دائـــرة رأس الخيمـــة للمعرفـــة

RAS AL KHAIMAH
DEPARTMENT OF KNOWLEDGE

HARVEST PRIVATE SCHOOL

13 to 15 January 2026

School Overall Judgement | **Acceptable**

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
Acceptable	Acceptable	Acceptable

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

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

2. Students' personal and social development and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
2.1 Personal development	Good	Good	Good	Good
2.2 Students' understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
2.3 Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1 Teaching for effective learning	Good	Acceptable	Acceptable	Good
3.2 Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1 Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
4.2 Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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	Good	Good	Good	Good
5.2 Care and support	Good	Good	Good	Good

6. Leadership and management	Overall
6.1 The effectiveness of leadership	Acceptable
6.2 Self-evaluation and improvement planning	Acceptable
6.3 Partnership with parents and the community	Good
6.4 Governance	Good
6.5 Management, staffing, facilities, and resources	Acceptable

KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students

- Student progress has improved in Islamic education across all phases, reaching very good in Phase 4. Progress is good in Phase 1 mathematics, Phases 1 and 4 science, Phase 3 social studies, and Phase 3 English.
- Students have positive attitudes and respectful relationships with each other and the teachers and staff across the school. High levels of attendance (97%), and punctuality across the school demonstrate their responsible attitude and commitment to their learning.
- Students demonstrate a clear understanding of Islamic values and their role in UAE society and show good appreciation and respect for Emirati heritage and culture. They actively participate in school-led cultural events and engage meaningfully in visits to cultural institutions.

Parents

- Parents are positive about the quality of education and care their children receive. The Parent Council supports the school in activities and functions. Parents are aware of the school improvement priorities and make a positive contribution. They initiated changes to the safety of students arriving and leaving school.
- Parents are kept informed of students' learning and development through the effective reporting Learning Management System (LMS) which can be used to communicate with the school. Regular coffee mornings and parent-teacher meetings are held to discuss student exam results and personal and social development.
- Parents are actively involved and support the school in all activities and events, for example, National Day, Teachers Day, coffee mornings, and fundraising.

Teachers

- Teachers in all phases demonstrate secure knowledge of their subjects, with in Phases 1 and 4 consistently apply their knowledge of their subjects and how students learn, using effective strategies to engage and challenge learners. Across the school, teachers use a variety of approaches in lessons including active learning, differentiated tasks, personalised learning, intervention and technology when available.
- Teachers plan lessons, manage time and use resources appropriately. This is particularly effective in Phase 1, where children benefit from hands-on resources and manipulatives in mathematics and science that help them understand abstract concepts through practical, extended activities.
- Teacher interactions ensure students are willing learners. Teachers in Phases 1 and 4 engage students effectively in meaningful discussions and use a range of questioning techniques to promote deeper thinking and considered responses. Teachers across the school use ongoing assessment and questioning to support student learning.

School Leaders

- The principal and senior leaders are fully committed to improving the school. The direction and vision are shared with all stakeholders and promoted by the principal.

Leaders understand what needs to be done to improve the school through the previous review and the school improvement plan.

- Relationships and communications are professional, and staff morale is positive. Senior and middle leadership have clear roles and responsibilities, and most staff know what is expected of them.
- Internal and external data is used in preparing the SEF with input from all school leaders to drive school improvement planning. The document is detailed and provides links to evidence. The school has a realistic view of the majority of priorities.
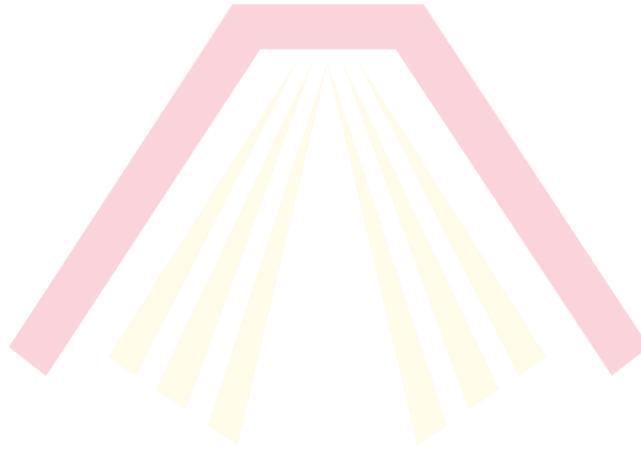
What does the school need to do next to improve student outcomes?

