



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

AL AROM PRIVATE SCHOOL

MOE

ACCEPTABLE

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MOE

Inspection Dates
15 - 19 January 2024

Principal
Abdel Elah ALI Ibrahim Abu Raya

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

987 Students

109 Emirati Students

57 Students of Determination

85 Teachers

13 Teaching Assistants

3 Guidance counsellors

OVERALL SCHOOL PERFORMANCE

ACCEPTABLE

OUTSTANDING

Quality of performance substantially exceeds the expectation of the UAE

VERY GOOD

Quality of performance exceeds the expectation of the UAE

GOOD

Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)

ACCEPTABLE

Quality of performance meets the minimum level of quality required in the UAE

WEAK

Quality of performance is below the expectation of the UAE

VERY WEAK

Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- The students' achievements in Islamic Education and Mathematics in Cycle 3
- Children's achievements in Islamic Education, Arabic and Mathematics in kindergarten
- Students' personal developments, their awareness of the Islamic values and UAE culture
- The strong commitment of all staff to the school and its community

POINTS TO IMPROVE

- Implement systematic self-assessment to underpin more reliable and realistic self-evaluation processes
- Introduce a school-wide reading programme and create an engaging reading environment
- Enhance student progress by increasing challenges and offering ability-appropriate tasks
- Tailor teaching strategies to cater to diverse student groups and foster critical thinking
- Use assessment data consistently for lesson planning and providing constructive feedback
- Revise the curriculum to accommodate all student groups and encourage innovation and enterprise opportunities

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **ACCEPTABLE**



Leaders and governors understand why well-being is a national priority within the UAE and promote it well in the school. The school is conscious of providing a caring and supportive ethos. However, support for girls needs to be strengthened; their voice should be heard more readily and they should be encouraged to lead well-being initiatives. Students are generally respectful and courteous across all phases. When asked, students themselves have a limited understanding of the importance of well-being.

STUDENTS' ACHIEVEMENTS

School leaders have successfully sustained and enhanced student achievements. In KG, attainment and progress in Islamic education, Arabic, and mathematics are commendable. Across all cycles, students have shown marked improvement in Islamic education, with notable attainment in Cycles 1 and 3. Mathematics achievements have risen to commendable levels in Cycle 3. In Arabic, English, and science, students' accomplishments are satisfactory, while their learning skills are deemed adequate.

ENGLISH		MATHS		SCIENCE	
ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	ACCEPTABLE	GOOD	GOOD	ACCEPTABLE	ACCEPTABLE
CYCLE 1	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
CYCLE 2	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
CYCLE 3	ACCEPTABLE	GOOD	GOOD	ACCEPTABLE	ACCEPTABLE

ARABIC AS FIRST LANGUAGE		ARABIC AS SECOND LANGUAGE		ISLAMIC	
ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	GOOD	NOT APPLICABLE	NOT APPLICABLE	GOOD	GOOD
CYCLE 1	ACCEPTABLE	NOT APPLICABLE	NOT APPLICABLE	ACCEPTABLE	GOOD
CYCLE 2	ACCEPTABLE	NOT APPLICABLE	NOT APPLICABLE	ACCEPTABLE	GOOD
CYCLE 3	ACCEPTABLE	NOT APPLICABLE	NOT APPLICABLE	GOOD	GOOD

LEARNING SKILLS	
ATTAINMENT	PROGRESS
KG	ACCEPTABLE
CYCLE 1	ACCEPTABLE
CYCLE 2	ACCEPTABLE
CYCLE 3	ACCEPTABLE



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Throughout all cycles, students exhibit a positive attitude towards school. Girls, in particular, display commendable behaviour and forge positive relationships with both peers and adults. There's a pronounced awareness among students of the influence of Islamic values on their lives and the broader UAE context. Emirati culture and traditions are especially valued by students in Cycle 3. They are eager to engage in activities that contribute to their local community, although their leadership skills in these initiatives vary.

PERSONAL DEVELOPMENT		UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES		SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS	
ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	GOOD	GOOD	GOOD	ACCEPTABLE	ACCEPTABLE
CYCLE 1	GOOD	GOOD	GOOD	ACCEPTABLE	ACCEPTABLE
CYCLE 2	GOOD	GOOD	GOOD	ACCEPTABLE	ACCEPTABLE
CYCLE 3	GOOD	VERY GOOD	VERY GOOD	ACCEPTABLE	ACCEPTABLE

PROVISION FOR LEARNERS

Teachers have a solid grasp of their subjects, though the level of their skills varies throughout the school. In KG and Cycle 3, teachers leverage their understanding of students' capabilities and needs to provide support, fostering positive engagement in most lessons. However, teaching methods need further refinement to cater more effectively to diverse student groups.

The curriculum aligns with the Ministry of Education's (MoE) standards but tends to emphasise knowledge acquisition over skill development. While it shows adequate progression in key subjects, it falls short in addressing the holistic educational and personal growth needs of different student demographics, offering limited scope for creativity, innovation, and community engagement.

Safeguarding measures are satisfactorily in place, with improvements noted in managing drop-off and pick-up times. Relationships between staff and students are predominantly positive, with the school offering necessary guidance for student well-being. However, the provision for varied educational and vocational options for students with differing abilities requires enhancement.

TEACHING		ASSESSMENT		CURRICULUM DESIGN	
ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
CYCLE 1	ACCEPTABLE	WEAK	WEAK	ACCEPTABLE	ACCEPTABLE
CYCLE 2	ACCEPTABLE	WEAK	WEAK	ACCEPTABLE	ACCEPTABLE
CYCLE 3	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE

CURRICULUM ADAPTATION		HEALTH & SAFETY		CARE & SUPPORT	
ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	WEAK	ACCEPTABLE	ACCEPTABLE	GOOD	GOOD
CYCLE 1	WEAK	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
CYCLE 2	WEAK	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
CYCLE 3	WEAK	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **ACCEPTABLE**

School leaders and governors promote an inclusive ethos which is reflected in some features of school life. A limited range of formal and informal assessment strategies are used to identify the needs of students of determination. However, support for students with gifts and talents requires more careful consideration and planning. The school provides limited advice and guidance on career choices. Learning and higher education pathways need to be further developed.



LEADERSHIP AND MANAGEMENT

The principal and leaders are committed to the school improvement and UAE's national priorities. Leaders are monitoring the quality of teaching and learning, but more general school self-evaluation processes remain underdeveloped. Parents support the school and their children. The school buildings are adequately maintained but the library could be further improved.

THE EFFECTIVENESS OF LEADERSHIP	ACCEPTABLE
SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING	WEAK
PARENTS AND THE COMMUNITY	ACCEPTABLE
GOVERNANCE	WEAK
MANAGEMENT, STAFFING, FACILITIES AND RESOURCES	ACCEPTABLE



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