



PAKISTAN HIGHER SECONDARY SCHOOL- RAK

ID: 59

SCHOOL EVALUATION REPORT - ACADEMIC YEAR 2025-2026

Evaluation and Quality Department of Public and Private Education Institutions

Acceptable

SUMMARY OF EVALUATION OUTCOMES

2025-2026

Acceptable

1. Students Achievement	Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education				
1.1. Attainment		Acceptable	Acceptable	Acceptable
1.2. Progress		Acceptable	Acceptable	Acceptable

Arabic as a second language				
1.1. Attainment		Acceptable	Weak	Weak
1.2. Progress		Acceptable	Weak	Weak

UAE Social Studies				
1.1. Attainment		Acceptable	Acceptable	Acceptable
1.2. Progress		Acceptable	Acceptable	Acceptable

English Language				
1.1. Attainment	Acceptable	Acceptable	Acceptable	Acceptable
1.2. Progress	Acceptable	Acceptable	Acceptable	Acceptable

Mathematics				
1.1. Attainment	Acceptable	Acceptable	Acceptable	Acceptable
1.2. Progress	Acceptable	Acceptable	Acceptable	Acceptable

Science				
1.1. Attainment	Acceptable	Acceptable	Acceptable	Acceptable
1.2. Progress	Acceptable	Acceptable	Acceptable	Acceptable

1. Students Achievement	Phase 1	Phase 2	Phase 3	Phase 4
1.3. learning skills	Acceptable	Acceptable	Acceptable	Acceptable

2. Students personal and social development, and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
2.1. Personal Development	Acceptable	Acceptable	Acceptable	Acceptable

2.2. Students understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
2.3. Social Responsibility and Innovation Skills	Acceptable	Acceptable	Acceptable	Acceptable

3. Teaching and Assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1. Teaching for Effective Learning	Acceptable	Acceptable	Acceptable	Acceptable
3.2. Assessment	Weak	Weak	Weak	Weak

4. The 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	Acceptable	Acceptable	Acceptable	Acceptable
5.2. Care and support	Weak	Weak	Weak	Weak

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	Acceptable
6.4. Governance	Weak
6.5. Management, Staffing, Facilities and Resources	Weak

KEY FINDINGS

How good is the overall quality of performance?**Key features include the following:**Students

- Internal assessment data indicate that most students achieve above curriculum expectations and make better than expected progress in Arabic, Islamic Education, and social studies across all phases. In English, the large majority of children in Phase 1, most students in Phases 2 and 3, and the large majority in Phase 4 attain levels above curriculum expectations, with the majority of children and students in Phases 1 and 4, and the large majority in Phases 2 and 3, making better than expected progress. In mathematics, the majority of students in Phases 1, 3, and 4, and most in Phase 2, attain levels above curriculum expectations, with the large majority in Phase 2 and the majority in Phases 3 and 4 making better than expected progress. In science, the majority of children in Phase 1, most students in Phase 2, and the large majority in Phase 3 attain levels above curriculum expectations, while most students in Phase 4 attain levels in line with curriculum expectations. The majority of children in Phase 1, most students in Phase 2, and the large majority in Phase 3 make better than expected progress, while most students in Phase 4 make expected progress. However, these high levels of attainment and progress are not consistently evident in lesson observations or students' work samples.
- Show positive attitudes toward their learning. They collaborate within their groups and share findings; however, the quality of their interactions varies, and collaboration remains inconsistent across most phases. In Arabic as a second language lessons, students' engagement and participation are developing but remain limited in some areas.
- Generally demonstrate responsible behavior, contributing to a safe and orderly learning environment. They are polite and respectful both in lessons and around the school.

Parents

- Are consistently informed about their children's academic achievement and behavior through regular communication and scheduled meetings.
- Express satisfaction with the quality and suitability of the education provided and feel assured that their children are safe and well cared for within the school environment.
- Appreciate the school's efforts to enhance students' knowledge and skills through the provision of extracurricular activities, particularly those organized on Fridays. They also confirm that the school responds promptly and efficiently to any suggestions or concerns raised.

Teachers

- Develop comprehensive lesson plans that cover all key components, including success criteria, ASSET skills based on assessment results analysis in English, mathematics, and science, curriculum links, real-life applications, and integration with the UAE context. However, these plans are not applied consistently across subjects and phases. Teachers' questioning techniques assess students' knowledge and skills but often lack sufficient challenge for higher-achieving students. While activities are generally differentiated to meet the needs of most student groups, provision for students with Special Educational Needs and Disabilities (SEND) and those identified as Gifted and Talented (G&T) is not consistently evident.
- Implement the assessment policy in line with the National Curriculum of Pakistan (NCP) and Ministry of Education (MoE) requirements. Internal assessment data is used to inform planning and identify appropriate learning activities for most student groups. However, this process does not consistently take into account the specific needs of students with SEND or those identified as G&T.
- Assessment data is not systematically analyzed in sufficient depth or benchmarked against external measures. As a result, gaps in performance and progress are not clearly identified or effectively addressed, limiting the school's ability to accurately evaluate outcomes and plan targeted interventions.

School Leaders

- Clearly communicate the vision and mission of the school and share them with most stakeholders. Most leaders demonstrate an adequate understanding of the school's direction and priorities and show appropriate awareness of the key areas requiring improvement, particularly in relation to teaching and learning, curriculum implementation, and the overall learning environment for students. They recognize the steps needed to strengthen educational provision and are working towards improving outcomes through targeted actions and strategic planning.
- Gather information from stakeholders, documentary evidence, and previous report recommendations to inform the evaluation process. This ensures that evidence is used appropriately and that all aspects of school life are covered.
- Governors are aware of the school's improvement and evaluation processes, including the Self-Evaluation Form (SEF) and School Improvement Plan (SIP). However, they need to explore options for relocating the school to a larger or more suitable building with improved facilities, to better support teaching, learning, and the overall development of students.

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 into account the following key priorities to inform its improvement planning.

Students' achievement -Improve achievement and learning skills by:

- Strengthening students' deep understanding of authentic Qur'anic verses and Prophetic Hadith, and enhancing their ability to interpret and apply Islamic values meaningfully across all phases.
- Improving students' ability to write coherent and accurate sentences and short paragraphs in Arabic, particularly in Phases 3 and 4, and developing students' range of Arabic vocabulary and their ability to communicate confidently in full sentences, particularly in Phases 2, 3, and 4, while improving their independent comprehension of written and audio texts.
- Deepening students' understanding of economic relationships and the impact of natural, human, and capital resources on society in Phase 2, while broadening their knowledge of UAE cultural institutions in Phase 3 and globalization and its impact on developing countries in Phase 4.
- Strengthening students' analytical reading and inference skills, particularly in Phases 2 and 3, and enhancing their creative and extended writing skills across all phases. Improving students' application of the four arithmetic operations to real-life situations using mental mathematics in Phases 1 and 2, and strengthening their ability to model real-life problems, analyze and interpret data, and propose effective solutions in Phases 3 and 4.
- Enhancing students' ability to conduct systematic scientific observations, communicate findings accurately, and apply scientific methodology independently, particularly in forming hypotheses and generating new understanding in Phases 3 and 4.
- Strengthening children's and students' ability to work independently and take responsibility for their learning.
- Developing children's and students' consistent application of critical thinking and problem-solving skills.

