiasm, independent initiative, originality, and project management skills are still developing, and many projects rely on existing models or applications rather than innovative design.

Students show an appropriate understanding of environmental issues, including recycling, plastic reduction, planting, and sustainability, supported through activities such as Earth Day events, recycling initiatives, school gardening, and environmental awareness campaigns such as volunteering to clean the beaches in RAK. Students participate in conservation activities within the school; however, their engagement is not consistently sustained, and opportunities to take greater ownership of environmental action and to contribute more meaningfully to their local environment are limited.

Areas for development

- Students' greater ownership of projects, including planning, decision-making, and evaluation.
- Students' engagement in sustained, student-led environmental actions that demonstrate a clear impact on the school or local community.

3. Teaching and Assessment

3.1. Teaching for Effective Learning

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable		Acceptable	Acceptable

Summary

Teachers demonstrate adequate knowledge of their subjects and how to convey them to their students in Phases 1, 3, and 4, except for a minority of science teachers in Phase 1. Teachers use a standardized daily lesson plan template for all subjects, outlining learning outcomes, teaching strategies, resources, the roles of the teacher and student, and the activities to be implemented. Teachers generally manage their time adequately and ensure students achieve learning outcomes by the end of each lesson, except in certain cases. For example, in mathematics, teachers' time management needs improvement, as activities designed to foster critical thinking and independent learning are often introduced at the end of the lesson, leaving students little time to reflect and apply their knowledge to answer the questions. Available resources are utilized during lessons, such as interactive smart boards in all phases, and tangible tools like blocks, tape, and paints in Phase 1. In science, for Phase 1, KG2, adequate resources are utilized, and activities such as coloring, modeling planets with play-dough, and using sponges to represent four planets are included. However, the activities place an excessive emphasis on task completion rather than achieving the intended learning outcomes, resulting in the majority of children being unable to accurately name the planets and demonstrating only a limited understanding of their characteristics. Consequently, the lesson fails to meet the stated learning objectives for most children.

Teachers interact with their students by asking questions, encouraging student participation to improve their learning during the best lessons. In English for Phase 4, the teacher uses questions in a sequential manner to encourage comprehension and foster higher-order thinking skills, helping students develop understanding and reasoning abilities, rather than simply completing tasks. In science, Phase 3, the level of differentiation is not deep enough to help high-achieving students progress at their own pace. However, the teacher poses questions that promote the development of knowledge and understanding, encouraging appropriate student engagement. Teachers employ diverse teaching strategies to meet the needs of all student groups in the best lessons. They utilize dialogue and discussion, cooperative learning, brainstorming, and play-based learning. Daily lesson plans include various activities that consider individual student differences, although these strategies are not always effectively implemented. In Social Studies, Phase 4, teachers use a debate strategy, giving students the opportunity to lead discussions and make their own decisions. For example, can students become successful entrepreneurs without higher education? (Yes/No). In mathematics, Phase 1 teachers use play-based learning with a box containing various geometric shapes. Each time a child retrieves a shape, they either identify its properties or search for it in the classroom. This approach helps children learn about geometric shapes and their characteristics.

The development of critical thinking, problem-solving, and independent learning skills among students was observed in the best lessons, particularly in Phases 3 and 4. In Phase 4, science, the teacher uses critical thinking questions to challenge high-achieving students and deepen scientific thinking, particularly through open-ended questions related to the UAE context, such as how it addresses crop production challenges through irrigation systems and water channels, and how effective crop management can reduce food imports. In Phase 3, Grade 7 in Islamic Education, students have limited opportunities to take responsibility for their learning, and group or pair work is minimal.

Areas for development

- More consistent and effective time management and use of resources to ensure learning environments consistently support engagement and encourage effective learning across phases and subjects.
- Students' opportunities to apply critical thinking, problem-solving, and independent learning skills across phases and subjects.

3.2. Assessment

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable		Acceptable	Acceptable

Summary

The school administers regular assessments to evaluate children's and students' achievement in Phases 1, 3, and 4 through internal assessments in core subjects and external exams such as the CBSE Board examination for Grade 10 students. These assessments are clearly aligned with the curriculum and provide accurate information about student progress in most subjects. The school employs acceptable methods for comparing student performance with international standards, including the ASSET exam.

