2024/25

RAK Academy – Khuzam

Good

SCHOOL EVALUATION REPORT
Evaluation and Quality Directorate for Public and Early Childhood Education

schools.evaluation@moe.gov.ae

SCHOOL INFORMATION

General Information

Curriculum	UK/IB
Language of Instruction	English
Opening year of School	1975
Educational Zone	Ras AL Khaimah
Phone	072363995
Location	RAK – Dafan Al Khor
Website	www. rakacademy.org
Principal	Philip Charles Lee
Owner	HH Sheikha Amneh Bint Saud Al Qasimi
Evaluation visit dates	17-20 March 2025

Students

Gender of students	Mixed
Largest Nationality group of Students	Emirati
Age range	3-18
Grades or year groups	Pre-KG to Grade 12
Phases	Phase 1,2,3 and 4
Number of students on roll	1675
Number of Emirati Students	957
Number of students with SEND	16

Teachers / Support Staff

Number of teachers	119
Largest nationality group of teachers	British
Teacher-student ratio	1:14
Teacher turnover	18%

External tests and examinations

- Cognitive Ability Tests (CAT4)
- Granada Learning Progress Tests (PTE, PTM, PTS)
- International General Certificate of Secondary Education (IGCSE)
- Advanced level (A level)
- International Baccalaureate Diploma (IBDP)
- Arabic Benchmarking Test (ABT)
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SUMMARY OF EVALUATION OUTCOMES

2023-2024	2024-2025
Good	**Good**

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

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

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	Very Good	Very Good/ Very Good
2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good/ Good
2.3: Social Responsibility and Innovation Skills	Good	Good	Very Good	Very Good/ Very Good

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

4. Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1: Curriculum Design and Implementation	Very Good	Very Good	Good	Good/Good
4.2: Curriculum Adaptation	Very Good	Very Good	Good	Good/Good

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	Very Good	Very Good
5.2: Care and support	Very Good	Very Good	Very Good	Very Good

6. Leadership and Management	Overall
6.1: The Effectiveness of Leadership	Very Good
6.2: Self-evaluation and Improvement Planning	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:

- Majority of children in Phase 1, and at least a majority of students across the school, attain above curriculum standards in key subjects except in Arabic as a first language and as an additional language where most students attain in line with curriculum expectations. Internal assessment data indicate that at least a majority or large majority of children in Phases 1 and students across all phases attain above curriculum standards and expectations in key subjects except for Phase 2 students in Math and Science, where most students attain in line with curriculum standards.

- In Phases 2, 3 and 4, students have positive attitudes towards learning and are actively engaged in their classroom activities and tasks. They are critical thinkers in most subjects. Children in Phase 1 can effectively work independently and in pairs; their age-appropriate problem-solving and critical thinking skills are clearly demonstrated.

- Across all phases, students are responsible and self-reliant. They are well behaved, and their relationships with their teachers, peers, and visitors are respectful and considerate.

Parents:

- Actively participate in their children's school life and learning. They also take part in school activities. They value the care and support their children receive from teachers and other school staff. They also appreciate the school leadership team's prompt responses to their suggestions and concerns.

Teachers:

- Use well-planned lessons that emphasize student needs, including specific objectives. They use engaging activities to promote skill development and creativity, and to enhance learning opportunities using a variety of resources particularly in English- medium subjects. In Phase 1, active learning, hands-on activities, and well-structured tasks ensure a strong pace in lessons.

- Use analysed assessment data to track students' attainment and progress, inform future planning, assessment, and curriculum adaptation. This enables them to provide targeted support or challenge to students, and meet the needs of the different groups of students.

School Leaders:

- Establish a distinct strategic direction and foster a shared vision among the entire school community.

- Demonstrate comprehensive knowledge and understanding of best teaching practices, assessment, and curriculum, and promote a positive learning culture.

- Effectively working with all stakeholders to improve students' achievement, they understand that additional effort is required to accelerate students' attainment and progress, particularly in Arabic-medium subjects, and improve the school's overall performance.

- The governance board supports the school's improvement plans, tracks students' assessment data, and holds the senior leadership team accountable for the school's overall performance.

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' understanding of Islamic Education concepts, worship rules, and Islamic identity enabling them to discuss and analyse Islamic topics confidently across Phases 2, 3 and 4.
- Enhancing students' writing skills in Phases 2 and 3, and students' reading, comprehension, and speaking skills across Phases 2 to 4 in Arabic as a first language.
- Enriching students' vocabulary repertoire and developing their reading, comprehension, speaking and writing skills in accordance with the expectations for their number of years studying Arabic in Phases 2 and 3 in Arabic as an additional language.
- Develop students' ability to identify causes and effects related to local historical events or natural and human features in Phase 2, and their skills in reading and interpreting information from maps, tables, and charts and drawing conclusions in Phase 3 in Social Studies.
- Enhancing students' extended writing skills through participation in extended discourse, including time for sharing thoughts and input, peer feedback, and collaborative evaluation of completed work in Phases 1–3 in English.
- Develop students' mental mathematical skills across Phases 2, 3, and 4, and their ability to convert between measurement units across all phases in Mathematics.
- Enhancing children's and students' wider and deeper involvement in practical investigation and exploration across all phases in science.
- Developing students' capacity to independently conduct in-depth research during classes and fostering their engagement and cooperation in collaborative learning activities.

Teaching and assessment:

Improve the impact of teaching and assessment on achievement by:

- Adopting a collaborative approach to lesson planning and delivery, ensuring consistently higher achievement of students in Arabic-medium subjects through the exchange of best practices.
- Ensuring rigorous procedures are in place for benchmarking students' outcomes in Arabic-medium subjects to obtain a precise assessment of their achievements.

Leadership and management:

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

- Heightening the focus of senior and middle leaders on Arabic-medium subjects, aligning with the ongoing advancements in English-medium subjects, which can be significantly enhanced by the governance board, including its academic committee.
- Implementing a more rigorous self-evaluation process that accurately reflects the school's performance across all subjects and curricula.

