



**Abdul Rahman Kanoo
School Diyar**



4 – 6 May 2026



Location
Diyar Al Muharraq



School Type
Private



No. of Students
636



Year Levels
2 - 10

Overall effectiveness

Good

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

The school demonstrates a clear commitment to ongoing improvement, supported by purposeful leadership and governance that respond constructively to challenges and maintain a focus on enhancing provision. Students achieve generally positive outcomes, particularly in the Primary phase, which represents the majority of the school population, where secure progress and the development of key learning skills are evident. Students also show positive attitudes and behaviour, benefiting from a range of enrichment opportunities within a safe and supportive learning environment underpinned by effective wellbeing and safeguarding arrangements. Teaching supports learning effectively in the majority of lessons, especially in the Primary phase; however, there is variation in the consistency of effective classroom practices, particularly in the recently established Secondary phase, where time management, teaching strategies and challenge provided require further enhancements. Moving forward, greater consistency in interactive student-centred teaching, alongside more focused academic support and intervention will further strengthen students' progress, particularly in the Secondary phase and in Arabic.

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Key Positive Features

- Primary students' achievement: Primary students demonstrate positive achievement and steady acquisition of essential learning skills across the majority of lessons, supported by well-structured and robust internal assessments.
- Students' personal growth and wellbeing: Students benefit from a wide range of extracurricular opportunities and demonstrate positive behaviour and values, supported by strong wellbeing and safeguarding practices.
- Leadership and continuous improvement: The school's leadership and governance demonstrate resilience in addressing challenges and driving improvement, while actively investing in innovative practices and enhanced school facilities.

Recommendations

- Improving teaching consistency: Strengthen the impact of professional development programmes by ensuring more consistent effective classroom practices, with greater focus on interactive learning, effective time management, and appropriate challenge for all students, particularly in the Secondary phase.
- Strengthening targeted support: To enhance academic support and targeted interventions in and out of lessons, to better meet students' learning needs, particularly in Arabic.

Students' Academic Achievement

Good

- In the 2024–2025 academic year, students achieve high pass rates in internal examinations across core subjects and most year levels, except in Year 9 science and Arabic, where pass rates are comparatively lower. This positive performance is particularly consistent in the Primary phase, where attainment in core subjects has remained strong over the past three academic years.
- Internal assessments are generally well-constructed, covering key curriculum competencies and providing an appropriate level of challenge, as seen in reading comprehension and extended writing tasks in English, and problem-solving questions in science. However, there is some variation in the accuracy of marking extended writing tasks in English and some leniency in assessing Arabic writing skills.
- Most students make good progress in lessons and written work across core subjects, particularly in the Primary phase, which represents the majority of the school population. They develop essential knowledge and skills effectively, especially in English, where they demonstrate competence in speaking, analytical reading, and writing. This is further reflected in their mathematical skills development, including performing divisions and calculating perimeter and area, alongside secure progress in scientific knowledge and practical investigation skills.
- In Arabic, students make appropriate progress, although the development of their language skills, particularly extended writing, remains inconsistent. A similar pattern is evident in the Secondary phase across most core subjects, where students demonstrate suitable progress in areas such as graphing functions in mathematics and interpreting experimental results in science. However, variation in students' basic skills and teaching approaches impacts the consistency of their progress, particularly for low achieving students.
- Students develop learning skills effectively in the majority of lessons, including independent learning when completing tasks and the use of digital devices to simulate scientific experiments. They also demonstrate critical thinking skills, such as problem-solving and proposing solutions, particularly in Primary mathematics and science.

