



# NEW INDIAN PRIVATE SCHOOL

ID: 85

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
<b>Islamic Education</b>				
1.1. Attainment		Acceptable	Acceptable	Acceptable
1.2. Progress		Acceptable	Acceptable	Acceptable

<b>Arabic as a first language</b>				
1.1. Attainment		Weak	Weak	Weak
1.2. Progress		Acceptable	Weak	Weak

<b>Arabic as a second language</b>				
1.1. Attainment		Weak	Weak	Weak
1.2. Progress		Weak	Weak	Weak

<b>UAE Social Studies</b>				
1.1. Attainment		Acceptable	Acceptable	Acceptable
1.2. Progress		Acceptable	Acceptable	Acceptable

<b>English Language</b>				
1.1. Attainment	Acceptable	Acceptable	Acceptable	Acceptable
1.2. Progress	Acceptable	Acceptable	Acceptable	Acceptable

<b>Mathematics</b>				
1.1. Attainment	Acceptable	Acceptable	Acceptable	Acceptable
1.2. Progress	Good	Acceptable	Acceptable	Acceptable

<b>Science</b>				
1.1. Attainment	Acceptable	Acceptable	Acceptable	Acceptable
1.2. Progress	Acceptable	Acceptable	Acceptable	Acceptable

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

<b>2. Students personal and social development, and their innovation skills</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>
<b>2.1. Personal Development</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>2.2. Students understanding of Islamic values and awareness of Emirati and world cultures</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>2.3. Social Responsibility and Innovation Skills</b>	Acceptable	Acceptable	Acceptable	Acceptable

<b>3. Teaching and Assessment</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>
<b>3.1. Teaching for Effective Learning</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>3.2. Assessment</b>	Acceptable	Acceptable	Acceptable	Acceptable

<b>4. The Curriculum</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>
<b>4.1. Curriculum Design and Implementation</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>4.2. Curriculum Adaptation</b>	Acceptable	Acceptable	Acceptable	Acceptable

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

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

## KEY FINDINGS

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

- Internal data indicate that most students attain levels that are in line with the curriculum expectations in most subjects except in Arabic as a first and second language, where the majority of students attain levels that are above curriculum expectations in Phase 2; in mathematics and science in Phases 2, 3, and 4; and in English in Phases 1 and 2, and the large majority attain above curriculum expectations in Phase 4.
- Internal data also indicate that most students make the expected progress in relation to their starting points in most subjects, except in Arabic as a first and second language in Phase 2, where the majority of students make better than expected progress, in mathematics and science across all phases, and in English in Phases 1, 2, and 4. However, these results were not consistently evident in lesson observations or in students' recent work.
- Can work independently for short periods without teacher intervention, particularly in science, mathematics, and English. When children and students have the opportunity to work in groups, they collaborate and communicate their learning well. Students' use of research, technology, enterprise, and innovation skills to enhance their learning is not yet effectively developed across all phases.
- Demonstrate a positive attitude toward learning and respond well to their teachers' feedback. They behave well and follow the school's rules, although a minority of students in the boys' section in Phases 2 and 3 exhibit irresponsible behavior.

**Parents**

- Are positive about the school and the education that their children receive. They are well-informed about their children's academic progress and their personal and social development. However, they are not actively involved in school life due to their work commitments.

**Teachers**

- Demonstrate sufficient knowledge of their subjects and how students learn. They plan structured lessons and use resources appropriately to motivate students and engage them in their learning process. However, the lack of classroom management in a few lessons hinders students from meeting their individual needs and improving their learning skills, particularly in Phase 2.
- Use assessment data to verify students' level of attainment and track the progress they make. Teachers are aware of their students' strengths and areas for improvement. However, the effective use of data to plan and deliver lessons that meet the learning needs and abilities of all groups of students, including students with special educational needs and disabilities (SEND) and gifted and talented students (G&T), is still inconsistent across phases and subjects.

**School Leaders**

- Set a clear vision and direction aimed at developing responsible, independent, and successful students. They demonstrate commitment to the UAE and Emirate priorities and inclusion. They ensure that all students have equal opportunities to learn through the deployment of staff and learning resources to meet students' diverse needs. Their actions have led to improvements across all areas, as school leaders understand their responsibilities and are held accountable for the school's performance.
- Align the school development plan with the recommendations from the previous evaluation report and the outcomes of the school's self-evaluation. Senior leaders demonstrate the capacity to improve through the identification of the key priorities that will impact students' outcomes. The development priorities are appropriate, and their view on the effectiveness of the school is accurate.
- Are supported by the Governing Board. Governors support the school's work; however, they have not yet assessed students' achievement with sufficient rigor to ensure that all groups of students make the best possible progress.

## 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:

- Ensuring that students in Arabic as a first and second language practice their speaking skills using Standard Arabic and write coherent sentences and paragraphs while applying the appropriate writing conventions.
- Improving reading comprehension and language reasoning skills in English in Phases 2, 3, and 4, and implementing a comprehensive phonics scheme of work in Phase 1.
- Developing students' deep knowledge of Islamic law and etiquette through more consistent reference to the life of Prophet Mohammed (PBUH), and their recitation skills through the consistent application of Tajweed rules.
- Improving students' skills to infer facts, values, and ideas from relevant texts in Phases 2, 3, and 4, and their ability to use, read, and interpret demographic and climate change.
- Developing students' skills in mental mathematical techniques to solve simple number problems in Phase 2, and problem-solving skills when applying mathematical reasoning, particularly in Phase 3.
- Strengthening inquiry and investigation skills through data collection in Phases 1 and 2, and students' ability to communicate their findings in different formats, such as diagrams, lab reports, and presentations.
- Improving students' skills by adapting the curriculum to better promote innovation, critical thinking, and the effective use of learning technologies.