Teaching and Assessment -Improve the impact of teaching and assessment on achievement by:

- Ensuring the effective and consistent implementation of lesson planning to meet the needs of all student groups and provide meaningful learning experiences that enable sufficient and sustained progress across all subjects.
- Developing teachers' systematic approaches to enhance students' learning skills, including critical thinking, problem-solving, independent research, inquiry, and innovation, across all phases.
- Strengthening the alignment between internal and external assessment data to enhance the validity and reliability of internal assessment practices.
- Ensuring the systematic use of assessment data to improve the quality of teaching and adapt the curriculum to meet the needs of all student groups, thereby accelerating progress and improving learning outcomes.
- Enhancing the quality and consistency of constructive written and verbal feedback to guide students towards continuous improvement and levels of achievement.

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

- Strengthening school leaders' capacity to promote inclusion and ensure effective provision for students with SEND.
- Empowering the middle leadership structure and ensuring that all staff are allocated sufficient time and clarity of responsibility to fulfill their roles effectively.
- Enhancing leadership capacity to improve students' achievement in Arabic as an additional language across all phases.
- Ensuring the effective integration of internal and external assessment data so that self-evaluation accurately reflects students' achievement and informs targeted school improvement actions.
- Establishing rigorous monitoring and evaluation processes to track progress against the school improvement plan and ensure agreed targets are met.
- Promoting the active participation of parents as partners in their children's learning and school life to drive sustained improvements in student outcomes.
- Expanding local, national, and international partnerships to enrich students' learning experiences and enhance their development and achievements.
- Ensuring governors actively support the enhancement of provision to develop students' skills in Arabic as an additional language across all phases.
- Strengthening governors' oversight to ensure students benefit from experiences that effectively promote their personal, social, and emotional development.
- Providing sufficient, appropriate resources to support curriculum implementation and ensure consistent learning experiences across all subjects and phases.
- Ensuring that school premises and specialist facilities are suitable, well-maintained, and fully accessible to provide an inclusive environment for all students.

Islamic Education

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons and their recent work, most students attain levels that are broadly aligned with curriculum expectations across Phases 2, 3, and 4. In Phase 2, students demonstrate a secure understanding of key moral concepts such as charity, kindness, caring for the needy, and the importance of Laylat al-Qadr. They can define main concepts, recall Qur'anic verses and Hadith when prompted, and provide simple real-life examples. However, attainment remains largely descriptive and dependent on guided explanation, with limited independent use of Islamic textual evidence. In Phase 3, students show appropriate understanding of themes such as good and bad companionship, good deeds and intention, and the role of the Majlis in Islamic society. They can explain key characteristics and make basic comparisons between past and present contexts. While references to the Qur'an and Hadith are sometimes included, students do not consistently use them independently to justify their reasoning. In Phase 4, most students can explain Islamic principles related to family stability, tolerance, accountability, and moral responsibility. They demonstrate age-appropriate understanding of how Islamic values influence behavior and society. However, across all phases, attainment is stronger in recall, explanation of meaning, and structured textbook tasks, while deeper analytical application, particularly linking faith to complex contemporary situations, remains less consistently developed. Over the past three years, the attainment of most students has been broadly in line with the curriculum expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons, most students make expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 2, Grade 5 students progress from recognizing Islamic values to identifying simple ways of applying them in daily life, such as helping others or showing respect. In Phase 3, Grade 8 students develop from defining key concepts such as intention and good deeds to applying them in structured moral scenarios, and from identifying features of the Majlis to comparing its role in past and present contexts. In Phase 4, Grade 11 students show progress in discussing broader themes such as family building, tolerance, and ethical responsibility, and can relate learning to real-life situations with guidance. However, progress is inconsistent within and across phases. A small group of confident students often demonstrates stronger analytical thinking, while others remain at a descriptive level. Across phases, girls generally show slightly more consistent organization and engagement in written work than boys, although overall progress levels remain broadly similar. Overall, students make steady but uneven progress, and the development of deep, higher-order Islamic understanding is not yet fully achieved.

Areas for development

- Strengthen students' deep understanding of authentic Qur'anic verses and Prophetic Hadith across phases.
- Students' conceptual and analytical understanding of Islamic values, moving beyond descriptive knowledge to deeper application across phases.

Arabic as a second language

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Weak	Weak

Summary

In lessons and in their recent work, most students in Phase 2 and only a majority of students in Phase 3 and Grade 9 of Phase 4 demonstrate knowledge, understanding, and skills that are in line with curriculum expectations for their years of study.

In Phase 2, students are able to recognize letters and sounds, such as (ظ), and link them to short and long vowels. They read familiar words and identify key vocabulary related to topics such as types of food in the UAE and around the world. Students complete simple comprehension tasks, such as matching words to pictures, naming foods and their countries of origin, and identifying basic vocabulary in short audio texts. In Phase 3 and Grade 9 of Phase 4, students understand familiar and commonly used words and generally follow the teacher's explanation. Students can read simple words and short sentences, and only a minority can understand longer sentences, short paragraphs, or new vocabulary explained in Arabic. Students rely on English prompts to complete comprehension tasks and often respond using one-word answers or yes/no responses.

In general, students in Phases 2 and 3 and Grade 9 of Phase 4 find it difficult to produce simple sentences related to familiar topics such as food, games, or sports, and sentence structures are often inaccurate. They struggle to engage in meaningful speaking interactions, justify their ideas, or produce extended written responses. Their vocabulary repertoire remains limited and does not reflect curriculum expectations, which restricts their ability to apply accurate language structures or engage effectively in sustained Arabic conversations and writing tasks.

Attainment trends over the past three years suggest that most students are in line with curriculum expectations; however, this is not supported by lesson observations or scrutiny of recent students' work in Phase 3 and Grade 9 of Phase 4.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Weak	Weak

Summary

In lessons, most students in Phase 2 and only a majority of students in Phase 3 and Grade 9 of Phase 4 make expected progress in relation to learning objectives that align with curriculum expectations.

In Grade 2, students can understand the meanings of familiar words such as "طويل" (long), "مربوط" (connected), "قصير" (short), and "مفتوح" (open). In Grade 3, students can listen to a short audio text, understand its main idea, identify key vocabulary, match words to pictures, and write them correctly with support. In Grade 7, students can understand only a limited number of familiar words, and they struggle to understand more complex information presented in simple sentences related to topics such as the moon or the lunar eclipse. In Grade 8, students can read aloud but are unable to engage in meaningful discussions or follow instructions independently. In Grade 9, students can understand a narrow range of familiar vocabulary related to sports and can follow the teacher's explanation, but they struggle to answer simple comprehension questions without support. Overall, boys and girls are making progress at a similar rate.

