



Ras Al Khaimah Academy Al Hamra 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 the School	2018
Educational Zone	Ras Al Khaimah
Phone	072212891
Location	Al Jazeera Al Hamra – Ras Al Khaimah
Website	www.rak-academy.org
Principal	Karolina Jankowska
Owner	Ras Al Khaimah Government represented by H.H Sheikha Amneh bin Saqr Mohammed Salem Al Qasimi
Evaluation visit dates	10 to 12 March, 2025

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	722
Number of Emirati Students	188
Number of students with SEND	12

Teachers / Support Staff

Number of teachers	47
Largest nationality group of teachers	British
Teacher-student ratio	1:18
Teacher turnover	17%

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)
- Arabic Benchmark Tests (ABT)
- Islamic Education Benchmark Test (ISBT)

SUMMARY OF EVALUATION OUTCOMES

2023-2024	2024-2025
Very Good	Very Good

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	Acceptable	N/A	N/A
	Progress	N/A	Good	N/A	N/A
Arabic as an additional language	Attainment	N/A	Acceptable	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

2. Students' personal and social development and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
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

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

4. Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
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

5. The protection, care, guidance and support of students	Phase 1	Phase 2	Phase 3	Phase 4
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

6. Leadership and Management	Overall
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 data indicates that most children and students attain above curriculum standards and expectations in Phases 1 and 2 in Islamic Education, Arabic as a first language, Arabic as an additional language, UAE social studies, and English, and make better than expected progress. The large majority of children and students attain above curriculum standards in mathematics and science in Phases 1 and 2 and make better than expected progress.
- In Phase 2, take increasingly responsibility for their work. They collaborate to find solutions and communicate confidently when participating in class discussions, sharing their ideas and perspectives. However, their ability to conduct age-appropriate inquiry and apply their findings to real-life contexts is less well-developed, particularly in Arabic-medium subjects. In Phase 1, children are eager to learn and enjoy figuring things out on their own.
- Exhibit exemplary behaviour, demonstrate self-discipline and maintain positive relationships with both their teachers and peers. Many students actively participate in leadership roles, charity campaigns, and sustainability initiatives. They display a strong work ethic and show a high level of awareness and concern towards environmental issues.

Parents:

- Feel they are well informed about their children's academic progress. They are highly supportive of the school and its leaders and appreciate the safe and secure environment the school provides for their children. Parents are considered essential partners in their children's education, and their contributions are highly valued. Senior leaders ensure that all communication with parents is clear, prompt, and consistent, using different channels like emails, Class Dojo, meetings and workshops.

Teachers:

- Know their students well, use this insight to plan and deliver learning activities that effectively engage students, helping them become confident learners. In the majority of lessons, teachers use questioning to extend students' thinking. Positive teacher-student interactions foster continued engagement. However, the quality of teaching is inconsistent across all subjects. In Phase 1, teachers are highly effective at enhancing children's literacy and numeracy skills.
- Internal assessment processes align closely with the curriculum standards throughout the school and provide a comprehensive overview of students' achievement. Tracking students' academic progress provides valuable insights, however, the use of assessment data to inform teaching and learning is inconsistent. A comprehensive analysis of available assessment data allows the school to identify students' progress, although the analyses are not fully aligned with the Ministry of Education requirements, and there is a noticeable gap between internal and external assessment results.

School Leaders:

- Form a strong and cohesive team, providing a clear vision for the school's future direction. They have built a purposeful learning community, ensuring students' wellbeing is at the forefront of school

planning within an ethos of inclusion. Leaders are creative and highly driven in their commitment to helping students achieve their full potential.

- Ensure that the self-evaluation processes are extensive and involve most stakeholders. They have an accurate understanding of the school's strengths and areas that require improvement. The school self-evaluation collates evidence from various sources, such as internal and external assessment, lesson observation records and discussions with staff. Improvement plans include timeframes, costing, clear responsibilities, systems for monitoring and evaluation. However, they lack measurable success criteria.
- Senior and middle leaders actively observe learning and review the quality of students' work and their progress. In the post-observation session, they mainly apply the self-reflective approach to evaluate their practices and identify the areas that require improvement. Most middle leaders have a strong understanding of the quality of teaching, assessment processes, and the curriculum. However, a few middle leaders have not yet fully developed their roles and responsibilities to effectively monitor and enhance the quality of teaching in their subjects due to their teaching workload.
- Governors act as well-informed critical friends and support the school's developmental plans, identifying the next steps for the school. They ensure that staff members are properly inducted and deployed. They contribute considerably to the school's performance by conducting termly lesson observations. However, they are not fully utilizing all the available data to optimize students' learning.

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.