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

- Conducting regular reviews of learning objectives to enhance their effectiveness and optimize students' progress, including higher-attaining students, students with SEND, and G&T students. Planning structured opportunities for students to develop critical thinking, problem-solving, and innovation skills.
- Maximizing teachers' use of assessment data to benchmark against international expectations and to consistently plan activities and tasks that meet the varied needs and abilities of most groups of students, including higher-attaining students, students with SEND, and G&T students.
- Ensuring that teachers convey clear expectations to students and constructive feedback on how to improve the quality of their written work and provide regular opportunities for them to assess their own work and that of their peers.

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

- Providing well-tailored training for middle leaders to enhance their understanding of the best teaching practices and how to monitor the effectiveness of teaching and the use of assessment to improve students' outcomes.
- Sustaining improvement practices across the school to ensure that progress is measurable and embedded in daily routines.
- Ensuring the inclusion of external stakeholders in the governing body to oversee the work of the school.

## Islamic Education

### 1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

#### Summary

In lessons and their recent work, most students in Phases 2, 3, and 4 attain levels that are in line with curriculum expectations. Students generally demonstrate appropriate knowledge and understanding of key Islamic aspects, including Islamic values, morals, etiquette, acts of worship, the Prophet's (PBUH) Seerah, and the lives of significant Islamic figures. They display secure conceptual understanding of Noble Hadeeth. However, across Phases 2, 3, and 4, students' Qur'anic recitation skills, particularly the accurate and consistent application of Tajweed rules, require further development. In addition, their ability to make more frequent and meaningful references to the life of the Prophet (PBUH), relevant Qur'anic verses, and Noble Hadeeth during class discussions and in written tasks is not yet fully embedded.

Over the past three years, the attainment of most students has been broadly in line with curriculum expectations.

### 1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

#### Summary

Most students in Phases 2, 3, and 4 make the expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 2, Grade 2 students make clear progress in reading Hadeeth, identifying and describing dining etiquette, and relating these concepts to their personal experiences. By Grade 5, most students can summarize the key events in the biography of Fatima bint Abdulmalik, including her personal life, education, main characteristics, and her influence during the Islamic era. In Phase 3, in Grades 7 and 8, most students make the expected progress in their understanding of acts of worship by explaining the obligations and conditions for shortening and joining prayers, as well as describing the procedures for performing Umrah with appropriate accuracy and clarity. In Phase 4, Grade 9 students can identify Halal food, extract supporting evidence from Qur'anic and Hadeeth sayings, and explain the reasoning behind the prohibitions of certain foods. By Grade 12, most students can explain verses from Surah Al-Hujurat, refer to stories of Islamic figures, and connect the meanings of the verses to the cultural diversity of the UAE. Overall, there is no significant difference in the progress rates made by most student groups. However, students with SEND make slower progress and G&T or higher-attaining students are not consistently provided with sufficiently challenging tasks to accelerate their progress.

#### Areas for development

Students' deep knowledge of Islamic law and etiquette through more consistent references to the life of the Prophet (PBUH), as well as relevant Qur'anic verses and Hadeeth.

Students' recitation skills through the consistent use of Tajweed rules and individualized practice.

## Arabic as a first language

### 1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Weak	Weak	Weak

#### Summary

ABT data indicate that most students attain levels that are in line with curriculum expectations in Phases 2, 3, and 4. However, these results were not evident in lesson observations or in students' recent work.

In lessons and their recent work, the majority of students in Phases 2, 3, and 4 demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations. In Phase 2, only a majority of students in Grade 1 can pronounce and write letters with some mistakes in letter direction. In other grades, only a majority of students can read with mistakes and can identify simple information from the reading text. In Phases 3 and 4, only a majority of students demonstrate basic understanding skills, and they can recognize the general meaning in the texts. Nevertheless, they show limited skills in analyzing the different types of texts and in recognizing ideas. In Phases 2, 3, and 4, only a majority of students can write simple sentences. However, they have limited skills in writing coherent sentences and paragraphs with correct punctuation, in addition to limited skills in speaking Standard Arabic.

Over the past three years, the attainment of most students in Phases 2, 3, and 4 has been broadly in line with national and international standards. However, these results were not evident in lesson observations or in students' recent work.

### 1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Weak	Weak

#### Summary

Most students in Phase 2, and the majority of students in Phases 3 and 4, make at least the expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 2, most students in Grade 1 can identify the required letters with long and short vowels. In Grade 4, most students understand the different types of verbs, and by Grade 5, they can recognize the general meaning of the informational text. In Phases 3 and 4, the majority of students show basic grammatical skills. For example, in Grade 6, they can write simple questions. However, their ability to apply the appropriate rules and vocabulary in their writing is limited. There are no significant differences in the progress of different groups of students.

#### Areas for development

Students' ability to conclude ideas and analyze different types of texts in Phases 2, 3, and 4.

Students' ability to write coherent sentences and paragraphs with correct structures and spelling in Phases 2, 3, and 4.

Students' ability to speak Standard Arabic in Phases 2, 3, and 4.

## Arabic as a second language

### 1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Weak	Weak	Weak

#### Summary

In lessons and their recent work, the majority of students in Phases 2, 3, and 4 attain levels that are in line with curriculum expectations. In Grade 1, only a majority of students can read and write letters with mistakes in the direction of the letters. In the upper grades, only a majority of students understand the meaning of the new vocabulary. However, they have limited skills in comprehending text and in constructing grammatically correct sentences using these words. In Phases 3 and 4, only a majority of students can recognize simple information in short sentences. However, their comprehension of longer texts and their speaking and writing skills are underdeveloped. Their ability to write coherent sentences or organize ideas into paragraphs is limited.

Over the past three years, the attainment of most students in Phases 2, 3, and 4 has been broadly in line with curriculum expectations. However, these results were not evident in lesson observations or in students' recent work.