Areas for development

- Students' ability to expand their range of Arabic vocabulary and to speak in full Arabic sentences independently in Phases 2, 3, and 4.
- Students' ability to understand reading and audio texts, identify key information, and answer comprehension questions independently, particularly in Phases 3 and 4.
- Students' writing skills, including their ability to construct coherent sentences and short paragraphs accurately, particularly in Phases 3 and 4.

UAE Social Studies

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons and their recent work, most students in Phases 2 and 3 and Grade 9 of Phase 4 attain levels that are in line with curriculum expectations. Students demonstrate knowledge of UAE national identity and economy, such as culture, heritage, and types of resources. In Phase 2, students identify elements of intangible heritage in the UAE and share examples such as Al Teela and Al Gahf games. In economics, they can classify resources as natural, human, and capital resources; however, they find it difficult to explain how these resources affect economic activities in society. In Phase 3, students demonstrate an understanding of how and why Emirati culture has evolved over time and can identify relevant cultural institutions within the UAE. However, they experience difficulty when required to provide more detailed and analytical explanations of specific cultural places. In Grade 9 of Phase 4, students understand how the UAE makes use of globalization through developing its economy without affecting the UAE national identity, but struggle to explain how globalization affects developing countries.

Over the past three years, the attainment of most students in Phases 2 and 3 and a majority of students in Grade 9 of Phase 4 has been consistently above curriculum expectations. However, this performance is not consistently reflected in students' analytical understanding observed in lessons and recent work.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons, most students in Phases 2 and 3 and Grade 9 of Phase 4 make expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Grade 4, students can play different traditional Emirati games and explain their importance both to national identity and health. In Grade 6, students develop an understanding of the importance of museums in preserving heritage and culture. In Grade 9 of Phase 4, students recognize the importance of globalization in the life of the individual and society. Progress is generally similar across students' groups, though students with SEND often show slightly less progress.

Areas for development

- Clearer understanding of economic relationships and the effects of natural, human, and capital resources on society, particularly in Phase 2.
- Deeper and more thorough knowledge of UAE cultural institutions, particularly in Phase 3.
- Broader understanding of globalization and its effects on developing countries, particularly in Phase 4.

English Language

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

External assessment data indicate that only a majority of students in Phases 2, 3, and 4 attain levels that are in line with international standards in ASSET exams 2024-25. The FBISE board examination indicates that most students in Phase 4 attain levels that are above national standards.

In lessons and in their recent work, most children and students across all phases demonstrate levels of knowledge, skills, and understanding that are broadly in line with curriculum expectations. In Phase 1, children can blend sounds to read Consonant–Vowel–Consonant (CVC) words and identify initial sounds in familiar words, such as their names and common road signs, demonstrating developing phonological awareness. In Phase 2, students can read and write simple sentences; however, spelling and punctuation errors occur, and their application of grammatical rules in writing is less secure. In Phase 3, students can comprehend short texts, listen to audio texts, extract key information, and respond to questions related to the main idea. However, students in Phases 2 and 3 are less confident in making inferences. In Phase 4, particularly in the Science Stream, students read and analyze news reports confidently and engage effectively in debates, expressing their opinions in depth and supporting their ideas with appropriate textual evidence. Students' creative and extended writing skills require further development, as most observed lessons focused primarily on speaking skills through debates and discussions. Over the past three years, attainment has been above national and international expectations for the large majority of students in Phases 1 and 4, and for the majority of students in Phases 2 and 3.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

In lessons, most children and students across phases make the expected progress in relation to appropriate learning objectives. In KG 1, children can recognize the /at/ word family and read CVC words such as hat, fat, cat, and chat. In Grade 1, students read simple sentences and explain the importance of water for living things using pictures and key vocabulary. By Grade 4, students use adjectives to write simple descriptive sentences. In Grade 8, students analyze and explain the impact of digital technologies and global connections on society, culture, and personal life. In Grade 11, students extend their understanding by evaluating how water scarcity, pollution, and sanitation practices affect public health and ecosystems, providing relevant examples from their home country, Pakistan. Overall, girls make stronger progress than boys in Phases 2 and 3. There are no significant differences in the progress of different groups of students, including both lower and higher-attaining students, in Phase 4.

Areas for development

- Students' ability to analyze texts and to develop their inference skills, particularly in Phases 2 and 3.
- Students' creative and extended writing skills across all phases.

Mathematics

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

The FBISE board examination indicates that most students in Phase 4 attain levels that are in line with national standards. External ASSET benchmark assessment data indicate that only a majority of students in Phases 2, 3, and 4 attain levels that are in line with international standards.

In lessons and recent work, most students demonstrate knowledge, skills, and understanding of algebra, geometry, and statistics and how to apply them in real-life problems across phases. In Phase 1, children demonstrate number sense; they can count to 50 in KG 2 and up to 20 in KG 1 and write numbers. Children have knowledge of geometric shapes (square, rectangle, circle, and triangle) and understand their properties, including the number of sides and angles. In Phase 2, students distinguish between two-dimensional shapes, understand the meaning of data, and know how to collect data and perform simple addition operations on it. In Phase 3, students understand the difference between an algebraic expression and an equation and the concept of an unknown variable. They know integers and how to perform arithmetic operations on them. They also know integers and can perform arithmetic operations with them. In Phase 4, students have knowledge and understanding of trigonometry and trigonometric ratios, coordinate geometry, the distance between points, straight-line geometry, polygons, and practical geometry. They also understand the concept of absolute value and can solve linear equations.

Over the past three years, most students' attainment has remained broadly in line with curriculum expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

In lessons, most students across phases make the expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In lessons, in KG2, children can apply addition by representing numbers with fingers, dots, and blocks. They can perform arithmetic operations (addition and subtraction). Children can define geometric shapes and find them in the classroom and integrate them with the UAE flag. In Phase 2, by Grade 3, students can collect, organize, and represent data and interpret it logically. By Grade 5, they can calculate the area of rectangles and squares and apply the relevant formulas to real-life situations. However, students in Phases 1 and 2 still need to further develop their ability to apply the four arithmetic operations to real-life problems using mental math. In Phase 3, by Grade 6, students can measure angles and draw them accurately using a protractor. By Grade 7, they can solve one-step and two-step linear equations in one variable and apply them to real-life situations. In Phase 4, by Grade 9, students can analyze and solve linear equations involving absolute values in real-life problems and justify the validity of their solutions. By Grade 10, students can analyze and apply trigonometric ratios to solve real-life problems. However, their ability to model real-life situations, analyze and interpret information, and use it to provide effective solutions in Phases 3 and 4 requires further development.

There are slight differences in the progress of different groups of students in Phases 1 and 2. In Phases 3 and 4, girls are making better progress than boys.

Areas for development

- Students' ability to use the four arithmetic operations in real-life situations, apply mental math, and draw conclusions to enhance their mathematical thinking in Phases 1 and 2.
- Students' ability to model real-life situations, analyze and interpret data, and use it to provide effective solutions to practical problems in Phases 3 and 4.