- Providing expanded opportunities for academic staff to enhance their individual competencies through tailored professional development (PD) programs, with increased emphasis on sharing the best practices and ensuring the effective implementation of PD and ECT programs within the Arabic-medium subject departments.

MAIN EVALUATION REPORT

1 Students' Achievement

Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Good	Good	Good
Progress	NA	Good	Good	Good

- In ISBT, the majority of students in Phases 2 and 3 attain levels above expectations. Over the past three years, internal assessment data indicate that the attainment of the large majority in Phase 2 and most students in phases 3 and 4 has been consistently above curriculum expectations.
- In lessons and their recent work, the majority of students across Phases 2 to 4 demonstrate a clear understanding of Islamic values, etiquettes, Qur'anic verses and Hadeeth sayings. The majority of students in Phase 2 can correctly recognize the Five Pillars of Islam, recite short surahs and explain the overall meaning of divine revelation. In Phases 3 and 4, the majority of students have appropriate understanding of Islamic rulings, the Prophet's life and contemporary issues. The majority can confidently discuss contemporary issues according to Islamic teachings and provide clear examples from their daily lives. However, a minority of students across the three Phases do not have a secure understanding of Islamic belief, worship rules and Islamic identity that would enable them to discuss and analyse Islamic topics confidently and independently.
- In lessons, the majority of students in Phases 2, 3, and 4 make better than expected progress in relation to appropriate learning outcomes aligned with the curriculum expectations. For example, in Phase 2, the majority of Grade 4 students can clarify the concept of fasting and its ruling in Islam. In Phase 3, by Grade 6 the majority of students can clearly identify the signs of Judgment Day and discuss the reason behind keeping the date of that day unknown. By Grade 9, the majority of students can correctly explain the links between a good heart and good deeds. In Phase 4, by Grade 11, the majority of students can confidently discuss the Islamic approach to building families. There are no significant differences between different groups of students, but boys generally, across the three phases, are progressing slightly better than girls.

Areas for development:

- Students secure understanding of Islamic belief, worship rules and Islamic identity that enable them to discuss and analyze Islamic topics confidently across Phases 2, 3, and 4.

Arabic as a First language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Acceptable	Acceptable	Acceptable
Progress	NA	Good	Good	Good

- In ABT examinations, at least the majority of students attained levels above curriculum standards. Over the past three years, internal assessment data indicate that the attainment of at least a large majority of students in Phases 2, 3, and 4 has been above curriculum standards.
- In lessons and their recent work, most students in Phases 2, 3, and 4, attain levels of knowledge, skills, and understanding that are in line with the expected curriculum standards. In Phase 2, most students can decode familiar words using phonemic awareness, read short literary texts and recall basic information, and understand simple grammatical concepts and spelling rules. In Phases 3 and 4, most students can read literary and informational texts with some accuracy. They can identify synonyms within a passage and state the main idea of a paragraph. However, students struggle to synthesize and evaluate the main points of a text in detail. They also face challenges with higher-order reading skills such as making inferences, interpreting meaning, and integrating information from different sources. Additionally, their ability to articulate extended responses in speaking is still underdeveloped, limiting their capacity to express complex ideas. Furthermore, handwriting – particularly in Phases 2 and 3 – and overall extended writing skills require further improvement across all phases.

- In lessons, the majority of students in Phases 2, 3, and 4 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. In Phases 2, in Grade 4, students understand the main events of a literary story and identify its beginning and end. They are also able to recognize the problem in the story. In Phase 3, in Grade 8, students engage in simple comprehension tasks such as naming the main characters, identifying different elements of the story, and providing examples of narration, dialogue, and description. In Phase 4, in Grade 11, students identify the main characteristics of informational and literary texts, provide synonyms for key vocabulary, and respond to comprehension questions about passages in informational text. There is no significant difference in the progress rate between girls and boys.

Areas for development:

- Students' ability to write neatly and clearly, demonstrating accurate letter formation, punctuation, and spelling, particularly in Phases 2 and 3.
- Students' higher-order reading and comprehension skills, especially inference, interpretation, and integration of information, across Phases 2 to 4.
- Students' ability to articulate extended responses in speaking and to produce extended and coherent writing across Phases 2 to 4.

Arabic as an additional language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Acceptable	Acceptable	NA
Progress	NA	Good	Acceptable	NA

- In ABT examinations, the majority of Phase 2 students attain levels that are above expectations, while most students in Phase 3 attain levels that are in line with curriculum expectations. Over the past three years, internal assessment data indicate that the attainment of a large majority of students in Phase 2 and most students in Phase 3 has been above curriculum expectations.
- In lessons and their recent work, most students in Phases 2 and 3 attain levels of knowledge, skills, and understanding that are in line with curriculum expectations. In Phases 2 and 3, students can read familiar words and simple sentences, though they sometimes need support to pronounce and articulate them accurately. They understand the meanings of these words and sentences in the context of familiar topics. Their comprehension allows them to recognize key vocabulary and grasp basic ideas related to main themes. Students can answer questions about familiar topics using single words and express their ideas through a set of flashcard sentences. However, students need further development in reading various familiar texts accurately and fluently. Their limited vocabulary in both phases hinders their comprehension, speaking, and writing skills, as well as their ability to use and apply Arabic effectively.
- In lessons, the majority of students in Phase 2 make better than expected progress, and most students in Phase 3 make expected progress in relation to appropriate learning outcomes. In Phase 2, in Grade 4, students effectively use their vocabulary flashcards to create a visual map of clothing items. Additionally, they translate a few simple sentences about clothing into English with increasing accuracy. With the support of their flashcards, the more able students construct a few basic sentences, demonstrating growing confidence in sentence formation. In Phase 3, by Grade 7, students are able to explain the meaning of a few vocabulary words related to the sea. They also construct simple sentences using sea-related vocabulary or a picture of a family on the beach as a prompt. In Grade 9, students are able to engage in simple conversations about asking for prices and making purchases. However, they need teacher's support to sustain longer dialogue . There is no significant difference in the progress rate between girls and boys.