Students' achievement:

Improve achievement and learning skills by:

- Developing students' application of the reading strategies, speaking and writing skills in Arabic as a first language, and improving their speaking and listening skills in Arabic as an additional language to exchange ideas and respond to their peers by using Standard Arabic.
- Fostering a deeper understanding of Islamic concepts among students in Islamic Education, strengthening their ability to support discussions with evidence from divine revelation, particularly in higher grades; and enhancing students' ability to interpret social studies concepts within the curriculum and effectively extract information from historical texts.
- Improving students' deep understanding of mathematical operations in problem-solving. In science, enhancing children's and students' knowledge of hypothesis, investigation, interpretation, recording and reporting while ensuring the use of precise scientific vocabulary.
- Enhancing students' ability to conduct age-appropriate research and apply their findings to real-life contexts, particularly in Arabic-medium subjects in Phase 2.

Teaching and assessment:

Improve the impact of teaching and assessment on achievement by:

- Ensuring teachers implement highly effective teaching strategies to address individual students' needs, particularly in Arabic-medium subjects.
- Strengthening the consistency of teaching by recognizing and disseminating the successful practices already implemented across the school.
- Developing assessment provision to bridge the gap between internal and external assessment.
- Ensuring that teachers across all subjects implement current best practices in using assessment data to design lesson activities that effectively challenge and support all groups of students, including high achievers, the gifted and talented and students with special educational needs and disabilities (SEND).

Leadership and management:

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

- Ensuring that improvement plans have measurable success criteria focused on student outcomes, enabling leaders to assess the effectiveness of their actions.
- Offering tailored training programs to better align with the individual needs of teachers, particularly those teaching Arabic-medium subjects, to help them enhance their teaching strategies and better support students' diverse abilities.
- Ensuring that governors effectively and rigorously utilize all available data to evaluate the impact of improvement strategies and consistently monitor student assessments and outcomes to optimize learning.

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

- In ISBT, the majority of students in Phase 2 attain levels that are above national and international expectations. Over the past three years, the attainment of the majority of students in Phase 2 has improved.
- The majority of students demonstrate a clear understanding of Islamic etiquette, worship rules, divine revelation, Islamic belief, Prophet biography and Islamic personalities. They can confidently recall the five pillars of Islam and discuss Islamic topics, referring to clear examples from Muslims' lives. Students, especially in Islamic B classes, demonstrate understanding of the important events in the Prophet's Sunnah and can analyze the qualities of Islamic personalities. The majority of students can confidently recite verses of the Holy Quran and Hadith and summarize the overall meaning independently. However, a minority of students, especially in higher grades, still do not have a deep understanding of Islamic concepts and are not able to elaborate on class discussion using evidence from the the Holy Quran and Hadith.
- In lessons and their recent work, the majority of students in Phase 2 make better than expected progress in relation to appropriate learning objectives. For example, in Grade1 the majority of students can clearly explain the overall meaning of Surat Al-Kawthar. In Grade 3, students can confidently recognize and apply the Quranic recitation etiquettes. By Grade 5, students develop the skills to analyze and summarize the biographical details of "Fatima Bint Abd al-Malik". While there are no significant differences between the various student groups, students in Islamic B classes demonstrate slightly better progress compared to those in Islamic A lessons.

Areas for development:

- Students' deep understanding of Islamic concepts and their ability to support their class discussion with clear evidence from Holy Qur'an and Hadith, especially in higher grades.

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

- External ABT results indicate that the majority of students in Phase 2 attain levels that are above international expectations. Over the past three years, the attainment of the large majority of students has been above curriculum expectations.
- Most students demonstrate levels of literacy skills that align with the curriculum's expectations. Most students can read adequately, but a minority struggle to apply the appropriate reading strategies to read words and texts accurately. They speak Standard Arabic appropriately but often incorporate elements of the colloquial dialect. Students' writing skills still require development to produce written work that aligns with the curriculum expectations. A few students write sentences in Latin script.
- In lessons and students' recent work, the majority of students make better than expected progress in relation to appropriate learning objectives. In Grade 2, the majority of students analyze a question sentence, identify its components, identify mistakes, correct them, and select the appropriate interrogative word for the meaning. In Grade 4, students analyze spoken text, identifying the main character with justification, and the events in the text. There is no difference in the progress of boys and girls.

Areas for development:

- Students' ability to apply correct reading strategies when reading words and texts accurately.
- Students' speaking skills in Standard Arabic without mixing it with elements of colloquial words.

- Writing skills to produce written work that aligns with the curriculum.

