



# Ras Al Khaimah Academy AlHamra Branch

**Very Good**

## SCHOOL EVALUATION REPORT

Evaluation and Quality Directorate for Public and Early Childhood Education

## SCHOOL INFORMATION

### General Information

Curriculum	UK - National Curriculum for England (NCfE)
Language of Instruction	English
Opening year of School	2018
Educational Zone	Ras Al Khaimah
Phone	072212891
Location	Al Jazeera Al Hamra RAK
Website	<a href="https://www.rak-academy.org">https://www.rak-academy.org</a>
Principal	Karolina Jankowska
Owner	Ras Al Khaimah Government represented by H.H Sheikha Amneh bin Saqr Mohammed Salem Al Qasimi
Evaluation visit dates	6 to 9 May, 2024

### Students

Gender of students	Mixed
Largest Nationality group of Students	Emirati
Age range	3 to 11 years
Grades or year groups	KG to Grade 5
Phases	Phases 1 and 2
Number of students on roll	707
Number of Emirati Students	190
Number of students with SEND	13

### Teachers / Support Staff

Number of teachers	46
Largest nationality group of teachers	British
Teacher-student ratio	1:14
Teacher turnover	14%

### External tests and examinations

- Granada Learning (GL), Progress Test in English (PTE), Progress Test in Mathematics (PTM), Progress Test in Science (PTS)
- Cognitive Abilities Test (CAT4)
- International Benchmark Tests (IBT)
- Arabic Benchmark Tests (ABT)

### SUMMARY OF EVALUATION OUTCOMES

2022-2023	2023-2024
<b>Good</b>	<b>Very Good</b>

1. Students' Achievement Subjects		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Good	N/A	N/A
	Progress	N/A	Good	N/A	N/A
Arabic as a first language	Attainment	N/A	Good	N/A	N/A
	Progress	N/A	Good	N/A	N/A
Arabic as an additional language	Attainment	N/A	Good	N/A	N/A
	Progress	N/A	Good	N/A	N/A
UAE Social studies	Attainment	N/A	Good	N/A	N/A
	Progress	N/A	Good	N/A	N/A
English	Attainment	Very Good	Good	N/A	N/A
	Progress	Very Good	Very Good	N/A	N/A
Mathematics	Attainment	Very Good	Very Good	N/A	N/A
	Progress	Very Good	Very Good	N/A	N/A
Science	Attainment	Good	Very Good	N/A	N/A
	Progress	Very Good	Very Good	N/A	N/A

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4
1.3: Learning Skills	Very Good	Good	N/A	N/A

<b>2. Students' personal and social development and their innovation skills</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>
2.1: Personal Development	Outstanding	Outstanding	N/A	N/A
2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	N/A	N/A
2.3: Social Responsibility and Innovation Skills	Good	Very Good	N/A	N/A

<b>3. Teaching and assessment</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>
3.1: Teaching for Effective Learning	Very Good	Good	N/A	N/A
3.2: Assessment	Very Good	Very Good	N/A	N/A

<b>4. Curriculum</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>
4.1: Curriculum Design and Implementation	Very Good	Very Good	N/A	N/A
4.2: Curriculum Adaptation	Very Good	Very Good	N/A	N/A

<b>5. The protection, care, guidance and support of students</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>
5.1: Health and safety including arrangements for child protection/safeguarding	Outstanding	Outstanding	N/A	N/A
5.2: Care and support	Very Good	Very Good	N/A	N/A

<b>6. Leadership and Management</b>	<b>Overall</b>
6.1: The Effectiveness of Leadership	Very Good
6.2: Self-evaluation and Improvement Planning	Very Good
6.3: Partnership with Parents and the Community	Very Good
6.4: Governance	Good
6.5: Management, Staffing, Facilities and Resources	Good

## KEY FINDINGS

### How good is the overall quality of performance?

Key features include the following:

#### Students:

- Internal assessments indicate that students achieve high standards in all subjects and phases confirmed by external international test results although there are no corroborating external benchmarks in Arabic-medium subjects. Phase 1 children make very good progress in all subjects. The large majority of children and students in all phases attain levels that are above curriculum standards and make better than expected progress in mathematics. Phase 2 students have achieved improved levels of attainment in Arabic and social studies; the large majority of students make very good progress in English-medium subjects in Phases 1 and 2.
- Are keen to learn; they collaborate well in group activities and have very good communication skills. In both phases, children and students listen attentively to one another; they are confident in responding to teachers' questions and participating in classroom demonstrations.
- Demonstrate exceptional standards of personal development, and benefit from highly effective child protection and health and safety. Almost all students have very positive, responsible attitudes and they seek critical feedback and respond very well to it. They attend on time, are keen to participate in lessons and most are consistently self-disciplined and respond very well to others. Their exemplary behavior and very positive relationships create a highly respectful ethos amongst the different nationalities.

#### Parents:

- Actively support the school through the Parents' Council which provides highly effective support for school events. Parents really appreciate the school's termly reports which accurately reflect their children's personal development as well as their academic achievements. They also value the face-to-face meetings with teachers prior to the reports being published because they provide excellent opportunities to discuss specific aspects in detail.

#### Teachers:

- Plan lessons carefully to engage students, especially the youngest children in Phase 1 by employing stimulating child-centered approaches. Lesson objectives are mostly shared with students, and resources, including technology, are used very effectively. The majority of teachers actively engage students through open-ended questions that encourage meaningful dialogue and push students to think about their learning in greater depth.
- The school's internal assessment processes are coherent and aligned with the school's curriculum standards or expectations. Most teachers understand their students' strengths and weaknesses; their effective use of assessment information in lesson planning implies that, in the majority of lessons, students work at appropriate levels.

#### School Leaders:

- The dedicated drive of the headteacher and senior leaders has led to very good leadership overall. Most middle leaders, including KG leaders, are aspirational in their vision to prepare students for their future as global citizens. Leaders support all staff in a nurturing environment and a flourishing learning

culture that underpins strong students' achievement and very effective daily school management. Leaders have established an inclusive environment that sustains students' excellent standards of personal development.

- The self-evaluation process is extensive, highly accurate and completed mainly by middle and senior leaders. Improvement plans are collated by senior leaders using strong evidence from teachers. The impact of improvement planning is evident in most students' raised levels of achievement and reflects demonstrable capacity to sustain improvement.

## What does the school need to do next to improve student outcomes?

In addition to addressing the action points identified throughout this report, the school should take account of the following key priorities to inform its improvement planning.

### Student's achievement:

#### Improve achievement and learning skills by:

- Widening access and increasing students' opportunities to learn at a different pace and levels in Arabic-medium subjects, particularly in Arabic as an additional language and social studies.
- Setting appropriate challenges for higher attaining students consistently in all lessons so that they achieve their potential.
- Enhancing wider opportunities for students to conduct independent inquiry and research and to take responsibility for their own learning.

### Teaching and assessment:

#### Improve the impact of teaching and assessment on achievement by:

- Ensuring all teachers plan lessons which provide opportunities for students to be active, independent learners.
- Providing different levels of challenge for all students' varied learning needs, including those who are higher attainers.
- Increasing and improving the use of external assessment benchmarks in Arabic-medium subjects.
- Extending GL progress tests in all available subjects to KG2.

### Leadership and management:

#### Improve the impact of leadership and management on student outcomes by:

- Monitoring the quality of lesson delivery to ensure that learning is not over-dominated by teachers.
- Ensuring all middle leaders have the capacity to secure improvements.
- Providing feedback to teachers, following monitoring and evaluation of teaching and learning, with targets that are more specifically linked to students' attainment and progress.
- Providing sufficient teachers to deliver high quality lessons in Arabic as an additional language and social studies.
- Improving governors' communication channels with parents.

