



دائرة رأس الخيمة للمعرفة
RAS AL KHAIMAH
DEPARTMENT OF KNOWLEDGE

EMIRATES NATIONAL SCHOOL

3 to 5 February 2026

School Overall Judgement

Good

SCHOOL QUALITY EVALUATION REPORT

Office of Quality and Evaluation, Ras Al Khaimah Department of Knowledge

SUMMARY OF PREVIOUS QUALITY EVALUATION OUTCOMES

2023-2024	2024-2025	2025-2026
Good	Good	Good

1. Students' achievement					
Subjects		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Very Good	Very Good	Good	Very Good
	Progress	Very Good	Very Good	Good	Very Good
Arabic as a first language	Attainment	Very Good	Very Good	Very Good	Good
	Progress	Very Good	Very Good	Very Good	Good
Arabic as an additional language	Attainment	NA	NA	NA	NA
	Progress	NA	NA	NA	NA
UAE Social Studies	Attainment	NA	Good	Very Good	NA
	Progress	NA	Very Good	Very Good	NA
English	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Mathematics	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Science	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good

	Phase 1	Phase 2	Phase 3	Phase 4
1.3 Learning skills	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
2.2 Students' understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
2.3 Social responsibility and innovation skills	Very 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	Good	Good	Good	Very Good
3.2 Assessment	Good	Good	Good	Very Good

4. Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1 Curriculum design and implementation	Good	Good	Good	Very Good
4.2 Curriculum adaptation	Good	Good	Good	Very 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	Outstanding	Outstanding	Outstanding	Outstanding
5.2 Care and support	Good	Good	Good	Good

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	Very Good
6.4 Governance	Very 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

- Students' very good progress across the phases, with the large majority of students making better than expected progress from their starting points in Phase 4.
- Students' outstanding appreciation and understanding of Islamic values, Emirati heritage, and world cultures.
- Students' very positive, responsible, and mature behaviour and attitudes throughout the school.

Parents

- The highly positive contribution of parents in shaping the school's strategic priorities and development.
- Effective and timely communication regarding students' academic progress and well-being.
- Active parental engagement through career talks and wider community contributions that enrich students' learning experiences.

Teachers

- Teachers' good subject knowledge and understanding of the requirements of the American curriculum.
- Motivating learning environments and well-matched resources that enhance students' learning experiences across all phases.
- The positive impact of aligning internal and external assessment systems on narrowing the gap between their outcomes.

School Leaders

- The very effective support and oversight of the governing body in strengthening accountability and school improvement.
- The school's outstanding arrangements for the care, welfare, and safeguarding of all students.
- The promotion of students' personal development through a rich and varied range of extra-curricular, enrichment, and innovation activities across all phases.



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:

- raising students' attainment in external benchmarking assessments across all phases by developing students' ability to respond to a wider range of examination question types independently.
- developing students' higher-order skills, including analytical writing, synthesis, and the application of mathematical knowledge to real-life and examination contexts across all phases.

Teaching and assessment

Improve the impact of teaching and assessment on achievement by:

- ensuring teaching strategies consistently meet the needs of all groups of students, with innovation and higher-order thinking systematically embedded in lessons across all phases.
- strengthening the use of assessment data to identify and support underperforming students and extending the targeted 'bubble' student support model across all phases and subjects.

Leadership and management

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

- developing the role of middle leaders in raising students' attainment and progress through more consistent monitoring and evaluation of teaching quality across all subjects and phases.
- strengthening middle leaders' strategies to build students' confidence and active participation in lessons, particularly for students who are less forthcoming in sharing their learning.



