2024/25

RAK Academy – Al Rams

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	072588948
Location	Ras Al Khaimah – Al Rams
Website	RAK Academy (rak-academy.org)
Principal	Jolia Antoinette Van
Owner	Ras Al Khaimah Government
Evaluation visit dates	19 to 22 May, 2024

Students

Gender of students	Mixed
Largest Nationality Group of Students	Emirati
Age range	3 to 11 years
Grades or year groups	Pre-KG to Grade 5
Phases	Phases 1 and 2
Number of students on roll	246
Number of Emirati Students	237
Number of students with SEND	9

Teachers / Support Staff

Number of teachers	18
Largest nationality group of teachers	British
Teacher-student ratio	1:13
Teacher turnover	20%

External tests and examinations

- Cognitive Abilities Tests (CAT4)
- Granada Learning (GL) Progress Tests in English (PTE) - Progress Tests in Mathematics (PTM) - Progress Tests in Science (PTS)
- Arabic Benchmark Tests (ABT) in Arabic (ABT-A), and Islamic Studies (ABT-IS)
- Cambridge Baseline Tests for ages 4 to 5 from Centre for Evaluation and Monitoring (CEM)

SUMMARY OF EVALUATION OUTCOMES

2023-2024	2024-2025
Good	**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	Acceptable	N/A	N/A
UAE Social Studies	Attainment	N/A	Acceptable	N/A	N/A
	Progress	N/A	Good	N/A	N/A
English	Attainment	Acceptable	Acceptable	N/A	N/A
	Progress	Good	Good	N/A	N/A
Mathematics	Attainment	Good	Acceptable	N/A	N/A
	Progress	Good	Good	N/A	N/A
Science	Attainment	Good	Acceptable	N/A	N/A
	Progress	Good	Good	N/A	N/A

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

3. Teaching and assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1: Teaching for Effective Learning	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	Good	Good	N/A	N/A
4.2: Curriculum Adaptation	Good	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	Very Good	Very Good	N/A	N/A
5.2: Care and support	Good	Good	N/A	N/A

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

KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students:

- In Phase 1, internal data indicates that the majority of children attain levels that are above curriculum standards in English, Mathematics, and Science. In Phase 2, internal data shows that most students attain levels in line with curriculum standards in English, Mathematics and Science. At least the majority of students attain levels that are above curriculum standards or expectations in Arabic, Islamic Education and UAE social studies, which reflects an inflated view in these subjects.

- Students are motivated learners who engage positively in class activities. They collaborate well and show strong interpersonal skills, particularly in English-medium lessons. Critical thinking and problem-solving are emerging in Science and Mathematics, while innovation, project-based learning, and independent inquiry remain underdeveloped.

- Demonstrate exemplary behaviour and strong relationships with teachers and peers. They follow school expectations and reflect Islamic values such as kindness, respect, and responsibility. Students with Special Educational Needs and Disabilities (SEND) thrive in the school's inclusive and caring environment.

- Understand environmental issues and engage in sustainability initiatives. However, students' leadership and innovation skills in proposing and leading their own initiatives are less well developed.

Parents:

- The school has built strong relationships with parents through consistent communication and transparency. Parents speak highly of the school's rapid improvement and appreciate the positive impact it has had on their children's learning and well-being.

- While communication is generally strong, parents with limited English proficiency require more tailored support to fully understand curriculum-related messages.

Teachers:

- Plan effectively in alignment with the curriculum and utilize practical resources and group work to enhance engagement. Data-driven planning is a strength, particularly in English-medium subjects.

- Class profiles and assessment data are used to differentiate and target students' learning. However, greater consistency is needed in providing challenges and feedback, especially in Arabic-medium subjects.

School Leaders:

- Are highly committed to inclusive education and the UAE national priorities. The principal and senior leadership team (SLT) promote innovation and continuous improvement and have introduced initiatives such as STREAM and AI integration.

- SLT restructuring and effective self-evaluation have driven some progress. However, there is still a need to strengthen bilingual leadership in Arabic-medium subjects and expand the role of middle leadership team (MLT) to ensure more consistent 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.

Students' achievements:

Improve achievement and learning skills by:

- Enhancing students' confidence in speaking and presenting ideas in Arabic and English, both in class and school-wide settings.

- Providing more opportunities for students to engage in real-world problem-solving, project-based learning, and innovation.

- Improving students' extended writing skills and ability to make cross-curricular connections, particularly in Arabic-medium subjects.