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

- External ABT results indicate that most students in Phase 2 attain levels that are in line with international expectations. Over the past three years, the attainment of the majority of students has been above expectations.
- Most students demonstrate levels of literacy skills that are in line with the curriculum's expectations. They can speak appropriate Standard Arabic in simple terms, answering familiar questions from their lessons. However, they find it difficult to exchange ideas and information on familiar real-life topics. They can identify key points from short paragraphs and sentences, but struggle to listen and respond to their peers and teachers in Standard Arabic unless the conversation is translated into English.
- In lessons and their recent work, most Grades 2 to 5 students can form coherent sentences from a set of scattered words. However, a few in Grade 4 mispronounce adjectives related to the four seasons, such as "winter is hot." A minority of Grades 2 to 5 students mispronounce masculine and feminine forms. The majority can read very short, simple sentences and paragraphs, but a minority still mispronounce letters, which affects reading accuracy. Boys and girls make similar rates of progress.

Areas for development:

- Students' speaking skills to be able to exchange ideas and information related to their real-life experiences.
- Students' listening skills to be able to understand spoken language and respond to their peers and teachers in Standard Arabic.

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 Phase 2 students attain levels of knowledge, skills and understanding that are above curriculum expectations. In Phase 2, majority of students can clearly identify information about the UAE, such as the country's symbols, flag, currency, and national emblems, like the "Ghaf" tree and the falcon. The majority also are knowledgeable of the similarities and differences between rights, responsibilities, and duties of Emirati citizens. However, their ability to use, interpret, and extract information from historical texts is not well developed. Over the past three academic years, the majority of Phase 2 students have consistently attained above curriculum expectations.
- In lessons and their recent work, the majority of Phase 2 students make better than expected progress in relation to appropriate learning objectives. In Grade 3, majority of students understand the culture of the UAE, including food, clothing, customs, art, and music. and can explain the importance of culture and the reasons for cultural differences. In Grade 5, the majority of students show proper understanding of the tolerance concept and its role in influencing individual happiness, strengthening social relationships, and creating a peaceful environment for all. They can clearly explain how tolerance can serve as a tool for reducing tensions and conflicts, contributing to the overall well-being of society. New students make less progress than other student groups.

Areas for development:

- Students' ability to interpret social studies concepts outlined in the curriculum and to effectively extract information from historical texts.

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

- External GL PTE benchmark assessment results indicate that at least a large majority of students in Phase 2, attain levels above international standards. Over the past three years, attainment has consistently aligned with international standards in Phase2.
- In lessons and recent work, the large majority of children in Phase 1 and the majority of students in Phase 2 demonstrate literacy skills aligned with curriculum standards. Children in Phase 1 recognize phonemes and graphemes such as 'igh' and 'ou', read simple words, and confidently express personal preferences and daily activities. As a result, KG1 students can successfully spell familiar words and construct simple sentences with teacher support. By Phase 2, students develop creative writing skills, crafting fantasy texts about the Jebel Jais Dragon using expanded noun phrases and vivid descriptive adjectives. However, while most students demonstrate an improving command of writing structure, English as an additional language learners (EAL) require further support in building reading fluency and refining written accuracy.
- The majority of children in Phase 1 and students in Phase 2 make better than expected progress, particularly in phonics, early writing, and reading comprehension. Children in Phase 1 engage in finger phonics and rhyme, reinforcing early reading and writing skills in a multisensory approach. By Phase 2, students demonstrate increasing competence in speaking, reading, and writing, with noticeable improvements in descriptive language and structured writing tasks. Despite overall positive trends, EAL learners do not progress at the same rates as their peers, requiring more structured intervention in reading fluency and academic writing. Additionally, girls tend to make slightly better progress than boys, particularly in extended writing and vocabulary development.

Areas for development:

- Students' literacy competencies across all groups, with a particular focus on improving coherence and fluency for boys and EAL learners.

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

- External GL PTM benchmark assessment results indicate that the large majority of students in Phase 2 attain above international standards. Trends overtime results state that majority of students in Phase 2 attain levels that are above international standards.
- The large majority of children in Phase 1 demonstrate the ability and understanding to read and write numbers up to 50, and to distinguish between ones and tens. In Phase 2, the large majority of students demonstrate knowledge and understanding of place value and arithmetic operations and their application. They can distinguish between regular and irregular geometric shapes and identify angle types based on their measurements.
- In lessons and their recent work, the large majority of children and students make better than expected progress in relation to appropriate learning objectives. Children in Phase 1 can perform arithmetic operations on numbers and add numbers that make 10s. They can count by 2s or 5s up to 50, forward or backward, and can recognize and form equal groups. In Grade 3, students can classify irregular shapes according to their three states. They can identify the line of symmetry in regular shapes, determine the value of unknown sides, and find the value of their perimeter. In Grade 4, students can find the product of two or four- digit numbers, divide a four-digit number by a three-digit number and find the remainder. However, a few students can only identify the appropriate arithmetic operations when solving word problems. Girls and boys make similar strong progress; however, Emirati and EAL students make slower progress.

Areas for development:

- Students' deep understanding of mathematical operations in problem-solving.