MAIN EVALUATION REPORT

1. Students' achievement				
Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Very Good	Very Good	Good	Very Good
Progress	Very Good	Very Good	Good	Very Good
<ul style="list-style-type: none"> Students' achievement in Islamic education is very good overall and good in Phase 3. In lessons and in their work, the large majority of students in Phases 1, 2, and 4 make better than expected progress from their starting points, while the majority of students in Phase 3 make better than expected progress. The school's internal assessment data indicate outstanding attainment overall. This does not align with what is seen in lessons and students' work, where the large majority of students in Phases 1, 2, and 4 attain above curriculum standards, while the majority of students in Phase 3 attain above curriculum standards. In Phase 1, children demonstrate secure understanding of Islamic concepts and their application to daily life. In Phase 2, students demonstrate very good knowledge, skills, and understanding of Islamic concepts, interpret and explain evidence from the Holy Qur'an and Noble Hadith, and apply learning effectively to moral and social contexts. In Phase 3, students demonstrate good knowledge of Islamic concepts and can explain evidence from the Holy Qur'an and Noble Hadith, though application to moral and social contexts is less consistent. In Phase 4, students demonstrate very good depth in analysis and justification in both discussion and written responses. However, in Phase 2, independent reasoning and extended application tasks require further development. Overall, most student groups in Phases 1, 2, and 4 make better than expected progress, while the majority of student groups in Phase 3 make better than expected progress. 				
Areas for development:				
<ul style="list-style-type: none"> Develop students' independent reasoning skills in Phase 2 to sustain deeper analysis across Islamic concepts. Extend opportunities for students in Phase 3 to apply learning to a wider range of moral and social contexts independently. 				

Arabic as a first language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Very Good	Very Good	Very Good	Good
Progress	Very Good	Very Good	Very Good	Good
<ul style="list-style-type: none"> Students' achievement in Arabic as a first language is very good overall and good in Phase 4. In lessons and in their work, the large majority of students in Phases 1, 2, and 3 make better than expected progress from their starting points, while the majority of students in Phase 4 make better than expected progress. The school's internal attainment data indicate outstanding attainment when measured against curriculum standards and good attainment when measured against national and international benchmarks. External benchmark assessment results indicate good attainment in Phase 2 and very good attainment in Phases 3 and 4. This does not fully align with what is seen in lessons and students' work, where the large majority of students in Phases 1, 2 and 3 attain above curriculum standards, while only the majority of students in Phase 4 attain above curriculum standards. In Phase 1, children's speaking skills are fluent, and they pronounce words and phrases accurately. In Phase 2, students demonstrate very good confidence in speaking and, through active listening, participate effectively in structured discussions, thereby building their vocabulary to communicate with fluency. In Phase 3, students read with 				



good comprehension and demonstrate secure interpretative skills across a range of texts, with writing showing correct and varied sentence structures. In Phase 4, students demonstrate good language skills, though the range and complexity of written expression is less developed compared to earlier phases. However, extended writing and independent written expression require further development across all phases. In Phases 1 and 2, reading comprehension progresses to interpretation most effectively when supported by structured tasks.

- Overall, most student groups in Phases 1, 2, and 3 make better than expected progress, while the majority of student groups in Phase 4 make better than expected progress.

Areas for development:

- Develop students' extended writing skills across all phases to enable them to write with greater independence, accuracy, and complexity.
- Strengthen opportunities for students in Phase 4 to develop greater depth and range in written expression to accelerate progress towards very good attainment.

UAE Social Studies	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Good	Very Good	NA
Progress	NA	Very Good	Very Good	NA

- Students' achievement in UAE social studies is very good overall. UAE social studies is provided in Phases 2 and 3 only. In lessons and in their work, the large majority of students across both phases make better than expected progress.
- The school's internal data indicate that attainment is very good overall. This partly aligns with what is seen in lessons and students' work, where the majority of students in Phase 2 attain above curriculum standards, and the large majority of students in Phase 3 attain above curriculum standards.
- In Phase 2, students demonstrate good knowledge of resources that support living in the UAE and how access to these can differ amongst different groups in the community. In Phase 3, students demonstrate very good understanding of how the UAE supports marriage and can explain links to Islamic legislation with confidence and clarity. However, in Phase 2, students do not always understand the reasons why and how some groups in the community can be supported. In Phase 3, students do not always demonstrate understanding of how other groups in society may differ in their perspectives and circumstances.
- Overall, most student groups in Phases 2 and 3 make better than expected progress.

Areas for development:

- Deepen students' understanding in Phase 2 of the reasons why different groups in the community require varying levels of support.
- Extend students' awareness in Phase 3 of how different groups in society may differ in their perspectives and circumstances beyond the UAE context.