Teaching and assessment:

Improve the impact of teaching and assessment on achievement by:

- Developing an immersive Arabic learning environment where standard Arabic is modeled and reinforced consistently by all national subject teachers.

- Strengthening differentiation and feedback practices across all phases, ensuring students understand their next steps.

- Developing effective enrichment and focused acceleration programmes for gifted and talented students to foster their rapid academic growth and unlock their full potential.

Leadership and management:

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

- Expanding international partnerships and global learning opportunities to foster students' global citizenship.

- Engaging successful Emirati figures from various fields to contribute as mentors and role models.

- Building leadership capacity by appointing bilingual leaders in national subjects and empowering MLT to lead improvement across all areas of the school.

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

- Externally benchmarked ABT-IS test results show that the majority of students attain levels above curriculum standards. Over the past three years, internal data indicates that the academic attainment levels of the majority of students have consistently been above the expectations of the implemented curriculum.
- In lessons and recent work, the majority of students in Phase 2 demonstrate levels of knowledge, skills and understanding that are above curriculum standards. They demonstrate the ability to accurately recite memorized Qur'anic verses and apply the proper etiquette of Qur'anic recitation, including saying the Basmalah ("In the name of Allah, the Most Gracious, the Most Merciful") at the beginning of recitation, and displaying reverence and attentive listening. They show a general understanding of the overall meanings of selected Hadeeth. They perform ablution and prayer accurately and are able to reference memorized Qur'anic verses and events from the life of the Prophet Muhammad (PBUH) and his companions to support their viewpoints. However, students need to deepen their knowledge and understanding of Islamic concepts in ways that have a tangible, positive impact on their daily lives.
- In lessons, the majority of students in Phase 2 make better than expected progress against the learning objectives. In Grade 1, students demonstrate the ability to interpret the concept of mercy using their own words, identify behaviours that reflect mercy, and are able to produce drawings or write simple sentences that express it. In Grade 3, students interpret the concept of "those in need" and show clear knowledge and understanding of the various categories of needy people. They can articulate the impact of caring for them and value the role of the UAE in supporting those in need, both within and outside the country. Students with SEND make slower progress compared to their peers.

Areas for development:

- Students' deeper understanding of Islamic faith concepts, which will have a positive impact on their real lives.

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

- Externally benchmarked ABT-A test results indicate that the majority of students in Phase 2 attain levels above curriculum standards. Over the past three years, internal data indicates that the academic attainment levels of the majority of students have been consistently above the expectations of the implemented curriculum.
- In lessons and recent work, most students in Phase 2 demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. They demonstrate proficiency in reading and writing words, sentences, and texts appropriate to their grade levels. However, a limited number of students, particularly in upper grades, struggle with reading and writing applying standard Arabic. While most students can speak adequately, only a few can speak fluently enough to effectively communicate their learning and express or discuss their opinions.
- In lessons, most students in Phase 2 make expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Grade 1, most students can read words containing both short and long vowels and identify the position of letters within words. In Grade 4, most students can read aloud fluently and accurately, identify verbal sentences, and construct grammatically correct verbal sentences. Girls generally demonstrate better progress than boys in these areas.

Areas for development:

- Students' reading and writing skills using the standardized Arabic language, particularly in lower grades.
- Students' fluent speaking skills to communicate their learning and express their point of view.

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

- Over the past three years, internal data indicates that attainment levels of the majority of students have exceeded the expectations of the implemented curriculum.
- In lessons and recent work, most students in Phase 2 demonstrate levels of knowledge, skills and understanding that are align with curriculum expectations. They exhibit adequate knowledge and understanding of key facts about the United Arab Emirates and can identify and describe several national traditions with confidence, such as hospitality and respect for elders. Students demonstrate appropriate knowledge and understanding in reading timelines and applying them in their learning. They use globes and maps to locate geographical features, including the seven continents and the UAE's position in relation to neighboring countries. However, their understanding of key economic concepts and their ability to relate them to the local economy require further development.
- In lessons, the majority of students in Phase 2 make better than expected progress against the learning objectives. In Grade 1, students begin to grasp the significance of work and its various forms. They learn to distinguish between essential needs and non-essential wants and understand the value of work in everyday life. In Grade 4, students can articulate the role of income in their lives. They compare spending with saving and demonstrate a basic ability to plan their personal budget. There are no significant differences in progress among student groups.