### 1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Weak	Weak	Weak

#### Summary

A majority of students in Phases 2, 3, and 4 make at least the expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 2, only a majority of students recognize the meaning of new words, such as the names of musical equipment and the different seasons. In Phase 3, in Grade 7, the majority of students recognize the vocabulary related to jobs, and in Phase 4, in Grade 9, only a majority can identify healthy food terms and discuss the topic using simple language. However, they demonstrate limited speaking and writing skills when using the vocabulary in different contexts. There are no significant differences in the progress of different groups of students.

#### Areas for development

Students' comprehension skills and their ability to use vocabulary in different contexts in Phases 2, 3, and 4.

Students' ability to write sentences and paragraphs with correct structure in Phases 2, 3, and 4.

Students' ability to speak Standard Arabic in Phases 2, 3, and 4.

## UAE Social Studies

### 1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

#### Summary

In lessons and student work, most students in Phases 2 and 3 and Grade 9 in Phase 4 demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations. In Phase 2, most students can identify the concepts of constitutional rights, responsibility, and citizenship. They can also recognize the importance of family, women, and housing. However, only a majority of them can explain the extent to which customs and traditions are linked to society. Their ability to interpret the social studies concepts included in the curriculum is also limited. In Phase 3, most students demonstrate knowledge of the factors affecting population growth and distribution. In Phase 4, most students can identify the causes and effects of climate change. However, most of them can only extract facts, values, and ideas from paragraphs and texts in the curriculum. Their ability to use, read, and interpret relevant maps is also limited. Over the past three years, the attainment of most students in Phases 2, 3, and 4 has been broadly in line with curriculum expectations.

### 1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

#### Summary

Most students in Phases 2, 3, and Grade 9 in Phase 4 make the expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 2, in Grade 3, most students can understand the relationship between the leadership of Sheikh Zayed, may God rest his soul, and the development achieved by the UAE, as well as the events and decisions that followed the establishment of the union. However, only a minority find it difficult to understand social studies terms such as "heritage," "falconry," and "volunteering." Most Grade 5 students demonstrate knowledge of their rights and responsibilities as individuals in Emirati society and appreciate the importance of family, but a minority find it difficult to understand the basic concepts of the constitution. In Phase 3, by Grade 8, most students are able to identify the concept of the green economy and the state's initiatives toward it, and a few of them make better progress in explaining the UAE's move toward a green economy and participating in supporting the country's initiatives. In Phase 4, by Grade 9, most students can compare the knowledge economy with the traditional economy, while the low-attaining students find it difficult to explain the relationship between infrastructure and innovation in the knowledge economy. There are no significant differences in the progress of different groups of students.

#### Areas for development

- Students' skills in inferring facts, values, and ideas from relevant texts in Phases 2, 3, and 4.
- Students' ability to interpret social studies concepts embedded in the curriculum in Phases 2, 3, and 4
- Students' ability to use, read, and interpret demographic and climate change maps in Phases 3 and 4.

## English Language

**1.1. Attainment**

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

**Summary**

- ASSET 2024-25 results indicate that only a majority of students across Phases 2 and 3 attain levels that are in line with international standards. In the Kerala Board examinations, a large majority of students in Phase 4 attain levels above curriculum expectations.
- In lessons and recent work, most children in Phase 1 and students in Phases 2, 3 and 4 attain levels that are in line with curriculum expectations. In Phase 1, in KG1, children's ability to demonstrate letter-sound correspondence and to blend sounds is still underdeveloped; however, in KG2, children demonstrate an understanding of consonant blends and positional vocabulary. In Phase 2, most students can identify story elements, including characters, setting, plot, and theme, and explain them in their own words, though their understanding of more advanced concepts and their independent writing skills are underdeveloped. In Phase 3, most students can identify text structures, such as components of news reports and poetic devices, including symbolism, tone, and imagery, though their application of language reasoning skills required for international assessments remains underdeveloped. In Phase 4, most students demonstrate adequate understanding of complex topics and can plan and deliver structured seminars on social issues. Over the past three years, the attainment of the majority of students has been above national standards or has significantly improved in Phases 1, 2 and 4, whereas the attainment of most students in Phase 3 has been broadly in line with national standards.

**1.2. Progress**

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

**Summary**

Most children in Phase 1 and students in Phases 2, 3 and 4 make expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 1, KG2 children can repeat consonant blend words such as crane, crack, and cricket, with a few children demonstrating the ability to write simple sentences like "I have a crown." They can follow instructions using positional language and identify positions in illustrations using words like in, on and under. In Phase 2, Grade 5 students can identify comic strip features including panel, speech bubble, thought bubble, and caption, and can explain story elements such as character, setting, plot, and theme in their own words, though their understanding of concepts like climax and resolution is underdeveloped. Students can compose original stories with beginning, middle, and end, and apply story structure using self-assessment checklists, though creative expression and vocabulary range remain limited. In Phase 3, Grade 8 students can identify text structures such as news report components and poetic devices, including symbolism, tone, and imagery, though their application of language reasoning skills required for international assessments remains underdeveloped. In Phase 4, by Grade 12, students can plan and deliver structured seminars on complex social topics such as drug abuse, demonstrating persuasive speaking skills and mature language use; however, their spontaneous language production and original writing remain less developed. Girls generally demonstrate more consistent progress in analytical writing and literary discussion across Phases 3 and 4.

**Areas for development**

Students' reading comprehension and language reasoning skills to meet international benchmarks through better focus on the VIPERS (Vocabulary-Inference-Prediction-Explanation-Retrieval-Summary) strategy and original process writing.

Children's phonemic awareness and early literacy skills in Phase 1 to ensure they can blend and segment sounds, read CVC words, and apply phonics knowledge independently before transitioning to Phase 2.