Science

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

External assessment data indicate that only a majority of students in Phases 2, 3, and 4 attain levels that are in line with international standards in ASEET exams 2024-25. The FBISE board examination indicates that the majority of students in Phase 4 attain levels that are above national standards. However, this level of attainment was not observed in lessons and students' recent work.

In lessons and in their recent work, most students across phases demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations in relation to life sciences, particularly living and non-living organisms in Phase 1; physical and earth sciences in Phase 2; and physical and life sciences in Phases 3 and 4. However, children's ability to conduct age-appropriate observations in Phase 1 requires further development, and students' ability to make clear observations, draw accurate conclusions, and report findings in Phase 2 lacks sufficient depth and consistency. In Phases 3 and 4, students' scientific thinking, including forming hypotheses, making clear observations, conducting hands-on investigations, and applying scientific methodology to generate new knowledge, remains limited in depth and independence. Over the past three years, the attainment of most students has been broadly in line with national expectations in Phases 3 and 4, while the attainment of a majority of students in Phases 1 and 2 has been above national and international expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

In lessons, most students across phases make the expected progress in relation to appropriate learning objectives aligned with curriculum expectations. Across grades, students' progress in science shows a clear increase in conceptual depth, although higher-order scientific reasoning remains inconsistent. In KG1 and KG2, most children can identify common animals in the UAE and describe basic characteristics of living organisms, making simple connections such as linking plants to sunlight; however, their ability to explain relationships scientifically or apply age-appropriate scientific methods is limited. By Grade 3, students demonstrate expected progress by identifying major human organs and describing their location and functions. In Grade 4, students define concepts such as gravity and friction and make simple real-life connections, though their ability to make precise observations and draw secure conclusions remains inconsistent. In Grade 6, students distinguish between series and parallel circuits and explain their everyday applications, reflecting increased conceptual understanding. In Grade 7, progress strengthens, with girls identifying acids and bases using pH and proposing practical solutions such as neutralizing the impact of acid rain on farms. In Grade 8, students demonstrate broader scientific knowledge, including cell division, force, and equilibrium, but struggle to apply concepts independently or link them consistently to real-life contexts. By Grade 9, students define homeostasis and thermoregulation and identify associated organs, with high achievers explaining how the body restores balance. In Grade 10, girls conduct titration experiments, define standardization, and identify applications of electromagnetism; however, effective interpretation of results, prediction, and hypothesis formation remain underdeveloped. In Grade 12, students can identify physical properties of d-block elements in the periodic table and plot trends using ICT, yet only high achievers interpret deviations or analyze patterns independently. Slight differences in progress are evident among student groups in Phases 1 and 2, while in Phases 3 and 4, girls generally make better progress than boys.

Areas for development

- Students' ability to conduct systematic observations and communicate findings accurately across phases.
- Students' scientific thinking and application of scientific methodology, particularly in forming hypotheses and generating new understanding in Phases 3 and 4.

1. Students Achievement

1.3. learning skills

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

Across phases and subjects, children and students generally show positive attitudes toward learning and participate appropriately in lesson activities. In English in Grade 11, students engage in mature debates on access to clean water, justify their viewpoints with clear reasoning, and listen respectfully to others. In science in Grade 7, students engage actively in hands-on investigations and virtual lab activities. Children in KG participate enthusiastically in phonics and practical activities. However, engagement is often task-dependent, and students' ability to take sustained responsibility for their own learning remains underdeveloped, particularly when tasks require independent thinking or extended responses. In several Arabic and Islamic Education classes, learning is passive, with some students relying heavily on guidance and demonstrating limited self-regulation and ownership of learning.

Students are encouraged to work in pairs or in groups. In mathematics in Grade 4, students share responsibilities and support one another to complete tasks successfully. In English in Grade 7, students defend viewpoints using appropriate discussion language and justify their arguments clearly. In science in Grade 10, students distribute roles during titration experiments and communicate their findings. However, collaboration is often unstructured, with more able students dominating tasks while less confident learners remain passive. Communication skills remain underdeveloped in several classes, particularly in Arabic and Islamic Education, where students frequently provide short or single-word responses rather than engaging in sustained discussion.

Students make relevant connections to real-life contexts, including UAE culture and familiar situations, across several subjects. In English in Grade 10, students link media discussions to UAE regulations on social media licensing. In mathematics in Grade 6, students explain the use of angles in building houses and walls. In science in Grade 10, students connect electromagnetism to real-life applications such as the Dubai Metro. In social studies in Grade 4, students link traditional Emirati games to health and science. However, students often recognize these connections when prompted, and their ability to analyze, evaluate, or independently apply learning to unfamiliar contexts remains inconsistent. Students use technology in several lessons. In English in Grade 8, students search for information using devices and complete evaluation sheets. In science in Grades 8 and 10, students use digital labs and simulations to explore scientific concepts. In mathematics in Grade 8, students search online for formulas and explain their use. However, technology is mainly used to access or present information. Opportunities for inquiry-based learning, higher-order thinking, and purposeful student-led use of technology are limited. Critical thinking and problem-solving skills are not consistently embedded across subjects, and students' responses are often short and text-based rather than analytical.

Areas for development

- Children's and students' ability to work independently and take responsibility for learning.
- Children's and students' ability to apply critical thinking and problem-solving skills consistently.

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

2.1. Personal Development

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

Students demonstrate responsible attitudes towards school routines and learning, particularly during assemblies and lessons where they listen attentively and participate appropriately in activities. Behavior is consistently calm and orderly; with students lining up sensibly, following instructions, and moving smoothly between activities and classrooms. Relationships across the school are courteous and positive, as seen in cooperative group work and supportive peer interactions. Students show responsible behavior in supervised areas, including caring for their surroundings.

Students show basic awareness of safe and healthy lifestyles through participation in morning exercises and physical education lessons. However, unhealthy food choices remain evident, as some students regularly bring inappropriate items from home to consume during breaks.

Attendance is 90%, with most students arriving on time demonstrating commitment to school routines, although a small number of students arrive late for morning assemblies.

Areas for development

- Students' healthy food choices during break times, particularly for meals from home.
- Students' commitment to school attendance, especially in Phase 4.

2.2. Students understanding of Islamic values and awareness of Emirati and world cultures

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

Students demonstrate adequate appreciation of the role and values of Islam in UAE society, including principles such as peace, cooperation, and helping others. This is reflected in their engagement in discussions and activities that highlight Islamic teachings, although a few students require guidance to connect and apply these key messages to their own experiences. During morning assemblies and lessons, the Holy Qur'an and Hadith are recited clearly and respectfully.

Students show respect for the heritage and culture of the UAE through student-led assemblies, role plays, and lessons that highlight Emirati traditions, national identity, and values. They confidently refer to national days, traditional games, cultural practices, and the UAE's role in charitable work, environmental protection, and supporting other countries, demonstrating a secure sense of Emirati identity and social responsibility. Students also participate in events such as National Day, Flag Day, and other cultural celebrations within the school.

