



دائرة رأس الخيمة للمعرفة
RAS AL KHAIMAH
DEPARTMENT OF KNOWLEDGE

RAK ACADEMY - AL HAMRA PRIVATE SCHOOL

3 to 5 February 2026

School Overall Judgement

Outstanding

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
Very Good	Very Good	Outstanding

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

	Phase 1	Phase 2	Phase 3	Phase 4
1.3 Learning skills	Outstanding	Outstanding	NA	NA



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

3. Teaching and assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1 Teaching for effective learning	Outstanding	Outstanding	NA	NA
3.2 Assessment	Outstanding	Outstanding	NA	NA

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

5. The protection, care, guidance and support of students	Phase 1	Phase 2	Phase 3	Phase 4
5.1 Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	NA	NA
5.2 Care and support	Outstanding	Outstanding	NA	NA

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



KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students

- Students make outstanding progress in developing their skills across 17 languages represented in the school.
- Student achievement in English, mathematics, and science is outstanding by the end of Grade 5, and achievement in Arabic subjects has accelerated with a large majority achieving very well.
- Attendance is very good throughout the school.
- Students' attitudes and behaviour are exemplary, and they demonstrate strong respect for the heritage and culture of the UAE.

Parents

- The school has established very positive relationships with parents through close links between teachers and parents.
- Parents' Council members are very positive about the academic support and excellent pastoral care their children receive.
- Very effective communication ensures parents are well-informed, with bilingual staff supporting Emirati families.
- Support for expatriate parents to learn Arabic and document translation services strengthen home-school partnerships.

Teachers

- The overall quality of teaching is outstanding, with significant improvement in the teaching of Arabic.
- Teachers' understanding of the multilingual environment enables thorough lesson planning.
- Teachers effectively challenge students and respond to the needs of most groups.
- Teachers' use of assessment data effectively informs planning to meet students' needs.

School Leaders

- The outstanding leadership team promotes a vision and ethos committed to UAE national priorities.
- Leaders demonstrate a clear view of priorities as an inclusive community valuing all cultures.
- School improvement planning is well-structured with clear priorities, and governors provide highly professional guidance.
- Leaders have strengthened leadership and teaching in Arabic-medium subjects with evidence of positive impact.



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' skills in independently devising scientific investigations and their skills in formally recording procedures and findings.

Teaching and assessment

Improve the impact of teaching and assessment on achievement by:

- enhancing the effectiveness of teaching methods to develop students' critical thinking, innovation, and independent learning skills in lessons.

Leadership and management

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

- increasing the visual evidence and use of the Arabic language in displays in and around the school to promote greater awareness and understanding of Arabic for all students.



MAIN EVALUATION REPORT

1. Students' achievement

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

- Students' achievement in Islamic education is very good overall. In lessons and students' work, a large majority of students make better than expected progress.
- External assessments indicate good attainment, while internal school data suggest outstanding attainment. This does not align with what is seen in lessons and students' work, where the majority of students attain levels that are above curriculum standards.
- In Phase 2, students recall prior knowledge about Islam, identify the Holy Qur'an as the Holy book, and answer factual questions about the Prophet Muhammad's (PBUH) early life. They explain the benefits, rules, and exemptions of fasting and link these to health, behaviour, and daily life. Students confidently identify the five pillars of Islam and discuss how worship strengthens patience, self-control, and empathy. Students analyse key events such as the "Year of Sadness" and describe the characteristics and moral qualities of important Islamic figures. Students increasingly relate these stories to their own behaviour and demonstrate positive attitudes towards respect and responsibility. However, the Holy Qur'an recitation lacks consistent fluency and accuracy. Also, students' responses are often brief and teacher-supported, and opportunities for deeper analysis of the Noble Hadith and Surah meanings are limited.
- Overall, most groups of students make better than expected progress from their starting points.

Areas for development:

- Strengthen the Holy Qur'an recitation skills, including Tajweed rules, fluency, and students' confidence in reading aloud.
- Develop deeper analytical skills when interpreting Noble Hadith and Holy Surahs, moving beyond recall to explaining meanings and themes.