English	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Good	Good	Very Good
Progress	Good	Good	Good	Very Good

- Students' achievement in English is good overall and very good in Phase 4. In lessons and in their work, the majority of students in Phases 1, 2, and 3 make progress in line with curriculum expectations, while the large majority of students in Phase 4 make better than expected progress from their starting points.



- The school's internal assessment data indicate very good attainment in Phases 3 and 4 and outstanding attainment in Phase 2. External benchmark assessment results indicate good attainment overall. This does not fully align with what is seen in lessons and students' work, where the majority of students across Phases 1, 2, and 3 attain above curriculum standards, and the large majority of students in Phase 4 attain above curriculum standards. A small number of students complete the International Baccalaureate in English Language and Literature, and IELTS is used by those applying to universities abroad.
- In Phase 1, children blend words, write short sentences, and develop early speaking skills by matching pictures to nouns and building vocabulary. In Phase 2, students develop speaking skills effectively through recalling stories, and some can construct alternate endings in writing. In Phase 3, students build speaking and vocabulary skills and conduct analysis of poems, making valid inferences. In Phase 4, students debate confidently and justify opinions with clarity and depth. However, the use of tenses and sentence structure in Phase 2 requires further development. Reading for understanding across Phases 1, 2, and 3 is less consistently developed. Extended writing skills in Phases 2 and 3 require strengthening.
- Overall, the majority of student groups in Phases 1, 2, and 3 make better than expected progress, while the large majority of student groups in Phase 4 make better than expected progress.

Areas for development:

- Develop students' reading for understanding across Phases 1, 2, and 3 to enable them to engage more independently with a range of texts.
- Extend students' writing skills in Phases 2 and 3 to develop greater accuracy in tense use, sentence structure, and sustained independent written expression.

Mathematics	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Good	Good	Very Good
Progress	Good	Good	Good	Very Good

- Students' achievement in mathematics is good overall and very good in Phase 4. In lessons and in their work, the majority of students in Phases 1, 2, and 3 make progress that is above the curriculum expectations, while the large majority of students in Phase 4 make better than expected progress from their starting points.
- The school's internal assessment data indicate outstanding attainment in Phases 2, 3, and 4. External benchmark assessment results indicate good attainment in Phase 1, lower attainment in Phases 2 and 3, and acceptable attainment in Phase 4. This does not align with what is seen in lessons and students' work, where the majority of students in Phases 1, 2, and 3 attain above curriculum standards, and the large majority of students in Phase 4 attain above curriculum standards.
- In Phase 1, children demonstrate secure understanding of the conservation of number and develop early calculation skills. In Phase 2, students demonstrate secure knowledge of fractions and different types of angles. In Phase 3, students demonstrate a secure understanding of the concept of volume and apply this to a range of mathematical problems. In Phase 4, students apply the principles of trigonometry confidently and effectively. However, students in Phase 1 require further development in the formation of numbers. Students' confidence in applying mental mathematics strategies when calculating requires further development in Phases 2 and 3. The use of mathematical instruments to improve measurement accuracy requires strengthening across the phases.
- Overall, the majority of student groups in Phases 1, 2, and 3 make better than expected progress, while the large majority of student groups in Phase 4 make better than expected progress.



Areas for development:

- Develop students' accurate formation of numbers in Phase 1 and systematic application of mental mathematics strategies across Phases 2 and 3.
- Extend students' use of mathematical instruments to improve measurement accuracy across all phases.

Science	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Good	Good	Very Good
Progress	Good	Good	Good	Very Good