Areas for development:

- Students' knowledge and understanding of key economic concepts and their ability to relate them to the UAE community economy.

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

- The external GL-PTE test data indicate that the attainment levels of the majority of students in Phase 2 was at least in line with international standards. Over the past three years, attainment has remained broadly in line with curriculum standards.
- In lessons and recent work, most children in Phase 1 and most students in Phase 2 demonstrate levels of knowledge, skills, and understanding that are in line with curriculum standards. In Phase 1, children demonstrate appropriate level of phonetic skills; they typically recognize and produce the sounds corresponding to alphabet letters. They can utilize phonetic spelling to construct meaningful sentences with target words. However, children's confidence and fluency in speaking, using a wide range of vocabulary that enables them to express ideas clearly and coherently are less well developed. In Phase 2, most students demonstrate confidence in oral communication, along with an increasing range of vocabulary. Most students are able to read through the reading club platform, respond appropriately to text-related questions, and write letters using guided information. However, further improvement is needed in their ability to produce extended pieces of writing that employ appropriate punctuation, grammar, and vocabulary, particularly in the upper grades of the phase.
- In lessons, the majority of children and students across Phases 1 and 2 make better than expected progress in relation to appropriate learning objectives aligned with curriculum standards. In KG2, children can edit and improve their writing using simplified success criteria. In Grade 1, students begin to use expanded noun phrases to add detail and depth to their writing. In Grade 5, students are able to articulate and defend their interpretations of complex reading texts and engage in meaningful discussions. However, students with SEND, higher achievers and those students who are gifted and talented do not consistently make the expected progress.

Areas for development:

- Children's confidence and fluency in speaking using a wide range of vocabulary to enable them to express ideas clearly and coherently in Phase 1.
- Students' ability to craft extended pieces of writing using appropriate punctuation, grammar, and vocabulary, especially in the upper grades of Phase 2.

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

- External CEM data indicate that most children attain levels that are in line with international standards and GL PTM data indicate that the majority of students in Phase 2 attain levels that are above international standards. Over the past three years, students' attainment has been in line with national and international standards.
- In lessons and recent students' work, the majority of children in Phase 1 attain levels above curriculum standards, while most students in Phase 2 attain in line with curriculum standards. In Phase 1, children can count to a given number within one hundred and can recognize halves and quarters. The majority of them can count forward and backward within ten; however, their skills in identifying 2D shapes are still underdeveloped. In Phase 2, students can add up to 4-digit numbers, identify notes of money and understand prices of objects. However, their skills in solving multiplication and division problems, and describing movements between positions as translation of a given unit are less well developed.
- In lessons, the majority of children and students in both Phases make better than expected progress against learning outcomes. In KG2, children can identify the direction of an object and apply quarter turn, half turn and full turn on a given object. In Grade 2, students can tell the time using terms such as "minutes past" and "minutes to" an hour, and by Grade 5, students are able to construct timetables using given information and conditions. There are no significant differences in the progress of different groups of students.

Areas for development:

- Children's skills in identifying 2D shapes in Phase 1.
- Students' skills in describing movements between positions in Phase 2.

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

- The external GL-PTS test data indicate that the majority of students in Phase 2 attain levels above international standards. Over the past three years, assessment data show that most students' attainment has generally remained in line with national and international expectations.
- In lessons and recent work, the majority of children in Phase 1 perform above curriculum expectations. They demonstrate a sound understanding of fundamental scientific concepts such as light and shadow, the five senses, and the role of plants in human life. In Phase 2, most students demonstrate levels of knowledge, skills, and understanding that are in line with curriculum standards. They show an appropriate understanding of key topics, including plant structure, function, growth, reproduction, and life cycles; states of matter (solids, liquids, and gases); and Earth and Space, including the concept of time zones. Most students are able to make systematic observations and record data accurately. However, their ability to present scientific findings using subject-specific vocabulary remains an area for development.
- In lessons, the majority of children and students in both Phases make better than expected progress against learning outcomes. In KG, children can identify basic parts of a plant and recognize common garden and wild plants. In Grade 3, students are able to compare the three states of matter and describe how particles behave in solids, liquids, and gases. The majority can confidently investigate concepts such as melting points. In Grade 5, students can define fossils and describe the process of fossil formation. Students with SEND are making progress at rates comparable to their peers. Additionally, there are no significant differences in progress

between boys and girls, suggesting equitable access to the curriculum across student groups.

