



دائرة رأس الخيمة للمعرفة
RAS AL KHAIMAH
DEPARTMENT OF KNOWLEDGE

RAK ACADEMY – AL KHUZAM PRIVATE SCHOOL

27 to 29 January 2026

School Overall Judgement

Good

SCHOOL QUALITY EVALUATION REPORT

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

SUMMARY OF PREVIOUS QUALITY EVALUATION OUTCOMES

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

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

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



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

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

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

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

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



KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students

- The majority of students attain above curriculum standards and make better than expected progress across all core subjects.
- Students engage well in their learning environment, working effectively in pairs and small groups and utilising resources and breakout areas to support their learning.
- Older students actively contribute to school life through mentoring and supporting younger learners, demonstrating a secure sense of social responsibility.

Parents

- Parents are actively involved in school life, supporting their children's learning and participating in events held both in school and in the community.
- Parents are positive about the school and appreciate the beneficial effects of older students mentoring younger learners.
- A positive and active parent council provides an effective mechanism for parental representation and engagement with school priorities.

Teachers

- Teachers create positive learning environments where students feel safe, valued, and focused on their learning.
- Relationships between teachers and students are very positive and purposeful, promoting confident and engaged learners.
- Teachers demonstrate good subject knowledge and convey their knowledge clearly and effectively across subjects and phases.

School Leaders

- Leaders promote a clear vision and ethos that reflect UAE national priorities and the school's commitment to the development of all students.
- Governors provide very positive and visible support to the school, with a constructive influence on the school's leadership team.
- School leaders have effectively overseen the transition and amalgamation of two schools, ensuring both sectors function cohesively across all phases.



What does the school need to do next to improve student outcomes?

In addition to addressing the action points identified throughout this report, the school should take account of the following key priorities to inform its improvement planning.

Students' achievement

Improve achievement and learning skills by:

- ensuring consistent development of extended writing and independent written expression across all subjects, with particular focus on Arabic as a first language and Arabic as an additional language.
- embedding critical thinking, problem-solving, and independent enquiry skills consistently across all subjects and phases, ensuring students are not over-reliant on teacher direction and structured scaffolding.

Teaching and assessment

Improve the impact of teaching and assessment on achievement by:

- using assessment data effectively to inform targeted planning and differentiation, ensuring learning tasks are consistently well matched to the needs of all groups of students, including higher-attaining students.
- embedding innovation, project-based learning, and constructive feedback consistently across all subjects and phases to deepen students' independent learning and higher-order thinking skills.

Leadership and management

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

- sharpening the monitoring of teaching and learning and its impact on student achievement across all subjects and phases, ensuring improvement planning is consistently focused on raising outcomes for all groups of students.
- developing the learning environment throughout the school to better reflect and celebrate students' learning and achievement, particularly for younger students.



MAIN EVALUATION REPORT

1. Students' achievement				
Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Good	Good	Good
Progress	NA	Good	Good	Good

- Students' achievement in Islamic education is good overall. In lessons and in students' work, the majority of students across Phases 2, 3 and 4 make better than expected progress and attain above curriculum standards.
- The school's internal assessment data indicate outstanding attainment against authorised and licensed curriculum standards, with almost all students attaining above curriculum standards across phases. This does not fully match what is seen in lessons and in students' work, where the majority of students attain above curriculum standards. External benchmark assessment data indicate attainment is good overall, with the majority of students attaining above national and international standards, with more advanced outcomes evident in Phase 3 and higher levels of attainment evident in Phase 4 in classroom evidence.
- Across the phases, students explain Islamic concepts, interpret evidence from the Holy Qur'an and Hadith, and apply learning to moral and social contexts. In Phase 4, students demonstrate greater depth in analysis and justification in both discussion and written responses, particularly in Grade 12, where they engage in research and evaluation tasks with increasing confidence. However, in Phases 2 and 3, sustained independent reasoning and extended application tasks remain less consistent, and opportunities to analyse, evaluate, and justify ideas independently are not fully developed.
- Overall, the majority of groups of students make better than expected progress, including lower-attaining students who benefit from structured support. However, higher-attaining students do not consistently receive the challenge needed to sustain progress beyond expected levels, and students' independence in managing and extending their own learning remains limited, particularly in Phases 2 and 3.

Areas for development:

- Students' sustained independent reasoning and extended application of Islamic concepts, particularly in Phases 2 and 3.
- Consistent challenge and depth of learning for higher-attaining students across all phases to ensure sustained progress beyond curriculum expectations.