- Students' achievement in science is good overall and very good in Phase 4. In lessons and in their work, the majority of students in Phases 1, 2, and 3 make better than expected progress, while the large majority of students in Phase 4 make better than expected progress from their starting points.
- The school's internal assessment data indicate very good attainment overall. This does not fully align with what is seen in lessons and students' work, where the majority of students in Phases 1, 2, and 3 attain above curriculum standards, and the large majority of students in Phase 4 attain above curriculum standards.
- In Phase 1, children demonstrate secure understanding that weather changes and can be dangerous and apply this knowledge to real-life safety contexts. In Phase 2, students demonstrate secure knowledge of how animals communicate and the importance of their habitats. In Phase 3, students explain the processes involved in the formation of igneous rocks effectively and demonstrate secure knowledge of how magnetic forces cause attraction and repulsion. In Phase 4, students demonstrate a very good understanding of molecular and ionic compound structure properties and apply this knowledge confidently across a range of contexts. However, children in Phase 1 do not demonstrate understanding of why the weather changes over time. Students in Phase 2 do not yet demonstrate an understanding of how environmental changes can affect animals' survival rates. Students in Phase 3 do not demonstrate an understanding of how environments can change over time.
- Overall, the majority of student groups in Phases 1, 2, and 3 make better than expected progress, while the large majority of student groups in Phase 4 make better than expected progress.

Areas for development:

- Develop students' understanding of dynamic environmental change and its impact on living organisms across Phases 2 and 3.
- Extend students' application of scientific knowledge to explain why natural environments and conditions change over time, particularly in Phases 1 and 3.

1.3 Learning skills	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Very Good

- Students' learning skills are good overall and very good in Phase 4. Students enjoy learning and take increasing responsibility for their own learning. They know their strengths and weaknesses and take steps to improve, using IXL and Kahoot to identify areas for development. In Phase 4, students research independently using AI, technological platforms, and devices, using enquiry and research skills effectively. In theory of knowledge lessons, students research knowledge problems revealed by the unreliability of sources and explain when reality becomes unreliable.
- Students interact and collaborate well in a range of learning situations across Phases 1, 2, and 3, communicating their learning clearly. In Phase 4, students interact and



collaborate purposefully and productively, communicating their learning effectively. In Phase 4, science, students use data logging to investigate the effect of light intensity on photosynthesis. Students regularly make meaningful connections between areas of learning and relate these well to their understanding of the world. In Students debate topics related to Ramadan and UAE culture. In Phases 1, 2, and 3, students make clear connections between areas of learning and relate these to their understanding of the world, particularly life in the UAE. Critical thinking and problem-solving skills are key features of learning in Phase 4 and common features across Phases 1, 2, and 3.

Technologies are used to support enquiry and research skills across all phases, with students in Phase 4 using these independently and effectively.

- However, the quality of collaboration in Phases 1, 2, and 3 is less well established than in Phase 4. Connections to world cultures beyond the UAE are less well developed across the phases. The consistency of independent learning and responsibility varies across subjects and phases in Phases 1, 2, and 3.

Areas for development:

- Develop the quality and consistency of purposeful student collaboration across Phases 1, 2, and 3 to strengthen independent group learning.
- Extend students' connections to world cultures beyond the UAE across all phases to deepen cross-cultural understanding and real-world learning.

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	Very Good	Very Good

- Students' personal development is very good overall. Students demonstrate very positive and responsible attitudes towards learning. They show very high motivation, independence, and engagement in lessons and respond well to constructive feedback. This supports sustained learning behaviour across all phases.
- Students display high levels of self-discipline and mature behaviour across all phases. Incidents of bullying are rare and are resolved effectively through restorative approaches. Relationships between students and staff are very positive and supportive, enabling students to feel valued, supported, and confident throughout the school.
- Students demonstrate a well-developed understanding of safe and healthy lifestyles and participate very actively in physical activities, sports competitions, and well-being initiatives.
- Attendance is very good at 96%. However, students are not yet consistently leading healthy lifestyle advocacy or influencing peers across the school. On occasions poor punctuality results in a number of students missing the national anthem.

Areas for development:

- Develop students' understanding of the importance of punctuality to school to ensure all students are present for the national anthem and the start of the school day.
- Increase opportunities for students to take the initiative in promoting health and well-being across all phases.

2.2 Students' understanding of Islamic values and awareness of Emirati and world cultures	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	Outstanding	Outstanding

- Students' understanding of Islamic values and awareness of Emirati and world cultures is outstanding overall. Students demonstrate an exceptional understanding of Islamic values and how these influence daily life and behaviour. Senior students articulate the



application of Islamic ethics, responsibility, and social conduct with depth and insight, showing exceptional appreciation of Islam's role in contemporary society.