Students demonstrate understanding and appreciation of their own culture and show a basic awareness of other world cultures. This is evident through debates, role-play activities, school morning assemblies, and lessons that explore cultural traditions and practices from the UAE, such as greetings. During breaks, students engage with displays related to Islamic and Emirati culture. However, their awareness of cultures from the wider region and internationally is less well developed.

Areas for development

- Students' broader understanding of diverse cultures beyond their own countries.
- Students' consistent demonstration of Islamic values through daily school life and activities.

2.3. Social Responsibility and Innovation Skills

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

Students are aware of their responsibilities within the school community and take part in a range of school-based activities, assemblies, fairs, and themed events. They contribute through roles such as prefects, club heads, presenters, and student council members, and some take part in initiatives such as the RAK Green Projects competition. However, their involvement in volunteering and contributions beyond the school are limited and irregular.

Students generally show positive attitudes towards their work and participate in projects, role-plays, science fairs, and classroom activities. They can demonstrate creativity in creating models and presentations, but most work follows structured guidance and established ideas. Initiative, originality, and independent leadership are developing, and students often rely on teacher direction when making decisions and the level of innovation remains limited.

Students take care of their immediate surroundings and keep the school environment clean. They show awareness of environmental themes through activities such as World Environment Day, the Eco-Warrior Club, recycled-material projects, and sustainability-focused models. Nevertheless, their participation in sustainability and conservation activities is still at an early stage.

Areas for development

- Students' wider engagement in meaningful social and environmental activities within and beyond the school community.
- Students' creativity and involvement in innovative projects and activities.

3. Teaching and Assessment

3.1. Teaching for Effective Learning

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

Teachers across phases demonstrate sufficient subject knowledge and understand how to deliver lessons effectively, except for Arabic as a second language. Teachers use a unified lesson plan template for all subjects, incorporating the necessary elements and embedding ASSET skills in mathematics, science, and English. While planning is appropriate and tailored to the specific characteristics of each subject, reflecting the training teachers have received in lesson planning, further refinement is needed to ensure effective implementation that meets the needs of different groups of students. Teachers generally manage time efficiently and ensure that students achieve the intended learning outcomes by the end of each lesson, with a few exceptions. In English lessons, teachers demonstrate awareness of progressive learning phases. In the lower phases, lessons are largely play-based, hands-on, and focused on foundational skills. In the upper phases, teachers build on students' prior knowledge by incorporating higher-order thinking, real-life applications, debate, and project-based learning. Differentiated tasks are provided to challenge high achievers while supporting other learners. Similarly, in science lessons, hands-on activities and visual experiments are used to develop students' scientific inquiry skills.

In the most effective lessons, teachers interact with students through purposeful questioning and encourage participation to enhance learning. In mathematics, teachers use sequenced questioning to deepen understanding and promote higher-order thinking skills, helping students develop reasoning rather than simply complete tasks. However, in Islamic Education, lessons rely heavily on textbook-based questions and teacher explanation, with limited discussion and interaction. Similarly, in Arabic as a second language, interaction requires further development, as students' limited speaking skills restrict effective communication with the teacher. Teachers employ a range of strategies in the strongest lessons, including dialogue and discussion, cooperative learning, brainstorming, and play-based approaches. Daily lesson plans include varied activities that address differentiation for most student groups; however, they do not consistently or explicitly target students with SEND or those who are G&T. In Islamic Education, teachers use strategies such as higher-order questioning, cooperative learning, and exit cards. In social studies, short videos and think-pair-share strategies are used to promote interaction and deepen understanding of UAE heritage, as well as natural and man-made features. In kindergarten mathematics, teachers implement play-based learning and learning centers to develop different skills among groups of children.

The development of students' critical thinking, problem-solving, and independent learning skills is evident in the best lessons, particularly in Phases 3 and 4. In science, critical thinking is promoted through structured questioning and opportunities for independent inquiry. However, these practices are not yet consistently applied across all subjects and phases.

Areas for development

- Effective application of lesson planning to meet the needs of all student groups and to provide meaningful learning experiences that enable them to achieve sufficient and sustainable progress in all subjects.
- Teachers' systematic approaches, to enhance students' learning skills encompassing critical thinking, problem-solving, independent research, inquiry skills, and innovation across all phases.

3.2. Assessment

Phase 1	Phase 2	Phase 3	Phase 4
Weak	Weak	Weak	Weak

Summary

The school conducts regular internal and external assessments to measure children's and students' attainment in key subjects across all phases, including FBlSE Board examinations in Phase 4. Although these assessments appear to be aligned with the curriculum, they generate unreliable or inaccurate data, as they do not consistently reflect students' actual levels in most grades and subjects. The school also compares student performance against international standards by administering ASSET (2024–2025).

Leaders analyze the data to determine student attainment levels and compare them with external and standardized test results to identify learning gaps. However, insufficient consideration is given to differences in content and skill expectations between the NCP curriculum and standardized assessments. Students are categorized into high-, average-, and low-achieving groups, and assessment information is used to inform daily lesson planning to meet the needs of these groups. Nevertheless, this practice is inconsistent across subjects and does not sufficiently address the needs of students with SEND, G&T, or high achievers. Assessment information is not consistently used to inform curriculum adaptation, which remains an area for development. Teachers' knowledge of their students' levels, strengths, and areas for improvement is generally adequate. In some lessons, they provide appropriate challenge and support through questioning, oral feedback, pre-assessment activities, and follow-up on individual and group work. Peer assessment and exit cards are also used to check understanding. Teachers sometimes use assessment data, including information from assessment systems, to address identified learning gaps. However, this practice is not consistent across all subjects. In some areas, insufficient challenge limits the development of critical thinking and problem-solving skills.

Feedback is provided through verbal comments and written guidance on students' work. In the most effective lessons, particularly in mathematics, English, and science, students engage in self- and peer assessment, and tasks require explanation and justification rather than short answers. However, these effective assessment practices are not yet consistently embedded across all subjects. The provision of constructive written and verbal feedback to guide students toward continuous improvement and to clearly identifying next steps is not yet fully developed.

Areas for development

- Alignment of internal and external assessment data to enhance the validity and credibility of internal assessment practices.
- Systematic use of assessment data to improve the quality of teaching and adapt the curriculum to meet the needs of all student groups.
- Constructive written and verbal feedback to guide students toward continuous improvement and higher-quality learning outcomes.

4. The Curriculum

4.1. Curriculum Design and Implementation

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

The school implements a blended curriculum approach, combining the NCP with Cambridge materials. The curriculum is reasonably broad and balanced and adheres to MoE statutory requirements. It is relevant and supports the development of students' knowledge, skills, and understanding across phases. The curriculum provides opportunities for students to learn Hindi and Arabic as second languages.