## Mathematics

### 1.1. Attainment

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

#### Summary

- ASSET 2024-25 results indicate that, most students in Phase 2 and only a majority of students in Phases 3 and 4 attain levels that are in line with international standards. In the Kerala Board examinations, a majority of students attain levels that are above curriculum expectations.
- In lessons and in their recent work, most students demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations; for example, in Phase 1, most children have a secure understanding of shapes and numbers and are able to perform simple addition and subtraction problems up to 10. In Phase 2, most students know the names and attributes of geometrical figures and are able to find measurements; however, their mental mathematical skills in solving simple number problems and the effective use of mathematical vocabulary when describing measurement concepts require development. In Phase 3, students are able to use related mathematical literacy when explaining algebraic and geometric concepts; however, students' mathematical reasoning skills require development. In Phase 4, students are able to use GeoGebra for graphical methods and apply knowledge of programming to real life. However, their skills in graphically plotting and interpreting linear functions require development, particularly in Grade 9. Over the past three years, the attainment of most students has been broadly in line with national standards.

### 1.2. Progress

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

#### Summary

- In Phase 1, the majority of children make better than expected progress, and most students in Phases 2, 3, and 4 make the expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 1, in KG2, most children combine two groups of objects, up to 10, and find the total using hands-on material. In Phase 2, by Grade 5, most students calculate the perimeter of regular polygons and simple composite shapes. In Phase 3, by Grade 8, most students determine the sum of interior angles for given polygons and explore patterns in the sum of interior angles as the number of sides increases. In Phase 4, by Grade 12, most students create and analyze feasible regions and represent constraints, and determine maximum and minimum values using GeoGebra. Non-Arabs make better progress than Arabs in lower grades. Girls make better progress than boys, particularly in Phase 3.

#### Areas for development

- Students' mental mathematical skills in solving simple number problems and the effective use of mathematical vocabulary when describing measurement concepts in Phase 2.
- Students' mathematical reasoning skills, particularly in Phase 3.
- Students' skills in plotting and interpreting linear functions graphically in Phase 4, particularly in Grade 9.

## Science

### 1.1. Attainment

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

#### Summary

ASSET 2024-25 results indicate that only a majority of students in Phases 2, 3, and 4 attain levels that are in line with international standards. In the Kerala Board examination, most students in Phase 4 attain levels that are in line with curriculum expectations.

In lessons and recent work, most children in Phase 1 and students across all phases demonstrate levels of knowledge, skills, and understanding that are in line with curriculum standards in life science, physical science, and chemistry. Children in Phase 1 and students in Phase 2 can show very basic inquiry skills, participate in simple investigations and collect data or draw basic conclusions. However, their ability to engage in meaningful hands-on activities remains limited. Most students in Phases 3 and 4 are able to conduct experiments, analyze quantitative data, and apply mathematical skills in scientific contexts. However, their ability to communicate their findings through diagrams and simple reports, including lab reports, presentations, and scientific writing, requires further development.

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

### 1.2. Progress

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

#### Summary

Most students make the expected progress in relation to appropriate learning objectives aligned with curriculum expectations. Most children in Phase 1, in KG1 can recognize the parts of plants. In Phase 2, by Grade 4 students can explain animal behavioral adaptations. In Phase 3, by Grade 7, students can explain how an electromagnetic field works. In Phase 4, in chemistry, students can determine the concentration of an unknown solution.

There are no significant differences in the progress of different groups of students.

#### Areas for development

Students' inquiry skills and investigations through collecting data or drawing conclusions and engaging in meaningful hands-on activities in Phases 1 and 2.

Students' ability to communicate their findings through diagrams, lab reports, presentations, and further improvement of scientific writing skills.

## 1. Students Achievement

### 1.3. learning skills

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

#### Summary

Children in Phase 1 and students across all other phases show positive attitudes toward learning and respond well to their teachers' comments and guidance. Students can work as a group and respect each other's and their teachers' points of view. For example, in Phase 2, students can articulate their ideas and discuss issues related to humanitarian work. Students work productively in groups, using mind maps to synthesize their learning and develop ideas collaboratively. However, the quality of their responsibility for their own learning is not consistent, particularly in MoE subjects.

Children in Phase 1 and students across all other phases can make connections between different subjects and the world around them. In better lessons in Phase 1, children show a positive approach to learning and adequate independent learning skills when preparing a salad using different types of vegetables. In Phase 2, students integrate English by writing a story about Shape Land using mathematical vocabulary from the lesson, while another group builds Space Land together using three-dimensional shapes. In Phase 4, girls create news reports in English on topics focused on the United Arab Emirates, including environmental initiatives and community events. However, students' innovation, enterprise, problem-solving, critical thinking skills, and use of new technologies for research are less developed in Phases 2, 3, and 4.

#### Areas for development

- Students' responsibility for their own learning, particularly in MoE subjects.
- Students' innovation, enterprise, problem-solving, critical thinking, and research skills, including the use of new technologies across all phases.

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

### 2.1. Personal Development

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

#### Summary

Children in Phase 1 and students across all other phases demonstrate positive attitudes toward learning. Although their ability to work independently is still developing, students in Phase 4 show emerging self-reliance and respond well to feedback. Overall, student behavior is positive across all phases. Students generally respect school rules and regulations and interact politely with others. However, in Phases 2 and 3 (boys), the behavior of some students requires closer monitoring and more consistent management during lessons. Students show awareness of others' needs and are willing to offer help when necessary, fostering positive and friendly relationships based on mutual respect, as demonstrated by a Phase 4 Student of Determination (SOD) who received consistent peer support throughout the day.