- Students demonstrate exceptional knowledge and deep respect for Emirati heritage and culture. They articulate their participation in national celebrations, assemblies, and curriculum-linked cultural learning with confidence and insight. They demonstrate a thorough understanding of the relevance of national identity to modern UAE society and relate this very effectively to their lives and responsibilities as members of the community.
- Students demonstrate a deep understanding of their own and other world cultures. They participate very actively in multicultural events and curriculum-based international learning activities, demonstrating comprehensive awareness of global diversity and shared values across societies. However, students do not always demonstrate understanding of the challenges and struggles that different cultural groups experience over time.

Areas for development:

- Extend opportunities for students to engage with a wider range of world cultures through curriculum-based activities to broaden their intercultural understanding beyond familiar contexts.

2.3 Social responsibility and innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
		Very Good	Very Good	Very Good
<ul style="list-style-type: none"> • Students' social responsibility and innovation skills are very good overall. Students participate very actively in volunteering and social contribution within the school and wider community. They contribute effectively to charity campaigns, leadership roles, and mentoring activities that positively impact school life and community engagement. • Students demonstrate a very positive work ethic and well-developed enterprise skills. They engage very effectively in science fairs, Model United Nations, creative projects, and enrichment activities. Students demonstrate well-developed awareness of environmental responsibility and participate willingly in sustainability exhibitions and planting activities. • However, innovation and entrepreneurship are not consistently embedded within everyday classroom learning across all phases. Student-led environmental action is not fully embedded across the school. 				
Areas for development:				
<ul style="list-style-type: none"> • Develop students' enterprise and innovation skills by embedding entrepreneurial activities more consistently within everyday classroom learning across all phases. • Extend student-led environmental action across the school to develop greater ownership and measurable impact on sustainability practices. 				

3. Teaching and assessment				
3.1 Teaching for effective learning	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	Good
<ul style="list-style-type: none"> • The quality of teaching is good overall and very good in Phase 4. Teachers demonstrate clear knowledge of how students learn and use a range of strategies effectively, with particularly effective practice evident in Arabic, Islamic education, and social studies lessons. Across the school, teachers provide motivating learning environments, including learning walls, manipulatives, and, in some lessons, virtual reality headsets. In Phase 1, learning stations are well-resourced and linked 				



meaningfully to topics. In Phase 4, lessons are engaging, and time and resources are managed skillfully.

- Teacher-student interactions ensure students are engaged and motivated learners. Teachers use a combination of questioning techniques to engage students in meaningful discussions and reflection, for example, on rural communities and their unique features. In Phases 3 and 4, questioning promotes higher-level thinking and critical responses. In English lessons, students discuss the contexts and meanings of poetry effectively.
- Teachers provide appropriate levels of challenge and support across all phases. Technology to support learning is featured in most lessons, and teachers systematically develop students' critical thinking and independent learning skills. However, learning experiences are not always sufficiently personalised to meet the full range of students' individual needs in lessons. The development of problem-solving is not consistent across all phases and subjects, though it is more evident in mathematics and science. Innovation is not systematically embedded within everyday classroom learning, and outdoor learning resources in Phase 1 do not consistently motivate and challenge children.

Areas for development:

- Develop more consistent personalisation of learning experiences across all phases to meet the full range of students' individual needs.
- Embed innovation and problem-solving more systematically within everyday classroom learning across all phases.

3.2 Assessment	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Very Good

- The quality of assessment is good overall and very good in Phase 4. Internal assessment processes are mainly coherent and consistent, and linked to American curriculum standards, providing valid and clear measures of attainment and progress for individuals and groups of students. The school uses a range of external assessments to benchmark students' attainment against national and international standards.
- Assessment data is analysed in depth, and the school tracks students' progress effectively over time. The school has focused on aligning internal assessment systems with external benchmarks. The introduction of MAP questions into lessons and MAP goal setting in students' workbooks is making a positive impact on reducing the attainment gap. Assessment data is used effectively to monitor students' progress and identify gaps in knowledge, understanding, and skills. Students who are close to meeting expected standards are identified in mathematics for targeted support. The school's Coordinated Assessment System (CAS) is being developed to further strengthen the consistency and impact of assessment practices across all phases.
- The school has introduced the Strengths, Improvements, and Response (SIR) system for marking students' copybooks, and self- and peer-assessment strategies are evident in lessons, including group peer-assessment in science. However, the SIR system is not used consistently to guide students in improving their work. Feedback provided to students is varied in quality and consistency across the phases, and clear rubrics are not always provided to support students in the self- and peer-assessment process. Assessment data is not always used effectively to meet the needs of students who experience barriers to learning and confidence.