The curriculum mapping process is supported through daily planning aligned with NCP standards, facilitating students' transition between phases. Orientation sessions are held in Phase 1 to prepare children and parents for the next stage of learning, and in Grade 8 to support informed stream choices for Phase 4. The school has also begun to strengthen preparation for post-school pathways through university guidance for Grade 12 students. However, continuity and progression are not consistently secure across all subjects and grades, including MoE subjects. For example, Arabic as a second language does not ensure clear progression across phases, and similar inconsistencies are evident in science and English in Phase 1, indicating foundational gaps that could hinder children's readiness to progress to the next stage of their learning.

The range of curricular choices across the phases is adequate, catering to students' interests and aspirations. For example, in Phase 4, there is a pre-medical stream focusing on chemistry and biology, a pre-engineering stream emphasizing physics and mathematics, and a computer science stream combining physics, mathematics, and computer science. English is the core language, with students choosing either Urdu or Arabic B alongside Islamic Education, which is supported by additional lessons. In Grades 9 and 10, the school demonstrates flexibility by offering geography as an option for students from non-Urdu backgrounds, in addition to computer science and general science subjects.

The curriculum provides adequate cross-curricular links, enabling students to transfer knowledge and skills across subjects. In a few areas, these links are meaningful and well planned. For example, in Grade 7 science, lessons on acids, bases, and neutralization are linked to the UAE context through discussions on solutions to neutralize acid rain and its impact on local farms. In Grade 5 Arabic as a second language, a lesson on carrier pigeons encourages students to compare historical methods of communication with modern technologies such as mobile phones. In Grade 10 English, a lesson on fake news and the impact of social media is effectively connected to Islamic Education, where students refer to a Hadith of the Prophet Muhammad emphasizing that Muslims should not accept, believe, or spread information without verifying its accuracy. The school has conducted two comprehensive curriculum reviews since the previous evaluation visit to identify and address development needs. A notable example of responsive improvement is in the science department, where teaching has shifted from primarily outdoor lessons and learning walks to a more effective model emphasizing hands-on activities and exploration-based outdoor learning. However, the outcomes of these reviews have not been fully implemented; as a result, the needs and aspirations of some student groups, particularly G&T and students with SEND, are not yet fully met.

Areas for development

- A more systematic approach to ensuring the curriculum is planned to build on students' prior knowledge and skills in all subjects, ensuring continuity and progression across the school in all grades.
- The implementation of rigorous review processes to meet the needs of G&T and students with SEND.

4.2. Curriculum Adaptation

Phase 1	Phase 2	Phase 3	Phase 4
Acceptable	Acceptable	Acceptable	Acceptable

Summary

The school makes appropriate curriculum modifications informed by regular review and analysis. School leaders and teachers use ASSET assessment data to identify gaps in students' learning skills and adjust the curriculum to address these needs.

Students' Learning Objectives (SLOs) are differentiated, with success criteria tailored to varying ability levels. For students with SEND, Individual Education Plans (IEPs) are developed, ensuring a clear progression from SLOs to success criteria and targeted support strategies. Scaffolding is consistently provided for students with SEND and those identified as "at risk," alongside the use of general differentiation approaches across lessons. In better lessons, particularly in Phase 4, learning activities are more effectively matched to individual needs; for example, English lessons frequently extend students' language skills through structured discussions and debates that promote critical thinking and problem-solving. However, the lesson plans are not applied consistently across all phases and subjects, particularly in Arabic as a second language.

The curriculum is enriched through a range of extracurricular activities and external competitions. Students were placed second in the RAKDOK innovative ideas competition and third in a documentary competition. The innovation club produces science projects that showcase creative problem-solving. Friday clubs offer sports, innovation, and creative arts activities such as henna, knitting, and stitching. The sports program is particularly strong, with the school crowned RAK cricket champions and offering basketball and volleyball, supported by off-site facilities due to limited on-campus space. However, opportunities for enterprise and social contribution remain limited and require further development.

The school promotes UAE values, culture, and community through a structured approach aligned with the Emirati Culture and Heritage Framework, particularly within MoE subjects. This is evident in daily practices such as morning assemblies, the heritage corner in the playground, and curriculum planning. Regular participation in the national anthem, national celebrations, and assemblies that foreground UAE and Islamic values strengthens students' understanding of the nation's culture, heritage, and history.

Areas for development

- Curriculum adaptations across all phases to effectively address the learning needs of all groups of students, particularly in Arabic as a second language.
- Activities that promote enterprise, innovation, creativity, and social contribution to address the needs of higher-achieving and G&T students.

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
Acceptable	Acceptable	Acceptable	Acceptable

Summary

Child protection and safeguarding arrangements are in place and generally understood by staff. Policies are published and shared with parents, and awareness sessions are delivered periodically. Supervision is visible during arrival, break and dismissal, and students report that they feel safe. Visitor procedures, Identity Document (ID) checks, and recorded evacuation drills are established, and collaboration with external agencies support safeguarding awareness. However, responsibility for implementation is largely concentrated among senior staff, and training is not consistently extended to all support personnel. Monitoring systems are applied regularly, but evaluative review of their long-term impact is limited. Dismissal procedures have improved, though congestion at peak times remains a concern.

Health and safety logs, risk assessments, and maintenance records are maintained, with daily checks and regular walkthroughs documented. Medical provision is adequate, with secure storage of medication and appropriate referral procedures. Food safety checks and canteen supervision are in place. Nevertheless, follow-up analysis of logs to inform preventative action is not always evident. Premises are generally safe but constrained by overcrowded classrooms and limited space in the library, laboratories, and playing areas, which restrict movement and collaborative activities. Accessibility arrangements for students with SEND are available but remain reactive rather than fully integrated.

The school promotes healthy living through annual Body Mass Index (BMI) screening, dental checks, vaccination follow-up, and awareness sessions on nutrition and hygiene. Healthy eating is encouraged, and drinking water is accessible. However, many students bring unhealthy food from home, and healthy choices are not consistently reinforced. Opportunities for physical activity are limited by available space. While initiatives exist, their overall impact remains moderate and is not yet embedded in a sustained whole-school culture of healthy behavior.

Areas for development

- Stronger supervision and more rigorous traffic management during dismissal to further reduce congestion and minimize potential safety risks outside the school gates.
- The suitability and capacity of premises to ensure a safer and more supportive learning environment for all students.

5.2. Care and support

Phase 1	Phase 2	Phase 3	Phase 4
Weak	Weak	Weak	Weak

Summary

Staff–student relationships are generally positive. The school has behavior, punctuality, and attendance policies aligned with MoE requirements, which are shared with the school community. Awareness sessions are delivered to students, and the prefect system supports discipline during assemblies, arrival, and dismissal. Certificates are awarded to promote attendance; however, overall attendance remains weak at approximately 90%. A discipline committee operates but is not formally documented, and roles were verbally assigned, limiting accountability. Incident management is largely reactive, with no systematic trend analysis to inform preventive planning. Records indicate a range of behavioral incidents, although written warnings and suspensions are implemented in line with policy. No serious behavioral issues were observed during the evaluation visit.