Areas for development:

- Students' deep understanding of scientific vocabulary and their abilities to communicate the outcomes of investigations.

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

- Children and students demonstrate a clear interest in learning and actively engage in the learning process. They are increasingly taking responsibility for their own learning. For example, in Grade 5 Islamic Education, boys conduct a practical lesson on how to perform Friday prayer in the school prayer room, while girls assess their performance and provide constructive feedback. However, this approach lacks consistency, particularly in the majority of lessons in Arabic medium-subjects, where students simply follow teachers' instructions and complete tasks that do not require higher-order thinking skills. Children and students interact and collaborate purposefully and productively across a wide range of group activities in almost all grades and subjects. They enjoy participating in collaborative tasks that help them develop teamwork and communication skills. They can clearly present what they have learned. For example, in KG2 science lessons, children can work in groups to classify products as plant-based or not, record their observations, and share their findings with peers.

- Students in both Phases generally succeed in applying the skills, knowledge, and understanding they acquire to real-life situations and contexts. For example, in Phase 2 Mathematics, students can construct a daily timetable to organize their school day using provided information. However, their ability to comprehend and make connections between different areas of the curriculum requires further development. Students demonstrate the ability to apply critical thinking and independent learning. They are capable of drawing accurate conclusions by effectively using various available sources of information, particularly in subjects taught in English. These skills, however, remain in the initial stages of development in Arabic- medium subjects. Innovation skills and the use of technology need further enhancement across the school.

Areas for development:

- Students' ability to make connections between different learning areas of the curriculum.
- Students' skills in critical thinking, innovation, independent learning, and the use of technology to support their learning, particularly in Arabic-medium subjects.

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

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

- Across the school, students demonstrate a strong sense of responsibility in their approach to learning, particularly in English-medium subjects. They demonstrate self-discipline and value the constructive feedback offered by their teachers. Their positive behaviour and self-control are consistently evident during lessons, and they transition smoothly and safely through shared areas of the school. They exhibit high levels of respect for both their teachers and peers, consistently support one another, and understand the importance of adhering to school rules and behavioural expectations. In Phase 1, young children exhibit kindness, share learning materials fairly, and take turns with consideration.

- Students demonstrate a secure understanding of healthy and safe lifestyles. They regularly participate in activities that support physical and emotional well-being, such as PE lessons, sports days, and football competitions. Most students make sensible health-related decisions. For example, in Phase 1, children stay hydrated by drinking water throughout the school day.

- Students maintain a commendable attendance rate of 94% and demonstrate punctuality and efficiency when transitioning between classes and other areas of the school.

Areas for development:

- Students' positive attitudes towards learning in Arabic-medium subjects.

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 in Phase 1 and students across the school demonstrate a clear understanding of how Islamic values influence social life. These values are visibly practiced in school, such as attending prayer in the mosque and demonstrating values like generosity, honesty, and friendship. Students are able to articulate how these values contribute to social harmony. For example, they recognize how friendship fosters compassion and unity among individuals. They are knowledgeable and respectful of Emirati heritage and traditions. They speak confidently about cultural elements, such as traditional architecture and professions, and show enthusiasm when participating in cultural celebrations and national events, including National Day and Flag Day.
- Children and students also exhibit clear appreciation for their own cultural backgrounds. They actively participate in initiatives such as Global Village, which broadens their exposure to international cultures. However, their understanding of cultural diversity through active engagement with and connection to global cultures throughout the school environment needs further enhancement.

Areas for development:

- Students' further understanding of cultural diversity by actively engaging with and connecting to global cultures throughout the school environment.

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

- Children and students exhibit a profound sense and understanding of responsibility toward their school and local communities by actively participating in various volunteer initiatives both within and outside the school environment. For instance, during Ramadan, they participate in distributing iftar meals. Student-led efforts included organizing fundraising campaigns, coordinating meal distributions, and partnering with organizations like the Emirates Red Crescent to collect donations for families in need.
- Students actively participate in activities like recycling projects and Market Day events, demonstrating enthusiasm for structured initiatives. However, they often exhibit limited initiative in proposing and leading their own projects, relying on staff guidance and support. Opportunities for student leadership in such initiatives are infrequent, and their involvement in designing and executing innovative projects is in its infancy and requires further development.
- Students demonstrate care for their school and are aware of key environmental issues, including pollution. They participate in school-led sustainability initiatives, including recycling schemes, beach clean-up campaigns, and planting activities in the school garden. These experiences positively contribute to their understanding of conservation and sustainability.