Arabic as a first language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Very Good	NA	NA
Progress	NA	Very Good	NA	NA

- Students' achievement in Arabic as a first language is very good overall. In lessons and students' work, a large majority of students make better than expected progress.
- The school's internal data suggests outstanding attainment. This was not reflected in lessons and students' work, where a large majority of students attain levels that are above curriculum standards.
- In Phase 2, students show strong language development. In Grade 1, students confidently recognise letters and their short and long vowel sounds, read and sort words accurately, and construct simple sentences using target phonics. By Grade 3, students read short stories with appropriate fluency, identify story elements such as characters, setting, problem, and solution, and respond to comprehension questions in writing. In Grade 4, students demonstrate deeper understanding by analysing character, inferring the moral of the story, comparing traits, and expressing personal opinions with reasons through oral discussion and extended written responses. Students generally use Standard Arabic appropriately and participate actively in discussions and peer-assessment. However, some continue to rely on English or colloquial dialect during group work. Also, extended



writing lacks depth, accuracy, and elaboration.

- Overall, most groups of students make better than expected progress from their starting points.

Areas for development:

- Develop the quality and length of extended writing, with greater focus on grammatical accuracy and sentence structure.
- Increase the consistent use of Standard Arabic during discussions and collaborative tasks to strengthen oral fluency.

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

- Students' achievement in Arabic as an additional language is very good overall. In lessons and students' work, a large majority of students make better than expected progress.
- The school's internal data suggest outstanding attainment. This does not align with what is seen in lessons and students' work, where the majority of students attain levels that are above curriculum standards.
- In Phase 2, students show clear skill development. In Grade 1, students identify and use new vocabulary related to familiar contexts such as family, school, and daily life, and construct simple oral and written sentences using verbs and basic structures. Students develop from recognising letters and words to forming meaningful sentences, supported through word banks and guided practice. In Grades 3 and 4, students classify verbs into past and present tenses, explain their choices, and write short biographical or descriptive sentences independently. Across classes, students collaborate effectively in pairs and group tasks, use peer-assessment, and show growing confidence in speaking. However, a minority of students still rely on English phonics when reading Arabic texts. Additionally, oral communication is sometimes limited by the use of English or informal Arabic during discussions, which affects fluency and accuracy.
- Overall, most groups of students make better than expected progress from their starting points.

Areas for development:

- Develop students' ability to apply Arabic phonics when reading Arabic texts, reducing reliance on English phonics.
- Increase the consistent use of Standard Arabic during discussions and collaborative tasks to strengthen oral fluency and accuracy.

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

- Students' achievement in UAE social studies is very good overall. In lessons and students' work, a large majority of students make better than expected progress
- The school's internal data indicates outstanding attainment. This does not align with what is seen in lessons and students' work, where the majority of students attain levels that are above curriculum standards.
- In Phase 2, students show clear progression in knowledge and skills. In Grade 2, students accurately classify renewable and non-renewable resources and explain the importance of fuel, gas, and solar energy in daily life. They make meaningful links to UAE



sustainability initiatives such as Masdar City and Sheikh Zayed's environmental vision. In Grade 3, students demonstrate a deep understanding of citizenship by identifying their rights and responsibilities towards the family and their country, explaining actions such as protecting the environment, respecting laws, and contributing positively to the community. In Grade 4, students name and locate the seven emirates on maps, identify key resources and landmarks, and discuss the economic and heritage significance of the emirates. In Grade 5, students classify UAE plants into seasonal and constant types and explain their uses, including links to alternative medicine and environmental conditions. However, map-reading skills remain inconsistent. Additionally, comparisons between emirates are often descriptive rather than analytical, and students have limited opportunities to provide extended written explanations or independent reasoning to deepen understanding.

- Overall, most groups of students make better than expected progress from their starting points.

Areas for development:

- Develop students' map-reading skills to strengthen accuracy and confidence in locating and interpreting geographical information.
- Strengthen students' analytical skills when comparing emirates, moving beyond descriptive responses to deeper reasoning and extended written explanations.