## MAIN EVALUATION REPORT

### 1 Students' Achievement

Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Good	N/A	N/A
Progress	N/A	Good	N/A	N/A

- The majority of students in Phase 2 demonstrate levels of knowledge, understanding and skills that are above curriculum expectations. Majority of students understand Islamic concepts, beliefs, and etiquette and they are engaged well in active discussions about Islamic topics. The majority can recite and interpret Qur'anic verses and Noble Hadeeth sayings correctly and recall specific events in the Prophet's Seerah clearly although a few of them are not able to infer the morals in the Prophet's Seerah and link them to the day-to-day behaviors.
- In lessons and recent work, a majority of students make better than the expected progress in Phase 2; for example, Grade 1 students can clearly describe the role of Asma bint Abi Bakr in the migration of Prophet Mohammed to Al Madinah and by Grades 4 and 5, the majority of students can cite accurate evidence of Allah's power from Qur'anic verses of Surat Al Tariq and Al Nabaa. Islamic B students provide clearer examples when discussing Islamic topics and typically make more rapid progress than other groups.

#### Areas for development:

- Students' deep understanding of the Prophet's Seerah to enable them to infer the morals in the stories and link them to the lives of Muslims in Phase 2.

Arabic as a first language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Good	N/A	N/A
Progress	N/A	Good	N/A	N/A

- The majority of students in Phase 2 attain above curriculum expectations. They can read different texts and write in different contexts that are appropriate to their age although their skills in extended writing using Modern Standard Arabic are still not well developed. The majority can listen attentively and can express their opinions and speak clearly.
- In lessons, the majority of students in Phase 2 make better than expected progress including students with special educational needs and/or disabilities (SEND) in relation to curriculum expectations. Grade1 students can classify vowel sounds in words with the letter sound /n/ into short vowels and long vowels, and by Grade 5, the majority of students can detect the elements of a story clearly identifying time, place, characters and problem, and describe the main characters in stories. Girls and boys make similar rates of progress.

#### Areas for development:

- Students' extended writing skills as appropriate to their age using Modern Standard Arabic in Phase 2.

Arabic as an additional language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Good	N/A	N/A
Progress	N/A	Good	N/A	N/A

- In lessons and their recent work, the majority of Phase 2 students demonstrate levels of knowledge, skills and understanding that are above curriculum expectations. They speak in simple ways with a few students demonstrating ability to express their opinions, ideas and points of view in detail, particularly in the upper grades. Students read and interpret new vocabulary, write short paragraphs using Modern Standard Arabic.



- In lessons, the majority of students in Phase 2 make better than expected progress in relation to appropriate learning objectives. In Grade 2, the majority of students name different professions and can read vocabulary correctly. By Grade 4, the majority of students know the names of academic subjects and can link vocabulary words to images accurately. The rates of progress vary among different groups of students, with older students making better progress in lessons.

**Areas for development:**

- Students' speaking skills to express their opinions, ideas and points of view in detail, particularly in the lower grades in Phase 2.

UAE Social Studies	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Good	N/A	N/A
Progress	N/A	Good	N/A	N/A

- The majority of students attain above curriculum expectations in Phase 2. Students have a clear understanding of topics such as national identity, history, heritage, and the economy. Younger students interpret information from pictures and understand basic economic concepts and older students examine historical events and compile information gathered from various sources. However, students' understanding of geographical and sociological terms and their ability to provide clear examples from the environment around them are less well developed.
- The majority of students make better than expected progress in relation to learning outcomes in Phase 2; for example, most Grade 2 students can talk about different societies and Grade 4 students can demonstrate good knowledge of natural resources and the relationship between environmental factors and population distribution. By Grade 5 students clearly understand the importance of plants in the UAE and can identify different types. Non-Arab students make better progress in their ability to answer critical thinking questions and complete more challenging activities than their peers.

**Areas for development:**

- Students' understanding of geographical and sociological terms and their ability to provide clear examples from the environment around them, especially older students in Phase 2.