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' independent reading skills and reading for pleasure in English and promoting a love of reading in Arabic across all phases.
- developing students' extended writing skills and writing stamina in English and Arabic across all phases.
- developing children's ability in Phase 1 to explain their mathematical thinking using appropriate mathematical language and work independently.

Teaching and assessment

Improve the impact of teaching and assessment on achievement by:

- strengthening differentiation and personalisation of learning experiences to meet the full range of individual student needs across all phases.
- developing teachers' ability to use assessment information effectively to inform teaching and match tasks and levels of challenge to all students' learning needs.
- developing the consistency of teaching strategies that promote students' critical thinking, problem-solving, innovation and independent learning skills across all subjects.

Leadership and management

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

- ensuring the School Improvement Plan (SIP) is implemented and monitored effectively with clear evidence of completed actions and measures of success.
- ensuring senior leaders align the Self-Evaluation Form (SEF) judgements closely to the framework through rigorous use of internal and external data in self-evaluation processes.
- developing the capacity of senior and middle leaders to raise achievement across all phases and subjects through effective implementation of curriculum and best practices.

MAIN EVALUATION REPORT

1. Students' achievement				
Islamic Education	**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Attainment	Good	Acceptable	Good	Very Good
Progress	Good	Good	Good	Very Good

- Students' achievement in Islamic education is good overall across the school. In lessons and in students' work, the majority of students make better than expected progress in Phases 1, 2 and 3. In Phase 4, a large majority of students make better than expected progress.

- Internal assessment data shows attainment as good across all phases. No external benchmarking data is available. In lessons and students' work, the majority of students in Phases 1 and 3 attain above curriculum standards, while most students in Phase 2 attain in line with curriculum standards. In Phase 4, a large majority of students attain above curriculum standards.

- In Phase 1, children develop Surah recitation skills and recognise key Islamic vocabulary with growing confidence. However, opportunities for deeper practical application and reflective discussion are less frequent. In Phase 2, students develop understanding of the general meaning of Noble Hadith and Holy Qur'an verses and can identify key messages. However, their pronunciation is not always accurate and their ability to recite the Holy Qur'an correctly with proper Tajweed rules is developing. In Phase 3, particularly in Islamic B, the majority of students demonstrate a clear understanding of Al Sunna Al Nabawiyya, moral and ethical values, and Surah interpretation. They analyse texts effectively, identify key messages, and relate learning to personal behaviour and social responsibility. In Phase 4, students demonstrate deep understanding and apply Islamic principles confidently. However, the accuracy of pronunciation and Tajweed rules requires further refinement across Phases 2, 3, and 4.

- Overall, the majority of groups of students make better than expected progress. However, opportunities to extend discussion and independent research are limited, particularly for higher-attaining students who are not consistently challenged to deepen their understanding.

Areas for development:

- Strengthen students' accurate pronunciation and recitation of Holy Qur'an verses with proper Tajweed rules across all phases, particularly in Phase 2.

- Develop opportunities for deeper practical application, reflective discussion, and independent research to challenge higher-attaining students across all phases.

Arabic as a first language	**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Students' achievement in Arabic is acceptable overall. In lessons and in their work, most students make expected progress in all phases. This matches with the school's internal data which shows most students make expected progress across the school.

- Internal assessment data for all phases shows attainment as acceptable. This is seen in lessons and in students' books where, overall, most students attain in line with curriculum standards.

- In Phase 1, children can identify short and long vowel sounds and the placement of letters in words. However, few children recognise sight words. In Phases 2, 3 and 4, students develop listening, writing, reading, and comprehension skills, including identifying and analysing parts of speech. However, proficiency in writing at length, producing genres for creative and factual writing tasks, and speaking standard Arabic is inconsistent across all phases. Student collaborative projects are limited.
- Overall, all groups of students make at least expected progress. However, higher-attaining students do not make the progress they are capable of due to the lack of challenging tasks to extend their learning.