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

- Students' achievement in English is outstanding overall. In lessons and students' work, most students make better than expected progress.
- Internal assessment data for Phases 1 and 2 show attainment to be very good. In external benchmark assessments, students' attainment is outstanding in Phase 2. This does not align with what is seen in lessons and students' work, where a large majority of students attain levels that are above curriculum standards in both phases.
- In Phase 1, a large majority of children demonstrate a well-developed understanding of sounds and letters (phonics). They can apply their phonics knowledge to spell words when writing simple sentences or reading. In Phase 2, a large majority of students across all grades are skilled in inferring information from an image or text and use this in their creative writing. Students in all grades demonstrate that they are very imaginative in their work and can articulate their ideas very effectively. In Phase 2, students in Grades 2 and 5 can write neatly with most using a cursive handwriting style. Students can write at length for different purposes, creating diary entries as well as using tenses correctly. When asked, most students can read with fluency and confidence. Better readers can add appropriate intonation to their voice. However, the accuracy of students' spelling is inconsistent in all grades. Additionally, younger students in Phase 2 make errors with accurate punctuation.
- Overall, all groups of students make better than expected progress. Progress data indicate that girls make slightly better progress than boys in both phases.

Areas for development:

- Develop the accuracy of students' spelling across all grades through systematic instruction and practice.
- Improve the use of accurate punctuation, particularly for younger students in Phase 2.



Mathematics	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Outstanding	Outstanding	NA	NA
Progress	Outstanding	Outstanding	NA	NA

- Students' achievement in mathematics is outstanding overall. In lessons and students' work, most children in Phase 1 and most students in Phase 2 make better than expected progress. Internal assessment indicates that attainment is very good and progress is outstanding in Phases 1 and 2. In external benchmark assessments, attainment is outstanding in both phases.
- In Phase 1, children compare tall and short objects using building blocks. They measure the heights of animals and compare them. In Phase 2, students demonstrate good sense of number and confidence in performing basic arithmetic operations. Grade 1 students divide numbers by equal grouping. Grade 3 students use their knowledge of place value to divide large numbers by 100. Grade 5 students explore the relationship between two given numbers by using the four basic operations. Students across all grades use relevant vocabulary to communicate their understanding and experiences, making clear connections with real-life applications. Students' mental mathematical and reasoning skills have been strengthened following recent school focus on this aspect. However, in Phase 2 students' skills in space and shape, and solving multi-step problems are less well developed.
- Overall, all groups of children and students make better than expected progress. However, the progress of SEND students is inconsistent across grades.

Areas for development:

- Strengthen students' knowledge and skills in space and shape in Phase 2.
- Develop students' ability to solve multi-step word problems in Phase 2.

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

- Students' achievement in science is outstanding overall. In lessons and students' work, most children in Phase 1 and a large majority of students in Phase 2 make better than expected progress. The school's internal data indicates that attainment is very good in both Phase 1 and Phase 2. External benchmark assessment data indicate that attainment in Phase 2 is outstanding. This does not align with what is seen in lessons and students' work, where most children in Phase 1 and a large majority of students in Phase 2 attain levels that are above curriculum standards.
- In Phase 1, children can classify common animals and insects and can describe the characteristics of familiar habitats, such as rainforests and deserts. They can make simple predictions. They study materials and experiment with changing the shape of materials. They learn about magnetism and which materials are magnetic. Hands-on activities add depth to understanding. In Phase 2, Grade 2 students learn about fossils and offer suggestions to what creatures are represented by particular fossil patterns. Grade 3 students learn about different habitats. Grade 4 students experiment with soluble solutions. They consider the properties of particular materials and determine whether ice cubes or flour will dissolve more readily. Grade 5 students learn about the transmission of genetic information and how animals adapt to survive. Students' work indicates that they have opportunities to conduct experiments and record their findings. However, there is still a need for more opportunities to design experiments and work independently. The quality of recorded work is sometimes inconsistent.
- Overall, all groups of children and students make better than expected progress from their starting points.



Areas for development:

- Increase opportunities for students to devise experiments and work independently to strengthen investigative skills.
- Improve the quality of recorded work so that the work is legible.

1.3 Learning skills	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	NA	NA
<ul style="list-style-type: none">• Students' learning skills are outstanding overall. Students are enthusiastic and take responsibility for their own learning in sustained ways. They focus well during lessons and reflect on their learning to evaluate their strengths and weaknesses accurately. In the lower grades, they evaluate and record their performance against success criteria, while older students respond using WWW (What Went Well) and EBI (Even Better If) sentence stems.• Students interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals. Opportunities for collaboration are consistently planned in all lessons through the school's teaching strategy of 'I do, we do, you do'. Students communicate their learning very clearly with peers and justify their responses. In the best mathematics lessons, students challenge peers on responses they disagree with, promoting deeper thinking.• Students consistently make meaningful connections between areas of learning and use these to deepen their understanding of the world. In the best Islamic and Arabic lessons, students link learning to the UAE context. Some lessons provide opportunities to transfer learning to other subjects, supporting stronger concept clarity and understanding.• Students are innovative and enterprising in some lessons. The school also promotes innovation and enterprise through occasional initiatives such as innovation challenges and innovation corners. Financial literacy lessons provide further opportunities for enterprise, where students create and sell objects made from recycled materials, with profits donated to the Red Crescent. However, opportunities to develop critical thinking and problem-solving skills are provided in some lessons only and are not systematic. Additionally, opportunities for students to develop independent research skills and innovation are inconsistent across all learning areas.				