Areas for development:

- Students' ability to enrich their vocabulary repertoire and enhance its application to improve their language skills across Phases 2 and 3.
- Students' Arabic reading comprehension and speaking skills across a variety of familiar topics in Phases 2 and 3.
- Students' ability to write coherently on familiar topics in accordance with the expectations for their number of years studying Arabic.

UAE Social studies	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Good	Good	NA
Progress	NA	Good	Good	NA

- Over the past three years, internal assessment data indicates that students' attainment is significantly above curriculum expectations.
- In lessons and their recent work, the majority of students in Phases 2 and 3 demonstrate levels of knowledge, skills, and understanding that are above curriculum expectations. In Phase 2, students have secure knowledge of the relationship between environmental factors and the distribution of population in the UAE. They can describe the natural features of the land and recognize the significance of colour codes on maps. However, a minority of students are not able to identify the causes and effects related to local historical events or natural and human features. In Phase 3, students demonstrate a clear understanding of Sheikh Zayed's initiatives-may he rest in peace- in achieving sustainable development and empowering Emirati youth. They demonstrate the ability to describe and analyse the natural characteristics of the Asian continent and the natural and human factors that led to the formation of its environments. However, students' ability to interpret information in maps, tables, and charts, and draw conclusions, needs further development.
- In lessons, the majority of students in Phases 2 and 3 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum expectations. For example, in Phase 2, Grade 5 students can clearly recognize the importance of establishing natural reserves and their role in preserving animals from extinction, and they appreciate the founding leader's concern for the environment. They confidently express their roles and responsibilities in preserving the environment. In Phase 3, Grade 6 students make comparisons between India and the UAE in terms of population growth, pressure on resources, unemployment, poverty rates, and healthcare. They can propose solutions to the problems of population explosion in several Asian cities, such as family planning and population redistribution. High-attaining students make better progress than other groups of students.

Areas for development:

- Students' ability to identify the causes and effects related to local historical events, or natural and human features in Phase 2.
- Students' skills in reading and interpreting information from maps, tables, and charts, and drawing conclusions in Phase 3.

English	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
Attainment	Good	Good	Good	Very Good/ Very Good
Progress	Very Good	Very Good	Very Good	Very Good/ Very Good

- GL-PTE results indicate that at least the majority of students in Phases 2 and 3 attain levels that are above international standards. IGCSE and A Level results indicate that the large majority of students in Phases 3 and 4 attain levels that are above curriculum standards. Grade 12 IBDP results indicate that the large majority of students attain above curriculum standards. Over the past three years, students' attainment has been above national and international standards across all phases and both curricula.
- In lessons and recent work, at least the majority of children in Phase 1 and students in Phases 2, 3, and 4 attain levels that are above curriculum standards. In Phase 1, children exhibit their knowledge of phonics concepts by recognizing and producing digraphs such as 'aw' and word patterns like '-are' family words with increased accuracy. In Phase 2, students display solid reading comprehension skills, identifying key information in informational texts with adequate fluency. In Phase 3, students show a solid understanding of diary writing conventions, successfully analysing language features including first-person perspective, informal tone, and emotive language. In Phase 4 (UK), students show advanced knowledge of literary analysis techniques, evaluating character development, tension progression, and dramatic techniques in literary works with insight. Students in the IB program exhibit advanced knowledge of poetic analysis, interpreting complex techniques in Neruda's work while articulating connections between technical elements and thematic significance. However, across all Phases and curricula, students' extended writing skills require further development.
- In lessons, the large majority of children in Phase 1 and students in Phases 2, 3, and 4 the UK stream and 4 the IB-DP make better than expected progress in relation to appropriate learning objectives. Children in KG2 can apply phonics rules and transition from teacher-modelled writing to independent attempts at spelling words like "share". By Grade 2, students demonstrate persuasive writing skills, advancing from identifying rhetorical questions to developing age-level persuasive arguments to complete differentiated planning templates for persuasive letters. Grade 9 students exhibit effective character development skills, moving from collaborative mind map contributions to creating original protagonists with specific attributes. In the UK program, Grade 11 students show ability in analytical skills, connecting technical dramatic elements to thematic concerns about gender dynamics with increasing complexity and independence. Grade 12 students in IB-DP demonstrate significant development in comparative literary analysis, advancing from identifying boundary-crossing concepts to crafting introductions for analytical essays in which they independently synthesize these ideas across different literary traditions such as "Antigone and Macbeth". There are no significant differences in the rates of progress made by boys and girls.

Areas for development:

- Strengthening the developing writing skills through peer feedback and collaborative reflection on completed work particularly in Phases 2 and 3.

Mathematics	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
Attainment	Good	Good	Good	Good/Very Good
Progress	Very Good	Very Good	Very Good	Very Good/Very Good

- GL PTM results indicate that the majority of students attain above international standards. IGCSE results indicate that only the majority of students attain in line with curriculum standards. A-Level results indicate that the attainment of majority of students is above curriculum standards. IBDP examination results indicate that students attain below curriculum standards. Over the past three years, internal data indicate that students' attainment has improved across all Phases in both curricula.
- In lessons and recent work, at least a majority of children in Phase 1 students in Phases 2, 3, and 4 attain above curriculum standards. In Phase 1, children show a high ability to determine whether a given number is

even or odd and can confidently skip counting by 10. In Phase 2, students can identify different units of time and length; they can also recognize the values and place values of digits in numbers and decimals. In Phases 3 and 4, students solve right angled triangle using Pythagorean theorem and trigonometric ratios. In the IBDP, students work with trigonometric identities to solve problems. However, students' skills in converting between measurement units are less developed across all Phases.

- In lessons, the large majority of students in all Phases make better than expected progress in relation to appropriate learning objectives aligned with curriculum standards. In Phase 2, students can tell whether two fractions are equivalent and justify their answers. By Phase 4, students in the UK program use formulas to calculate the probability of a composite event. In the IB program, students work with arithmetic sequences to solve real-life problems. However, students' use of mental mathematical skills when solving activities related to ratios, common multiples and factors, basic trigonometry and exponentials across Phases 2, 3, and 4 needs further improvement.