Areas for development:

- Students' proficiency in writing at length and producing genres for creative and factual writing tasks in Phases 2, 3 and 4.
- Children's ability to recognise sight words in Phase 1.

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

- Students' achievement in Arabic as an additional language is acceptable overall. In lessons and in their work, most students make expected progress in Phases 2 and 3. This matches the school's internal data, which shows all students make expected progress across these phases.
- Internal assessment and MoE examination data for Phases 2 and 3 show attainment as acceptable. This is seen in lessons and in students' work where most students attain in line with curriculum standards.
- In Phases 2 and 3, students develop speaking, listening, reading and writing skills. They can read and comprehend texts and develop skills to speak with growing confidence when expressing their ideas. However, oral skills for open discussion, debate and extended speaking in standard Arabic are inconsistent. Students' extended writing skills are less well developed across both phases.
- Overall, all groups of students make expected progress.

Areas for development:

- Strengthen students' extended writing skills across Phases 2 and 3.
- Develop students' oral skills for open discussion, debate and extended speaking in classical Arabic in Phases 2 and 3.

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

- Students' achievement in UAE social studies is acceptable overall. In lessons and in students' work, most students make expected progress in Phase 2, while the majority make better than expected progress in Phase 3. This does not match internal school data which shows outstanding attainment in Phase 2 and very good progress in Phase 3.
- Internal assessment data shows outstanding attainment across both phases. However, in lessons and students' work, most students in Phases 2 and 3 attain in line with curriculum standards. In Phase 2, students demonstrate adequate ability in identifying UAE symbols and landmarks and in reading maps. However, they continue to face challenges with directions and with applying their knowledge in unfamiliar contexts. In

Phase 3, students can identify and analyse the geographical location of the UAE on maps, including plains, hills, and mountains, and explain the impact of these features on the economy and trade. However, writing fluency and depth of analysis remain areas for development as students are not consistently engaged in structured writing tasks that promote critical thinking across both phases.

- Overall, the majority of groups of students in Phase 3 make better than expected progress, particularly the girls, while all groups in Phase 2 make expected progress.

Areas for development:

- Strengthen students' writing fluency and depth of analysis through structured writing tasks that promote critical thinking across Phases 2 and 3.
- Develop students' ability to read directions and apply knowledge in unfamiliar contexts, particularly in Phase 2.

English	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Acceptable	Acceptable	Good	NA
Progress	Acceptable	Acceptable	Good	NA

- Students' achievement in English is acceptable overall. In lessons and in their work, most students make expected progress in Phases 1, 2 while the majority make better than expected progress in Phase 3. This does not match with the school's internal data which shows that the majority of students make better than expected progress in Phases 1 and 3, and a large majority of students make better than expected progress in Phase 2.
- Internal assessment data shows attainment as very good across all phases. External benchmark assessment data indicates good attainment in Phase 2, while very good in Phase 3. IGCSE results show as outstanding in Grade 10. This is not seen in lessons and in students' books where most students attain in line with curriculum standards across Phases 1, 2. In Phase 3, the majority of students attain above curriculum standards. In Phase 1, children can blend words and write some short sentences with adequate accuracy. In Phase 2, students demonstrate the correct use of adjectives to describe the storm in the text which they linked to the sandstorms experienced in the UAE. Students showed higher-level communication skills with intonation and used appropriate vocabulary to fluently summarise the text.
- In Phase 3, students continue to build their speaking skills through debating activities, and converse with developing fluency. They can express opinions with growing confidence. The majority of students demonstrate strong reading comprehension and analytical skills. They engage in literary analysis and express well-justified opinions effectively. However, independent reading and students' extended writing skills are less well developed across all phases.
- Overall, most groups of students in Phases 1 and 2 make expected progress, while the majority of groups in Phase 3 make better than expected progress. However, higher-attaining students are not always sufficiently challenged to extend their learning across all phases.