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

- External GL PTS benchmark assessment results indicate that in Phase 2, most students attain above international standards. Over the past three years, the large majority of students have been consistently above international standards in GL PTS. In Phase 1, trends of internal examinations over time state that the attainment of most students has been broadly in line with curriculum standards, whereas the attainment of a majority of students in Phase 2 has improved significantly.
- The majority of children and the large majority of students demonstrate knowledge, skills and understanding that are above curriculum standards. In Phase 1, children develop skills of observation, identification and sorting. In Phase 2, students develop their knowledge and understanding of scientific concepts and enquiry. However, children's and students' knowledge of hypothesis, investigation, interpretation, recording and reporting using accurate scientific vocabulary needs further development.
- In lessons and their recent work, the large majority of children and students make better than expected progress in relation to appropriate learning objectives. In Phase 1, children successfully analyze and compare observable characteristics of animals when discussing and classifying groups of vertebrates and invertebrates. In Grade 3, students elaborately explain electric circuits and describe the effect of different components on the strength of the circuit while constructing and exploring different scenarios. The majority of groups of students make similar rates of progress, including Emirati students.

Areas for development:

- Children's and students' knowledge of hypothesis, investigation, interpretation, recording and reporting using accurate scientific vocabulary.

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

- Children and students exhibit positive attitudes toward learning and respond well to their teachers' feedback across most subjects. However, non-Arab students show stronger motivation to learn Arabic than their Arab peers. Students demonstrate strong teamwork skills, collaborating and interacting effectively in lessons, and respecting diverse perspectives. For instance, in a Grade 5 English lesson, students collaborate efficiently in groups, with each student relaying a writing paragraph and exchanging ideas.
- In Phases 1 and 2, students make connections between areas of learning and real-world contexts. For instance, in a Grade 1 science lesson, students use English vocabulary to construct sentences about seeds and bulbs. In Arabic lessons, students link their learning to Emirati customs, such as "Haq al-Laylah," and traditional dishes like "Luqaimat" and "Harees." In Grade 5, students apply learning techniques to explore how volume is measured on different planets. In Phases 1 and 2, students use learning technologies and platforms to research and enhance their learning. However, their technical skills are not as evident in Arabic-medium subjects. Overall, students' innovation and critical thinking skills are less developed in the classroom but are more advanced across the school in both phases.

Areas for development:

- Students' ability to conduct research and apply their findings to real-life contexts, particularly in Arabic-medium subjects in Phase 2.

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 demonstrate strong personal responsibility and independent attitudes. For example, in Phase 2, they actively participate in school by taking on roles in various committees, such as student leadership team, where they lead school assemblies and initiatives. Students consistently exhibit excellent behavior in lessons and around the school, respecting the school's rules, displaying self-reliance and interacting positively with their peers and others. They build very respectful relationships with their teachers and peers. Students feel safe and secure at school, with bullying being extremely rare.
- Students demonstrate an excellent understanding of safe and healthy lifestyles and consistently make wise choices regarding their health. For instance, they bring healthy snacks from home and participate in school initiatives promoting healthy eating, such as 'Healthy Packed Lunch' led by the Student Leadership Team. Students engage in sports activities, with several cycling from Al Hamra Village as part of their commitment to maintaining a healthy lifestyle. They also participate regularly in the daily 'Wake-up, Shake-up' exercise initiative to start their day.
- The attendance rate at 95.1% overall. Students are punctual to school timing and are willing to attend lessons on time.

Areas for development:

- Students' attendance rate, particularly in Phase 1.

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

- Students have a clear understanding of how Islamic values affect UAE society. They participate in assemblies about Islamic values such as promoting kindness, honesty and tolerance. They are actively engaged in the entrepreneurship initiative to sell handmade stuff and collect money for charity as part of helping needy people and caring for others. Students are knowledgeable and appreciative of the UAE culture, regularly participating in cultural activities that strengthen their knowledge of the UAE culture. For example, they engage in the Emirati ambassadors' initiative led by Emirati students to focus on presenting UAE culture within the school community. Students celebrate the UAE's special occasions such as UAE National Day, Flag Day and Martyrs' Day. They are involved in visits to the Sharjah Islamic Museum and sites linked to RAK History, as well as their participation in the RAK Arts Festival in the neighboring Heritage Village. However, some students, especially non-Emirati students, still need to develop a secure knowledge of UAE customs and traditions.
- Students across the school have a clear understanding of their own cultures, and they can talk proudly about some famous customs and traditions related to their own countries. They appreciate other world cultures and respect the cultural diversity within their school. Students regularly participate in activities that deepen their understanding of world cultures, such as cultural days at Al Hamra: Winter Wonderland, International Day, Community World and Book Day. Displays around the school present diverse societies and cultures. However, students' deep understanding of multicultural diversity within school and beyond is still not well developed.