Areas for development:

- Students' skills to convert between measurement units across all Phases.
- Students' mental mathematical skills when solving activities related to ratios, common multiples and factors, basic trigonometry and exponentials across Phases 2, 3, and 4.

Science	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
Attainment	Good	Good	Very Good	Acceptable/Good
Progress	Good	Very Good	Very Good	Acceptable/Good

- In GLPTS, results indicate that at least the majority of students in Phases 2 and 3 attain levels that are above international standards. In IGCSE and A Level exams, only a majority of students attain levels that are in line with curriculum standards . IBDP examination results indicate that the majority of students attain above curriculum standards in Biology while most students in Physics and only a majority of students in Chemistry attain in line with IBDP curriculum standards. Over time, internal data show that students' attainment has improved significantly across the school for the majority of children and students in the UK curriculum.
- In lessons and recent work, the majority of children in Phase 1, students in Phase 2, students in Phase 4 IB-DP and a large majority of students in Phase 3 demonstrate knowledge, skills, and understanding that are above curriculum standards, while most students in Phase 4 UK stream attain levels that are in line with curriculum standards. In KG, children develop skills of observation, prediction, investigation and drawing conclusions. In Phase 2, students are able to describe science concepts using scientific words when communicating ideas and analysing science pictures, converting them into writing. In Phase 3, students eloquently compare phenomena, explain chemical concepts, draw and label biological diagrams, summarize facts, and suggest and illustrate reasonable improvements for physical activity when critically evaluating data to determine repeatability. In Phase 4 IB, students are able to apply physical concepts to daily life. However, the wider and deeper involvement of children and students in practical investigation and exploration needs further development.
- In lessons, the majority of children in Phase 1 and students in Phase 4 IB, in addition to the large majority of students in Phases 2 and 3, make better than expected progress in relation to appropriate learning outcomes aligned with curriculum standards, while most students in Phase 4 UK make expected progress. Children in KG successfully differentiate between absorbent and waterproof materials. By Grade 5, students are able to describe the effect of light pollution on plants and animals and explain reasons for Dubai having higher light pollution than RAK and provide solutions. In Phase 3, students can distinguish between the greenhouse effect and global warming and link each to its advantages and disadvantages. In Grade 11 IB, students can represent depolarization, repolarization and propagation of action potentials during neural signaling. Students in Phases 2 and 3 make similarly strong progress. EAL students make slower progress.

Areas for development:

- Wider and deeper involvement of children and students in practical investigation and exploration.

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Very Good	Good	Good	Good/Very Good

- Children in Phase 1 and students across other phases are actively engaged in their learning in most subjects. They have the confidence to challenge the views of others and to explain their own thinking. In lessons, children and students are responsible and mostly enthusiastic learners who act on the advice and guidance of their teachers, for example, in math, KG2 children can effectively work independently or in pairs to use rulers to measure objects. In Science, Grade 8 students work individually to sketch greenhouse gases and label them, discuss in pairs the advantages and disadvantages of the greenhouse effect, and summarize their findings in their notebooks. Students are able to communicate their learning effectively in a variety of ways. However, their engagement and interaction through collaborative activities are less well developed.

- Children in Phase 1 and students across all other Phases make meaningful connections to the real world. Students in Phase 2 apply their numerical skills when solving problems that involve dealing with money. Most students are confident, responsible learners who can make connections between their learning in different parts of the curriculum. Students demonstrate the ability to apply their critical thinking and enquiry skills in most subjects. In Phase 1 children's development of problem-solving and critical thinking skills is evident. For example, in math, children in KG2 analyse what went wrong during their tasks to measure objects and whether they agree about the suggested tools to measure the dimensions of the classroom. They develop these skills systematically as they progress through Phases. They are skilled problem solvers and critical thinkers in most subjects. Students use digital devices very effectively to support their learning. Students across all Phases can conduct simple forms of research, for example students in Grade 3 conduct research during morning registration time. However, their abilities to initiate and carry out independent research in depth during lessons are less well-developed. Students in the IBDP are able to conduct research more effectively, for example, Grade 11 students in the Humanities department in Psychology and Geography classes use their advanced research skills to compare and contrast different theories related to their taught topics.

Areas for development:

- Students' extended ability to initiate and carry out independent research in depth during lessons.
- Students' engagement and interaction in collaborative learning during lessons

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

2.1: Personal Development	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Very Good	Very Good	Very Good	Very Good/ Very Good

- Children in Phase 1 and students across all phases have very positive personalities, and are independent learners. They display responsible attitudes and self-reliance, especially in higher phases, where students proactively participate in maintaining the school policies and leading initiatives. Students are well-behaved in lessons and around the school, respect school rules, respond very well to critical feedback and interact positively with peers and others. Their relationships with teachers, peers and visitors are respectful and considerate. Students across school report that they feel very safe, and bullying is very rare. IBDP students demonstrate very positive and responsible attitudes. They are self-reliant and exhibit well developed behaviour and are very respectful to others. They speak positively about school policies and appreciate the school's efforts in providing wider opportunities to deepen their learning and adjust to the school routine.

- Students have a secure understanding of safe and healthy lifestyles. They participate actively in activities that enhance their knowledge of healthy eating habits. For example, they contribute to Wellbeing Week and Resilience Workshops and have regular sessions during registration times and assemblies. Students are involved in events that promote healthy lifestyles such as "the Super Food" initiative in Phases 1 and 2. Across the school, students are engaged in initiatives like Snack Attack for Healthy Lunchboxes, Healthy

Living Week, and Whole School Morning Workouts, and participate positively in inter-house competitions. Attendance rate is good at 93.8%. Students are punctual and attend lessons on time.

Areas for development:

- Students' attendance rate, especially in Phases 1 and 2.