English	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Very Good	Good	N/A	N/A
Progress	Very Good	Very Good	N/A	N/A

- GL PTE examination results indicate that the large majority of students attain above international standards.
- In lessons and their recent work, a large majority of Phase 1 children and the majority of students in Phase 2 attain levels that are above curriculum standards. In Phase 1, the large majority of children listen attentively, understand and follow clear instructions, read words and short sentences of increasing difficulty and write simple sentences to describe actions that happened in the past. The majority of Phase 2 students use visual prompts to make predictions about different texts and identify key literary features, such as play scripts as a unique form of text. However, in both phases, students' speaking and presentation skills lag behind their other language skills.
- In both phases, the large majority of students make better than expected progress from their starting points; for example, Grade 4 students identify different figures of speech, then use them in their own writing. In Phase 2, there is a significant difference in the rates of progress of Arab boys in comparison to other groups.

**Areas for development:**

- Students' speaking and presentation skills so that they improve their verbal communication skills, particularly in the upper grades in Phase 2.

Mathematics	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Very Good	Very Good	N/A	N/A
Progress	Very Good	Very Good	N/A	N/A

- GL PTM examination results indicate that the large majority of students attain above international standards.
- In lessons and their recent work, the large majority of children and students attain levels that are above curriculum standards in Phases 1 and 2 and the large majority of students develop good mental mathematical skills. In Phase 1 in KG, the large majority of children can partition double digit numbers. In Phase 2, the large majority of students understand how to interpret tally charts and pictograms. However, their ability to solve mathematical problems using two unknown values is less well developed, especially for the higher grades in Phase 2.
- The large majority of students make better than expected progress in relation to learning outcomes in both phases. For example, in KG1, children carry out subtraction using a number line. By Grade 5, students can calculate two unknown values using bars. Overall, the majority of groups of students, including boys and girls, make better than expected progress.

**Areas for development:**

- Students' understanding of how to solve mathematical problems using two unknown values in Phase 2.

Science	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Very Good	N/A	N/A
Progress	Very Good	Very Good	N/A	N/A

- GL PTS examination results indicate that most students attain above international standards, with outstanding results in Grades 2, 3 and 4 and very good results in Grade 5.
- In lessons and their recent work, the majority of children in Phase 1 and a large majority of students in Phase 2 attain above curriculum standards. In Phase 1, children can use scientific terminology and apply scientific methods in their investigations such as predicting outcomes. In Phase 2, students can identify and classify materials and know the similarities and differences between conductors, insulators, cells, and batteries. Students' skills in conducting experiments are more well-developed in the lower Phase 2 grades than upper grades.
- A large majority of students make better than expected progress across both phases. In both phases children and students carry out practical investigations and by Phase 2, students can conduct experiments independently, using correct methods to connect parts of an electric circuit and testing its strength. Overall, different groups of students, including boys and girls, make similar rates of progress.

**Areas for development:**

- Students' skills in conducting experiments in the upper grades in Phase 2.

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Good	N/A	N/A

- Most students are highly motivated and engaged, especially in English-medium subjects; for example, children in Phase 1 in English are keen to learn, they collaborate in group activities, and have well developed communication skills. In both phases, students listen attentively to each other; they are confident in responding to teachers' questions and participating actively in classroom demonstrations. However, opportunities for students to take responsibility for their own learning or to conduct independent enquiry and research are not strong features in lessons in both phases.
- Almost all students make meaningful links between what they learn in lessons to real life. For example, in Grade 2 social studies, students discuss healthy eating, and they draw the food they eat every day and identify healthy eating habits. Students use technology to support their learning in most subjects and they

participate in activities that promote critical thinking and problem-solving, particularly in English-medium subjects.

**Areas for development:**

- Activities that enable all students to take responsibility for their own learning and develop the skills to conduct independent inquiry and research in both phases.

**2. Students' personal and social development and their innovation skills**

2.1: Personal Development	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	N/A	N/A

- Students display highly positive, responsible attitudes and they seek and respond very well to critical feedback. They are keen to attend classes on time and participate in lessons and are consistently self-disciplined and respond very well to others. Their exemplary behavior and very positive relationships create a highly respectful ethos amongst the different nationalities.
- Students show a secure understanding of how to keep themselves safe and healthy which is evident, for example, in the choice of food that they bring from home or eat from the school canteen. They participate in activities that promote safe and healthy lifestyles, such as practicing morning exercises, physical education (PE) activities and swimming. They also participate in sports activities after school.
- Students arrive at school and to lessons on time; attendance at 96% is very good overall. Almost all students are calm and responsible when entering or leaving school, many by riding bicycles.