The school has an inclusion policy that outlines procedures for identifying and supporting SEND, learners of English as an additional language (EAL), low achievers, and G&T students. Identification is primarily through teachers' and parents' referrals, lesson observations, parental consent, and internal and external assessments. While students requiring additional support have been identified, these processes are not yet sufficiently comprehensive, and the number of identified students remains low in relation to the overall school population. Oversight by the inclusion department is limited. Individual Education Plans (IEPs) are in place for SEND; however, they focus mainly on behavioral, social, and communication goals. Academic targets are added following brief meetings without systematic diagnostic procedures. There are no planned pull-out interventions, and support is delivered primarily through in-class accommodations led by the head of inclusion and teaching assistants who do not hold specialist SEN qualifications. Evidence of structured joint planning between teachers and the inclusion lead is limited. Monitoring focuses largely on behavioral indicators and task completion, with limited evidence of students' improvement in academic progress. Advanced Learning Plans (ALPs) for G&T students remain superficial, with minimal detail regarding implementation or monitoring. There is no formal support plan for talented students, and enrichment opportunities on Fridays lack structured progression and systematic tracking of impact.

Monitoring of students' well-being and personal development is inconsistent. Incident records are maintained manually, with limited detail on causes and follow-up actions. The absence of a structured tracking system restricts effective planning for individual and group support and limits oversight of academic progress. Career guidance provision also lacks formal structure. There is no established career counseling team, and information about academic streams is primarily sourced from the Federal Board website, with students expected to access details independently. While external universities have delivered presentations and students have attended education exhibitions, there is no structured internal program for stream selection or progressive career guidance across year groups. Additionally, there is no systematic record of new students to support planned orientation and guidance. Overall, guidance and support systems lack coordinated planning and formal documentation.

Areas for development

- The implementation of systematic and rigorous strategies to monitor and improve attendance, ensuring sustained improvement across all phases.
- Comprehensive identification and effective academic support for SEND, and G&T students, with clear monitoring of impact on progress.
- Structured and coordinated guidance provision, including well-being monitoring, career counseling, and transition planning across all grades and phases.

6. Leadership and management

6.1. The Effectiveness of Leadership

Overall

Acceptable

Summary

The school principal, supported by a capable senior leadership team, has established a vision and mission that are effectively communicated to stakeholders. Leaders demonstrate commitment to the UAE's priorities and the National Agenda, with students participating in benchmark assessments. While initial steps have been taken to improve student attainment, these strategies are still in an early stage and require more rigorous monitoring and evaluation. The school has begun embedding inclusion through an inclusion room and committee; however, a more strategic approach is needed to strengthen support for students with SEND and G&T through a more secure identification process, targeted interventions, and differentiated in-class support.

Senior leaders demonstrate a basic knowledge of the curriculum and effective teaching practices and provide clear guidance to drive school improvement. Most middle leaders demonstrate adequate knowledge of pedagogy, curriculum adaptation, and assessment use, though this is less secure in Arabic as a second language, where further development is needed. Leaders conduct regular lesson observations, learning walks, and provide constructive feedback, with increased monitoring for newly appointed staff. However, middle leaders' heavy teaching workloads limit their capacity to fully perform leadership responsibilities, reducing their ability to consistently monitor teaching quality and drive sustained improvement across subjects and phases.

Respectful and professional relationships are evident throughout the school community, fostering a positive and supportive ethos. Senior leaders are well regarded by staff, and staff morale is positive. The organizational structure is established, with staff understanding their roles and responsibilities and showing a strong commitment to raising students' achievement and enhancing the quality of teaching and learning. The performance management system promotes accountability at all levels, providing staff with systematic opportunities to reflect on their practice, receive feedback, and set well-defined professional development targets aimed at continuous improvement.

School leaders demonstrate a thorough understanding of the school's strengths and key priorities for improvement and show capacity to support further school development and enhance students' achievement. To address barriers to learning, leaders have implemented several initiatives. For example, they introduced a zero period to provide additional lessons, extended lesson activities, and organized Friday extracurricular sessions, all designed to support students' academic progress.

Additionally, they have developed focused action plans and lesson plans that integrate ASSET skills and practical activities, particularly in mathematics and science, ensuring that teaching emphasizes skills-based learning, including critical thinking, problem-solving, and independent learning. However, the consistent application and the impact of these strategies across all phases and subjects, particularly in Arabic as a second language, remain an area for further development.

Senior leaders have achieved some success in maintaining the school's previous performance levels, with modest improvements in certain aspects of curriculum adaptation. They have introduced extracurricular activities and placed greater emphasis on differentiated learning within lessons. The school has also made efforts to enhance resources, including establishing an inclusion room, expanding the library space, and integrating technology into primary classroom lessons. Despite these initiatives, their full impact is not yet evident, largely due to the limitations of the older school building and restricted physical space. Nevertheless, leaders ensure the school is compliant with all statutory and regulatory requirements, maintaining a safe, secure, and well-regulated learning environment that supports ongoing teaching and learning.

Areas for development

- Empowering the middle leadership structure and ensuring that all staff are allocated sufficient time to fulfill their roles and responsibilities.
- School leadership's commitment to inclusion and the effective provision for students with SEND.
- Leadership capacity to improve students' achievement in Arabic as a second language.

6.2. Self-evaluation and Improvement Planning**Overall****Acceptable****Summary**

The SEF is developed collaboratively by senior and middle leaders, teachers, and members of the governing board, as well as through feedback from parents and student surveys. School leaders employ a comprehensive range of measures to evaluate the school's performance, including lesson observations, analysis of students' internal and external assessment data, and regular learning walks. Leaders demonstrate a realistic understanding of the school's key priorities for improvement, which are closely linked to students' attainment and the quality of the learning environment. While the SEF functions as a working document that is frequently reviewed by school leaders, it has not yet undergone sufficiently rigorous quality assurance processes to ensure consistency, coherence, and reliability across all areas of the school's evaluation. Furthermore, the integration of internal and external data to ensure that self-evaluation accurately reflects student achievement and effectively guides targeted school improvement actions is underdeveloped.

Leaders apply a structured and systematic approach to monitoring teaching and learning, including regular lesson observations. Senior leaders accurately identify teachers' strengths and areas for development and implement and provide targeted interventions, such as coaching and mentoring for newly appointed staff. In addition, the school leadership has developed a continuous professional development (CPD) program that includes both internal and external training to enhance teachers' performance. However, despite these monitoring processes and support strategies, they have not yet had a sufficient impact on improving students' achievement, particularly in Arabic as a second language.

The SIP is aligned with the recommendations from the previous evaluation report and includes clear objectives, assigned responsibilities, allocated resources, planned strategies, and stated success criteria. This demonstrates the school's structured approach and commitment to improvement. However, the SIP relies mainly on prior evaluation recommendations and does not sufficiently incorporate a wider range of evidence, such as internal performance data, stakeholder feedback, lesson observation outcomes, assessment analysis, or a comprehensive Strengths, Weaknesses, Opportunities, and Threats (SWOT) review. As a result, it may not fully address broader school priorities or emerging needs. The SIP is developed by middle leaders and reviewed by senior leaders; there is limited evidence of ongoing monitoring or interim review processes to measure progress and evaluate impact. In addition, the success criteria are general and lack specific, measurable targets and timelines, making it difficult to assess the effectiveness of the planned actions objectively.

