



Ibn Al Hytham Islamic School



18 – 20 May 2026



Location
Al Maqsha



School Type
Private



No. of Students
1801



Grade Levels
1 - 12

Overall effectiveness

Satisfactory

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

The school provides a safe and supportive environment where the majority of students demonstrate positive behaviour, cooperation, and appropriate attitudes towards learning, reflecting their understanding of Islamic and citizenship values. Students benefit from a range of suitable opportunities that support their personal development; however, the breadth of these opportunities requires further expansion to meet their diverse interests. The school's leadership team demonstrates commitment and resilience in improving the school's overall performance and has established structured plans informed by a range of evidence. The impact of these initiatives on improving students' outcomes is appropriate, however there are some inconsistencies in the monitoring and evaluation processes. Students' achievement is generally satisfactory across most core subjects, although variation persists, particularly in Arabic. Teaching and learning practices are generally appropriate and supported by a range of strategies; nevertheless, their effectiveness varies, particularly in ensuring sufficient challenge, effective use of assessment information, and consistent students' engagement. Additionally, while academic support programmes are in place, their impact is uneven, particularly for the lower-attaining students, which limits further improvement in students' standards.

SP019-C4-R051

Key Positive Features

- Leadership commitment to school improvement: The school's resilience and the effectiveness of its leadership team in driving improvements across all aspects of its work.
- Students' positive behaviour and values: Students' positive behaviour and their embrace of Islamic and citizenship values.

Recommendations

- Improving students' achievement: Continue to raise students' academic achievement in core subjects, particularly in Arabic across the school.
- Increasing the impact of teaching and learning practices: Ensure a more effective impact of professional development programmes on teachers' performance, particularly in implementing interactive strategies, improving time management, and making effective use of assessment results to better challenge students of all abilities.
- Strengthening the academic support provision: Enhance the academic support provided to improve students' standards, particularly for the low-achieving students.

Students' Academic Achievement

Satisfactory

- Over the past three academic years, students' attainment in the school's internal examinations remains generally consistent across all grade levels. In the 2025–2026 academic year, students achieve positive outcomes in the core subjects. While internal assessments are broadly aligned with the curriculum expectations, there is variation in the level of challenge across core subjects and inconsistency in the accuracy of marking, particularly in Arabic and in some lower grades in English.
- In 2025, students' attainment in external examinations is inconsistent. In Grade 10 'All India Secondary School Examination' (AISSE), students perform better in English, while their performance in second languages is lower. In Grade 12 'All India Senior School Certificate Examination' (AISSCE), attainment is highest in Computer science but students underperform in mathematics.
- The majority of students make appropriate progress in lessons and written work across core subjects. In English and Hindi, students develop their skills suitably from basic understanding in Primary to more advanced analysis in later stages. Similarly, in mathematics and science, students demonstrate appropriate acquisition of knowledge and concepts, progressing from foundational understanding to application. Meanwhile, progress in Arabic remains below expectations across stages, particularly in developing basic skills, which affects students' overall achievement.
- Students' learning skills are generally appropriate, with the majority demonstrating independence and basic problem-solving skills. High-achieving students progress as expected, while lower-achieving students make less progress due to weaker basic skills and inconsistent support. Consequently, variation in progress across subjects and students' groups hinders the overall effectiveness of their achievement.