**Areas for development:**

- Punctuality, particularly in Phase1, so that almost all students attend regularly and punctually.

2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	N/A	N/A

- Children and students demonstrate a clear appreciation and understanding of Islamic values. They understand Islamic values such as honesty, cooperation, friendship and respect; however, their knowledge of how Islamic values influence contemporary society is under-developed. Students are knowledgeable about the heritage and culture of the UAE, particularly Emirati students. They talk about aspects of Emirati heritage, for example, traditional sports such as camel racing, historic lifestyles, differences between winter and summer buildings, and professions such as pearl diving and agriculture. Non-Emirati students have only a limited understanding of the impact of the UAE's heritage and culture on contemporary life.
- Students are keen to participate in heritage-based activities such as National Day. Students demonstrate a deep understanding, awareness and appreciation of their own and other world cultures and are able to compare and contrast their cultures with others. On occasions, such as International Day, they celebrate their own countries and the cultural events of other countries.

**Areas for development:**

- Students' deeper knowledge and understanding of how Islamic values influence contemporary society in both phases.
- Non-Emirati students' knowledge and understanding of Emirati heritage and culture in both phases.

2.3: Social Responsibility and Innovation Skills	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Very Good	N/A

- Older students are aware of their responsibilities in the school and in the local community. They volunteer on a regular basis and donate charitable proceeds to the Red Crescent. The school also formed a partnership with a French artist who supported students in creating a sculpture made of recycled plastic bottles, which was displayed at COP 28.
- Students demonstrate a very positive work ethic. They are innovative and successfully initiate and manage projects to engage in small-scale entrepreneurial projects to sell self-made items, which develop their financial literacy skills with the revenue made being donated to charity.
- Students understand the importance of environmental sustainability and they are very active in supporting schemes that contribute to local conservation, such as beach cleaning. They show awareness of environmental issues such as global warming and pollution and they know how to preserve the environment by switching to clean energy. They are keen to take care of their school's environment by recycling plastic materials and persuading the canteen to ban plastic cutlery

#### Areas for development:

- Children and younger students' participation in a range of volunteering activities in the school and local community.

### 3. Teaching and assessment

3.1: Teaching for Effective Learning	Phase 1	Phase 2	Phase 3	Phase 4
		Very Good	Good	N/A

- Almost all teachers plan lessons carefully to engage children and students, especially in Phase 1 where they employ stimulating child-centered approaches. Lesson objectives are shared with students, and resources, including technology, are effectively used. However, in a minority of Phase 2 lessons and Arabic-medium subjects, the pace of lessons slows because teachers tend to dominate learning activities, taking too long to explain what students need to do.
- The majority of teachers actively engage students through positive questioning using open-ended questions that encourage dialogue and push students to think about their learning in more depth. In most lessons, tasks are varied with different levels of difficulty to meet the needs of the majority of students. However, this is inconsistent, particularly in Arabic-medium subjects, where learning activities do not always challenge higher attainers to achieve their potential.
- Teachers purposefully encourage students to take responsibility for their own learning, to think critically and to work independently. In mathematics, for example, students are given the choice of selecting from different levels of problem-solving questions. However, problem-solving and innovation skills are not consistently developed in Arabic-medium subjects.

#### Areas for development:

- The teaching pace to ensure it is appropriate for all students of different abilities particularly in Arabic-medium subjects and in Phase 2 lessons.
- Teachers' planning of lessons with varied levels of challenge to match students' learning needs, including high attainers' students, particularly in Arabic-medium subjects in Phase 2.