Areas for development:

- Students' leadership skills in proposing ideas and making decisions regarding their projects.

3. Teaching and assessment

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

- Teachers demonstrate a clear understanding of effective teaching and learning principles, along with awareness of how students acquire knowledge. Teachers support lesson planning by using presentation slides, which are reviewed by MLT to ensure alignment with curriculum standards. However, time management remains an area for development, particularly in Arabic-medium subjects, where the pacing of activities sometimes limits student engagement and reduces opportunities for reflection. In stronger lessons, such as Phase 2 Mathematics, teachers guide students to model decimal operations on number lines. In contrast, students in Arabic and UAE social studies lessons often rely heavily on teacher guidance due to unclear instructions and expectations. Opportunities that promote student independence and deepen conceptual understanding are beginning to emerge.

- In most lessons, teachers employ a variety of questioning strategies that help reinforce students' knowledge. In more effective lessons, these techniques extend students' thinking, encouraging meaningful discussion and reasoning. However, it is still uncommon for students to pose their own questions as a means of deepening understanding. Teachers make efforts to differentiate instruction, offering activities tailored to the needs of various student groups. Despite this, the quality and impact of these activities remain inconsistent across subjects and phases.

- The development of students' problem-solving and innovation skills is still at an early stage across the school. In more effective lessons, students are given purposeful opportunities to think critically and work independently to extend their learning. For instance, in KG2 Science, children independently observe, and record findings related to products derived from plants. However, the integration of technology into teaching and learning is limited and not yet embedded as a regular feature in most lessons.

Areas for development:

- Improve time management practices to ensure a balanced pace of activities, enabling deeper student engagement and reflection, particularly in Arabic-medium subjects.

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

- Assessment practices within the school are systematic and appropriately aligned with the curriculum requirements. Regular and effective communication of students' academic progress through platforms such as ClassDojo is a notable strength. The school makes appropriate use of external assessments, including CEM, GLPT, PASS, ABT, and ISBT to benchmark student attainment against international standards. However, the interpretation of both internal and external assessment data across core subjects does not consistently result in an accurate representation of students' overall achievement.

- The school conducts a thorough analysis of all available assessment data, which informs both teaching approaches and curriculum planning. This analysis is generally used effectively to support student learning in most subjects. In response to identified learning gaps, intervention sessions are timetabled in English and Mathematics, and a leveled PM reading approach has been implemented in English to enhance student outcomes. Overall, assessment systems are effectively utilized to track students' progress toward individual targets, particularly in English-medium subjects.

- Most teachers demonstrate a clear understanding of student learning, using targeted questioning and purposeful learning activities. However, this information is not always used effectively to design sufficiently challenging tasks that extend student achievement. Feedback is mainly delivered orally during lessons, while written comments in students' workbooks are generally constructive. However, these comments do not consistently guide students toward clear next steps. In more effective lessons, especially in English- medium subjects, students are actively engaged in peer and self-assessment to reflect on and evaluate their own learning.

Areas for development:

- Enhance the accuracy and consistency of data interpretation across internal and external assessments to ensure a valid measurement of student achievement in all core subjects.
- Strengthen the use of assessment information by teachers to design more challenging and targeted learning tasks and ensure that written feedback consistently identifies clear next steps to support student improvement.

4. Curriculum

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

- The school's curriculum is grounded in both the UK National Curriculum and the UAE Ministry of Education (MOE) framework, with a clear rationale aligned to the school's vision. It offers a broad and balanced range of subjects, including core subjects and MOE-mandated Arabic, Islamic Studies, and UAE Social Studies, as well as Art, Physical Education, Music, and Computing. The curriculum ensures that students benefit from creative, physical, and practical learning experiences. To enhance enrichment opportunities, the school has introduced the "Widening Horizons" programme, an hour-long after-school club held every Wednesday. During this time, students can choose from a variety of activities such as foreign languages, cooking, basketball, Qur'anic stories, and learning about famous Emiratis, encouraging engagement and enjoyment in learning.
- The Curriculum content is age-appropriate and supports the progressive development of students' knowledge and skills. Curriculum mapping and planning across all phases promote coherence and continuity, ensuring that learning builds systematically on students' prior knowledge and experiences.
- Special attention is given to early learners through a WELCOMM language programme for Pre-K and KG1 children, supporting their transition into English-language learning. Teachers conduct individual interviews and provide feedback to parents when social or language support is needed. Grade 5 students are supported through a well-structured transition programme in preparation for secondary education. This includes three transition days at the sister school, Khuzam, and one transition day at the current school with visiting Khuzam teachers. Additional support is provided through meetings with the school counsellor.
- The curriculum demonstrates purposeful cross-curricular planning, particularly among UK National Curriculum subjects. To address this, the school has introduced weekly STREAM classes, double periods that integrate Science, Technology, Reading, Engineering, Art, and Mathematics designed to deepen understanding through interdisciplinary learning. However, integration between the UK and MOE curricula remains an area for development.
- A regular annual curriculum review is conducted with subject leaders and year group teachers to evaluate content coverage, student engagement, and learning outcomes. Feedback from this review informs updates to ensure the curriculum continues to meet the needs of all learners, including those with special educational needs.