Areas for development:

- Students' secure knowledge of UAE customs and traditions, particularly Non-Emirati students.
- Students' deep understanding of multicultural diversity within school and beyond

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

- Students willingly contribute to school life and participate actively in activities that promote their social responsibility and volunteer work. They participate in making their school community a better place, including charitable donations and Financial Literacy Projects. The Student Leadership Team in Phase 2 leads assemblies and presents to the community to share the vision and priorities of the school. Students participate in initiatives that benefit the school and the wider community, such as cleaning up Al Hamra Beach and a gardening initiative at school.
- Students demonstrate positive work ethics, and they are interested in working on developing subjects' projects. They are proactive in generating ideas and enjoy participating in recycling initiatives linked to enterprise and financial literacy. Students, especially in Grades 4 and 5, create a turtle made of recycled materials. However, students' wider contribution to innovative initiatives and creative projects is not yet well developed, especially in lower grades.
- Students have a clear understanding of environmental issues and actively seek ways to improve the school's environment. They regularly participate in initiatives that promote sustainability and conservation, such as their involvement in recycling plastic collected from the beach, building models for a sustainable city and creating posters for the community to raise awareness about environmental protection. Across the school, students regularly participate in environmental events such as Global Recycle Day, Environment Week, Ocean Protection Day and International Earth Day. Displays around the school highlight students' work on recycling, sustainability and conservation, reflecting the school's commitment through its Green schools Committee and a 3-year sustainability plan.

Areas for development:

- Students' innovative skills and participation in creative projects in the wider community, especially lower grades.

3. Teaching and assessment

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

- Teachers have secure subject knowledge and a well-developed understanding of how students learn, effectively applying these insights to their lesson delivery. They have a unified daily planning template that varies according to the needs of each subject. Teachers share learning outcomes with students at the beginning of each lesson, ensuring students have a clear view of expectations at the end of the lesson.
- Teachers plan lessons that make optimal use of time and resources available to achieve learning outcomes, such as technology and tangible tools to create an engaging environment and develop diverse skills among students in both phases. Their use of resources ensures that all groups of students learn successfully. Teachers connect lessons to students' real-life experiences, incorporating relevant themes such as UAE identity and the virtues of Ramadan.
- Teachers engage students effectively in their learning through meaningful interactions. They are skilled at using questioning techniques to spark curiosity, often employing open-ended questions to initiate informal discussions that promote critical thinking and encourage students to reflect on their learning. This approach is evident in subjects like English and Islamic Studies, helping students gain greater confidence when tackling new topics. Teachers are mindful of their students' individual needs and employ a range of teaching strategies, including play, role-play, round robin, and peer learning. While they provide appropriate levels of challenge and support, this is not always consistent, particularly in Arabic-medium subjects.
- Teachers encourage students to take responsibility for their own learning and effectively promote collaborative and independent learning. Problem-solving skills are a prominent feature of the lessons, especially in mathematics and science; however, providing opportunities for innovation and participation in activities and projects is still a less developed feature.

Areas for development:

- Implementing high-effective teaching strategies to address individual students' needs, particularly in Arabic-medium subjects.

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

- The school's internal assessment processes are appropriately linked and aligned with the Ministry of Education and UK curriculum standards, ensuring accurate measures of student progress across all subjects at both phases. The school implements effective processes for benchmarking its students' performance against international standards. External tests are administered across all subjects at both phases and compared against various international benchmarks. Results are analyzed to determine performance levels in skills and knowledge. However, the comparison process may not be comprehensive, as there is misalignment between internal and external assessment outcomes.
- The school applies appropriate analysis to assessment data, providing detailed information on students' attainment, academic progress, and areas requiring further attention as individuals and groups. Teachers effectively use assessment results to improve performance and develop teaching methods and curricula. However, they use cognitive ability test results as information for lesson and activity planning, which don't always meet the needs of all student groups and enhance academic progress across all subjects.
- Teachers have a thorough understanding of each student's strengths and areas for improvement, providing appropriate challenges and support. However, this is not always consistent across all subjects. They provide constructive verbal and written feedback, although verbal feedback tends to be more general across lessons. Students are given the opportunity to self-assess and peer review their work and share what they have learned with each other.