Students' Personal Development and Wellbeing

Good

- Students benefit from a wide range of extracurricular activities, competitions, and enrichment opportunities that effectively support the development of their talents and personal skills. This is evident through their participation in competitions, including achieving first place in the 'National Mental Mathematics' Competition and strong performance in the 'Chinese Bridge' competition, which contributes to developing their wider cultural awareness and confidence in global contexts. Additionally, a variety of after-school clubs, such as drama and language clubs, provide students with opportunities to further explore their interests.
- Most students demonstrate good levels of confidence, independence, and participation in lessons. They engage actively in discussions, confidently present their ideas and contribute to group activities. In effective lessons, many students take on leadership roles such as group leader, presenter, and 'little teacher', particularly in the Primary phase, where they explain concepts, lead discussions, and support their peers. However, in less effective lessons, opportunities for students to take initiative and further develop their leadership skills are inconsistent, as their hesitant self-confidence is affected by the over-reliance on teacher-centred learning.
- Most students consistently display positive behaviour, self-discipline and respectful attitudes towards others. This is evident in lessons through their adherence to classroom rules, as well as during breaktimes and school events. Behaviour is further supported through structured initiatives such as Anti-Bullying Week and Mental Health Week, alongside consistent pastoral care and safeguarding arrangements that promote students' wellbeing and ensure that they feel secure within the school environment.
- Students demonstrate positive social responsibility and active engagement in community initiatives. For example, they participate in charity programmes such as the Ramadan Boxes project in collaboration with the Muharraq Charity Society, as well as initiatives like the Winter Blanket Drive supporting charitable organisations. These experiences help to develop students' sense of responsibility and awareness within both the local and wider global community.

Teaching, Learning and Assessment

Good

- The majority of teachers foster a supportive learning environment where students are actively engaged through a range of interactive teaching strategies and resources. In the more effective lessons, students participate in meaningful discussions, make predictions, conduct group experiments, and evaluate outcomes, which supports the development of their thinking skills. However, in other lessons, there is inconsistency in the quality of teaching practices, particularly in the Secondary phase, where students are less engaged due to extended teacher explanations or the inclusion of multiple activities that are inconsistently managed. This affects the pace of learning and opportunities to maximise learning outcomes.
- Assessment practices are generally aligned with curriculum expectations and are used appropriately to support students' learning. Teachers employ a range of formative and summative assessment strategies, including differentiated questioning and tasks, such as expressing informed views on environmental issues, proposing alternative solutions in mathematics, and producing extended written responses in English. In the more effective lessons, these approaches support teachers in monitoring students' understanding and guiding their progress. However, in less effective lessons, assessment tasks inconsistently provide real challenge for students across different ability levels, and the use of support and feedback to further ensure students' progress require improvement, particularly for low achieving students.
- Academic support programmes are effective in identifying and addressing students' learning needs. The school makes appropriate use of assessment data, including CAT4 results and diagnostic assessments, to inform grouping arrangements, track progress, and implement targeted interventions. Support strategies such as individual education plans (IEPs), after-school support classes, and in-class assistance contribute positively to students' progress, particularly in the Primary phase. In the more effective practice, students benefit from clear support and feedback through approaches such as 'What Went Well' and 'Even Better If', alongside appropriate enrichment opportunities. However, the implementation and impact of intervention strategies are less consistent in the Secondary phase and requires further refinement to ensure that all students are consistently supported to make expected progress, particularly in Arabic.

Leadership, Management and Governance

Good

- Leadership demonstrates a clear understanding of the school's strengths and priorities for development, informed by a structured self-evaluation process that draws on a range of evidence, including students' performance data, lesson observations, and stakeholder feedback. This is reflected in the school's strategic and improvement planning, such as the use of detailed data tracking systems and regular data-check meetings to identify learning gaps and inform targeted interventions. However, the consistency of implementation and visible positive impact is inconsistent in the Secondary stage.
- The school provides a range of professional development opportunities, which include structured in-house training sessions, weekly professional development programmes, and access to external platforms such as TES. Part of this professional development is underpinned by the school's 'ARKS 7' expectations of performance, which establish clear guidance for effective teaching practices. Mandatory training, including safeguarding training and Google Educator certification, ensures that staff are equipped with the required skills. However, the impact of professional development on classroom practice is inconsistent, as variations in teaching quality indicate the need for more rigorous monitoring and evaluation of its effectiveness in the Secondary phase.
- Leadership demonstrates a positive approach to innovation reflected in the use of digital platforms such as Google Classroom and the integration of technology within teaching and learning. This is further enhanced through the innovation lab, and initiatives that promote digital learning and interactive approaches. The school has also shown resilience in adapting to changing circumstances, including transitions between online and face-to-face learning, while maintaining continuity of provision.
- Governance arrangements provide effective strategic support and oversight, with clear involvement in monitoring the school's performance, members work collaboratively with school leaders to ensure that resources are aligned with the school's priorities and to support ongoing development. Communication with stakeholders, including parents, is well established through structured systems such as the 'ISAMS' platform and surveys, which enable parents to be actively involved in school life.

Next Actions

The school must submit an Action Plan to implement the review recommendations four weeks after receiving the draft report.