Areas for development:

- Strengthen students' extended writing skills and writing stamina across all phases, particularly in Phases 1, 2 and 3.
- Develop students' independent reading skills and reading for pleasure across all phases.

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

- Students' achievement in mathematics is acceptable overall and good in Phase 1. In lessons and in their work, the majority of children make better than expected progress in Phase 1, and most students make expected progress in Phases 2, 3 and 4. This does not match with the school's internal data which shows a majority of students make expected progress in Phases 2 and 3. There is no internal data for Phase 4.
- Internal assessment is good overall, and external assessment data for Phases 2 to 4, including CAT4, IGCSE, and PTM, indicate acceptable levels of attainment. This broadly matches what is seen in lessons and students' work, where most students attain in line with curriculum standards. In Phase 1, the majority of students attain above curriculum expectations.
- Progress in Phase 1 is good. In Phase 1, students develop early number sense and basic mathematical skills through practical activities. However, their ability to explain mathematical thinking and work independently is developing. In Phases 2 and 3, students apply taught methods confidently in familiar contexts. Opportunities to develop reasoning, problem-solving, and application to unfamiliar or real-life contexts are inconsistent. Students' independence and accuracy in multi-step tasks, particularly in Phases 3 and 4, remain variable.
- Overall, most groups of students make the expected progress. However, higher-attaining students receive insufficient challenge in lessons, particularly in Phase 2, and do not consistently reach their full potential.

Areas for development:

- Children's ability in Phase 1 to explain mathematical thinking using appropriate mathematical language and work independently.
- Students' mathematical reasoning and problem-solving skills in Phases 2 and 3.

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

- Students' achievement in science is acceptable overall. It is good in Phases 1 and 4, where the majority of students make better than expected progress. In lessons and in their work, the majority of students make better than expected progress in Phases 1 and 4, while most students make expected progress in Phases 2 and 3. This does not match the school's internal data which shows good in Phases 1 and 4, and weak in Phases 2 and 3.
- Internal assessment data is good overall. External assessment data for Phases 2 to 4, including CAT4, IGCSE, and PTS, indicate acceptable levels of attainment. This matches what is seen in lessons and students' work, where most students attain in line with curriculum standards across Phases 1, 2 and 3. In Phase 4, the majority of students attain above curriculum expectations.
- In Phase 1, children identify the parts of a plant, recognise the conditions plants need to thrive and can make predictions with growing confidence. In Phase 2, students identify different states of matter. In Phase 3, most students explore light transmission and reflection. In Phase 4, Grade 11 students conduct neutralisation reactions effectively and demonstrate a clear understanding of scientific concepts. However, students' ability to write lab reports in depth with analysis is inconsistent across all phases. Not all students are able to conduct practical activities, and lessons in the lab are sometimes limited.

- Overall, the majority of groups in Phases 1 and 4 make better than expected progress, while most groups in Phases 2 and 3 make expected progress. However, students with special educational needs and gifted and talented students are not always sufficiently challenged to reach their full potential.

Areas for development:

- Strengthen students' ability to write lab reports in depth with analysis across all phases.
- Increase students' access to practical activities and laboratory lessons to enhance hands-on scientific inquiry across all phases.

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

- Students' learning skills are good in Phases 1 and 4, and acceptable in Phases 2 and 3. Students enjoy learning and take increasing responsibility for their learning particularly in Phases 1 and 4. Students come to lessons ready to learn and know their strengths and weaknesses. However, in Phases 2 and 3, students' responsibility for their own learning is less developed.
- Students in higher phases interact and collaborate well in a range of learning situations. For example, in English lessons, students collaborate in a debating exercise, sharing ideas about whether a home is defined more by feelings than by physical structures, and in science, students collaborate in practical experiments. However, collaboration in the lower phases is less developed.
- Students make clear connections between areas of learning and relate these to the real world, particularly in the higher phases. In mathematics, students relate graphs to trends or data seen in everyday contexts and make links to the UAE by discussing proportional relationships in local scenarios. Examples include fuel consumption and travel distances within the UAE. Students in Phase 2 compare prices, measurements, and distances to explain decimal values. However, connections are largely prompted by the teacher rather than initiated independently by students.
- In Phases 2, 3 and 4, the use of learning technologies in lessons is limited. Technology is more readily available in Phase 1. Some students in Phase 3 can build a simple robotic system that controls fan-based temperature. However, similar activities are not available to all students across the school. Research, innovation and critical thinking skills are developing across all phases.