Children in Phase 1 and students across all other phases demonstrate an understanding of safe and healthy living and generally make appropriate health-related choices. The school does not have a canteen; as a result, students bring their own food from home, although some bring unhealthy options. Additionally, students occasionally participate in sports and physical activities, including football, cricket, and basketball.

Students' attendance rate is weak on Fridays, but acceptable overall across all phases. This indicates a clear area for improvement.

#### Areas for development

Students' behavior in Phases 2 and 3, particularly in the boys' section.

Students' healthier food choices.

Students' school attendance, particularly on Fridays.

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

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

#### Summary

Students demonstrate adequate appreciation and understanding of Islamic values and their role in fostering tolerance, respect, and social cohesion within the UAE's multicultural society. However, they face practical challenges in performing their prayers on time during the school day. They also show a basic understanding and appreciation of Emirati heritage and culture, as reflected in their knowledge of traditional sports, local food, and active participation in national events such as Flag Day and visits to cultural sites, like the "Al Naliyah" exhibition in RAK.

Students demonstrate an appropriate understanding of their own cultures and can compare cultural differences, for example, between Indian and Emirati cultures; however, their awareness of wider multicultural diversity and other world cultures is still developing.

#### Areas for development

Students' application of Islamic values in their daily activities in school.

Students' awareness of wider multicultural diversity and other world cultures.

**2.3. Social Responsibility and Innovation Skills**

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

**Summary**

Students are aware of their responsibilities within the school and participate in some volunteering activities, primarily within the school and to a limited extent in the local community. For example, student counselors undertake various volunteering roles, such as organizing and supervising events. At the community level, they support initiatives like the Red Crescent during Ramadan by donating food packages. However, their participation is irregular.

Children in Phase 1 and students across all phases enjoy participating in activities and projects, including innovation-related competitions, and collaborating with organizations such as "RAKDOK." For example, students have taken part in a robotics competition, the entrepreneurship group developed a project on healthy living using AI to create a customer-focused application, and Grade 12 Commerce students designed the "SAHY" application. However, the implementation of innovative projects within the school requires further development, as these activities are currently limited in scope and heavily guided by teachers.

Students are keen to care for their surroundings and understand the importance of environmental sustainability, including activities such as planting trees. They show awareness of environmental issues, including global warming and pollution, and participate in events like World Environment Day. Nevertheless, their engagement in sustainability initiatives is still limited, mainly to basic environmental practices such as the 3Rs (Reduce, Reuse, Recycle).

**Areas for development**

Students' initiative and leadership roles in a wider range of innovation and entrepreneurship projects across all phases.

Students' participation in a range of sustainability activities in school.

### 3. Teaching and Assessment

#### 3.1. Teaching for Effective Learning

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

#### Summary

- Teachers embed consistent routines and plan structured lessons using an effective unified lesson template; however, their ability to effectively employ time and resources and their regular reviews of learning activities to enhance their effectiveness and optimize students' progress are inconsistent across phases and subjects.
- Teachers' questioning is effective, particularly in Phase 1 and at the end of Phase 4, where teachers understand how children and students learn best; their interactions with students promote eagerness and independence in learning. Overall, teachers use different strategies to meet students' learning needs. For example, teachers use adequately differentiated activities, and plan adapted worksheets for students with SEND, especially in English, mathematics and science. Teachers sufficiently engage children through songs and learning corners in Phase 1. Additionally, teachers across all other phases use concrete manipulatives and model real-life situations using GeoGebra in mathematics, audio-visual riddles and act-it-out activities in English, and hands-on experiments in science. Teachers appropriately provide support and challenges for students at different levels. However, teachers' setting of high, yet achievable, expectations aligned with students' academic levels is inconsistent across subjects and phases. In less effective lessons, poor classroom management and a tendency for more directed teaching restrict the learning and outcomes.
- Teachers sometimes provide opportunities for developing students' independent learning skills. For example, in better lessons, such as in mathematics in Grade 12, teachers provide opportunities for independent learning skills through individualized drilling and challenging problems when solving Kerala Board exam questions. However, the use of activities to develop students' critical thinking, problem-solving, and innovation skills is less evident and inconsistent across all grades.

#### Areas for development

- Effective employment of time and resources, and the regular review of learning activities to enhance their effectiveness and optimize students' progress.
- Consistency in teachers' setting of high, yet achievable, expectations aligned to students' academic levels across all phases and subjects.
- Embedding of structured opportunities to develop students' critical thinking, problem-solving, and innovation skills across subjects and phases.

**3.2. Assessment**

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

**Summary**

- The school's internal assessment mechanisms are regularly implemented and aligned with the Indian Kerala Board and MoE curriculum standards; comprehensive KG and school assessment policies are shared with all stakeholders. The school benchmarks students' academic outcomes against international standards using ASSET for the English medium subjects, ABT for Arabic, ISBT for Islamic Education, and SSBT for Social Studies, in addition to PIRLS 2021, TIMSS 2023, and PISA 2025. However, the validity and reliability of internal and benchmark assessment data, in particular for Arabic medium subjects, are not robust.
- The school analyzes data and organizes it efficiently in data binders by subject and grade. This is performed through developmental indicators and observation tracking in Phase 1, progress trends and misconception tracking in Phases 2 and 3, and mark analysis and concept mastery in Phase 4. Teachers track students' skills and competencies and use this information to identify gaps in learning and make basic adjustments to their teaching and planning. However, these practices are not yet consistent within MoE subjects, and the level of challenge provided is not always effective in supporting students' progress.
- Teachers offer basic constructive feedback on students' work and incorporate tools such as rubrics, self-assessment, peer-assessment, and learning-journey documentation. These emerging practices support learning, but they are not applied consistently across all classes.

**Areas for development**

- Verification of the validity and reliability of internal and benchmark assessment data, particularly for Arabic-medium subjects.
- Maximizing the use of assessment data to raise students' achievement across the school.
- Provision of constructive oral and written feedback to promote learning.