Areas for development:

- Assessment provision to bridge the gap between internal and external assessment.
- Improve the consistency of the use of assessment data in lessons to meet the learning needs of all groups of students

4. Curriculum

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

- The school delivers a broad, balanced, and compliant curriculum aligned with the UK National Curriculum standards and approved by the UAE Authorities, ensuring academic depth and the UAE national identity. The curriculum rationale is clear and well communicated across all phases, supporting students in developing key skills across all subjects. It is underpinned by the school's commitment to academic rigour and the holistic development of students.
- The curriculum is well-sequenced across phases, ensuring a smooth progression of knowledge, skills, and understanding in core subjects such as English, mathematics, and science. Planning documents clearly demonstrate how learning outcomes build upon one another. For example, in mathematics, manipulatives and real-life problem-solving tasks in the early years transition into mental strategies and reasoning challenges in upper primary. Transition planning is a key strength of the school. In Grade 5, students begin working with specialist teachers in English, science, and ICT, and they also visit the secondary school site to experience sample lessons, promoting continuity in their learning. As a result, students are confident and well-prepared to move into the next phase of their education.
- Students benefit from a wide range of curricular options beyond the core curriculum, tailored to students' interests, talents, and aspirations, ensuring their strengths and preferences are nurtured. Students benefit from a wide range of subject offerings beyond the core curriculum. All students receive specialist instruction in Arabic, Islamic Studies, Music, Art, and Physical Education. ICT is integrated across subjects and also taught discretely, supporting digital literacy. Enrichment opportunities, such as STEM integration, thematic units, positive education, and wellbeing lessons, provide breadth and relevance.
- Students participate in thematic cross-curricular weeks, such as 'Innovation Week' and 'Sustainability Week,' which promote real-world application, creativity, collaboration, and critical thinking across subjects. These

immersive experiences offer opportunities to explore global issues and present ideas through interdisciplinary learning projects, fostering a deeper understanding of the world around them.

- Curriculum review is systematic and ongoing. Internal assessment data, parent and student voice, and curriculum mapping documents are regularly reviewed to identify gaps and opportunities for improvement. For example, following feedback on reading engagement, the school introduced a structured reading for pleasure initiative, with class libraries, author visits, and reading challenges now embedded. These adaptations are monitored for impact and lead to improvements in student motivation and literacy outcomes. However, the integration of future-ready competencies such as sustainability, AI literacy, and design thinking is limited within current curriculum planning.

Areas for development:

- Incorporating future-ready competencies, such as sustainability, Age appropriate AI literacy, and design thinking, into curriculum planning.

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

- The school effectively adapts its curriculum to meet the needs of all learners, including more able students, those with SEND, EAL learners, and low-attaining students. Differentiated planning is evident across subjects. In mathematics, targeted support using manipulative and guided tasks helps lower-attaining students and EAL learners grasp key concepts; in contrast, higher-attaining students are provided with open-ended investigations and enrichment tasks that extend their reasoning skills. In English, students with SEND benefit from pre-teaching vocabulary and sentence starters during writing sessions, boosting their confidence and output. Guided reading groups are organized by attainment level, ensuring students engage with texts suited to their needs and progress steadily.
- The school offers a wide range of enhanced activities that support academic and personal development. Students participate in robotics, coding, environmental initiatives, and enterprise challenges across phases. In Phase 1, children engage in inquiry-based thematic learning and use STEM kits to develop fine motor and cognitive skills. In Phase 2, students work collaboratively on innovation challenges linked to real-world problems. For example, the "Green Futures" project in Grade 4, students design and present sustainable city models using principles from geography, science, and design technology, promoting critical thinking, creativity, teamwork, and communication. Enterprise is fostered through events like Young Entrepreneurs' Day, where students design products, manage budgets, and pitch ideas to a panel of judges. Students also participate in inter-school competitions and clubs such as public speaking, Model UN, and Eco Club, fostering confidence and global citizenship. As a result, students' resilience, innovation mindset, and leadership potential are increasingly developed.
- The curriculum is well-aligned with Emirati culture and the UAE's values and vision. Cultural identity is promoted through the Arabic and Islamic Education curricula, as well as whole-school initiatives. UAE Social Studies and Moral Education are integrated across the timetable and include key themes such as tolerance, sustainability, and leadership.

Areas for development:

- Effective processes for a data-driven, adaptive curriculum model, ensuring attention to continuous innovation and responsiveness.

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 fosters a nurturing and trustworthy environment for all students. Policies are regularly updated and clearly communicated to stakeholders through initiatives like "Blue Ribbon" week, "Anti-bullying" workshops, "Infinite Learning" external staff training, "E-Safety" week, and the "Drug Prevention Program." The school implements comprehensive health and safety procedures, including thorough monthly risk assessments and effective traffic management protocols. It meets all legal and regulatory requirements, such as conducting

termly emergency evacuation drills; however, the effectiveness of the evacuation drills needs further development. Supervision of students is very efficient in school and during transportation.

- The premises, facilities, and resources are well designed and contribute to a pleasurable and motivating learning environment. Classrooms are spacious, outdoor playgrounds are shaded, and indoor playgrounds are accessible for all students. The school also boasts an inviting library and a well-equipped canteen. Maintenance, incident and medical records are detailed and securely stored. The high-quality medical team ensures students' well-being through routine checks and health education. The school's health statistics show an obesity rate of 11.3% and an underweight rate of 1.4%.
- The school systematically promotes healthy lifestyles through health education awareness like healthy lunchbox initiative, healthy eating surveys, healthy habits awareness sessions, and regular health updates in the weekly phase newsletter. Orientation for Phase 1 children includes first aid, personal and dental hygiene. Anthropometric measurement training is provided for all staff, and collaboration with sister schools reflects positively on students' health and wellbeing.

