



Delmon Private School



16 – 18 February 2026



Location
Barbar



School Type
Private



No. of Students
176



Grade Levels
1 - 7

Overall effectiveness

Satisfactory

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

The school's overall performance is satisfactory, supported by students' positive behaviour, appropriate self-discipline, and participation in a suitable range of extracurricular activities. The school also maintains proper relationships with stakeholders, which support communication and collaboration and contribute positively to school life.

Further improvement is required to strengthen the school's leadership effectiveness and teaching quality, particularly in promoting innovation and ensuring more consistent classroom practices including improving the use of learning time and the level of challenge provided for all students. In addition, well-targeted academic intervention programmes are necessary to raise students' achievement and to better support the low achieving ones, while ensuring more consistent progress among all categories across the school.

Key Positive Features

- Students' positive behaviour: Adequate self-discipline among students and consistent commitment to maintaining positive behaviour.
- Extracurricular activities provision: Appropriate range of extracurricular activities are offered to enhance students' experiences.
- Relationships with stakeholders: Positive relationships between the school and its stakeholders that support proper collaboration and communication.

Recommendations

- Leadership growth and teaching quality: Establish a culture of innovation, providing targeted professional development programmes, and systematically monitoring their impact on classroom practices.
- Raising Academic Achievement: Improve students' academic standards and progress, through well-structured and targeted intervention programmes to support low achieving students.
- Optimising teaching practices: Strengthen teaching practices through better utilisation of learning time while providing effective challenge and support for all categories of students.

Students' Academic Achievement

Satisfactory

- Over the past three academic years, students' attainment remains consistently positive across all year levels in the internal examinations. In the 2024-2025 academic year, students continue to achieve high results in all core subjects. Although internal school examinations are generally aligned with curriculum expectations, these assessments vary in their level of challenge such as in mathematics and science and in the accuracy of marking, particularly in written tasks in both Arabic and English.
- Students achieve appropriate progress in most core subjects across the school. In mathematics, students demonstrate secure basic arithmetic skills in Primary School, calculation and applying perimeter and area formulas in Middle School. In science, students acquire suitable foundational knowledge and concepts, such as identifying materials in lower primary and understanding sound and light in the upper grades, though opportunities to apply higher-order thinking are limited across the school. In languages, majority of students demonstrate appropriate reading and speaking skills and basic grammatical use, while reading comprehension and extended writing remain inconsistent across year levels.
- Students' learning skills are generally satisfactory. Majority show appropriate independent learning and basic problem-solving skills. Their technology skills are adequate such as creating presentations and games using 'Scratch'. The progress of the more able students is generally appropriate, while the progress of the low achieving students is less consistent in most lessons, particularly in few Arabic and science lessons, due to weaknesses in their basic skills, variation in their ability to learn independently, and the limited effectiveness of the support provided.

Students' Personal Development and Wellbeing

Satisfactory

- Students participate clearly in an adequate range of extracurricular activities, where they demonstrate suitable interaction, self-confidence, and the ability to take on selected leadership roles. These include participation in sports teams, scouting groups, and the 'Students Council' activities. Some students also lead workshops and support their peers, while others represent the school in external competitions and events while achieving appropriate results such as the first and second places in the 'Mental Abacus Magic' competition, all of which enhances their confidence and sense of achievement. Gifted and talented students are identified and recognised through enrichment activities and projects including the 'Drama' and 'Scout Talents Competition'.
- Students participate appropriately in lessons, with majority showing suitable engagement in the learning activities, cooperation in group work, and acceptable performance in individual written assessments. High achieving students are more confident in competing academically, presenting answers, assuming leadership roles such as 'Student-Teacher', and supporting their peers. However, the participation of the minority of students is less regular, as reflected in their hesitant interaction during activities, weaker collaboration in group work, and limited initiatives. In some cases, a small number of students demonstrate off-task behaviour or rely on copying answers, indicating insufficient independent learning.
- Students generally demonstrate positive behaviour and appropriate self-discipline supported by the school's suitable focus on their well-being through its guidance programmes, such as the 'Ticket System'. Students are mostly respectful, cooperative, and compliant with the school's rules, contributing to a calm and orderly learning environment. They show an appropriate understanding of the Islamic values and citizenship through their participation in cultural, national, environmental, and charitable initiatives, such as 'Delmon Market', where students develop basic financial skills through selling items to support charitable causes, including 'Kiswat Al Eid'.

Teaching, Learning and Assessment

Satisfactory

- The majority of observed lessons provide a generally safe and respectful learning environment, where teachers apply adequate teaching strategies such as discussion, questioning for learning and group work, supported by appropriate resources including videos, and practical materials in science. These approaches engage the majority of students and enable acceptable participation and understanding among them. However, the effectiveness varies across lessons, as some demonstrate clearer structure and more proper alignment with curriculum expectations, while others are constrained by teacher-dominated talk, unclear instructions, or limited depth of the curriculum. Inconsistent time management is also evident, with prolonged introductions, lengthy procedures, or slow pacing in some lessons, and rushed assessments in others, which affects productivity and the full achievement of learning objectives.
- Assessment practices are mostly oral and group-based, and participation is often dominated by high achieving students, while low achieving ones are less regularly engaged. Formative assessment is used adequately in some English and mathematics lessons through questioning and written tasks, supporting appropriate progress for the majority. However, differentiated challenge and feedback is inconsistent and at times general or delayed, limiting its use in identifying next steps for learning, particularly for the low achieving students.
- Diagnostic assessment results are used to inform the provision of academic support programmes, offering appropriate enrichment opportunities for the high achievers through initiatives such as the 'Spelling Bee' and the 'Arab Reading Challenge'. The low achieving students receive additional academic support through remedial morning sessions and selected after-school Arabic interventions. However, the overall impact of these support programmes is inconsistent, as further targeted focus is required to better address students' specific educational needs.

Leadership, Management and Governance

Satisfactory

- The school leadership team demonstrates an appropriate level of awareness of the school's priorities and challenges, providing adequate direction for improvement. The self-evaluation process properly uses data from surveys, examinations results and lessons observations. The school's strategic plan aligns adequately with its self-evaluation, linking its vision and mission to its priorities to ensure a holistic development of its performance. However, some goals in its strategic plan lack baseline data and measurable indicators, particularly in innovation and the progress of low achieving students.
- The leadership team conducts lesson observations and makes appropriate use of data to identify areas for staff development and support, while providing professional development opportunities on topics such as 'Technology Integration' and workshops on topics including 'Assessment Practices' and 'Classroom Management'. However, the impact of that on teachers' performance in some lessons is inconsistent, particularly among some newly appointed teachers and in few Arabic and science lessons.
- The school's leaders encourage innovation through the integration of digital tools and initiatives such as virtual reality (VR), as well as through the expansion of the school building. However, it faces an ongoing challenge represented in the turnover rate of teachers, which disrupts instructional continuity and reduces consistent opportunities for them to develop and apply new teaching approaches.
- The school maintains appropriate relationships with parents by involving them in selected school activities, such as the 'Cooking Competition', and by seeking their views through the 'Parents' Council'. The school also develops suitable links with the local community through cooperation with organisations such as Al Hilal Hospital; to provide health awareness sessions for students. The School Board adequately provides guidance to the senior leadership team and holds the principal accountable for the school's overall performance.

Next Actions

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