Students' Personal Development and Wellbeing

Satisfactory

- The school provides a safe and supportive environment in which students feel secure and demonstrate appropriate attitudes towards learning and school life. It also promotes students' wellbeing through a range of suitable initiatives, including the 'Bright Morning' programme to improve punctuality and orientation days that help new students settle and develop a sense of belonging.
- Students' behaviour is generally appropriate both in and out of lessons as most students are cooperative, polite, and attentive, and demonstrate positive Islamic values. They follow established routines, such as the morning broadcast, including Holy Qur'an recitation and the national anthem, demonstrating respect and discipline, and clear behaviour management systems, including 'Stars and Moon', 'Point Card', and 'Best Class' rewards, that support and reinforce positive conduct.
- In lessons, the majority of students interact with their teachers and peers, engaging suitably in paired and group activities where they exchange ideas and collaborate appropriately. In the more effective lessons, some students assume leadership roles, such as 'Little Teacher' and group leaders. However, engagement is not fully consistent, as a minority of low achieving students remain passive or rely on others, indicating that inclusive and active engagement are not yet fully embedded.
- Outside lessons, students undertake some leadership roles, such as 'Little Nurse' and 'Little Miss Counsellor'; however, opportunities for a wider students' leadership roles remain less evident. Students benefit from their participation in external competitions, such as the 'SPECTRA' art competition, where they achieved the second and third places, and the 'Khalid bin Hamad Golden Generation Chess Championship', where a student achieved the second place. They also participate in community service activities, such as beach-cleaning initiatives, which promote their sense of responsibility. However, the range of extracurricular activities provided remain an area for further enrichment, to ensure more development of students' skills and talents.

Teaching, Learning and Assessment

Satisfactory

- Teaching and learning practices are generally appropriate, with teachers using a range of strategies such as cooperative learning and discussions to support students' understanding. These approaches enable the majority of students to acquire basic knowledge and concepts. Meanwhile, in the less effective lessons, teaching remains teacher-centred, limiting students' active participation and deeper learning.
- Lessons' structure and time management are variable. In the more effective lessons, learning objectives are clearly sequenced, and time is used effectively to support progress. However, inconsistencies in pacing and transitions between activities affect lessons' productivity and students' achievement of intended outcomes.
- A range of assessment methods are used, including oral, written, individual, and group assessments. In the more effective lessons, assessment tasks appropriately challenge students' abilities, particularly the higher-achieving students, such as in scientific explanation tasks. However, the level of challenge in assessment remains inconsistent overall, often focusing on short-answer questions that emphasise lower-order thinking skills. In addition, feedback is not always sufficiently specific to support improvement, and assessment information is not consistently used to adapt teaching or provide targeted support, particularly for the low achieving students.
- Students are classified as per their abilities, and their progress is tracked over time through structured assessment systems, which have an appropriate impact on improving students' standards. High achieving students receive effective support through enrichment activities and their participation in external competitions, such as 'Mathletics 2026' and the Hindi Speech Competition. Additionally, regular remedial lessons are provided for High School students. Nevertheless, the effectiveness of the academic support for the low achieving students remains inconsistent across subjects and stages, which hinders their progress.

Leadership, Management and Governance

Satisfactory

- The school's leadership team demonstrates commitment and resilience to improving the school's overall performance, supported by an appropriate awareness of improvement priorities informed by a range of evidence, including attainment data and lesson observations. This is reflected in structured strategic and action plans that are generally aligned with identified needs. However, baseline indicators and success criteria lack precision, and monitoring processes are not consistently rigorous, which affects the accuracy of evaluating the impact of improvement initiatives.
- The leadership team promotes a supportive and collaborative environment and identifies staff development needs through lesson observations and monitoring processes. This results in the provision of relevant professional development opportunities, such as training on 'Effective Lesson Planning' and 'The Use of Effective Teaching Strategies'. However, the impact of these programmes on teaching practices and students' progress is inconsistent across grade levels, as follow-up and evaluation mechanisms require greater rigour.
- The school demonstrates a willingness to respond to challenges through initiatives such as the integration of technology and targeted support programmes. However, most initiatives remain at an early stage of implementation, and their impact on improving teaching and learning is not yet fully evident.
- The school maintains appropriate communication with parents and develops links with learning communities, providing students with opportunities for participation in external activities. However, parental involvement in school life remains inconsistent. The Board of Trustees demonstrates awareness of school priorities and contributes to monitoring performance; nevertheless, its role in strategic planning and driving continuous improvement is an area for development.

Next Actions

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