Areas for development:

- Students' interaction and collaboration skills in Phases 1, 2 and 3.
- Students' use of technologies to support learning and development of research, innovation and critical thinking skills across all phases.

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

2.1 Personal development	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- Students' personal development is good across all phases. They show a positive sense of responsibility, cooperation, and awareness of both academic and behavioural expectations. Attitudes to learning are positive, and students respond well to feedback. Behaviour in lessons and around the school is generally very good, although there have been isolated incidents in Phase 2, which were effectively addressed. Students usually demonstrate self-discipline and respond well to others. Incidents regarding bullying are addressed effectively through the code of conduct and communication with parents.

- Relationships between students and teachers, as well as among peers, are good, with students actively supporting and caring for one another.
- Adoption of safe and healthy lifestyles is developing, particularly among younger students who initially had limited awareness of healthy food choices. Initiatives integrated into the school's well-being programme, supported by budget allocation and teacher guidance, have helped students adopt better dietary habits and engage in physical activity.
- Attendance percentage is 97%, although seasonal health issues occasionally affect lower grades. The school nurse supports management of contagious illnesses, ensuring high overall attendance.

Areas for development:

- Students' self-discipline and consistent demonstration of positive behaviour in Phase 2.
- Consistent adoption of healthy lifestyle choices, particularly among younger students 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
	Good	Good	Good	Good

- Overall, students demonstrate a clear understanding of Islamic values and their role in UAE society. Across all phases, students show respect for these values and apply them in their interactions, decision-making, and participation in school activities. Younger students are developing awareness of Islamic principles and their practical application, while older students demonstrate deeper understanding and can articulate how these values influence life in the UAE. However, younger students do not always apply these values independently or confidently.
- Students show good appreciation and respect for Emirati heritage and culture. They actively participate in school-led cultural events such as Flag Day, National Day, and International Day, and they engage meaningfully in visits to the National Museum and other cultural institutions, including interactions with UAE officials.
- Students demonstrate a clear understanding, awareness and appreciation of their own cultures and some other world cultures. They engage in international projects and activities that celebrate diversity, collaborate respectfully with peers from different backgrounds, and demonstrate awareness and appreciation of global perspectives. For example, engagement with the Brazilian community in school projects promotes mutual understanding and strengthens intercultural awareness across the student body. However, cultural opportunities are not available to all students.

Areas for development:

- Students' independent and confident application of Islamic values, particularly in Phases 1 and 2.
- Equal opportunities for all students to engage in projects that increase awareness of other world cultures.

2.3 Social responsibility and innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- Students understand their responsibilities as members of a school community, and some take on key roles such as volunteering, community engagement, and participation in school initiatives. The Student Council plays a central role in this area, organising events, supervising peers, and promoting well-being and positive behaviour across the school, which increases engagement in school-wide activities.

- Students show a positive work ethic. However, their innovation, enterprise and entrepreneurship skills are less well developed. AI skills are emerging and more able students are involved in Robotics.
- Students care for their school and engage in volunteering, community-focused initiatives, and environmental activities, including partnerships with the Red Crescent, sustainability campaigns, and projects promoting safety and positive behaviour. These activities demonstrate practical citizenship, empathy, and collaboration.

Areas for development:

- Students' innovation, enterprise and entrepreneurship skills across all phases.
- Opportunities for more students to take on key leadership roles in the school community.