3.2: Assessment	Phase 1	Phase 2	Phase 3	Phase 4
		Very Good	Very Good	N/A

- Internal assessment processes are coherent and aligned to the MoE and the UK Curriculum ensuring comprehensive and valid measures of students' progress in all subjects across both phases. The school benchmarks students' performance with external tests in English-medium subjects and outcomes provide teachers with a reliable profile of students' performance over time. This practice has yet to be extended to include children in KG2. Recently, external benchmarks have been introduced in Arabic subjects, but students' outcomes are not yet available.
- Assessment information is analyzed to identify strengths and weaknesses in students' performance. Targets are set based on cognitive ability test results and aligned with internal data which teachers use to plan lessons and activities. However, not all teachers use assessment information to plan varied lesson tasks, particularly in Arabic-medium subjects.
- Teachers have a strong understanding of individual students' strengths and weaknesses. Oral and written feedback enhances students' progress, although some Arabic-medium teachers tend to give more generalized oral feedback. Additionally, students engage in self- and peer-assessment to review their work and share their learning with one another.

**Areas for development:**

- The inclusion of KG2 children in external benchmark tests in all available subjects in Phase 1.
- Arabic-medium teachers' implementation of all school assessment policies in their lesson planning and feedback to students to improve students' outcomes in both phases.

**4. Curriculum**

4.1: Curriculum Design and Implementation	Phase 1	Phase 2	Phase 3	Phase 4
		Very Good	Very Good	N/A

- In Phase 1, the school follows the statutory framework for the early years foundation stage (EYFS) and addresses all areas for children's learning and development. The UK curriculum is implemented in Phase 2 with clear and documented progression in all subjects and across grades. The school is compliant in the delivery of the MoE curriculum in Arabic, Islamic Education and UAE social studies.
- Curriculum progression is carefully mapped and ensures a smooth progression of knowledge and skills. The school manages transitions between phases very effectively, such as extending the continuous provision approach to KG2 and Year 1 until children are ready to move smoothly to a subject-based timetable. Transition to key stage 3 is facilitated through regular staff meetings and transition days, as well as meetings with parents.
- The school provides age-appropriate curricular choices for children and students. In Phase 2, the curriculum offers swimming, ICT, art and music lessons, all delivered by specialist teachers.
- Planned and incidental links across subjects and life experiences enrich children and students' learning. For example, in KG1, children can count the numbers of fish, mention the colors of sea corals that they can see in the illustration of a book about sea life. In music lessons, children draw what they think the music they listen to conveys.
- Regular curriculum reviews are carried out by middle leaders and teachers and the implementation of outcomes is supported by high quality resources and educational programs. In Phase 1, the phonics program underpins lessons and reviews of Phase 2 mathematics have led to changes in delivery with more successful implementation of the curriculum. However, curriculum review and development of Arabic-medium subjects such as Arabic as an additional language, Islamic and social studies have not led to students having sufficient opportunities to access the curriculum at the correct levels and comfortable classroom environment.

**Areas for development:**

- Structured timetabling of the curriculum for Arabic-medium subjects to ensure students have sufficient opportunities to access their subjects at appropriate levels and comfortable classroom environment.

4.2: Curriculum Adaptation	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	N/A	N/A

- The school provides effective support for students with SEND and is committed to inclusive education. Very successful modifications have been made to the curriculum to address the needs of all student groups, including the large numbers of students who speak English as an additional language (EAL). New induction processes for EAL students include the use of translated text and speech, customized visual resources, the use of manipulatives, immersion and tiered activities.
- A range of opportunities motivate almost all students to achieve academic and excellent personal development. Students have initiated entrepreneurial ventures, such as raising funds through selling home-made items in the heritage village and donating the proceeds to charity; such valuable experiences develop students' social responsibility, creativity, innovation, and practical life skills. In computing lessons, students produce animated videos and enhance their planning, research, and design skills using a range of applications. Additionally, the school offers an extensive range of extra-curricular activities that include yoga, mindfulness, Spanish, coding, robotics, drama and Holy Qur'an .
- Students participate in UAE cultural celebrations with some links to Emirati culture and UAE society woven into the curriculum. Examples include creating animated videos on pearl diving in computing lessons. This, however, is not a strong feature of the curriculum particularly in English-medium subjects.