Areas for development:

- Develop the consistent use of the SIR feedback system across all phases to provide students with clear and actionable guidance for improvement.



- Embed systematic self- and peer-assessment practices across all phases, supported by clear rubrics and structured frameworks.

4. Curriculum

4.1 Curriculum design and implementation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Very Good

- The quality of curriculum design and implementation is good overall and very good in Phase 4. The curriculum is broad, relevant, and age-appropriate with a clear rationale. It meets national and licensed curriculum statutory requirements and supports students in developing their knowledge, skills, and understanding across all subjects.
- Curriculum planning ensures continuity and progression, enabling students to build effectively on their prior knowledge and skills, and preparing the majority of students well for their next phase of education. In Phase 1, children engage in a well-planned range of indoor and outdoor activities that support their physical development and promote healthy lifestyles. In Phase 4, students have access to a broad range of curriculum choices that meet their individual aspirations and aims.
- Cross-curricular links are meaningful and planned effectively, supporting students in transferring knowledge between subjects and developing a good understanding of UAE culture and heritage. The curriculum is enriched by a range of special events, including National Day, Flag Day, UAE Coding Day, and Heart Days. Extra-curricular activities provide good learning experiences for gifted and talented students to follow their interests and extend their learning. Innovation is systematically planned throughout the school, including through the AI Imagine Cup, Discover Flights, and the ENOC Innovation Challenge.
- Regular reviews and subsequent curriculum development ensure good provision across all subjects, meeting the academic and personal development needs of the majority of students. However, the embedding of innovation within everyday American curriculum lessons is not consistent across all phases, and participation in extra-curricular activities requires further development across the school.

Areas for development:

- Develop the consistent embedding of innovation within everyday curriculum lessons across all phases to extend students' creative and enterprising skills.
- Increase student participation in extra-curricular activities across all phases to broaden learning experiences and develop students' wider interests and skills.

4.2 Curriculum adaptation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Very Good

- Curriculum adaptation is good overall and very good in Phase 4. The school has successfully modified the curriculum to meet the learning needs of almost all student groups across all phases.
- Extra-curricular activities enhance the curriculum effectively. Leadership skills of gifted and talented students are developed through targeted enrichment opportunities. Additional physical education, art, music, and swimming lessons support students in developing their talents and personal interests. The curriculum is enriched by visits to places of interest, for example, the Pearl Museum. In Phase 4, curriculum adaptation is particularly effective. Students access a broad range of curriculum choices, including Theory of Knowledge lessons, IB English Language and Literature, and IELTS preparation, that are well-aligned to their individual aspirations and next steps in education. Advanced curriculum content, including trigonometry and molecular chemistry, is effectively adapted to meet the needs of higher-attaining students.



- Across the curriculum, there are good opportunities for students to learn about Emirati culture and UAE society. These are integrated effectively through tasks and learning activities embedded in subjects and supplemented through assemblies and celebrations of national and cultural occasions. However, community involvement links are not fully developed across all phases. Enterprise is not consistently embedded across all areas of the curriculum, limiting opportunities for students to develop their entrepreneurial and creative skills.

Areas for development:

- Embed enterprise skills more consistently across all curriculum areas to develop students' entrepreneurial thinking and creative problem-solving.
- Develop community involvement links across all phases to enrich students' learning experiences and extend real-world application of curriculum knowledge.