Areas for development:

- Develop more systematic opportunities to promote students' innovation and independent research skills across all subjects.
- Strengthen students' opportunities to connect concepts and skills across subjects and their capacity to apply these links in real-world contexts.

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

2.1 Personal development	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	NA	NA
<ul style="list-style-type: none">• Students' personal development is outstanding overall. Students demonstrate a very strong sense of personal responsibility and independence. They are resilient and increasingly take responsibility for receiving critical feedback and acting upon it. Students are consistently self-disciplined and respond very well to others. The whole-school positive education curriculum, behaviour management policy, and strong awareness of anti-bullying initiatives have resulted in exemplary behaviour among students across both phases.				



- Students enjoy strong and respectful relationships with peers and staff. They feel safe, secure, valued, and supported, which contributes to positive relationships across the school. Young learners increasingly take responsibility in leading school events and celebrations, including roles as Emirati ambassadors.
- Students show a strong commitment to a safe and healthy lifestyle. They demonstrate responsibility by explaining the importance of healthy eating choices and regular physical exercise. PE lessons and Wellbeing Wednesdays effectively promote healthy living.
- Students' attendance is at least 96%, and most students are punctual to school and lessons. However, punctuality requires further improvement in Phase 1 and lower Phase 2.

Areas for development:

- Improve the punctuality with which students arrive at school, particularly in Phase 1 and lower Phase 2.
- Sustain students' exemplary behaviour and strong self-discipline.

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

- Students' understanding of Islamic values and awareness of Emirati and world cultures is very good overall. Students demonstrate a secure appreciation and understanding of how Islamic values influence contemporary UAE society. Through discussions, assemblies, and classroom learning, they confidently describe values such as respect, kindness, tolerance, responsibility, and compassion. They also take part in charitable and community initiatives, which promote empathy and social responsibility.
- Students are knowledgeable and very respectful of the heritage and culture of the UAE. They participate regularly in cultural celebrations such as Flag Day, National Day, and Cultural Day. Initiatives such as the Emirati Ambassadors programme enable students to lead events and promote Emirati traditions among their peers. Learning is enriched through heritage-focused trips and real-life experiences, including visits to farms, villages, souks, and local heritage sites. Parents contribute actively through workshops, storytelling, crafts, live cooking, and cultural presentations, further strengthening students' understanding of local customs and traditions.
- Students demonstrate a deep understanding and awareness of their own and other cultures. They show positive attitudes towards diversity within the school's multicultural community, with many nationalities represented. They participate in inclusive events such as family picnics, community iftars, multicultural assemblies, and winter festivals that promote respect and cooperation. However, their deeper knowledge and appreciation of a wider range of world cultures is less developed.

Areas for development:

- Deepen students' understanding and appreciation of a wider range of world cultures beyond their own.
- Sustain students' strong appreciation of Islamic values and Emirati heritage.

2.3 Social responsibility and innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	NA	NA

- Students' social responsibility and innovation skills are outstanding overall. Students are proactive and responsible members of the school and wider communities. They purposefully initiate and lead activities such as Eco Givers, World Environment



Awareness Week, and sustainability campaigns, making meaningful social contributions that have positive effects on the wider community.

- Students demonstrate a very positive work ethic and show creativity and innovation. They initiate projects to raise funds by applying budgeting skills learned in financial literacy lessons, creating items such as bookmarks, coasters, decorations, and bracelets using low-cost, reusable materials, which they then organise for sale. Additionally, students take part in community initiatives such as beach cleaning and desert clean-up activities.
- Students show exceptional and insightful care for their school and actively seek ways to improve their environment. They support conservation efforts in local communities through activities such as Eco Givers and leading sustainability campaigns. Initiatives such as can collection, compost pits, and hydroponics waste collection drives provide further opportunities to promote environmental awareness. Students also participate in projects aimed at saving electricity, reducing waste, and promoting recycling. However, innovation is less well-developed in the Arabic subjects.