However, only a majority of students achieve levels that are at least in line with national and international standards.

The school takes concrete steps to ensure the accuracy of assessment data. It analyzes data to determine student levels and identify learning gaps. Students are categorized into different groups: high-achieving, low-achieving, and average. The use of assessment information supports teaching by aligning curriculum planning and daily lesson planning to adequately meet the learning needs of all student groups, particularly gifted and high-achieving students. However, this is not consistent across all subjects.

Teachers' knowledge of their students' levels, strengths, and weaknesses is generally adequate, as it allows them to provide appropriate challenges and support to improve student progress. However, this is not the case in all subjects, as some subjects lack sufficient challenge and fail to adequately foster critical thinking and problem-solving skills. Feedback is provided through verbal comments and guidance on children's and students' work. Students and children assess their own and their peers' work in the best lessons, such as mathematics and English, where assessment tasks require explanation and justification, not just short answers.

However, this process is not consistent across all subjects.

Areas for development

- Effective and consistent use of assessment information to inform teaching and curriculum planning across subjects and phases.
- More consistent provision of challenge, support, feedback, and follow-up, and effective student involvement in assessing their own learning across phases.

4. The Curriculum

4.1. Curriculum Design and Implementation

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable		Acceptable	Acceptable

Summary

The school follows the Central Board of Secondary Education (CBSE) alongside the Ministry of Education statutory requirements. Vertical and horizontal curriculum planning is in place and is supported by annual, termly, and monthly plans. While the curriculum is largely textbook-driven, it supports the progression and acquisition of foundational knowledge and understanding in most subjects. The curriculum intent is clearly articulated; however, its effective implementation is still developing. Ineffective time allocation limits full implementation, and an overemphasis on content coverage reduces opportunities for the systematic development of subject-specific skills, particularly reasoning, investigation, and application in science in Phase 1.

Transition arrangements between Phases 1 and 2, and between Phases 2 and 3, are developing. While there are a few measures to support continuity, their effect and impact remain to be seen, and continuity between Phases 2 and 3, and beyond Grade 10 in Phase 4, requires more development.

Students in Phase 3 have some opportunities to make curricular choices, primarily through language options. However, the range of choices remains inadequate, participation is variable, and not all students are able to access pathways that fully reflect their interests or long-term goals.

Cross-curricular links are evident in lessons and through themed initiatives such as Science Week, sustainability activities, and UAE-related themes, including links to environmental education and local Emirati figures, such as Ahmed Ibn Majid, as well as the Sustainable Development Goals (SDG). While these links are planned and mentioned in class and visible in displays and activities, they are not consistently embedded within lessons across all subjects. As a result, opportunities to reinforce learning across subjects and support transfer of knowledge are not fully optimized.

The school undertakes curriculum review through meetings led by the curriculum lead and heads of departments, however, review processes are not yet sufficiently evaluative or informed by robust assessment data, and the impact of agreed actions is not yet effectively evident in raising achievement for all groups of students.

Areas for development

- Secure continuity and progression within subjects, particularly in science in Phase 1, between Phases 1-2, and 2-3, and beyond Grade 10 in Phase 4.
- Broader and more purposeful curricular choices, planned and implemented to provide a wider range of options tailored to students' interests and to increase participation rates throughout the year.

4.2. Curriculum Adaptation

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable		Acceptable	Acceptable

Summary

The curriculum is planned with some recognition of differing learning needs. Individual learning plans are in place for identified SEN students, and remedial sessions are provided to support students requiring additional support. However, the implementation of curriculum adaptation is inconsistent across phases, and while most students can access learning, curriculum adaptation does not consistently accelerate progress or raise achievement for all groups.