## 4. The Curriculum

### 4.1. Curriculum Design and Implementation

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

#### Summary

The curriculum demonstrates a clear rationale aligned with SCERT Kerala State Curriculum and UAE National Curriculum Framework standards and meets statutory requirements. In Phase 1, SCERT guidelines are integrated with aspects of the EYFS curriculum, though the phonics scheme of work requires a more structured, evidence-based program. The timetable confirms that students across the school are provided with only one short break per day, and children in Phase 1 have a total of 40 minutes of outdoor time per week, which falls below widely accepted standards for promoting student well-being.

- The school has developed comprehensive vertical and horizontal curriculum mapping for most subjects to prevent gaps or repetitions across levels and ensure intentional incorporation of differentiated activities, cross-curricular connections, National Agenda Parameters, and ASSET/CAT4-inspired questions. A curriculum standards tracker monitors coverage and progression systematically. However, evidence from curriculum documentation, supported by observations of classroom practice and samples of students' work, indicates that the Arabic curriculum does not align with the MoE sequencing and progression, as clear and coherent schemes of work that outline progression milestones to ensure clear skill-building sequences from one grade to the next for Arabic A and Arabic B are not in place. In Phase 1, the phonics program needs to ensure a structured progression to prepare children effectively for Phase 2.
- The school provides Phase 4 students with clear curricular pathways that include two distinct streams: Science stream offering mathematics, physics, chemistry, and biology (including specialized botany and zoology options) with the flexibility to replace biology with computer science to meet diverse student interests and career aspirations, and commerce stream offering business, economics, accountancy and computer science. The school offers Hindi and Malayalam as additional language options, supporting students' heritage, language maintenance. General Knowledge is provided for non-Arab students in Grades 1–10, broadening their educational experiences. Counseling sessions, career guidance sessions, parent interactions, open houses, and analysis of academic outcomes inform the streaming process for Phase 4 students, helping them make appropriate choices aligned with their abilities and post-secondary goals.
- The school curriculum provides extended cross-curricular connections that are intentionally embedded into lessons across all subjects and levels. Curriculum mapping addresses possible cross-curricular connections with explicit alignment to National Agenda priorities and Sustainable Development Goals. UAE cultural connections are systematically incorporated through landmarks, national events, and values, including tolerance, peace, and sustainability, with real-life applications being evident mainly in mathematics lessons. While cross-curricular planning is systematic, implementation quality varies across teachers.
- Systematic curriculum review operates through weekly subject councils, data analysis processes, and regular monitoring, including learning walks and monthly lesson observations. Data analysis binders and student snapshots inform curriculum adaptations. Curriculum review has addressed aspects such as assessment tracking systems, inclusion practices, and compliance requirements. However, the impact of review processes on improving curriculum delivery quality requires strengthening to ensure consistency across all sections and subjects and better external assessment results in Phases 2 and 3.

**Areas for development**

- Curriculum balance that addresses students' well-being and developmental needs to support their physical and spiritual development in line with best practice standards is required.
- Clear and detailed schemes of work for Arabic as a first language and Arabic as a second language are required to ensure systematic progression and curriculum continuity.
- Comprehensive, evidence-based phonics scheme of work for KG1 and KG2 to ensure systematic progression in early literacy skills.

**4.2. Curriculum Adaptation**

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

**Summary**

- The school makes adequate modifications to the curriculum to meet the needs of most groups of students. A curriculum adaptation mapping document and individual student snapshots guide these modifications. Systematic color-coded differentiation operates across phases, with activities offering multiple levels of challenge. However, the quality of implementation varies. While Individual Educational Plans (IEPs), Advanced Learning Plans (ALPs), and Intervention Action Plans (IAPs) exist, their translation into effective classroom modifications with measurable impact remains inconsistent.
- The school curriculum provides some enhancement opportunities, for example, the Healthy Eating Campaign, Financial Literacy during Global Money Week, Science Fest, Community Service initiatives, Mindful Minutes, Wellness on Wednesday, "AHA Time" for Phase 1, ICT integration through GeoGebra, and Period 0 for Moral and Social Studies. However, these remain isolated events rather than embedded curriculum experiences. The integration of effective opportunities for the development of students' skills in innovation, problem-solving, social responsibility, and student-initiated projects across all subjects and phases requires further development.
- The curriculum regularly incorporates some appropriate learning experiences about UAE contexts, including landmarks, national leaders, environmental initiatives, and community events. Students create news reports on the UAE Year of Community, write stories about RAK locations, and explore themes connected to the UAE's peace promotion and tolerance values. However, implementation quality varies from meaningful exploration of national identity to superficial references without substantive content. The curriculum would benefit from ensuring that UAE connections consistently promote deeper conceptual understanding.

**Areas for development**

- Strengthening curriculum modification to consistently meet the needs of all groups of students, particularly students with SEND and high achievers.
- Incorporation of more effective opportunities for the development of students skills' in innovation, problem-solving, social responsibility, and student-initiated projects in the curriculum across all subjects and phases.

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

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

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

#### Summary

The school has adequate formal procedures for safeguarding students, including child protection measures. Policies and guidelines are clearly communicated, and most staff, students, and parents are aware of them. The school takes proactive steps to protect students from all forms of abuse. Safeguarding and student well-being are managed by several committees, which provide regular training and updates to stakeholders. Procedures and awareness programs to manage anti-bullying and cyber safety are effectively implemented. Careful risk assessment and analysis are conducted when planning student activities, both on and off campus. Regular fire evacuation drills are conducted, and staff duties are scheduled to maintain supervision throughout the school day and on school transport. However, the supervision plan for student dismissal requires strengthening, particularly in areas outside the school gates.