Areas for development:

- Develop innovation opportunities through Arabic subjects to strengthen students' creativity and enterprise skills.
- Sustain students' outstanding environmental leadership and community contributions through continued support for student-led initiatives.

3. Teaching and assessment

3.1 Teaching for effective learning	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	NA	NA

- The quality of teaching for effective learning is outstanding overall. Most teachers expertly apply their knowledge of their subjects and how students learn them to support high levels of student achievement for most groups.
- Teachers plan lessons using the recently modified unified planning template, providing inspiring learning environments and using time and resources creatively to enable all groups of students to learn very successfully. Assessment outcomes are analysed in detail to identify students' learning needs and to plan effective differentiated learning tasks, including colour-coded activities and tiered worksheets. Students of determination are well supported through IEPs and shadow teachers, while seating arrangements promote effective peer support.
- Teachers' interactions with students ensure that they are always active and focused learners. Questioning challenges students' thinking and promotes insightful responses. These interactions are further strengthened through effective and consistent questioning by most teachers, supported by the recently revised questioning framework.
- Teachers skillfully develop students' critical thinking, problem-solving, innovation, and independent learning skills through planned questions, innovation challenges, and classroom innovation corners. However, innovation and independent learning are not effectively promoted consistently across all phases and subjects.

Areas for development:

- Develop innovation and independent learning skills more consistently across all phases and subjects.
- Sustain teachers' effective development of students' critical thinking and problem-solving skills.



3.2 Assessment	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	NA	NA

- The quality of assessment is outstanding overall. Internal assessment processes are fully coherent and consistent. They are directly linked to the school's curriculum standards to provide valid, reliable, and comprehensive measures of students' academic, personal, and social development. The school rigorously benchmarks students' academic outcomes against a range of external, national, and international expectations. Teachers use model questions and regular skill-building worksheets to prepare students appropriately for external examinations.
- Assessment data are rigorously analysed and used very effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students. All teachers regularly track students' progress using the school data dashboard and make necessary adjustments to teaching and learning. EAL learners are well supported through the use of Google Translate, modified instructions, and adaptive teaching strategies. This ensures the needs of most groups of learners are met. However, provision for gifted and talented students remains inconsistent.
- Teachers have very good knowledge of the strengths and weaknesses of individual students. They provide personalised challenge and support. Feedback to students is constructive. Students are regularly involved in assessing their own learning. Students are encouraged to use WWW and EBI for self- and peer-assessment, and teachers provide some constructive written feedback, although the quality and value vary. However, students' responses to feedback are inconsistent across subjects, and reflective self-assessment is not embedded consistently.

Areas for development:

- Strengthen consistent constructive written feedback to inform next steps of learning and improve provision for gifted and talented students across all subjects.
- Develop students' reflection on and response to teachers' feedback to embed self-assessment consistently across subjects.

4. Curriculum

4.1 Curriculum design and implementation	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	NA	NA

- The quality of curriculum design and implementation is outstanding overall. The curriculum has a very clear rationale aligned to the school, Emirate, and national visions. The curriculum aligns closely with the English National Curriculum (ENC) and is adapted sensitively to the local context. It is highly effective in developing a balance of knowledge, skills, and understanding. It fulfils all the requirements of the school's licensed curriculum. The curriculum is very well planned to ensure structured progression in all subjects. It meets the needs of all students. Continuity of learning is seamless, and students are fully prepared for the next phase of education, within school and beyond.
- Within the curriculum, learners have no choice of subject pathways. The school encourages students' talents and interests, enabling them to extend their learning beyond the classroom. Students have a wide choice in the Co-Curricular Activities (CCA) where they can build their skills in sports, arts, music, or STEM-based activities and robotics. The school has an increased focus on building cross-curricular links. Cross-curricular links are meaningful and planned purposefully. Links are identified between subject areas, particularly in Arabic medium subjects. The school recognises the need to extend students' English writing skills in topic areas. However, cross-curricular links do not significantly enhance students' transfer of learning between different subjects in all lessons.