The school provides an appropriate range of extra-curricular activities, including coding, robotics, chess, debate, public speaking, science, mathematics, creative arts, fitness, Qur'an and Hadeeth, and well-being clubs. Students also participate in internal and external competitions such as DigiFest (Technova), Qur'an and Hadeeth recitation competitions, chess tournaments, inter-school drawing competitions, and sustainability initiatives. Robotics projects in Grades 7 and 8 demonstrate developing problem-solving and collaboration skills, including applications related to traffic management, irrigation, and accessibility. However, many projects rely on pre-designed systems, with limited evidence of original design or student-driven innovation. Participation, quality, and depth of impact are limited, with many clubs and activities suspended during examination periods, limiting continuity and sustained student leadership. While the school provides early entrepreneurial awareness, opportunities for independent project design, enquiry, and enterprise are not yet embedded.

The school provides learning experiences that promote awareness of Emirati culture and UAE society through assemblies, heritage displays, and national events. While these activities promote Emirati and UAE culture and values, links to UAE culture are often surface level in lessons. Opportunities to deepen understanding through research, discussion, and meaningful application are limited.

Areas for development

- Stronger curriculum adaptation so that learning is routinely enhanced through innovative approaches and enterprise-focused opportunities.
- Consistent modification of the curriculum to meet the needs of all groups of students within classes.

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

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

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable		Acceptable	Acceptable

Summary

Arrangements for students' health, safety, and safeguarding are generally appropriate and meet the expected requirements. Safeguarding and child protection policies are shared with staff, students, and parents through regular communication and awareness activities. Students show suitable awareness of reporting procedures and know whom to approach when concerns arise. Students also participate in anti-bullying and online safety awareness initiatives, including anti-bullying, cyberbullying education, and drug awareness. Health and safety arrangements meet regulatory requirements, with risk assessments, fire drills, and adequate supervision of students across learning areas, common spaces, and during transportation. However, transport arrangements, particularly supervision of students walking to cars outside the campus and parents' pickup procedures are ineffective.

The school building is relatively old, and several parts of the premises show signs of physical deterioration that require ongoing and more extensive maintenance. Although the school undertakes routine maintenance activities and key safety records, including the central register, incident logs, and fire drill documentation, are appropriately maintained, these are often reactive rather than strategically planned. Some areas of the building, including classrooms, corridors, and shared facilities, require upgrading to ensure they fully support safe, accessible, and high-quality learning environments. In certain areas, uneven flooring, ageing fixtures, and worn infrastructure create potential safety risks and limit ease of movement for students and staff. Accessibility across the school is also not fully inclusive, particularly for students with restricted mobility. Overcrowding in some classrooms further limits safe movement and reduces the effectiveness of classroom organization and learning conditions. The layout and size of some learning spaces restrict teachers' ability to implement flexible learning approaches and safe student movement.

The school promotes healthy lifestyles through physical education programs and regular awareness campaigns addressing personal hygiene, healthy eating, and preventative health education. Students do morning exercise, and BMI measurements are conducted to monitor students' health and well-being. In the absence of a school canteen, students' eating habits require closer monitoring, and more healthy lifestyle programs are needed to strengthen students' understanding of balanced nutrition to support their well-being.

Areas for development

- The arrangements of transportation during the dismissal times by enhancing traffic organization outside the campus and refining procedures for parents' pickup.
- A systematic school maintenance program to ensure all areas of the school are consistently well-maintained.
- The suitability and accessibility of school premises and facilities to meet the needs of all students.

5.2. Care and support

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable		Acceptable	Acceptable

Summary

• Staff–student relationships are positive and respectful, supported by clear behavior management procedures that are applied when required. A graduated response is followed in behavior incidents, including bullying, alongside counseling support where needed, demonstrating that systems are in place to manage behavior appropriately. Attendance and punctuality are promoted through a clear policy aligned with the Ministry of Education guidelines and shared regularly with parents and students. The school has established appropriate procedures to record attendance and manage punctuality, including positive reinforcement through classroom appreciation displays and end-of-year certificates. The school's approach is adequate in promoting attendance and punctuality, although greater consistency over time would further strengthen its impact.