**Areas for development:**

- Links to Emirati culture and UAE society across the curriculum, particularly in English-medium subjects in both phases.

**5. The protection, care, guidance and support of students**

5.1: health and safety including arrangements for child protection/safeguarding	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	N/A	N/A

- The school has highly effective procedures for safeguarding students, including very visible systems of school staff in corridors as well as classroom teachers and prefects who monitor students' well-being. All staff are trained in child-protection practices, and they deal sensitively and effectively with students' needs. Supervision of students is very effective at all times with a CCTV system in school and on the school busses.
- The school maintains accurate, very detailed and secure records, including records of incidents and subsequent actions taken. The school premises, equipment and resources are excellent and very well-suited to the educational needs of all students, including those with SEND and children in the early years in Phase 1. There are elevators for students with restricted mobility.
- The school is successful in promoting healthy living, predominantly through assemblies, form time, visits from the health department, and a broad and regular physical education program and extra-curricular activities. The school's canteen is clean, hygienic and provides an extensive menu with healthy choices. Students' meal choices demonstrate their secure understanding of safe and healthy living. Very good measures are taken to provide reasonable protection from the sun, including shading and ready access to drinking water.

**Areas for development:**

- Further guidance about healthy eating so that most students demonstrate excellent understanding of safe and healthy living.



5.2: Care and support	Phase 1	Phase 2	Phase 3	Phase 4
		Very Good	Very Good	N/A

- Staff have very positive and purposeful relationships with all students. The behavior management system is clearly defined and effectively implemented with numerous adult supervisors, prefects and a team of classroom teachers to implement the school's policies; students manage their own behavior very effectively. Systems for managing attendance and punctuality, including the follow-up of unauthorized absences and lateness, are very effective with attendance at 96%.
- The school has rigorous procedures for identifying students with SEND whose needs are identified on entry and through a referral system shared with a strong team of support staff. Specialist staff are supported by teachers and successful modifications have been made to accommodate the range of special needs, including EAL students. However, the efficiency and effectiveness of interventions is varied, particularly when delivered by parent-hired shadow teachers. Although some students benefit from well-defined Individualized Education Plans (IEPs), a more systematic approach for SEND support is required.
- Students' well-being and personal development are robustly monitored through a strong pastoral system. There are numerous suggestion boxes where students can post their views which are monitored closely. For children in Phase 1, there is a smooth transition program to support a seamless move between phases.

**Areas for development:**

- Improved collaboration between shadow teachers, classroom teachers, and the school's special education department to ensure a cohesive support system for students with SEND across both phases.

**6. Leadership and Management**

6.1: The Effectiveness of Leadership	Judgment
	Very Good

- Leadership is effective with very clear strategic direction and dedicated drive of the headteacher and senior leaders, who are well-supported by the academy senior leadership team with a demonstrable commitment to UAE and the national priorities. They have established a thriving learning environment in which students' personal development is outstanding and educational attainment and progress consistently improve.
- Most middle leaders are aspirational in their vision to prepare students for their future as global citizens. Leaders support all staff in providing a nurturing environment and a flourishing learning culture that underpins strong students' achievement.
- Relationships and communication with all stakeholders are consistently professional and highly effective. The headteacher has established a warm and open environment in which students and teachers are comfortable in sharing their views with all leaders.
- Most leaders are committed to continuous school advancement, have strong capacity to innovate and improve, and they devise and lead improvement activities very effectively. A minority of middle leaders' capacity to make improvements and to innovate is less secure.
- Leaders have successfully raised students' achievement, particularly in English-medium subjects, where external test results indicate that students are achieving above international curriculum expectations or standards. There have also been improvements to ensure that recommendations identified by the last evaluation have been actioned, and, as a result, better collaboration now exists between Arabic and English middle leaders in monitoring standards of teaching and learning.

**Areas for development:**

- The rigorous monitoring of all middle leaders to ensure their capacity to secure improvement is strengthened.