- The school conducts rigorous reviews of the effectiveness of the curriculum. End-of-unit and termly reviews identify aspects that students found challenging. Departments feed this information to the annual review of provision. This process ensures all subjects fully meet the academic, personal, and social development needs of the students.

Areas for development:

- Strengthen cross-curricular links in lessons, so they significantly enhance students' transfer of learning between different subjects, particularly in Phase 2.
- Sustain rigorous curriculum reviews and structured progression to maintain seamless continuity of learning across all subjects.

4.2 Curriculum adaptation	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	NA	NA

- The quality of curriculum adaptation is outstanding overall. The school is highly successful in ensuring that teachers modify the curriculum to meet the needs of all groups of students. The curriculum is rich and provides a wide range of learning opportunities that motivate and inspire students.
- Opportunities for enterprise, innovation, creativity, and social contribution are embedded across the curriculum. A wide and stimulating programme of extra-curricular and co-curricular activities enhances students' academic and personal development. This includes sports leading to interschool competitions, cultural activities such as Arabic cooking and Emirati AI, and enterprise projects that build financial awareness. However, within lessons, opportunities for students to be creative and innovative are inconsistent across the school, particularly in Arabic medium subjects, and practical opportunities in science are limited in the upper grades.
- The curriculum provides innovative and coherent learning experiences that support students' understanding of the UAE's culture and society. Strong and coherent links with the culture of the UAE and the society of Ras Al Khaimah are embedded to give learning relevance and meaning. Wider aspects of the curriculum develop students' awareness, understanding, and pride in Arab heritage through the celebration of national events such as Flag Day and Martyrs' Day, and through school-based events including Emirati Majlis.

Areas for development:

- Develop further opportunities for students to demonstrate creativity and innovation within lessons, especially in Arabic medium subjects and practical science activities.
- Sustain the excellent range of extra-curricular opportunities and innovative learning experiences that enhance understanding of UAE culture and society.

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

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

- Health and safety, including arrangements for child protection and safeguarding, are outstanding overall. The school has rigorous procedures for the safeguarding of children and students, including child protection. Parents are made fully aware of the procedures through workshops and information leaflets. However, the safeguarding policy does not clearly identify the designated safeguarding leader. The school is highly effective in protecting students from abuse, including bullying and via the internet and social media.



- The school consistently provides a fully safe, hygienic, and secure environment for students and staff. The building is relatively new and is very well maintained. The premises are secure and provide a safe and welcoming environment. The fabric of the building is maintained to a very high standard. Minor repairs are carried out very promptly. Safety checks are frequent and rigorous. Fire drills and lockdowns are carried out termly. Supervision of students is exceptionally effective at all times during break times. Students are well supervised getting on and off the buses at school. However, at the end of the day, too many students ride their bicycles within the school compound. The school ensures students leave the premises safely but recognises some emerging risks in the methods used by parents to take their children home.
- The school encourages children and students to be active in their lives and to make safe choices. The school has been very successful in promoting a healthy lifestyle message. Students' understanding of what constitutes a healthy diet is well embedded, and typically most children and students eat healthy food in school.

Areas for development:

- Ensure that the safeguarding policy names the designated safeguarding team members within the school.
- Develop more rigorous management of students' movements in the pick-up zone at the end of the day.

5.2 Care and support	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	NA	NA

- Care and support are outstanding overall. Relationships between staff and students are exemplary. Highly effective behaviour management systems ensure that behavioural issues seldom arise. Almost all students manage their behaviour very effectively. The school ensures very good and mostly prompt school attendance.
- The school has comprehensive, rigorous and accurate systems to identify students with SEND and those who are gifted or talented, liaising closely with teachers and parents. Highly effective support is available for SEND students. Gifted students are effectively supported through the curriculum and in lessons. Support for students with particular talents, while less structured, identifies relevant opportunities in sport or the creative arts. Overall, this enables almost all students to make their best personal and academic progress.
- Students' well-being and their personal development are closely monitored, through highly effective personal and academic guidance. They are supported very well on entry to the school and in preparation to move on at Grade 5.

Areas for development:

- Strengthen the school's approach to ensure consistently punctual arrival at school.
- Develop more structured support systems for students with particular talents in sport and the creative arts.