Areas for development:

- Effective cross-curricular Integration between UK Curriculum and UAE Ministry of Education (MOE) Subjects.

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

- The curriculum is effectively adapted to meet the diverse needs of students. Programmes are thoughtfully designed to provide appropriate levels of challenge, including targeted support for students with SEND, thereby promoting both academic progress and personal development. In Science, for example, students are supported through the use of vocabulary tables that include Arabic translations to aid comprehension. Learning objectives are broken down into manageable, achievable steps to make content more accessible. Students with SEND benefit from the support of shadow teachers and

- teaching assistants across phases, who provide one-to-one assistance when needed. However, additional adjustments are needed to close the cognitive gap and better address the needs of students within the bilingual curriculum model.

- The curriculum is well-sequenced and effectively timed to sustain student interest and engagement. Students frequently participate in activities that promote enterprise, innovation, creativity, and social responsibility. For example, the entire school took part in Market Day, where students developed real- world skills by producing, marketing, and selling their own products. Additionally, they celebrated Earth Day with a creative costume parade designed and made by the students themselves. A wide range of extracurricular opportunities is offered, catering to the diverse interests and needs of the student body. These include educational trips, such as visits to the Al Hamrah Art Festival and Jais Mountain, as well as participation in competitions like Holy Qur'an and Noble Hadeeth recitations, the Spelling Bee, Poetry Contest, and Talent Show, all of which enrich learning experiences beyond the classroom. While the school encourages involvement in these activities, it does not yet systematically track student participation or understand the reasons behind any lack of engagement. The curriculum also integrates meaningful community-based initiatives that foster social awareness and compassion. Examples include environmental clean-up efforts on Ajman beaches, the "Love in a Box" campaign in collaboration with the Red Crescent, organizing an Iftar event during Ramadan for school laborers, and hosting Sports Day at the Rams Community Centre. These initiatives not only support the local community but also contribute significantly to students' academic, social, and emotional development.

- Thematic units have been developed to incorporate elements of local culture and the UAE's national development. Curriculum planning in subjects such as science and English, along with student work samples, reflects these cultural connections. National events, including Flag Day and National Day, are celebrated across the school, and related themes are showcased through displays and bulletin boards. The written curriculum includes clear objectives focused on Emirati culture, which are addressed both within the taught curriculum and through discrete activities. However, the consistency of planning and delivery across different subjects and grade levels remains irregular.

Areas for development:

- Additional adjustments in the curriculum to close the cognitive gap and better address the needs of students within the bilingual curriculum model.
- Links with Emirati culture and UAE society.

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
	Very Good	Very Good	N/A	N/A

- The school has established comprehensive safeguarding procedures that include child protection protocols, a behaviour management policy, anti-bullying measures, a code of conduct, and drug awareness initiatives. These are effectively communicated to all stakeholders. Staff have completed relevant safeguarding training, enabling them to safeguard students in physical settings, online platforms, and social media environments. Regular health and safety audits are conducted using structured checklists, covering emergency drills and risk assessments. However, the current evacuation plan is not adequately communicated with students and parents, particularly in Phase 1, which limits community preparedness in the event of an emergency. Staff, including teaching personnel, understand their safeguarding responsibilities and are trained to report concerns appropriately. Student supervision is consistently effective in classrooms and throughout the school premises. However, procedures for overseeing children's dismissal in Phase 1- particularly ensuring they are safely handed over to their parents or guardians - require further refinement.