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

- Children in Phase 1 and students across all phases have clear understanding and appreciation of how Islamic values affect UAE society. Muslim students participate in Qur'an competitions and weekly Tajweed sessions. The Student Leadership Team plays an active role in fostering community spirit by distributing Iftar boxes and organizing Iftar meals during Ramadan. Students appreciate Islamic values such as tolerance and how these are linked to the UAE as a multicultural country. They collect money for charity as part of helping those in need and showing care for others. Students are knowledgeable and appreciative of UAE culture and they participate in cultural activities that strengthen their understanding, such as celebrating national events-including National Day, Commemoration Day, and Flag Day-as well as Expo Day, which highlights UAE heritage, and engaging with a tailored curriculum focused on RAK History. However, students still need to develop a deeper understanding of Islamic values and Emirati heritage and culture.
- Students clearly understand their own cultures and they can speak proudly about well-known customs and traditions from their own countries. They respect other nationalities within their school and have a clear understanding of the cultural diversity observed in both the school and the wider community. Students participate in activities that deepen their understanding of other world cultures such as the financial literacy initiative, and annual culture and charity days. However, students still need more consistent and intensive participation in cultural activities to widen their knowledge and understanding of other world cultures within school and beyond. IB students in Phase 4 demonstrate clear appreciation and understanding of Islamic values, UAE culture and other world cultures. They participate actively in celebrating UAE national events and can confidently talk about famous traditional dances in UAE such as Nadba chant for the Shehi people in UAE. Students proudly discuss the similarities and differences between their own cultures and of others, and they contribute positively to the school initiatives such as Culture and Charity Day.

Areas for development:

- Students' intensive participation in cultural activities to deepen their understanding of Islamic values, Emirati culture and other world cultures.

2.3: Social Responsibility and Innovation Skills	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Good	Good	Very Good	Very Good/ Very Good

- Students willingly contribute to school life and participate positively in activities that promote their social responsibility and volunteer work. For example, the roles of the Students' Leadership Team are evident in leading various initiatives, assemblies, awareness sessions and maintaining discipline in school. Students in higher grades actively mentor primary students during key events such as the Grade 5 exhibition, Anti-Bullying Workshops and Library sessions. Gifted and Talented students actively participate as 'Leaders of Learners,' providing support within classrooms. Students, in particular in Phases 3 and 4, are widely involved in initiatives that benefit the wider community such as: the Terry Fox Run for cancer research and the Annual Charity Day, which generates significant funds for various causes. The school has a strong partnership with the Red Crescent where students participate in Iftar tent to distribute Iftar boxes and meals during Ramadan. However, students' volunteering skills are not yet well developed in phases 1 and 2. IBDP students demonstrate well-developed volunteering skills and are very active social contributors. They

regularly take part in activities that benefit the school and the wider community as an essential part of their graduation plan. They participate in volunteering activities through CAS projects, such as raising money for charities in cooperation with Red Crescent, leading activities inside school, beach clean-up, and work shadowing. They also participate in providing awareness sessions for those who are interested in joining IBDP.

- Students demonstrate very positive work ethics, and they show interest in working on subjects' projects. They generate ideas and enjoy participating in Financial Literacy sessions that develop their enterprise and entrepreneurship skills. Students, especially in Phases 3 and 4, contribute to numerous clubs and initiatives that promote their creativity and entrepreneurship skills such as a whole-school debating competition, a Model United Nations club and a student-led school magazine, hacking and coding challenges, the '50 Dirham Challenge', the national STEM competition and the Curtin Dubai Business Challenge. However, students' wider involvement in initiatives that enhance their innovation skills is not yet well developed particularly in Phases 1 and 2.

- Students are highly aware of environmental issues and can confidently discuss the sustainability of resources and their contributions to maintaining the school environment. They care for their school and suggest ideas and initiatives to improve its surroundings, particularly students in Phases 3 and 4. Water dispensers are installed in the school buildings to promote refillable water bottles and there is a ban on single-use plastics. Green schools initiative plan and the three-year sustainability plan ensure students' regular participation in environmental events and initiatives that promote sustainability. Displays around the school showcase students' work on recycling, sustainability and conservation.

Areas for development:

- Students' wider involvement in initiative that enhance their innovation and volunteering skills especially in Phases 1 and 2.

3. Teaching and assessment

3.1: Teaching for Effective Learning	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Very Good	Good	Good	Good/Very Good

- Teachers have strong subject knowledge and know how young people learn, particularly in Phase 1, where active learning, hands-on experiences, and well-structured activities ensure a strong pace in lessons. Lessons are well planned and informed by accurate use of assessment data. Teachers plan their lessons with great care and attention to detail. In English-medium subjects, lesson plans are well structured, effectively delivered and time is used efficiently to support learning. Appropriate use of resources enhances students' learning, ensuring high levels of engagement. For example, students in Phase 1 use various objects to enhance their understanding of how to measure length.

- In most subjects, teachers interact well with students, which promotes learning. Group discussions are a key feature of most lessons in most subjects across phases. However, the majority of lessons in Arabic-medium subjects are dominated by teachers. In English-medium subjects, teachers' use of questioning strategies supports students' learning and provides ample opportunity to develop thinking and reflection-for example, through novel analysis in English literature lessons in Phase 4. Most teachers are well aware of students' strengths, weaknesses and potentials; as a result, they consider the varying levels of ability across student groups and set appropriately challenging tasks.

- The promotion of independent learning is inconsistent. Teachers sometimes over-direct students, which limits opportunities for them to develop independent learning skills. Most teachers promote problem-solving and higher-order thinking skills effectively and provide frequent opportunities for students to use technology to support their learning. However, research opportunities in lessons remain an area for further development.

- In Phase 4 IB, teachers possess secure subject knowledge and apply a range of strategies, including the use of technology, to facilitate learning. Lessons are routinely well planned. Teachers clearly identify learning objectives and design a variety of tasks that provide appropriate levels of challenge for almost all

students. They interact well with students and use questioning to engage them in dialogue and maintain their focus. Teachers provide opportunities for active and collaborative learning, as well as sophisticated questioning that promotes thinking and probes students' understanding. The development of critical and analytical thinking is a central and successful feature of teaching and learning. As a result, students rise to the challenge of taking responsibility for their own learning.

Areas for development:

- Collaborative approach to planning lessons and enhance its delivery to ensure consistent achievement of students in Arabic medium subject through sharing best practice.