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

- Leaders at all levels set an exceptionally clear strategic direction and communicate an ambitious vision to both staff and the community. They have a comprehensive knowledge of the curriculum and best practice in teaching and learning in this highly inclusive community. The school fully embraces UAE and Emirate priorities.
- Relationships and communication are consistently professional and highly effective. There has been effective delegation of key responsibilities, ensuring capacity in depth. All staff have a secure understanding of their roles and responsibilities and a very clear understanding of where further improvement can be achieved. Morale in the school is highly positive. Achievement continues to improve, indicating good capacity for further improvements. All statutory and regulatory requirements are met.
- The school has a systematic, rigorous, and professional self-evaluation cycle, supported by governors, parents, students, and staff. Highly effective systems have been implemented to monitor and support teachers. External support is keenly embraced. The school offers very effective Continuous Professional Development opportunities. School improvement planning is coherent and ambitious, closely aligned to the recommendations in the previous review and has contributed to sustained improvement over time.
- The school is highly successful in engaging with parents, and their views are considered when planning future improvements. Parents are very confident in current leaders to ensure the well-being of their children. Communication is effective, and parents are consistently well-informed about their children's learning and development. They have regular face-to-face meetings with teachers and receive detailed written reports. They are actively involved during all national events and school celebrations. There are partnerships with local schools and some links to overseas schools, often brokered through the British Council. There are effective links with local community organisations, some supporting students' awareness of local heritage. The school aims to deploy even more creatively through involvement in the co-curricular programme.
- The Governing Board discharges its duties very professionally. It is widely representative of the stakeholders and has a comprehensive understanding of the local community. There are secure systems for addressing any concerns around safeguarding. Governors very effectively monitor the school's actions and hold senior leaders fully accountable. Support and resources are targeted effectively to address the school's priorities. Governors are closely involved in school self-evaluation. There is frequent interaction with parents through surveys and personal contact.
- The school's daily procedures and routines are highly efficient, and the school runs very smoothly. The school is well-staffed. Recent changes have been implemented to support and improve the teaching of Arabic subjects, a key recent priority. Outdoor space is sufficient, offering adequate opportunities for sport. Teaching spaces are mostly bright and spacious. The overall level of resources available to support learning, including access to technology, is adequate. However, further investment is required in resources to support students' learning in the Arabic subjects, including books. Resources to support KG children, specifically KG1 classes, are limited. There is scope for the enhancement of the environment in the KG area of the school.

Areas for development:

- Enhance the resources to support students' learning and enjoyment in Arabic.



- Enhance the quality of the learning environment and resources available in KG.

Provision for Arabic

- Across Phases 1 and 2, the Arabic First Language department is staffed by three teachers, resulting in a teacher–student ratio of approximately 1:83. The school library offers a collection of around 777 books, including 664 fiction titles and 113 non-fiction texts. It also features comic books, storybooks, and a small range of bilingual resources to support the needs of diverse learners.
- Students’ oral communication skills are developed through regular opportunities for meaningful classroom discussions, scheduled library visits, and the use of technology, where students record videos to share their speaking and presentation skills on the school platform.
- The school actively promotes Arabic reading through initiatives such as the morning assembly programme, extra-curricular activities, reading and writing competitions in Arabic literature, and participation in the Arab Reading Challenge. These opportunities support the development of students’ reading fluency and comprehension across Phases 1 and 2. Parental engagement is strong. Parents support reading at home, and non-Arab parents are offered weekly professional development sessions to help them assist their children. This has contributed to noticeable improvements in students’ reading skills and confidence.

Provision for KG

- The school has 100 children in KG (Phase 1). There is a total of four classes in KG1. Each class has an assigned teacher, supported by ten assistants, including bilingual teaching assistants. The teacher ratio is 1:25 in KG1.
- Classrooms are spacious, with washroom areas. There are spacious balcony areas where children can play and learn and easy access to the large outdoor area. However, part of the outdoor area is temporarily out of use due to building works.
- The outdoor areas normally reflect indoor learning stations, including literacy and numeracy, with additional resources that promote gross motor physical development.
- Induction and transition arrangements are well planned. Both the children and their parents visit the setting before the child starts in KG. There is a staggered start to settle the child effectively. Transition arrangements are well organised to address any anxieties. Parents are invited to orientation meetings as their child moves through the school. Parents visit KG each term to meet teachers and to review their children’s progress. There is also regular online communication, giving parents weekly information on KG work and events.