Areas for development:

- Enhanced effectiveness of emergency evacuation drills.

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

- The exemplary relationship between teachers and students portrays mutual respect and confidence. The school has highly effective systems and procedures for managing students' behavior through an internal Positive Behavior Policy that is understood by the whole school's community; approaches in promoting attendance and punctuality are effective.
- The school is fully inclusive, welcoming and nurturing students with special educational needs. It has specialist staff with expertise to lead internal and external identification processes for SEND, including gifted, talented, and EAL students. However, effective support to ensure all students make their best personal and academic progress requires further development, especially in lessons.
- The well-being and personal development of all students are highly prioritized. The school effectively integrates the 'Positive Wellbeing Curriculum' through monthly awareness assemblies such as "World Mental Health Day," World Kindness Day," "Odd Socks Day," "Emirati Children's Day," "Children Mental Health Week" and "The Pupil Attitudes to School Survey (PASS) Day" providing in depth pastoral and emotional analysis. Additionally, cross-curricular activities (CCAs) foster collaboration with secondary schools, further supporting students' holistic development.

Areas for development:

- Highly effective support to ensure all students make their best personal and academic progress, especially in lessons.

6. Leadership and Management

6.1: The Effectiveness of Leadership	Judgment
	Very Good

- Leaders at all levels, led by a determined principal, work together with a shared sense of purpose and effectively communicate a well-defined school vision, which is informed by the national agenda and the RAK Academy strategic plan. Leaders place significant emphasis on the UAE national and Emirate priorities, which is evident as the school engages students in national and international examinations like the GL for English, math and science and the ABT for Arabic as a first and additional language, and the ISBT for Islamic Education. The principal and senior leadership team are the driving force in creating a focused learning community that fosters a supportive atmosphere, prioritizing inclusivity and wellbeing. Leaders are highly ambitious and professional in their commitment to helping students reach their full potential..

- Almost all leaders demonstrate a deep understanding of the best practices in teaching and assessment. They have a comprehensive knowledge of the curriculum and consistently apply effective strategies to enhance student outcomes. Middle leaders are generally competent and effectively carry out their responsibilities, with support and guidance from senior leaders. They are empowered to lead, bring research-driven ideas and apply them. Lesson observations are conducted with senior leaders to support their capacity for improvement, focusing on effective feedback and teachers' self-reflection.
- The school has established highly effective communication systems and professional relationships. Staff morale is strong, and remains a key strength, supported by the school's ongoing focus on wellbeing and professional development of all staff members. There is a strong sense of teamwork within the school. Staff feel valued, heard, and actively contribute to shaping the school's direction. For example, the school leadership has implemented a "Succession Planning Program," providing staff and leaders with the opportunity to gain experience and receive guidance for career development through a shadowing program.
- Leaders can identify the school's strengths and the areas that require improvement. For instance, the school administered the CAT4 exam at the beginning of the year, and the analyzed results revealed a key deficit in the verbal reasoning battery, particularly among students who study English as an additional language (EAL). School leaders demonstrate a strong commitment to continuous improvement and actively collaborate to drive positive change. The leaders' strong ability to drive school improvement has led to good teaching and positive student outcomes across all phases. They have been innovative in providing students with extracurricular activities like creative Art, enterprise, drama, soccer and music with external entities to help students develop their leadership, innovation and entrepreneurial skills.
- Leaders have consistently maintained a high standard, ensuring very good performance across the school. They also ensure that the school is compliant with statutory and regulatory requirements. Although there are many strengths in leadership and actions taken to drive improvement, leaders have not been successful in maintaining consistent attainment levels in both Arabic as a first and additional language in Phase 2.

Areas for development:

- School leaders' processes to measure the impact of all leaders on improving school provision and students' outcomes, especially in Arabic, to ensure consistency in teaching through sharing the most effective teaching practices observed within the school.