3. Teaching and assessment

3.1 Teaching for effective learning	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Acceptable	Acceptable	Good

- The quality of teaching is acceptable overall. It is good in Phases 1 and 4, where most teachers consistently demonstrate secure subject knowledge, understand how students learn, and use effective strategies to engage and challenge learners. Across the school, teachers use a variety of strategies in lessons including active learning, differentiated tasks, personalised learning, intervention and technology when available. Teachers plan lessons and manage time and resources appropriately. For example, in Phase 1 mathematics, teachers understand how children learn through practical, hands-on and extended activities using a range of manipulatives to support mastery learning. In Phase 4, teachers promote higher-order thinking through analytical discussions and challenging tasks.
- Teacher-student interactions are positive and ensure students are willing learners across all phases. In Phases 1 and 4, most teachers use questioning effectively to promote deeper thinking and extended responses. For example, in Phase 1, children predict what is happening with the crow in a story and explain their reasoning. In Phase 4, teachers use probing questions to develop critical analysis and independent thinking. However, in Phases 2 and 3, questioning does not always promote deeper thinking and extended responses consistently. Probing questions to develop critical thinking remain underdeveloped in these phases.
- In Phases 1 and 4, most teachers provide appropriate challenge and support through well-differentiated learning experiences. However, across Phases 2 and 3, learning experiences are not always sufficiently differentiated or personalised to meet the full range of students' individual needs. Higher-attaining students are not consistently challenged to extend their learning, particularly in these phases.
- Teaching in Phases 1 and 4 more consistently develops students' innovation, critical thinking, and independent learning skills. However, the development of critical thinking and problem-solving is inconsistent in Phases 2 and 3. The use of technology to support learning remains limited across all phases.

Areas for development:

- Strengthen the consistency and quality of questioning to promote deeper thinking, reflection, and extended student responses across all phases, particularly in Phases 2 and 3.
- Enhance differentiation and personalisation of learning experiences to better meet the full range of individual student needs across all phases, with particular focus on challenging higher-attaining students in Phases 2 and 3.

3.2 Assessment	Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessment processes are coherent and provide suitable measures of attainment and progress for individuals and groups of students. The school uses external assessments, including IGCSE, CAT4, TIMSS, PISA, ABT and GL tests, to benchmark students' attainment against national and international standards.
- Assessment data is analysed and the school has started to track progress over time following the establishment of an assessment team and the appointment of an assessment coordinator. Assessment data is used to monitor students' progress and identify gaps in knowledge, understanding, and skills. However, its use to inform teaching and meet the needs of all student groups across subjects and phases is inconsistent, particularly in providing appropriate challenge to more able students.
- Teachers provide some feedback to students on their work. However, feedback is not always sufficiently clear or developmental in guiding students on specific steps to improve. Students engage in self- and peer-assessment. However, clear rubrics and success criteria are not consistently provided to support students in evaluating their own work and the work of their peers effectively.

Areas for development:

- Use of assessment information to inform teaching and match tasks and levels of challenge more closely to all students' learning needs.
- Quality and consistency of feedback that guides students on specific steps to improve their work, supported by clear rubrics for self- and peer-assessment.

4. Curriculum

4.1 Curriculum design and implementation	Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of the curriculum is acceptable across the school. The curriculum has a reasonably rationale and is compliant with the National Curriculum for England (NCfE) for core subjects. It is broad so that students experience a variety of subjects. It is balanced and all subject elements are covered. However, there is a strong emphasis on the development of knowledge but little focus on the development of skills. Planning for continuity and progression in the curriculum is a developing feature in most key subjects.
- Planning for continuity and progression is evident in some subjects. However, this is not consistent across all key subjects, and students do not always build systematically on prior learning as they move through the phases.
- The range of subjects offered by the curriculum allows a broad enough choice for students in Phases 3 and 4. Students consult with parents and the careers counsellor when making decisions about subjects and career choices. There are cross-curricular links in all phases that link to real life, and most teachers link to the UAE context.
- The curriculum is regularly reviewed across all grades. However, adaptations are not always implemented consistently to meet the needs of all students.

Areas for development:

- The development of skills alongside the development of knowledge across the curriculum.
- Continuity and progression in key subjects across all phases.