- The school provides a secure and well-maintained physical environment. Incident logs, fire drill records, evacuation protocols, and medical documentation are meticulously maintained and regularly reviewed to align with safety standards and policy compliance. Facilities are purposefully designed to promote inclusive learning environments that meet the needs of all students, including early years learners and students with SEND.

- The school environment promotes health and safety awareness as an integral part of school life. Through physical education and after-school "Widening Horizon" activities, students engage in fitness routines and wellness initiatives. Awareness campaigns foster good hygiene and encourage nutritious eating habits. These health-focused practices have contributed to a measurable improvement, as evidenced by a 1% reduction in student obesity since the last evaluation visit. Additionally, the school offers well-equipped indoor and shaded outdoor spaces where students can interact, relax, and engage in recreational activities comfortably.

Areas for development:

- Vigilant supervision of students during dismissal, particularly those being collected by their parents, to ensure that students are safely handed over to their guardians.

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

- Relationships between staff and students are warm, respectful, and supportive, contributing positively to the overall learning environment. The school promotes positive behaviour as a foundation for learning, and both teachers and health and safety staff are effective in managing student conduct. A well-implemented system is in place to monitor and follow up on student absences and lateness.

- Robust procedures support the early and accurate identification of students with additional learning needs. Staff, including English language assistants and shadow teachers, are appropriately trained in the school's inclusion policies and practices. The Special Educational Needs Coordinator (SENCO), with the support of the principal, works closely with families to ensure consistent support for students within and beyond the classroom. Students identified as Gifted and Talented (G&T) are referred by teachers and parents and are also recognized through external assessments such as GL Progress Tests (GL-PT) and CAT4. However, these students do not consistently receive sufficient in-class support to maximize their abilities and achieve their full academic potential.

- A whole-school pastoral framework, led by the school counselor in coordination with the Health and Safety Officer, facilitates collaboration with teachers to monitor and nurture students' emotional and personal development. Students are provided with dedicated opportunities to express their feelings during wellbeing sessions. Transitions between grade levels and educational phases are carefully managed through structured activities, such as orientation visits, to ensure all students experience a smooth and reassuring progression.

Areas for development:

- Enhance the effectiveness and personalization of support for students with additional needs, including those with SEND, higher attainers, and those who are gifted and talented through tailored strategies both within and beyond the classroom.

6. Leadership and Management

6.1: The Effectiveness of Leadership	Judgment
	Good

- The newly appointed principal and senior leaders demonstrate a strong commitment to inclusion and alignment with national and Emirate-level priorities, which are clearly embedded within the school's vision and widely understood by staff. The school maintains a proactive approach to identifying and addressing the diverse needs of its student population, an ethos that is evident across multiple aspects of school life. The head of inclusion, in collaboration with the principal, systematically oversees inclusive practices and coordinates individualized support plans for students and their families.

- Leadership at all levels is well-versed in the school's curriculum and demonstrates a strong grasp of effective educational practice. Leaders are deeply committed to equipping staff with the skills necessary to support both academic and personal development of students. However, the ongoing lack of bilingual

- leadership to support Arabic-medium subject teachers continues to present a challenge that hinders student outcomes in those areas.
- The senior leadership team fosters transparent and effective communication channels with all stakeholders, maintaining an open-door policy that encourages parental engagement. High staff morale is reflected in the positive and respectful interactions observed among colleagues and with students, contributing to a warm and supportive school culture.
- Leaders, including the principal and phase coordinators, have a clear and realistic understanding of the school's priorities for improvement. Leadership structures have been realigned to support school development, particularly in English-medium subjects, by shifting toward more student-centred teaching and the implementation of assessment for learning practices that more effectively monitor student understanding.
- Senior leaders promote innovation and involve staff in school-wide development initiatives. For instance, the recent integration of AI tools and the STREAM approach within English-medium subjects exemplify this forward-thinking strategy. The school ensures full compliance with all statutory and regulatory obligations.

Areas for development:

- Strengthen leadership capacity in Arabic-medium subjects by appointing qualified bilingual leaders who can provide targeted pedagogical support and raise student achievement in these areas.
- Ensure that innovative practices such as AI tools and STREAM approaches are consistently implemented across all subjects and phases, with clear evaluation of their impact on student learning and outcomes.