3.2: Assessment	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Very Good	Very Good	Very Good	Very Good/Very Good

- Internal assessments are systematic and well suited to the curricula used in each phase. Effective and regular reporting of student progress is a positive feature of the school-for example, through ClassDojo and Google Classroom. External testing is effectively used to monitor and benchmark students' learning against international expectations in IB DP, IGCSE, CEM and GL PT programs. However, these practices are less efficient in Arabic-medium subjects, as benchmarking results do not accurately reflect of students' current levels, resulting in an inaccurate measurement of their achievements.
- All available assessment information is rigorously analysed. The analysis informs teaching and curriculum planning and is used to support students' learning in most subjects. Intervention sessions are scheduled across phases to support students who fall behind, and a levelled approach has been introduced for Grades 6 to 8 in Math, English and Science to support and enhance students' achievement. Assessment procedures are highly effective in monitoring students' progress towards meeting their individual targets, particularly in English-medium subjects.
- Through targeted questioning and use of activities, most teachers have a strong understanding of how well students are learning. Increasingly, this understanding is also being developed in students through peer and self-assessment strategies along with greater opportunities for self-reflection. In most subjects, constructive written and verbal feedback supports students' learning.

Areas for development:

- Rigorous procedures to benchmark students' outcomes in Arabic-medium subjects to gain an accurate measure of their achievements.

4. Curriculum

4.1: Curriculum Design and Implementation	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Very Good	Very Good	Good	Good/Good

- The school implements a curriculum framework that effectively blends the National Curriculum for England with the IB PYP provision in the early phases and transitions toward non formal MYP Approaches to Learning in Phase 3, offering dual A-Level and IBDP pathways in Phase 4. The curriculum generally adheres to UAE national statutory requirements, with the exception of Arabic B, which does not fully align with Ministry of Education guidelines.
- The curriculum demonstrates strong continuity in Phases 1 and 2 through a comprehensive approach that includes learning ladders, transdisciplinary units of inquiry, and smooth transitions between early years settings. In Phases 3 and 4 standardized curriculum planning templates and updated curriculum maps have been implemented. However, the integration of MYP Approaches to Learning into Grade 6 represents only the initial stage of a three-year process aimed at fully establishing vertical transition from the PYP. This highlights an ongoing development need for complete alignment across higher phases.

- The curriculum offers diverse curricular choices across all phases, with particularly strong offerings in secondary where students can select from options including Economics, Further Mathematics, Global Citizenship, French, and Spanish. The Key Stage 5 curriculum provides dual pathways (A Levels and IBDP), with the latter offering higher-level courses and opportunities for extended essay research. Plans are underway to implement BTEC Level 3 courses in Business Studies and Applied Science to provide vocational alternatives and support students' progression from KS4 to KS5. This initiative addresses a current gap in non-academic pathways for students with different aspirations and abilities.
- Cross-curricular links are embedded throughout the curriculum planning templates, with particular strength in English where literature and language skills connect meaningfully to real-world contexts and cultural heritage. In Phases 1 and 2, the Pathway to Inquiry and Programme of Inquiry create transdisciplinary learning opportunities, while in Phases 3 and 4, strategic initiatives in sustainability and financial literacy strengthen subject connections. STEM integration remains an area for continued development through collaborative planning sessions among teachers.
- Continuous review and development processes ensure the curriculum remains fit for purpose particularly in English-medium subjects. Line management structures support departmental curriculum development, with regular reviews conducted at both whole-school and departmental levels to strengthen vertical alignment across most subjects and grades. These reviews take into account student achievement data, student aspirations, and national priorities.

Areas for development:

- Meeting the Ministry of Education guidelines for teaching Arabic to non-Arab students based on their proficiency levels and number of years studying Arabic.
- Further collaborative planning for continued enhancement of STEM integration.
- Strategic curriculum review and enhancement for the Arabic-medium subjects and its alignment to ensure success criteria align to the national curriculum framework in collaboration with English subject specialists to share effective curriculum planning approaches.

4.2: Curriculum Adaptation	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Very Good	Very Good	Good	Good/Good

- The curriculum is adapted to meet the diverse needs of students through targeted approaches across all phases. In Phase 1, a streamlined phonics program strengthens foundational literacy, while in both Phases 1and 2, inquiry-based learning, adaptive teaching strategies, and the "Talk for Writing" framework ensure consistency and support differentiation. The use of "chili pepper" levels provides clear differentiation pathways for students across most subjects. In Phase 3, ability-based settings provide appropriate levels of challenge in most subjects addressing the needs of students across a range of different ability levels (SEN, EAL, LAP, MAP, HAP), with seating plans regularly reviewed following new data captures to optimize learning groupings. The "Centre of Excellence" initiative provides additional challenges for Gifted and Talented students, while the integration of MYP Approaches for Learning skills in Grade 6 further supports students' development of transferable skills. However, consistent implementation across all subjects remains a key area for development, particularly in Phases 3 and 4.
- Enhancement, enterprise, and innovation are integrated throughout the curriculum through multiple initiatives. The "Widening Horizons" Extra-Curricular Programme has been expanded with an extended school day weekly, emphasizing student voice and connections to UAE heritage and healthy lifestyles. Innovation is fostered through project-based learning, Computer Science enrichment sessions, financial literacy workshops with RAK Bank, and the effective use of G-Suite technologies. Enterprise opportunities are embedded in events such as Charity Day, which integrate business planning processes. The ECA program includes varied offerings in music, art, design technology, and financial literacy, with termly rotation of options to nurture students' individual strengths and interests.
- Emirati culture and UAE society connections are strengthened through Units of Inquiry designed to link with local and national heritage, celebrations of national events, and a bespoke curriculum focusing on Ras Al

Khaimah's history. Various departments, including Humanities, Social Studies, and Moral Education, embed UAE cultural values and historical contexts into their teaching, providing students with a broader understanding of both local traditions and national identity.

Areas for development:

- Consistence in the effective implementation of the modified curriculum's differentiated practices across all subjects particularly in Phases 3 and 4.