Areas for development

- Integration of internal and external data to ensure self-evaluation accurately reflects student achievement and guides targeted school improvement actions.
- Rigorous monitoring and evaluation of progress in implementing the improvement plan and meeting agreed targets.

6.3. Partnership with Parents and the Community

Overall

Acceptable

Summary

Parents indicate that they are involved in the life of the school on an occasional basis and are provided with opportunities to understand their children’s academic progress and personal development. They are regularly informed about school activities, lesson content, and homework through the school website and other communication channels. Parents’ views are taken into consideration, particularly in initiatives aimed at supporting students’ academic achievement, such as the introduction of a zero period to provide additional learning support. They are also kept informed about the school’s priorities, policies, and improvement plans through the school websites, scheduled meetings, and workshops. Parents can share feedback or raise concerns at any time, and these are addressed promptly and appropriately by the school. However, the active engagement of parents as genuine partners in their children’s learning and in wider school activities requires further development to drive more substantial and sustained improvements in student outcomes.

Parents receive regular reports and updates on their children’s performance in tests and daily lessons. The school keeps parents informed about their children’s progress through various communication channels, including WhatsApp groups, emails, circulars, and newsletters, and through termly report cards providing grades alongside clear indications of strengths and areas for improvement. The school also conducts regular parent meetings, during which parents are informed about their children’s academic and social achievements. These meetings provide opportunities to discuss areas for development and offer practical suggestions on how parents can support learning at home. At the end of the academic year, a comprehensive final report is issued, detailing students’ overall academic results as well as their social and personal development.

The school has established a range of partnerships with higher education institutions, schools, and community organizations, including American University of Ras Al Khaimah, Superior University—RAK Campus, RAK College of Dental Sciences, UFC Way Training Institute, Pakistan Association Dubai, The New Indian School RAK, Harvest and Delhi Private School in RAK. These partnerships provide students with opportunities to participate in joint activities, competitions, career guidance sessions, and community events. Collaboration with universities and colleges supports students’ career aspirations by exposing them to higher education pathways. However, collaboration with other Pakistani curriculum schools, as well as broader national and international institutions, is less well developed and lacks a clearly defined strategic focus. Expanding these partnerships would provide greater opportunities for benchmarking, sharing curriculum expertise, and engaging in joint professional development, and would further enrich students’ learning experiences, enhance their global awareness, and positively impact their academic achievement and personal growth.

Areas for development

- Active participation of parents as partners in their children’s learning and school activities to drive substantial improvements in student outcomes.
- Parental involvement in the decision-making processes and their contribution to school planning.
- Expanding local, national, and international collaborations to enhance students’ learning, development, and achievements.

6.4. Governance**Overall****Weak****Summary**

The Governing Board represents most stakeholders and includes the Chairman, the Vice Chairman, a parent representative, an Education Liaison Officer, an educational specialist, and a community representative. Board members demonstrate a basic understanding of the SEF and SIP and work with the school leadership team to address recommendations from the previous evaluation. They acknowledge the considerable efforts made by leaders and staff to strengthen teaching and learning, particularly considering the significant constraints posed by the school's premises and limited resources. Their awareness reflects an appropriate level of engagement with school improvement priorities.

The Governing Board representatives do not have clearly defined roles and responsibilities for each member, which limits their ability to hold senior leaders fully accountable for the quality of the school's performance, including students' academic achievement across core subjects, particularly Arabic as a second language, as well as to ensure the provision of an appropriate learning environment that effectively promotes the development of students' subject-based skills. At present, governance is largely confined to bi-monthly meetings to review performance reports and respond to emerging issues rather than providing proactive strategic oversight and rigorous challenge. Governance members acknowledge that the current school building is old and not purpose-built for education, and they consider relocation to a more suitable facility with appropriate infrastructure essential for sustainable improvement. Since the last evaluation, the Governing Board has supported several positive initiatives, including establishing an inclusion room, embedding ASSET skills in lesson planning, expanding library provision with an e-learning corner, installing a shaded outdoor area in the girls' section, providing smart boards and laptops, renting external sports facilities, and introducing structured Friday extracurricular activities. Despite these efforts, fundamental infrastructure weaknesses remain, including the lack of fully equipped laboratories, dedicated activity spaces, adequate playgrounds, and appropriately sized classrooms. While the Board has contacted the relevant authorities regarding relocation, progress has been limited. Although the Board demonstrates commitment and awareness, stronger strategic action and greater accountability are needed to address the long-standing premises constraints that continue to hinder the school's development, enhance students' personal, social, and emotional growth, and strengthen the development of students' skills in Arabic as a second language across all phases.

Areas for development

- Governors' commitment to ensure the school consistently provides sufficient resources, well-maintained premises, and appropriate facilities to support all subjects and phases effectively.
- The Governing Board with full stakeholder representation and clearly defined roles, responsibilities, and expectations.
- Governors' support for enhanced provision to develop students' skills in Arabic as a second language across all phases.
- Governors' support in providing students with appropriate experiences that effectively foster their personal, social, and emotional development.

6.5. Management, Staffing, Facilities and Resources

Overall

Weak

Summary

The school leadership team ensures that the day-to-day management of the school is appropriately organized, including student arrival and dismissal procedures, although the dismissal area requires stronger supervision. Senior leaders coordinate lesson scheduling and ensure the effective deployment of supervisors across the school premises. The school is fully staffed with appropriately qualified personnel. The school provides a structured professional development program, delivered internally by the Middle Leadership Team (MLT) and externally through external providers. However, the impact of this training is not consistently evident across all subjects and phases. Newly appointed teachers, particularly those teaching Arabic as a second language, require more focused and extensive training to strengthen their capacity to support students' learning needs and improve their teaching performance more effectively.

The school building and related premises are old, although maintenance is carried out to support teaching and learning. Despite these efforts, the facilities remain inadequate in several key areas. The school lacks fully equipped science and ICT laboratories, dedicated prayer and activity spaces, sufficient indoor and outdoor playgrounds, and appropriately sized classrooms. Many teaching rooms are small and overcrowded, which limits both student engagement and effective classroom management. Additionally, subject-specific resources, as well as resources in the library and inclusion room, are insufficient to fully support students' learning needs and targeted interventions. These limitations continue to pose significant challenges to the delivery of a broad and well-resourced curriculum and restrict the school's ability to provide an optimal learning environment for all students.

Areas for development

- Provision of sufficient quality resources to effectively support curriculum implementation and ensure consistent learning experiences across the school.
- The suitability and accessibility of school premises and specialist facilities to provide an inclusive and appropriate environment for all students.
- Ensure sufficient specialized staff are in place to effectively coordinate and deliver appropriate provision for students with SEND and G&T.