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

5.1 Health and safety, including arrangements for child protection/safeguarding	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	Outstanding	Outstanding

- The quality of health and safety, including arrangements for child protection and safeguarding, is outstanding overall. Staff, students, and parents are fully aware of the rigorous procedures for the protection, safeguarding, and safety, including cybersecurity, of all students.
- All aspects of students' welfare and protection are communicated very effectively, with clear signage around the school regarding relevant committees, organised events, assemblies, and displays addressing well-being issues which are accessible to all. Supervision of students is exceptional throughout the school.
- School leaders have implemented comprehensive and highly effective policies to ensure buildings and equipment are maintained in excellent condition, with timely actions taken when issues are identified. All detailed records of maintenance, routines for evacuation, fire drills, and other incidents are securely stored.
- Senior leaders are rigorous in their promotion of students' health and safety, including the effective management of school transport and parental collection and drop-off. The school's nurses, doctors, and relevant senior leaders actively provide medical care and health awareness. The four school clinics comply with protocols regarding medicines and their administration and storage, which are meticulously followed. The extensive school premises, equipment, and facilities provide an excellent physical environment that is instrumental in facilitating students' learning and personal development.
- The school's promotion of healthy lifestyles is effectively permeated throughout all aspects of school life through displays, assembly focus, health awareness campaigns, and referencing in lessons. However, student movement around the school and bag storage routines require more consistent enforcement across all phases. As students progress from Phase 2 to Phase 3, adherence to healthy eating practices and routines are not fully formalised.

Areas for development:

- Develop more consistent enforcement of student movement and behaviour routines across the school to maintain the highest standards of safety and order.
- Formalise healthy eating practices and routines as students progress through the phases to embed lifelong healthy lifestyle habits.



5.2 Care and support	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	Good
<ul style="list-style-type: none"> The quality of care and support is good overall. Relationships within the school are positive and constructive. Interactions between teachers and students are supportive, ensuring students respond well to the guidance they receive. Appropriate systems and procedures for managing students' behaviour are in place across all phases. The school's approach to promoting good attendance and punctuality is appropriate. Monitoring and follow-up systems are in place to support students' regular attendance. However, lunch break supervision, particularly for Phase 3 students, requires additional attention, and morning punctuality requires further improvement across the school. The school demonstrates a commitment to inclusiveness through a range of accessible facilities. An appropriate process for identifying students with special educational needs (SEND) is being implemented through systematic assessments and observations, with a preliminary focus on students who are close to meeting expected standards. Gifted and talented students are identified, though provision for extending their learning requires further development. The school provides appropriate support for SEND and gifted and talented needs. The SEND coordinator is responsible for supporting students using individual education plans (IEPs) and advanced learning plans (ALPs). The school conducts weekly push-in and pull-out intervention sessions for these students. Parents are appropriately informed about the processes that support their children's needs. The well-being of all students is appropriately monitored, and information is used to provide appropriate personal and academic guidance. Transition between phases is managed effectively across the school. There has been an increased focus on guidance and support for senior students through individual career planning, attendance at university fairs, and support with scholarship applications. However, support for gifted and talented students requires further development to ensure their needs are consistently met across all phases. 				
Areas for development:				
<ul style="list-style-type: none"> Develop more systematic approaches to promoting punctuality across the school, including actively engaging parents in supporting students' timely arrival. Strengthen the identification and provision for gifted and talented students across all phases to ensure their needs are consistently met, and their potential is fully realised. 				

6. Leadership and management	Judgement
6.1 The effectiveness of leadership	Good
6.2 Self-evaluation and improvement planning	Good
6.3 Partnership with parents and the community	Very Good
6.4 Governance	Very Good
6.5 Management, staffing, facilities, and resources	Very Good
<ul style="list-style-type: none"> Leadership and management are good overall, with partnership with parents and the community, governance, and management, staffing, facilities, and resources being very good. Leaders at all levels, led by a focused principal, set a clear strategic direction to develop future leaders with twenty-first-century skills. A three-year strategic plan targeting outstanding performance is in place, underpinned by five strategic priorities and goals focused on improving attainment and progress across the school. New leaders have been recruited and demonstrate high performance in meeting American curriculum requirements. Senior leaders are committed to the UAE National Priorities. 	