6.2: Self-evaluation and Improvement Planning	Judgment
	Very Good
<ul style="list-style-type: none">• A collaborative approach is highly effective in supporting the self-evaluation processes. These processes involve gathering information from a variety of sources, including recommendations from the previous evaluation report, the analysis of internal and external assessments, school-based quality assurance activities, and the rationale behind each grade. The school considers the views of various stakeholders when evaluating provision and outcomes. They are involved at different stages and in different aspects of the process, including input from both parents and students. Self-evaluation procedures are fully integrated throughout the school, providing comprehensive and reliable information to guide improvement planning. School leaders accurately identify the school's strengths and key priorities for improvement. For example, raising standards in teaching and learning and bridging the gap between English and Arabic-medium subjects.• Senior and middle leaders regularly observe lessons, review the quality of students' work, and assess students' progress, implementing a reflective approach in the post-observation session with teachers. The information from the lesson observations feeds into multiple areas, including CPD programs and teachers' performance management appraisals. However, monitoring classroom practices by a few middle leaders lacks rigor, and there is a need to develop consistency in teaching across the school.• The school and subject improvement plans are generally coherent and appropriate. They include timeframes, costing, clear responsibilities and systems for monitoring and evaluation. However, they lack measurable success criteria linked to the impact actions should have on students' learning outcomes.	

Leaders have successfully addressed the key recommendations and many of the areas for development outlined in the previous evaluation report. The school is sustaining improvement over time, although there is a decline in students' attainment in both Arabic as a first and additional language and assessment in Phase 2.

Areas for development:

- The development of measurable success criteria in the school and subject improvement plans linked to the impact of school actions on students' learning outcomes.

6.3: Partnership with Parents and the Community	Judgment
	Very Good
<ul style="list-style-type: none"> Parents are actively engaged in the school through the Parent Champions and their representation in governance. The visibility and accessibility of all leaders foster an inviting culture, encouraging strong family involvement and making parents feel genuinely valued. Through Parent Champions and surveys, parents contribute positively to the school. For example, they have suggested increasing the number of books students borrow from the library, and the school promptly acted on their recommendation. Parents view the school as an extended family, appreciating the caring and safe environment for their children. They feel empowered by effective communication channels, including social media, school platforms like ClassDojo, weekly newsletters, and emails, keeping them informed about their children's progress. The principal's visible presence each day further reflects a welcoming and positive school ethos. The school has a comprehensive system to report to parents on a termly basis, conveying all aspects of achievements, personal development, and targets for improvement. Parents express satisfaction with the quality of the written reports they receive, noting that they are comprehensive and informative. Parents appreciate having meetings with their children's teachers to discuss their achievements and any questions they might have. The school has formed effective links with the local and national bodies to enhance students' learning experience. For example, the support from the RAK museum on the National Day helped students learn more about the old history of the UAE and the presence of the traditional Emirati people to teach parents about the history of pearl diving and weaving in the UAE. The school has formed international partnerships with the British Council School Association, becoming an active member of its network and participating in its activities. In addition to schools in Italy, they have live lessons in which students design projects together as part of the sustainability project and the Roman History. 	

Areas for development:

- Extensive sustained connections with the local community to significantly enrich students' learning, development and achievements.

6.4: Governance	Judgment
	Good
<ul style="list-style-type: none"> The governing board meets regularly to discuss school performance and priorities. One of the key aspects that they are looking at is utilizing data in the teaching and learning processes, ensuring that it is collated suitably. However, using assessment data to optimize students' learning is still underdeveloped. They respond promptly to parents' suggestions or concerns and hold meetings to keep parents informed about the school expansion plans. They benchmark the school's performance against key aspects, looking at comparative data and key strategies of the model curriculum, teaching and learning. They look at the best practices in the best schools in Dubai, and some leading schools in the UK and contextualize them. The governing board ensures that statutory requirements, including local and national regulations, are met, as evident in the way they invest heavily in staffing, buildings, and resources. However, middle leaders' teaching load restricts their capacity to effectively support their subject teachers and monitor their 	

performance. As the school experiences continued growth, the board demonstrates unwavering commitment to enhancing the school's physical structure. Governors participate in the self-evaluation and planning processes, acting as constructive and critical friends to the school.

Areas for development:

- Governance utilization of all available data to evaluate the impact of improvement strategies to optimize students' learning.

6.5: Management, Staffing, Facilities and Resources	Judgment
	Good
<ul style="list-style-type: none">• The day-to-day management is highly effective, ensuring the school runs smoothly and supporting high-quality education delivery. Staffing levels are generally sufficient. Approximately 17% are new this year. Staff members are effectively deployed through various professional development programs, such as Early Career Teachers for new educators (ECT) and internal training, to ensure the best possible educational experience for students. However, the training does not always align with their individual needs to enhance their effectiveness, particularly for Arabic medium teachers. Specialist staff in subjects like art, music, drama, and sports assist students in acquiring new skills while making learning more enjoyable.• The premises offer a clean and safe setting for both learning and extracurricular activities. They are furnished with modern resources, including technology and materials for hands-on learning experiences. Regular maintenance and updates to the facilities help create a supportive learning environment. In Phase 1, children have access to a wide range of indoor and outdoor facilities and resources that support and enhance their learning and personal development.	

Areas for development:

- The effective implementation of customized training programs to better align with the individual needs of teachers, particularly those teaching in Arabic-medium subjects.