• The school follows an inclusion policy aligned with the Ministry of Education and has established appropriate systems to identify students with SEN and G&T students. Identification of students with SEN is informed by various diagnostic assessments, including assessments in English, mathematics, and science, while G&T students are identified through CAT4 results and teacher nominations, ensuring that both cognitive ability and academic performance are considered. Support arrangements for identified students are generally appropriate. The Inclusion Department focuses on developing subject-related skills, such as literacy, numeracy, and learning strategies, while subject teachers provide academic instruction and subject content aligned with subject-specific skills. A range of interventions is in place, including skill-based pull-out and push-in sessions, basic resources, and individualized education plans (IEPs) for students with significant needs, particularly in Phase 1. G&T students receive enrichment activities, and advanced learning plans (ALPs), and students with talents beyond academics are supported through simple programs, such as dance, chess, and drawing competitions. Regular meetings with teachers, lesson observations, and ongoing communication with parents support implementation. While these measures enable most students to make adequate progress, further support is needed to ensure greater consistency and to strengthen outcomes, particularly for students who require more targeted academic challenges or sustained support.

• The school provides guidance and support systems that are appropriate and accessible to most students. Teachers receive orientation on support strategies and referral procedures, and transition arrangements support continuity. Students' personal development is promoted through leadership roles, while careers guidance is provided through internal sessions, lesson-linked discussions, external career fairs, and university visits. Well-being is promoted through regular activities linked to the Ras Al Khaimah Department of Knowledge (RAKDOK) program, including monthly sessions on family values, physical and emotional well-being, and stress-relief activities such as art lessons. However, guidance and careers provision are not yet systematically monitored for impact, limiting evidence of sustained improvement over time.

Areas for development

- Effective and consistent procedures to improve students' attendance across all phases.
- Strengthening the identification and support for students with SEN and those who are G&T across all subjects and phases.

6. Leadership and management

6.1. The Effectiveness of Leadership

Overall	Acceptable

Summary

- Leaders at all levels set a clear vision and direction that are broadly aligned with the UAE national priorities. This is reflected in the school's inclusive admission policy, the provision of targeted support through inclusion staff, and students' participation in international benchmark assessments to compare outcomes against wider standards. The school vision is reinforced daily through morning assemblies, where students chant a statement that emphasizes academic excellence, inclusive education, and the development of responsible global citizens. However, the impact of this vision is not yet consistent across phases, and innovation remains at an early stage of development with limited measurable impact on students' outcomes.
- The senior leadership team (SLT), along with most middle leadership team members (MLT), demonstrate a basic level of knowledge and understanding of effective teaching and learning, curriculum adaptation, and the use of assessment information. Middle leaders have a reduced teaching load and receive appropriate role-related training through external providers. However, the impact of this leadership capacity on improving classroom practice is not yet consistently evident across subjects and phases, particularly in science in Phase 1.
- Relationships and communication among teachers and staff are professional, and staff morale is generally positive. Roles and responsibilities are defined, with additional duties assigned to administrative and academic staff through membership in school committees. While lines of responsibility are clear from the principal to the SLT to MLT to teachers, accountability measures to evaluate impact and hold leaders and staff responsible for improving students' outcomes are not yet sufficiently embedded.
- Leaders at all levels, including governors, demonstrate awareness of the actions required to improve the school. Clear improvements are evident in Phase 1, particularly in students' achievement in mathematics and English, learning skills, curriculum provision, and care and support. In addition, the recruitment of native Arabic speakers to teach Arabic as a second language has contributed to improved attainment in Phases 3 and 4. Overall, leaders show the capacity to further improve the school's performance. However, this capacity is dependent on strengthening the learning environment through more appropriate premises and specialist facilities, improving the range and quality of learning resources, and extending professional development to enhance classroom practice and the effectiveness of monitoring the quality of teaching and learning.
- Despite limitations related to the school building, premises, and learning resources, leaders have maintained an overall acceptable level of school performance and ensured compliance with most statutory and regulatory requirements. Phase 1 curriculum provision is now compliant, with corresponding improvements in students' achievement in most subjects, and improvement in Students' attainment in Arabic as a second language in Phases 3 and 4. However, the school has not sustained good attainment in English and mathematics in Phase 4, nor good progress in science, due to inconsistencies in the effectiveness of provision across subjects and phases. As a result, accountability for securing consistently strong outcomes remains underdeveloped.