- Relationships and communication throughout the school are professional, staff morale is positive, and teacher turnover rates have decreased. Leaders are realistic about the timeframe required to bring about sustained improvements and have been innovative in developing the school, including improvements to bilingual provision and the promotion of Islamic values.
- The school acknowledges that performance in MAP external benchmark assessment has not been aligned with internal assessment outcomes. Leaders have taken focused action to reduce this gap significantly, and CAT4 performance is being developed. Self-evaluation is embedded in the school's improvement planning, drawing on both internal and external data. All recommendations from the previous inspection report have been identified and distributed across the school for action. However, implementation of these recommendations is not fully developed across all areas. There is some misalignment in the school's self-assessment report, which leaders acknowledge and are working to address.
- The school is very effective in engaging with parents and community partners. Parents' views are considered when shaping the school's priorities, and parental involvement has made a highly positive contribution to raising standards. Parents receive clear and timely communication. The school has developed effective local, national, and international partnerships, including with other schools in the Emirates National group.
- Governance is provided by the Central Emirates National Group, which works with the school as a critical friend with a clear focus on accountability. The governing body seeks the views of the parent council, parents, and the local community, resulting in developments that meet the needs of all student groups. The governing body systematically monitors the school's actions and is fully aware of the importance of the school inspection framework. It leads strategically in recruiting high-quality teachers to meet the requirements of the American curriculum and the Common Core State Standards.
- All aspects of the day-to-day running of the school are well organised and reflect an innovative approach. Procedures and routines are very effective. The learning environments are resource-rich, including the effective use of technology. The school's premises and facilities are of very good quality, and resources are well matched to the requirements of the curriculum.

Areas for development:

- Develop the capacity of middle leaders to consistently translate professional learning into improved classroom practice across all subjects and phases.
- Improve the accuracy and consistency of self-assessment processes across the school to ensure a fully aligned and reliable view of performance.
- Extend community partnerships beyond the Central Emirates National Group to include a wider range of local and international organisations that enrich students' learning experiences.
- Develop the governing body's systematic monitoring of the implementation and impact of school improvement actions to strengthen accountability for student outcomes across all phases.
- Develop the accountability of middle leaders in systematically analysing and using assessment data to narrow the gap between internal and external assessment outcomes.

Provision for Arabic

- The school provides Arabic language education in line with MoE requirements. There are 16 Arabic teachers supporting approximately 1,939 Arabic students, giving a teacher-to-student ratio of 1:21.



- The school has a dedicated library in Phase 1 and a shared library for students in Phases 2, 3, and 4. Across both libraries, there are 2,353 books in total, comprising 1,584 fiction and 769 non-fiction titles. Reading provision is further supported in classrooms through a range of digital platforms, including Bravo-Abjadiyat, Alef, Kutubi, and Kam Kalema.
- Reading is addressed as one of the four key language skills through weekly timetabled sessions. Additional reading classes are provided after school to further support students' reading development across all phases.
- The school participates actively in a range of Arabic language competitions, including the Future Poet competition, the Yowla Champion competition, the Prophetic Biography competition, and the Noble Hadith and the Holy Qur'an competition, providing students with meaningful opportunities to extend their Arabic language skills beyond the classroom.

Provision for KG

- The school provides KG (Phase 1) education through a team of 11 class teachers and 11 teaching assistants, supported by two Arabic teachers and one Islamic Studies teacher. The teacher-to-child ratio is 1:25.
- The indoor learning environment is well designed to support experiential and play-based learning. Classrooms are arranged to encourage exploration and hands-on activities. Children have weekly access to the school library and the computing room to support their early digital literacy skills. Children have access to a dedicated canteen during break time and a dedicated physical activity area to support their health and well-being.
- The outdoor environment enhances learning opportunities effectively. Teachers utilise the school garden to support lessons and experiments linked to curriculum topics. Children have access to a dedicated outdoor play area equipped with a play kitchen, bikes, and open space for free play. A football pitch further supports children's physical development and social interaction.
- Appropriate arrangements are in place to support children's induction into school and their transition to Phase 1. At the start of the year, children participate in an orientation visit to familiarise themselves with the school environment. Towards the end of the year, KG2 children participate in transition lessons within Phase 1 to experience the learning environment and routines. Meetings are held between KG2 and Phase 1 teachers to ensure continuity of learning and a seamless transition. These arrangements are communicated clearly to parents to support collaboration and reassurance during key transition stages.