The school benefits from a new and well-maintained building. Routine maintenance and inspections of the accommodation and premises are carried out consistently and fully documented, and any necessary follow-up actions are implemented promptly. Incidents affecting students' health, safety, or well-being are systematically recorded, with medical and incident reports carefully tracked, updated, and securely stored, including details of any subsequent actions taken. The school's premises and facilities offer a safe, accessible, and inclusive environment, catering to the needs of all students, including those with SEND.

The school promotes safe and healthy lifestyles through health education and awareness initiatives, including activities on healthy eating, distribution of informational brochures, and presentations during assemblies. Health education is integrated into lessons, particularly in Phases 1 and 2, and students have access to outdoor playgrounds during scheduled personal development sessions in Phase 1 and in PE lessons across all grades. Phase 4 students actively engage in school-led programs on healthy eating and hygiene. In Phase 1, teachers monitor children's healthy habits, while school nurses regularly check lunch boxes across other phases. However, with 54% of students being underweight, there is a clear need for targeted intervention and the implementation of a well-structured program to monitor and provide support for underweight students across all phases.

#### Areas for development

Development of an effective supervision plan to manage student dismissal, particularly in areas outside the school gates, ensuring students' safety, smooth traffic flow, and orderly pick-up procedures.

Implementation of a well-structured program to monitor and provide targeted support for underweight students across all phases, ensuring their health and well-being are effectively supported.

**5.2. Care and support**

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

**Summary**

Staff maintain courteous relationships with all students. Systems and procedures for managing students' behavior are in place, and the school adopts an appropriate approach to behavior management. For example, behavior record sheets and a communication platform are used to inform teachers about behavior cases. The school also raises parents' and students' awareness of the school's behavior policy and code of conduct through newsletters and official communication groups. The school implements some procedures to enhance attendance, such as regular communication with parents; however, these measures are insufficient and not yet fully effective in improving overall attendance.

The school has an inclusion policy and applies different procedures for the identification of students with SEND, including observations, assessments, and referrals to external centers. Students' needs are shared with teachers through IEPs to provide support aligned with their specific needs. Support is provided through individual sessions to enhance emotional and social development, as well as in-class support to monitor the implementation of strategies. However, the consistency of support varies across subjects.

The school's identification of G&T students relies predominantly on CAT4 results, although CAT4 measures academic potential rather than serving as a comprehensive identification tool for G&T. While some provision exists through participation in competitions and selected enrichment activities, the school does not currently implement a structured or comprehensive program to meet the specific needs of G&T students.

The school provides some guidance and support to Phase 4 students regarding post-school steps, entry requirements, and qualifications. This includes awareness sessions about academic streams, visits to external university fairs, and participation in the IIT Madras School online program. In addition, the school implements an orientation program for Phase 1 children to support their transition into the next phase of learning. However, further structured guidance for students in other phases is required to support their academic and personal development.

**Areas for development**

- Further support for students with SEND and more organized procedures for the identification and support of G&T students across all phases.
- Robust and consistently applied procedures to enhance attendance across all phases.
- Further structured guidance and support for students in Phases 2 and 3 to promote their academic and personal development

## 6. Leadership and management

### 6.1. The Effectiveness of Leadership

Overall

Acceptable

#### Summary

- School leaders have set a direction and vision for the school, which are shared with all stakeholders and during morning assemblies, aimed at developing responsible, independent, and successful learners. The school shows commitment to the UAE national and Emirate priorities. This is evident in students' involvement in external examinations such as ABT, ISBT, SSBT, ASSET, and CAT4, and the enrolment of students with SEND. The school has grown steadily under the leadership of senior leaders, who have guided its development with consistent oversight.

- The senior leadership team, along with most middle leaders, represented by subject coordinators, demonstrates adequate knowledge and understanding of high-quality teaching and learning and the use of assessment data to inform planning and curriculum review. They observe teachers and offer them constructive feedback, which has led to improvements in students' academic achievement in most subjects, teaching, assessment, and curriculum. However, the culture of achieving high standards in students' learning is not yet embedded in Arabic as a first and second language.

- Relationships and communication between the school community are professional, and morale is positive. Leaders clearly communicate their expectations for teaching, learning, and students' outcomes. Job descriptions are shared, and roles and responsibilities are delegated at the individual and team level. However, lines of accountability remain inconsistent, as a minority of middle leaders are new to the school and are not yet fully held accountable for students' achievement.

- School leaders know the school's strengths and areas requiring improvement. Teachers are appropriately qualified and receive both internal and external coaching and professional support. Their performance is monitored to ensure a positive impact on students' academic and personal development. School leaders have addressed several barriers to learning, including the development of students' independent learning skills, which are now more evident in English, mathematics and science, as well as the integration of technology across the school. These elements indicate that leaders at all levels have the capacity to innovate and drive continuous improvement.

- The school leaders have been successful in improving several aspects of the school's performance. Internal assessment systems and regular tracking of students' progress have been strengthened. The school has worked collaboratively to address weak attainment and progress and ensure purposeful curriculum adaptation. The school leadership team has made reasonable progress in addressing the recommendations from the previous evaluation, including improvements in health and safety, child protection, and safeguarding arrangements. Leaders recognize that further work is required to improve students' achievements in all subjects and raise academic standards. Leadership ensures that the school is compliant with all statutory and regulatory requirements.

#### Areas for development

School leaders' systems to enhance middle leaders' understanding of the best teaching practices and to manage their subjects more effectively across all phases.

Senior leaders need to develop the quality of teaching and the use of assessment to improve students' learning in Arabic as a first and second language.