Areas for development

- Effective translation of the school's vision into measurable impact on students' outcomes.
- Further empowering middle leaders to support teachers in applying effective teaching and learning strategies that enhance students' academic and personal development across phases.

6.2. Self-evaluation and Improvement Planning

Overall	Acceptable

Summary

-The school's Self-Evaluation Form (SEF) is aligned with the evaluation framework and covers all required elements, indicators, and standards. It draws on a range of internal evidence, including lesson observations, learning walks, student discussions, assemblies, surveys, and internal and external assessment data. Stakeholders, including the SLT, MLT, and teachers, contribute through standard-specific committees. However, the quality of self-evaluation is variable. Evaluative commentary is often descriptive, and judgments are not always secure or sufficiently reflective of the context. In addition, judgments across indicators are inconsistently aligned with the overall judgment of the school, particularly in relation to teaching for effective learning, students' progress, and the effectiveness of leadership.

- Monitoring of teaching and learning is carried out regularly through lesson observations, learning walks, progress trackers, and reviews of assessment data by the SLT and MLT. However, monitoring focuses mainly on evaluating provision rather than the impact of teaching on students' learning, progress, and depth of understanding. Evidence from monitoring activities is not consistently synthesized to analyze trends in achievement or to inform precise follow-up actions. As a result, links between monitoring and improved student outcomes remain inadequate.

- The School Improvement Plan (SIP) is developed by the SLT and MLT in collaboration with teachers, based on recommendations from the previous evaluation report. While the plan includes key elements such as actions, timelines, responsibilities, monitoring, and review, the two-year timeframe limits effective monitoring and timely evaluation of impact. Evidence of systematic monitoring and review is limited. The SIP has supported sustained acceptable performance across most elements, with improvements noted in the attainment of Arabic as a second language, and in children's achievements in most subjects, and in all weak indicators in Phase 1, which improved from weak to acceptable. However, attainment in English and mathematics in Phase 4 declined from good to acceptable, as did students' progress in science and the quality of assessment in Phase 4.

Areas for development

- Rigorous and evaluative self-evaluation processes to ensure judgments are secure, consistently aligned across indicators, and accurately reflect the school's development priorities.
- Effective monitoring of the quality of teaching and learning and its impact on students' achievement across phases, to strengthen evidence-based follow-up and improvement.
- More precise and outcome-driven improvement planning, with clearer success criteria and systematic monitoring of impact, to address the school's development priorities.

6.3. Partnership with Parents and the Community

Overall	Acceptable

Summary

Parents participate in some aspects of school life, including UAE national occasions, Mother's Day celebrations through activities such as games, traditional dance, and "Cooking Without Fire," and volunteering at the school entrance to support traffic control during student arrival. The school seeks parents' views through multiple communication channels, including regular meetings, surveys, WhatsApp groups, the Orison portal, and the Parent Teacher Association (PTA), which acts as a link between parents and the school to gather views and suggestions. The school shares the SIP with the PTA for review and signature; however, parents have limited knowledge of its content, are not directly involved in the school's self-evaluation processes, and their involvement in supporting their children's learning remains limited.

The school provides parents with regular reporting on students' academic progress through meetings held after each periodic examination and through Open House events at the end of each term. These sessions provide a structured platform for parents and teachers to collaborate, review students' academic performance and behavior, and agree on strategies to support learning. In addition, parents receive report cards that include information on students' academic achievement and personal development. However, the impact of these reporting and engagement arrangements is not yet effectively reflected in students' academic progress.

The school maintains some community links that contribute positively to students' personal and social development. Partnerships with RAKDOK support staff professional development, particularly for subject coordinators and inclusion staff. The school also collaborates with an outstanding GEMS Millennium School, providing leadership training and opportunities for staff to observe lessons and share effective practices. In addition, links with KidZone Nursery RAK provide Phase 1 staff with exposure to age-appropriate practices to enhance early learning. However, the impact of these partnerships is not yet consistently evident across subjects and phases.