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	Very Good	Very Good

- The school provides a very safe and secure environment for all students. Rigorous policies are updated regularly and communicated clearly to the school's community through "Antibullying" workshops, "Blue Ribbon" week, "Bus and Road" safety awareness by the "Social Police Department", the "Drug Prevention Program", and "Mental Health" and "E-Safety" awareness weeks led by student leaders. The school conducts systematic health and safety procedures, including thorough monthly risk assessment plans, a corrective action register, and successful traffic management protocols. The school meets all legal and regulatory requirements, including termly emergency evacuation drills; however, the efficacy of these drills needs to be enhanced. Supervision of students is very efficient on school buses using the 'Locate' app for attendance entry, and self-reliant students effectively escort themselves. However, supervision procedures during private transportation dismissal are less well developed.
- Although the school is currently under construction and a new campus is being built, the existing facilities and resources are very well suited for students' needs and contribute to a stimulating learning environment. Classrooms are spacious, the majority of the outdoor area is shaded, and indoor playgrounds, laboratories and swimming pools are accessible to all students. Maintenance and medical records are detailed and securely stored, with incidents recorded and monitored through the Internet-Based Schools Admin Management System (iSAMS). The high-quality medical team, in collaboration with RAK Hospital, provides comprehensive student care, including full health screenings such as the Grade 9 depression test, routine physical, social, and emotional well-being checks and health education. CPD training for nurses includes 'National School Health Screening Guidelines' in Dubai, 'Childhood Obesity Data Collection', and 'Child Health Safety Protection'. In addition, staff receive health education and awareness training on breast cancer screening, participate in blood donation drives, and undergo obesity screening, all in partnership with RAK Hospital. The student obesity rate is currently 12.15%, while the rate of underweight students is 0.5%.
- The school systematically promotes healthy lifestyles through health education initiatives such as the Healthy Lunchbox Initiative and healthy eating surveys. Collaboration with RAK Hospital includes "Healthy Eating and Healthy Lifestyle Campaigns" for the entire school. Orientation for KG children includes first aid, personal and dental hygiene.

Areas for development:

- More effective emergency evacuation drills particularly in secondary.
- More effective procedures of supervision during the private transportation dismissal.

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

- Teachers and students' relationships are very positive and based on mutual trust and respect. The school has highly effective systems and procedures for managing students' behaviour through Internet-Based Schools Admin Management System (iSAMS) and internal Positive Behaviour Policy that is understood by the whole school's community. Approaches to promoting attendance and punctuality are particularly very effective in Phase 3.

- The school is wholly inclusive and welcomes and fosters students with special educational needs. It has qualified professional staff responsible for leading both internal and external identification processes and providing support for students with SEND, including those who are gifted, talented or learning English as an additional language (EAL). This ensures that most students make their best personal and academic progress. Extensive CPD sessions and training are provided for the inclusion department and teaching staff, including a 40-hours online course for teacher assistants (TAs), ADHD and dyslexia training, and structured access to key student information. Additional external training provided by the Department of Knowledge for Gifted and Talent students' diagnostic testing, supporting inclusion leads. However, collaboration between the current Learning Support Assistants (LSAs), classroom teachers, and the inclusion department requires improvement to ensure a cohesive support system for students with SEND across all phases.

- The wellbeing of all students is efficiently monitored by dedicated staff through the iSAMS Wellbeing Manager Portal, the Squirrel platform for training, and transitions, and during pastoral periods through the specialized "Form Time". The school embeds the 'Positive Wellbeing Policy" through monthly awareness assemblies such as "World Mental Health Day", "Emirati Children's Day" and "The Pupil Attitudes to School Survey (PASS) Day", which enables in-depth pastoral and emotional analysis. Cross-curricular activities (CCAs) include sports through the Emirates International School Sport Association (EISSA) and hands-on arts experiences at the Dubai Art Festival Picasso Studio. A well-structured careers program is in place for older students. Initiatives include UAE and Global University Fairs, Career Café and Investment Development Opportunities (IDO) that foster industry partnership.

Areas for development:

- Further collaboration between Learning Support Assistants (LSAs), classroom teachers, and the school's special education department to ensure a cohesive support system for students with SEND across all phases.

6. Leadership and Management

6.1: The Effectiveness of Leadership	Judgment
	Very Good

- The senior leadership team, under the principal's guidance, establishes a clear strategic direction and advocates an inspiring vision embraced by the entire school community. Senior leaders demonstrate strong commitment to the national priorities of the UAE. The school's vision and strategic objectives include an ambitious goal to become a leading international education provider in the northern emirates, supported by three fundamental pillars: learning, excellence, and community. Leaders exhibit dedication to inclusion and to making effective provision for students with special educational needs.

- Leaders at all levels, including the principal, demonstrate comprehensive knowledge of the curriculum and best practices in teaching, learning, and assessment; however, the quality of implementation may still vary. Leadership is focused on enhancing student performance through vertical and horizontal leadership meetings that thoroughly examine trend analyses, departmental and key stages' holistic performances in detail. Collectively, leaders succeed in creating an inclusive educational environment with a strong learning culture and in attaining high expectations for students' personal development and academic achievement across different key subjects, in particular the English-medium subjects in both curricula. However, leaders' emphasis on Arabic-medium subjects in order to align with the continuous development in the English-medium subject is less developed.

- Relationships and communication with all stakeholders are professional and efficient. The school's organizational structure successfully ensures the successful distribution of leadership among competent and qualified staff and teams across both the elementary and secondary campuses. Responsibilities are efficiently allocated and well-coordinated among heads of schools, specialist leaders for teaching and learning, pastoral care, and administration, as well as heads of departments, phase leaders, and progress leaders. This ensures comprehensive coverage, thorough planning, and effective preparation to support optimal school performance. Staff morale across the school is very positive.

- Senior and middle leaders demonstrate a clear understanding of the necessary actions required to improve the school. They effectively address potential barriers to sustaining improvement primarily in English-medium subjects and several performance indicators. They still tackle potential obstacles to enhancing the Arabic-medium subjects to meet higher expectations, particularly in Arabic as an additional language.
- School Leadership and staff have been successful in developing the school across many areas. Collective accountability ensures consistently high school performance. Leaders ensure that the school is compliant with statutory and regulatory requirements. However, the school has not yet fully met the Ministry of Education's guidelines for teaching Arabic to non-Arab students based on their proficiency levels.