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

- The school self-evaluation is aligned with the UAE Inspection Framework and national vision as the guiding priority, as well as the recommendations from the previous evaluation report. It includes the viewpoints of school leaders, teachers, students, and parents. It utilizes data from various sources of evidence, including internal and external assessments, regular observations of the quality of teaching, and learning walks. The SEF includes clear next steps for improvement for each subject and indicator, which help the school identify its strengths and the areas that require further development for each subject and indicator. Overall, the self-evaluation provides a realistic view of most of the school's key priorities.

- School leaders regularly monitor the quality of teaching and learning through lesson observations and informal learning walks. School leaders have developed lesson observation criteria based on the UAE Inspection Framework as part of the school's drive to improve teaching and learning. Teachers receive feedback that highlights their strengths and the areas that require improvement. However, the feedback provided to teachers focuses on teaching practices rather than their impact on students' achievements. Leaders recognize that further work is needed to improve the quality of teaching and to strengthen the role of middle leaders, to enhance their leadership skills, and to accelerate students' learning, particularly in Arabic as a first and second language.

- The school's improvement plan is aligned with previous recommendations and is reviewed regularly. Progress is evident across several subjects and in students' learning skills. Achievements in Arabic across phases remain below expected levels. Leadership and governance continue to improve, though the use of assessment data is not yet applied consistently to inform further development.

**Areas for development**

Leaders' monitoring of the quality of teaching, the use of assessment, and their impact on students' performance.

The reliability of assessment data and its use by leaders and teachers to plan more effectively.

Rigorous benchmark assessment analysis to inform the self-evaluation and improvement planning, particularly in Arabic-medium subjects.

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

- The school has established a Parent-Teacher Association and includes parent representatives on the governance board, providing a basic structure for engagement. Parents receive information through orientation sessions, official communication channels, and routine updates. While they acknowledge recent changes introduced by the principal, their feedback indicates that parental engagement remains underdeveloped.

- The school has regular systems to report to parents about students' academic achievement as well as their personal development and teachers' feedback. The school conducts meetings with parents at the end of each term, following the issuance of reports, to discuss their children's performance and to receive guidance on how to support learning at home. In Phase 1, parents attend meetings to review their children's work in class and to gain insight into their learning journey. Parents' feedback indicates satisfaction and appreciation for the care and support their children receive from staff.

- The school has established a partnership with Ambassador School in Sharjah to share best practices in teaching and the learning environment. The Ministry of Health conducts awareness sessions on health and well-being at school, while the Ministry of Interior provides sessions on safety, well-being, and family. Internationally, the school collaborates with the Indian Institute of Technology (IIT), where students have access to 8-week enrichment courses in Artificial Intelligence (AI), data science, engineering, law, ecology, humanities, and digital education. Students who complete the program are offered the opportunity to join the institute after graduating from school. The school also participates in the Recognition of International Dimension in Schools (RIDS) program through the British Council, enabling teachers to exchange best practices with educators in India.

**Areas for development**

- Further parental involvement in the development of the school and school life.
- Enhanced positive impact of the school’s national and international links on students’ learning, development, and achievement.

**6.4. Governance**

**Overall**

**Acceptable**

**Summary**

- The governing body comprises representatives from the owners, the general manager, and the Teachers’, Parents’, and Students’ Councils, and the senior leadership team; however, the governing board meetings are limited to the ownership representative. Additionally, the board does not include external stakeholders to provide independent oversight of the school’s work and students’ academic achievements. Members have assigned duties and responsibilities, ensuring accountability across departments. The governing body holds regular meetings with the senior leaders to review students’ attainment and progress, including ASSET and board exam results, monitor the implementation of the school development plan, and check teachers’ appraisals and performance. Governors gather the views of school leaders, parents, and others to gain knowledge and understanding of the school’s context and act on their opinions. For example, they improved the reporting systems based on parents’ feedback, adjusted school timings to address traffic concerns, and established a Robotics Lab, with two teachers currently receiving training to meet students’ needs.

- The governing body works in close partnership with the principal, holds her accountable for the school’s performance, and ensures that the school maintains statutory compliance. The board has taken significant steps to ensure compliance with the MoE subjects and to register all students for international assessments. The governing board has played a key role in relocating the school to the new premises and ensuring that all required facilities are in place. Governors exert a positive influence on the school’s leadership and direction. They ensure that resources are allocated to address the school’s priorities. However, middle leaders in Arabic as a first and second language have a high teaching load that limits their ability to support their subject teachers and manage their performance.

**Areas for development**

The inclusion of external stakeholders in the governing body to oversee the school's work.

The teaching load for the MLT in the Arabic department to ensure that they have sufficient time to fulfill their leadership responsibilities and drive improvements in teaching and learning.

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

The day-to-day management of the school, including its processes and routines, is adequately organized and has a positive impact on developing students' personal, social, and emotional skills. For instance, daily assemblies provide valuable opportunities for students to begin the day positively by singing the UAE national anthem and then sharing news at different levels: nationally, internationally, and at the school level. The teaching staff are suitably qualified and have access to regular professional development in relevant areas for improvement, such as higher-order thinking skills, curriculum adaptation for mixed-ability groups, and curriculum mapping.

- The new school premises and facilities provide an inclusive environment that meets the needs of most student groups. They are of a high quality, including the science laboratories, technology, and sports facilities. Most classes are adequate in size and ventilated. Students benefit from regular access to the library during lessons and recreation periods to support their learning. Additionally, the school has an elevator to support access for students with physical disabilities across the premises. Classrooms are equipped with SMART boards; however, teachers do not always use learning technologies imaginatively in all lessons to fully engage students or to stimulate their imagination and curiosity. In Phase 1, classrooms are equipped with learning stations to support children's life skills and fine motor skill development.

**Areas for development**

Well-tailored training to upskill teachers and middle leaders, enabling them to improve their teaching practices and raise students' achievement.

Teachers' creative and interactive uses of SMART board technology beyond basic presentation in all lessons to engage students fully and to stimulate their imagination across all phases.