<b>6.2: Self-evaluation and Improvement Planning</b>	Judgment
	Very Good

- The self-evaluation process is extensive and includes most stakeholders. It is compiled mainly by middle and senior leaders, after consultation with teachers, most of whom know their students' strengths and areas for development very well. The judgements reached by school leaders in their self-evaluation are accurate.
- Monitoring and evaluation of teaching and learning are systematic and highly supportive in improving students' attainment and progress in most lessons. Senior leaders evaluate students' classroom experiences and track their work regularly. Monitoring processes are highly effective in enabling teachers to improve their teaching skills although leaders' feedback has yet to include sufficient emphasis on students' specific attainment and progress in lessons.
- The impact of improvement planning over time is evident in the outcomes for the majority of students progressing above curriculum standards in all subjects. Improvement plans are collated by senior leaders and draw on evidence from teachers' accurate assessments. Whole school and individual subject improvement plans have led to higher external outcomes and excellent health, safety and personal development for all students.

**Areas for development:**

- Leaders' feedback to teachers that includes greater emphasis on students' specific attainment and progress in lessons.

<b>6.3: Partnership with Parents and the Community</b>	Judgment
	Very Good

- Parents are highly supportive of the school and share its vision. They run an active Parent Council which supports school social events such as International Day. They have regular meetings with the headteacher and are frequent visitors to the school. Communication and relationships with the school are effective and parents comment on daily conversations with their children's teachers. They participate in frequent surveys and believe their opinions are valued. They, however, would welcome more direct communication from governors about medium- and long-term plans for the future of the school.
- Parents are extremely appreciative of the school's termly reports reflecting their children's personal development and academic achievements. They also value face-to-face meetings with teachers prior to the reports being published because they provide opportunities for them to discuss aspects in greater detail.
- The school makes frequent social contributions to the local community through students' regular voluntary work, such as beach cleaning, involvement in charitable endeavors, and supporting the Red Crescent. The school has established an international partnership with a French artist who has supported students in creating a sculpture made of recycled plastic bottles, which was displayed at COP 28.

**Areas for development:**

- The school's arrangements for communicating with parents and for seeking their views on the school's future direction and improvement plans.

<b>6.4: Governance</b>	Judgment
	Good

- Governors demonstrate a secure understanding of RAK Academy (Al Hamra) and they hold the school to account through a series of measurable key performance indicators aligned to the Self Evaluation Form (SEF) and the School Improvement Plan (SIP). Representation of all stakeholders in governance is underway through the appointment of a parent governor, although there has yet to be increased consultation and communication with Al Hamra parents on future plans for expansion. Students and teachers are currently not represented in the governing body.



- Governors monitor English-medium subjects through both external and internal assessments, and they are aware that there are areas to be improved in Arabic-medium subjects. The board has yet to ensure that there are sufficient teaching and staffing resources for Arabic-medium subjects, particularly in Arabic as an additional language, Islamic Education and social studies.

**Areas for development:**

- The representation of all stakeholders in the school's governance.
- The rigorous monitoring of Arabic-medium teaching, learning and achievement.

<b>6.5: Management, Staffing, Facilities and Resources</b>	Judgment
	Good

- Leaders support all staff in providing a nurturing environment through very effective school management. The school's daily life is managed through efficient routines that ensure smooth movement and transition between phases. There is a warm and positive educational ethos that permeates all daily activities and leaders have provided ample lesson support, particularly in KG and Phase 1, where teaching assistants support children's learning and development in all classes. However, there are insufficient teachers in Phase 2 in Arabic-medium subjects, where students are in classes not sufficiently well-matched to their learning levels and multiple grade sections are gathered and taught in one classroom.
- The range of teaching resources includes stimulating online programs that are positively impacting students' achievement. The school is well-equipped with attractive facilities, including high quality specialist areas, such as a gymnasium, music and art rooms and an attractive library in a welcoming and stimulating learning environment.

**Areas for development:**

- Teaching resources for Arabic-medium subjects, particularly in Arabic as an additional language, Islamic and social studies, to enable students to access those subjects at appropriate levels and comfortable classroom environment.