4.2 Curriculum adaptation	Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of curriculum adaptation is acceptable across the school. The school makes some modifications to the curriculum. However, the needs of groups of students are not adequately met, particularly those of students with disabilities and the gifted and talented. Curriculum provision in both languages for low-attainers does not address the diversity of students or their ability to acquire new languages.
- The curriculum provides limited opportunities for enterprise, innovation or creativity. It does not create sufficient extra-curricular activities to develop stronger community links which impact positively on students' personal, social and academic development.
- The curriculum provides opportunities for students to develop their knowledge, understanding and appreciation of Islamic values and UAE culture which influences UAE society. However, the overall curriculum review is insufficiently focused on students' academic, personal and social needs. It does not sufficiently promote students' independent learning and innovation skills.

Areas for development:

- Regular modification of curriculum to meet the needs of all groups of students, particularly students of determination and gifted and talented students.
- Opportunities for enterprise, innovation, creativity, and extra-curricular activities that strengthen community links.

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
	Good	Good	Good	Good

- The protection, care, guidance and support of students is good overall. The school has effective procedures for safeguarding and child protection. Staff are aware of these procedures and know how to respond appropriately. Safeguarding policies are communicated clearly to the school community. The school Inclusion team is effective in protecting students from all types of abuse and bullying.
- The school provides a safe, hygienic and secure environment. Safety procedures are well managed. Chemical waste from science laboratories and medical waste from the school clinic are safely disposed of by an approved external company. Students are appropriately supervised throughout the school day and during transportation. School buses are fitted with an automatic alarm system that activates when the engine is switched off, ensuring safety checks are completed, and no students are left on board. The premises are clean and well-maintained. The school maintains accurate and secure records. The premises and facilities are safe and inclusive. Accessibility has been improved through the installation of a lift and more ramps to allow access for those with mobility issues.
- The school promotes healthy living through assemblies, workshops, and awareness programmes led by the nurse, and provides individual support plans for students with obesity. However, a minority of students, particularly in Phases 1 and 2, do not consistently make healthy food choices.

Areas for development:

- Students' consistent adoption of healthy food choices and lifestyles, particularly in Phases 1 and 2.
- Engagement of parents as partners in promoting healthy living and supporting their children's well-being.

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

- The care and support of students is good overall. Interactions among staff and students are respectful and supportive. The school has an effective approach to managing student behaviour, and it is generally good throughout the school, although some behaviour management concerns have been raised in Phase 2.
- The tracking and management of attendance and punctuality are very good across all phases at 97%.
- The school has procedures in place to identify students of determination and gifted and talented students through diagnostic assessments. Students of determination are identified and supported by the Inclusion department and have access to a sensory room. Support is provided in lessons through Individual Learning Plans (ILPs) and working closely with teachers and parents. However, this is not always consistent. The system for identifying gifted and talented students is less developed, so they are not all making consistent personal and academic progress. There are extra-curricular activities for gifted and talented students such as 'Smart Brain' and Robotics. However, not all gifted and talented students have access to all opportunities.
- In Phase 1, the school supports students' transition and well-being through an orientation programme for new students and a structured welcome-back event for other phases. In Phases 3 and 4, career guidance and well-being are strengthened through structured career sessions, university fairs, study leave, exploration of multiple universities, and opportunities for international representation at the 'Film Festival' in Paris.

Areas for development:

- Consistency of support for students of determination through effective implementation of individual learning plans.
- More rigorous and thorough systems for identifying and supporting gifted and talented students to ensure they make consistent progress.