Areas for development

- Further involvement of parents in their children's learning and in shaping school priorities.
- Regular and effective local, national, and international communities to enhance the quality of students' learning and education.

6.4. Governance

Overall	Acceptable

Summary

The governance board includes broad representation from the school community, including the owner's representative, SLT, staff, parents, and members of the local community. While key positions such as the academic advisor, general manager, and head of the PTA are identified, the specific roles and responsibilities of board members are not clearly defined. The board seeks stakeholder views through regular meetings and surveys, and student voice is gathered through the student council and surveys.

Although the governance board includes an academic advisor to monitor school performance and provide support, monitoring of teaching and learning relies largely on information shared by school leaders, with limited direct monitoring by governors or academic advisors. Governors ensure that most statutory requirements are met, including the recruitment of qualified teachers, the replacement of non-native Arabic teachers with native speakers, and the approval of some improvements to learning resources and IT provision, including the establishment of robotics and mathematics laboratories. The board has also responded to previous evaluation findings by supporting curriculum changes in Phase 1, approving professional development, and introducing a general performance management system to monitor teacher performance. However, performance targets linked directly to raising students' achievement are not yet consistently defined, and accountability mechanisms to hold senior leaders fully responsible for school performance remain underdeveloped. In addition, the school's license remains in process due to non-compliance related to the suitability of the building and premises. While the school's buildings, facilities, and resources are currently limited, governance demonstrates commitment to improvement, including plans to expand the infrastructure with additional buildings and specialist facilities.

Areas for development

- Clearer definition of governance roles and responsibilities to strengthen oversight, accountability, and the effectiveness of governance practice.
- More systematic and direct monitoring of teaching and learning, beyond reliance on reports from school leaders, to enable governors and academic advisors to evaluate impact and challenge underperformance effectively.

6.5. Management, Staffing, Facilities and Resources

Overall	Acceptable

Summary

The daily management of the school is generally orderly, with clear routines evident during morning assemblies, student movement, and transitions to classrooms. Teachers supervise students consistently, and students demonstrate appropriate discipline and punctuality, contributing to a calm and adequately organized environment. Transition arrangements are broadly appropriate; however, movement to specialist facilities, particularly following breaks and in Phase 1, occasionally results in minor losses of learning time, which slightly affect curriculum continuity. All teachers hold appropriate qualifications, and staff turnover is low at 6%, supporting operational stability. The school has strengthened staffing and support provision through the appointment of native-speaking teachers of Arabic as a second language, a SEN specialist, and a psychologist, and Phase 1 staff now benefit from professional development opportunities and a partnership with a local nursery. Staff capacity is supported through ongoing professional development, including external training, internal cascade training, online professional learning, and leadership training through an external school partnership; however, the impact of this professional development is not yet evident consistently across subjects and phases.

The school has responded to some recommendations from the previous evaluation by installing smartboards in all classrooms and establishing robotics and mathematics labs; however, these facilities are not yet used effectively. As a result, the school's premises and learning environment provide only a basic setting for teaching and learning and do not consistently support student achievement across phases. Some classrooms, particularly in Phase 1, are crowded and limit movement and active learning, while shared facilities, including laboratories, the computer lab, the library, and sports areas, are limited in capacity and suitability. Limited play areas and restricted sports facilities further reduce opportunities to support students' physical development and engagement. Learning resources are limited and uneven across phases, relying heavily on worksheets and simple materials, with inconsistent access to practical laboratory resources. Although one library serves all phases, shortages in Arabic resources for students learning Arabic as a second language, age-appropriate materials, and digital research tools reduce its effectiveness in supporting independent learning. Overall, limitations in premises and resources restrict the quality of learning experiences and their impact on teaching and learning.

Areas for development

- Consistent and effective transfer of professional development into classroom practice to further enhance students' academic achievement and personal development across subjects and phases.
- Suitability of the school premises and learning environment, including specialist facilities, sufficiently spacious classrooms, and play areas, particularly in Phase 1, to better support children's learning and development.