6.2: Self-evaluation and Improvement Planning	Judgment
	Good

- The school's self-evaluation process is comprehensive and methodical, incorporating input from various stakeholders to inform whole-school development. This includes engagement with staff and parents and results in a well-rounded analysis of the school's strengths and areas requiring improvement. However, there remains a need to consolidate all available data sources into a more holistic and realistic picture of students' achievement, to better inform planning and decision-making.
- There is a clear and structured system in place for monitoring teaching and learning, with senior leaders consistently reviewing the performance of teachers. Insights from performance reviews inform the school's professional development programme, which is tailored to meet individual teachers' needs. Experienced teachers are used effectively to demonstrate exemplary practice, showing how strong classroom management and assessment for learning strategies positively impact student outcomes. However, school leaders do not consistently facilitate the sharing of best practices between English and Arabic medium subjects.
- Priorities identified in the school improvement plan are based on self-evaluation against the UAE School Inspection Framework and are aligned with the National Agenda. The plan includes well-defined objectives, designates responsible staff, allocates resources, and sets achievable timelines. The impact of this planning is evident in initiatives such as the daily inclusion of mental computation in mathematics lessons, which has contributed to raised attainment in Phase 1.

Areas for development:

- Enhance the integration of all internal and external data sources to ensure self-evaluation more accurately reflects student achievement and informs targeted school improvement actions.
- Promote consistent sharing of best teaching practices across both English and Arabic medium subjects to ensure equity in instructional quality and student outcomes.

6.3: Partnership with Parents and the Community	Judgment
	Good

- Parents are actively encouraged to collaborate with the school and participate in their children's learning through various digital platforms. However, some parents require more individualized language support to fully comprehend school communications, particularly those related to curriculum content.

- The school consistently shares assessment outcomes and updates on student progress through online platforms, ensuring that parents are well-informed about their child's academic performance, personal development, and overall well-being. The school maintains open communication channels, including surveys and virtual messaging, to gather parental feedback. While many parents find the digital access to information highly beneficial, a few have expressed difficulty in understanding curricular content due to limited English proficiency.

- The school fosters strong ties with the local and broader communities through its extracurricular programmes, which include charitable initiatives and large-scale community events. However, the school's involvement in national and international outreach initiatives could be further developed to enhance their influence on student learning and achievement.

Areas for development:

- Expand the school's contributions to UAE society and global communities to provide students with more meaningful opportunities for active citizenship and enhanced learning beyond the classroom.

6.4: Governance	Judgment
	Good

- The Governing Board is composed of individuals with expertise in both the education and business sectors. While parents' representation on the board has not yet been fully established, parents' perspectives and feedback are actively gathered through surveys and interviews. The Board ensures that the school employs qualified and capable teachers who are aligned with the school's vision. However, governors have not yet put in place robust systems to support and sustain SLT and MLT, which is essential for maintaining the school's quality and driving long-term improvement. Governors provide a rich learning environment, equipped with substantial resources that enhance teaching and learning across all subjects and phases of the school.

- The Governing Board conducts regular reviews of the school's academic outcomes. The principal is held accountable for identifying priority areas for improvement, integrating them into the school's development plans, managing allocated financial resources effectively, and leading the overall progress and performance of the school.

Areas for development:

Establish clear structures to support and retain the school's SLT and MLT to ensure sustained school improvement and leadership continuity.

6.5: Management, Staffing, Facilities and Resources	Judgment
	Very Good

- The principal, senior leaders, and administrative staff manage the school's daily operations with a high degree of efficiency and attention to safety. A collective effort by all staff contributes to a nurturing and respectful school climate, positively influencing students' academic achievement and overall well-being. Qualified personnel are appropriately assigned throughout the school and uphold strong performance standards through the school's professional development programme. However, with a teacher turnover rate of 20% and limited bilingual leadership support for Arabic-medium subjects, there is a need to enhance the capacity of the senior leadership team and implement targeted strategies to reduce staff attrition, ensuring

- greater consistency and long-term school development.

- The school environment is of an exceptional standard, offering spacious, well-lit, and visually appealing learning spaces. It includes specialized areas for music, art, physical education, prayer, a library, and an ICT lab. Teaching and learning across all phases are well-supported by a wide range of high-quality resources. However, the integration of age-appropriate technology across subjects and grade levels requires further development to ensure that students use it meaningfully to enhance and personalize their learning experience.

Areas for development:

- Strengthen the senior leadership bilingual team and implement targeted strategies to reduce teacher turnover, with a particular focus on sustaining support for Arabic-medium subjects and ensuring continuity across the school.
- Expand the effective use of age-appropriate educational technology across all grades and subjects to empower students as independent and engaged learners.