Areas for development:

- Senior leader's stronger emphasis on Arabic-medium subjects to align with the continuous development in the English-medium subjects.

6.2: Self-evaluation and Improvement Planning	Judgment
	Good

- The school conducts a systematic self-evaluation, using both internal and external data, which is embedded in the school's improvement planning at most levels. Most stakeholders-including teachers, middle leaders, and senior leaders-actively contribute to the self-evaluation process. The school's self-evaluation indicates that most key priorities are well-identified and analysed, particularly within the IGCSE section (UK curriculum). However, this process is less developed in the International Baccalaureate (IB) curriculum section. The school self-evaluation is accurate in areas such as school performance in Phase 1, and progress in mathematics and English, as well as other performance indicators. However, self-evaluation judgments relating to Arabic-medium subjects remain aspirational.
- The school has established a new professional review (appraisal) process that ensures effective monitoring of teaching and learning. School leaders follow the school monitoring of teaching and learning quality assurance calendar to monitor the quality of teaching and learning across the school using this effective systematic review process.
- The school ensures planning at all levels, such as the key stage action plans and the subject action plans, which are underpinned in the School Improvement Plan. The School Improvement Plan includes SMART objectives that are based on the self-evaluation form and recommendations from previous MoE evaluation reports, in addition to the accreditation and authorization reports from British Schools Overseas (BSO).

Areas for development:

- More rigor self-evaluation process that ensures reflecting the actual school performance across all subjects and curricula.

6.3: Partnership with Parents and the Community	Judgment
	Very Good

- School is successful in effectively engaging parents as partners in their children's learning and broader school life. For example, the school invites parents to workshops to discuss the school's vision and mission, and to attend workshops about the school curricula, with a specific focus on the alignment of IB and the UK National Curriculum standards. Parents participate in all school events such as the National Day, Sports day, Charity Day, House Cup Day, and serve as first aid assistance volunteers during the rugby event. Parents are very satisfied with the school's prompt response to any complaint or suggestion. Parental involvement makes positive contributions to school. However, their involvement in shaping the schools' developmental priorities and, where relevant, fully and effectively in planning their children's personalized programs in addition to their study paths and choices, is still a developing feature.
- Reporting on students' academic progress and personal and social development is ongoing and comprehensive. This includes reporting on the students' attendance, punctuality, house points, and the class tutor's primary comments on their performance and learning attitude, as well as comments on their

submitted work, their target, and their RAKA level. This strategy clearly conveys all aspects of students' achievements, areas for improvement, and the next steps in their learning.

- The school makes sustained social contributions to the local, national, and international communities. The school maintains various partnerships that support to the personal and social development of its students. These partnerships include those with Curtin University, New York University Abu Dhabi, the Duke of Edinburgh award program, the AURAK students' program, the Red Crescent, RAK Police, RAK Transport Authority, Saqr Hospital, the RAK Tourism Department, Rak Medical and Health Science, Australian University RAK, and the Higher Institute of Technology RAK.

Areas for development:

- Further parental involvement that is influential in defining schools' developmental priorities and where relevant fully and effectively involved in planning their children's personalized program in addition to their studying path and choices.

6.4: Governance	Judgment
	Good

- The governance board is composed of representatives from nearly all stakeholders, including parents and student representatives. Despite the fact that the Governance board consistently extends invitations to head teachers to participate in meetings to deliberate on a variety of topics, they do not have a teacher representative on the board. The Governing Board regularly convenes at least once a month to discuss a range of key priorities including the RAKA five-year plan and student benchmark assessment results, in order to solicit and evaluate the perspectives of stakeholders. Consequently, they acquire a comprehensive understanding of the school.
- The Governing Board regularly monitors the school's actions and holds senior leaders accountable for the quality of the school's performance. The governance board supports the school in various fields and has commissioned the development of an academic plan that includes: a five-year curriculum-linked transition plan, including a framework and key performance indicators (KPIs), benchmarking against high-performing schools in the UAE, and the proposed premises for campus consolidation and renovation. The governance board includes different specialized committees, such as the Academic Committee, which mainly discusses and reviews the development of teaching and learning in the school. Members have visited the school to support the development of a formal 360-degree performance review framework for senior leaders, which is set to be implemented at the beginning of the next academic year. However, their emphasis on supporting the school in their efforts in raising the quality of teaching and learning in the Arabic-medium subjects, particularly Arabic as a second language, remains less well developed.

Areas for development:

- Strengthen the support for the school leadership, particularly in their endeavours to raise the quality of teaching and learning in the Arabic medium subjects in particular Arabic as a second language.
- Governance board to include teachers' representative.

6.5: Management, Staffing, Facilities and Resources	Judgment
	Good

- The school's day-to-day management is well-organized and positively impacts student achievement. School procedures and routines are practical and efficient. The school is suitably staffed to reflect its vision and mission, and staff members are appropriately qualified. Most staff benefit from regular professional development aligned with the school priorities. A Continuing Professional Development (CPD) framework has been established, supported by a training triangulation model that operates on a three-week cycle, and focuses on whole-school training sessions, departmental sessions, and individual targeted sessions, in addition to the Early Career Teachers Program (ECT). However, the school's emphasis on the provision on CPD in particular the individual targeted specialized sessions and the ECT programs and its effective

- implementation is less well developed in Arabic-medium subjects. While teacher turnover has decreased to 18%, the retention rate of the academic staff still requires further stabilization.
- The school premises are of high quality and are equipped with a variety of specialized facilities that are intended to be accessible to all. Almost all the learning areas, such as technology facilities and learning resources, are of high quality and are frequently utilized to enhance student achievement. The environment is conducive to the process of learning and teaching.

Areas for development:

- Expanding the opportunities for all the academic staff to develop their individual capacities through specialized targeted professional development programs
- Stronger emphasis on the effective implementation of the CPD and the ECT programs in the Arabic medium subjects' departments.
- Further stabilization of the academic staff retention rate.