



Al Majd Private School



12 - 14 January 2026



Location
Zinj



School Type
Private



No. of Students
38



Grade Levels
1 - 6

Overall effectiveness

Inadequate with Satisfactory Features

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

Al Majd Private School provides a secure learning environment in which students feel safe and behave appropriately, contributing to an orderly and respectful atmosphere. Students participate adequately in school life and activities, showing engagement and a willingness to contribute to the wider community. School leadership demonstrates adequate awareness of improvement priorities and maintains consistent communication with parents and staff, providing an appropriate basis for development. To improve further, the school should ensure the consistent use of effective teaching strategies that promote productive learning across all subjects. Learning expectations in lessons and assessments need to be raised so that all students meet curriculum competencies, develop secure learning skills, and make consistent progress in core subjects. Focused and timely support within lessons must be strengthened, and the effectiveness of additional support programmes should be enhanced to raise students' progress and attainment more effectively. Improving staff stability, alongside targeted and systematically monitored professional development, is also required to secure sustained improvements in classroom practice and students' outcomes.

Key Positive Features

- Leadership awareness and communication: School leadership shows appropriate awareness of improvement priorities and maintains adequate communication with stakeholders.
- Student behaviour and participation in school life: Students demonstrate appropriate behaviour and participate adequately in school activities.

Recommendations

- Quality of teaching, learning and professional development: Ensure consistent use of effective teaching strategies across all subjects, supported by targeted, monitored professional development that clearly improves classroom practice and ensures student progress.
- Raising expectations and academic achievement: Improve learning expectations in lessons and assessments so that all students meet curriculum competencies, develop secure learning skills, and make consistent progress in core subjects.
- Targeted student support: Ensure focused and timely support for students within lessons and improve the effectiveness of additional support programmes outside lessons in raising students' progress and attainment.

Students' Academic Achievement

Inadequate

- Students' attainment in internal examinations has remained adequate from 2022 to 2025. In the academic year 2024–2025, most students achieve pass marks across the core subjects, with the majority performing at expected levels. The school administers regular formative and summative assessments to monitor achievement; however, there are inconsistencies in their quality and rigour. Many assessments rely heavily on direct, factual questions and do not sufficiently evaluate core competencies. There is a general need to provide greater challenge across the core subjects. In addition, a lack of precision in marking, particularly in Arabic and English, has contributed to inflated outcomes in these subjects.
- Across the school, only a small proportion of high-achieving students make adequate progress in lessons and in their written work. Most students make limited progress because of weak basic skills, ineffective teaching strategies, and insufficient use of assessment to guide learning and provide appropriate support.
- In a few better lessons, particularly in mathematics, students make adequate progress, for example in analysing numbers, arranging them in ascending and descending order, and representing numbers in words. However, students' ability to apply reasoning and problem-solving skills remains underdeveloped. In both Arabic and English, the majority of students show weaknesses in reading comprehension, use of grammar, text analysis, and writing, although speaking skills are generally adequate across the school.
- In science, students' progress is hindered by weak prior knowledge of scientific concepts and underdeveloped learning skills, such as applying concepts, reasoning, and drawing conclusions.

Students' Personal Development and Wellbeing

Satisfactory

- The school provides an adequate range of extracurricular opportunities that support students' personal development and engagement in school life. Students participate with appropriate confidence in activities including regular morning assemblies, scout activities, and school competitions as red and white teams. Weekly clubs, such as designing posters and eco-friendly bags for Mother's Day using recycled materials, promote creativity and environmental awareness. However, in lessons, students' confidence and ability to work independently are less evident, reflecting inconsistent opportunities for them to take ownership of their learning.
- Talented students are encouraged to participate in internal and external competitions, where they demonstrate skills in areas such as art and public speaking. A small number have achieved success in interschool art competition and in Qur'an recitation, providing positive recognition of individual abilities.
- Students consistently demonstrate adequate behaviour. They are punctual, adhere to school regulations, and show respect for teachers and peers. Relationships are harmonious, and students interact positively in a friendly school environment, particularly during whole-school events such as United Nations Day.
- The school promotes students' well-being through appropriate support and awareness programmes. Personalised support is provided for students who require assistance with self-regulation and emotional needs, and initiatives such as the 'Healthy Eating Awareness' programme encourage positive habits. Students also show clear appreciation of citizenship values through active participation in national events, including National Day and Nafsa celebrations, reflecting a developing sense of identity and community belonging.

Teaching, Learning and Assessment

Inadequate

- Classrooms generally provide a safe learning environment, and teachers use some suitable strategies, such as discussion and group work, particularly in mathematics. The school uses internal diagnostic tests and analysis from the Energia SOI (Structure of Intellect) cognitive assessment to identify students' skills, abilities, and learning profiles. However, learning is frequently dominated by extended teacher talk, with explanations and lecture-style delivery limiting students' interaction and active engagement. Instructions for activities are sometimes unclear, and inconsistent time management, including prolonged introductions and unbalanced lesson pacing, reduce opportunities for purposeful learning.
- Assessment practices broadly reflect curriculum content; however, they lack sufficient challenge and depth. Tasks in some lessons are set at a low level, for example requiring only simple reading or recall. Individual assessment and feedback are inconsistent and do not routinely guide students on how to improve. Differentiation is limited, resulting in tasks that do not meet the needs of students with differing abilities, which adversely affects engagement and progress.
- The school provides academic support outside lessons; however, its impact on students' progress is limited. Support for low-achieving students is inconsistent, and classroom practice does not routinely use assessment information to adapt teaching or provide timely intervention. Opportunities to extend and challenge high-achieving students are limited, resulting in only a small proportion making expected progress.

Leadership, Management and Governance

Satisfactory

- School leadership demonstrates adequate awareness of key challenges and priorities for improvement. Self-evaluation is undertaken through surveys, meetings and external consultancy, and the (SWOT) analysis is balanced, identifying strengths such as high student satisfaction rates alongside weaknesses, including staff retention and capacity constraints.
- The Strategic Plan 2025–2028 reflects a commitment to improvement through the use of key performance indicators. However, some targets lack baseline data, which limits the school’s ability to measure progress accurately. The current operational plan contains generic objectives that are not consistently aligned with strategic priorities, and some success criteria are unrealistic within the school’s context, reducing the effectiveness of planning. The new senior leadership demonstrates an emerging understanding of school performance and priorities and is working to refine the operational plan in response to identified needs.
- An adequate range of professional development is provided, addressing areas such as assessment, feedback, differentiation, and higher-order thinking skills. Monitoring occurs through lesson observations and the analysis of student attainment; however, high staff turnover weakens the impact of professional development and limits consistency in classroom practice.
- The school has begun to adopt the external assessment tool, Energia (SOI), indicating an early response to emerging challenges in students’ skills and a developing use of data to inform practice. Communication with parents is effective and responsive, supported by digital platforms and an open-door policy. The Board of Directors provides stability through adequate financial support and strategic oversight, and school facilities and resources are generally safe and secure. However, very low enrolment remains a significant challenge for the school.

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Next Actions

The school must submit an Action Plan to implement the review recommendations four weeks after receiving the draft report. The school will be scheduled for a Monitoring Visit.