6. Leadership and management	Judgement
6.1 The effectiveness of leadership	Acceptable
6.2 Self-evaluation and improvement planning	Acceptable
6.3 Partnership with parents and the community	Good
6.4 Governance	Good
6.5 Management, staffing, facilities, and resources	Acceptable

- The overall effectiveness of leadership is acceptable. The principal and senior leaders are fully committed to improving the school with appropriate direction and vision promoted to all stakeholders. The school is committed to the UAE national and Emirate priorities and is inclusive. Senior leaders understand the curriculum and best practices that are driving the improvement agenda. However, this is not impacting achievement across the school. Relationships are professional and staff morale is positive. Senior and middle leadership have clear roles and responsibilities. Leaders demonstrate awareness of how to improve the school, but middle leaders have not been successful in raising standards in all subjects and phases. The school is compliant with statutory and regulatory requirements.
- Internal and external data are used in preparing the SEF with input from all school leaders to drive school improvement planning. The SIP is detailed and linked to student outcomes targeting the recommendations from the last inspection report. However, SEF judgements are not closely aligned to the framework, and the SIP does

not provide evidence of any completed actions or measures of success. School leaders monitor teaching and learning through lesson observations and learning walks. However, these do not sufficiently impact students' achievement.

- The school is successful in engaging parents as partners, and they are positive about the quality of education and care their children receive. The Parent Council supports school activities and makes a positive contribution. However, parents' contributions have not impacted and raised school standards. The school communicates with parents through various channels, including regular coffee mornings and the LMS reporting system. The school maintains diverse connections with local and international communities, including the Community Police, Red Crescent, Civil Defence, and collaborates with universities to provide career guidance and scholarship opportunities.
- Governance has a broad representation of stakeholders who are highly experienced and hold contributory roles. They support the principal in meeting the school recommendations and SIP. The governors hold the principal and senior leaders to account for the school's performance. They finance teacher recruitment and school resources, ensuring the school is appropriately staffed and resourced. However, they have yet to impact on student achievement.
- The school is well organised, including student arrival and dismissal procedures. The school is adequately staffed with suitably qualified teachers. Relevant professional development is provided, matched to the school SIP. However, it is not always sufficiently matched to teacher requirements. The premises are adequate with some specialist facilities, including three science labs and one ICT lab, but facilities are limited. The school has acquired a lift which supports inclusivity. Smartboards and devices are still required for Phases 2, 3 and 4. Many classrooms are overcrowded, which limits active learning.

Areas for development:

- The impact of leadership on raising achievement across all phases and subjects through the effective implementation of curriculum and best practices.
- Leaders' ability to align SEF judgements closely to the framework and implement and monitor the SIP with clear evidence of completed actions and measures of success.
- Parents' contributions and engagement in activities that directly impact and raise school standards.
- Governors' direct impact on student achievement through strategic oversight and accountability.
- Differentiated professional development to meet teachers' needs and impact on student achievement, alongside improved specialist facilities and technology resources.

Provision for Arabic

- The ratio of Arabic teachers to students is 1:20. There are 12 Arabic teachers in the school teaching both Arabic First Language (AFL) and Arabic Second Language (ASL) to all grades from KG to Grade 12. The school library has 326 Arabic books that cover a range of Arabic literature from poetry and novels to short stories and fiction, including 170 nonfiction books and 156 fiction books. However, there are no books in except in the Phase 1 reading corners.
- The school applies a programme called 'Bravo Bravo' to encourage and monitor reading. Records are kept and reviewed by teachers. Students have reading activities in the morning. Extra-curricular activities are provided to support reading. Students participate in speaking and writing competitions, including the National Identity writing competition.

Provision for KG

- The ratio of KG teachers to children is 1:19. There are 11 KG teachers. The KG section and the classrooms are spacious, with good facilities and resources. There are wall displays showcasing student work and national celebrations, UAE cultural and heritage corners, reading corners and a mathematics, English and phonics wall. Teaching resources include mathematics manipulatives and phonics resources preparing children for Grade 1 curriculum. There is an indoor playground with apparatus, and every classroom has a smartboard with access to technology. There is a covered field area for PE activities and outdoor resources for teaching mathematics and Phonics. Children can grow plants.
- The school has an induction process and provides a parents' handbook containing all the information about starting at school. Children are initially invited into school, accompanied by parents. Transitions to higher grades are planned and initial visits take place in Term 3. Communication is via email and SMS prior to enrolment. All parents can access the school LMS to track their children's activities and progress. Additionally, parents can communicate through the school's WhatsApp groups.