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

- Students' achievement in Arabic as a first language is good overall. In lessons and in students' work, the majority of students across all phases make better than expected progress and attain above curriculum standards.
- The school's internal assessment data indicate outstanding attainment against authorised curriculum standards, with almost all students attaining above curriculum standards. This does not fully match what is seen in lessons and in students' work, where the majority of students attain above curriculum standards. In external benchmark assessment, attainment is good overall, with the majority of students attaining above national and international benchmarks. However, attainment is not consistent across all skill areas, particularly in extended writing.



- Across the phases, students develop speaking and listening skills effectively through structured interaction and guided discussion. In reading, students progress from comprehension to interpretation with increasing independence. In writing, students demonstrate secure sentence construction across phases. However, extended writing and independent written expression remain less consistent, and higher-attaining students are inconsistently provided with sufficient challenge to extend their learning beyond curriculum expectations.
- Overall, the majority of groups of students make better than expected progress, including lower-attaining students who benefit from structured support. However, higher-attaining students do not consistently receive the challenge needed to sustain progress beyond expected levels.

Areas for development:

- Students' extended writing skills and independent written expression across all phases, ensuring consistent application of appropriate text structures and language conventions.
- Consistent challenge and depth of learning for higher-attaining students across all phases to ensure sustained progress beyond curriculum expectations.

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

- Students' achievement in Arabic as an additional language is good overall. In lessons and in students' work, the majority of students across Phases 2 and 3 make better than expected progress and attain above curriculum standards.
- The school's internal assessment data indicate outstanding attainment against authorised and licensed curriculum standards, with almost all students attaining above curriculum standards across phases. This does not fully match what is seen in lessons and in students' work, where the majority of students attain above curriculum standards. In external benchmark assessment, attainment is good overall, with the majority of students attaining above national and international benchmarks. However, attainment is not consistent across all language skill areas, particularly in extended writing.
- Across the phases, students develop speaking and listening skills through structured classroom interaction and guided practice. In reading, students progress from comprehension to interpretation with increasing independence. In writing, students demonstrate secure application of taught language structures and sentence construction. However, extended writing and independent written expression remain less consistent across phases, and higher-attaining students are not consistently provided with sufficient challenge to extend their learning beyond curriculum expectations.
- Overall, the majority of groups of students make better than expected progress, including lower-attaining students who benefit from structured support. However, higher-attaining students do not consistently receive the challenge needed to sustain progress beyond expected levels.

Areas for development:

- Students' extended writing skills and independent written expression across Phases 2 and 3, ensuring consistent application of appropriate language structures and conventions.
- Consistent challenge and depth of learning for higher-attaining students across all phases to ensure sustained progress beyond curriculum expectations.



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

- Students' achievement in UAE social studies is good overall. In lessons and in students' work, the majority of students across Phases 2 and 3 make better than expected progress and attain above curriculum standards.
- The school's internal assessment data indicate good to very good attainment and progress across Phases 2 and 3. This does not fully match what is seen in lessons and in students' work, where the majority of students in both Phases attain above curriculum standards. There is no external benchmark assessment data available for UAE social studies.
- In Phase 2, students demonstrate a secure understanding of environmental conservation and UAE values and can distinguish between traditional and modern tools and practices. They identify the Emirates of the UAE and show developing awareness of environmental sustainability. In Phase 3, students demonstrate good understanding of national identity and appreciate the contributions of UAE leaders, including the achievements of the late His Highness Sheikh Zayed (RIP), founder of the UAE, in developing the country. However, for some students, knowledge of UAE geographical features and connections between topics at local, national and global levels remain less secure.
- Overall, the majority of groups of students make better than expected progress. However, students' ability to connect prior learning to current contexts and engage in independent research remains inconsistent, particularly in Phase 3.

Areas for development:

- Students' ability to make connections between UAE social studies topics and their relevance at local, national and global levels across Phases 2 and 3.
- Consistent opportunities for independent research and enquiry-based learning, particularly in Phase 3, to deepen students' application of knowledge beyond taught content.

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

- Students' achievement in English is good overall across all phases. In lessons and in students' work, the majority of students make better than expected progress and attain above curriculum standards.
- The school's internal assessment data indicate good attainment in Phases 1 and 2 and very good attainment in Phases 3 and 4. This does not fully match what is seen in lessons and in students' work, where the majority of students attain above curriculum standards across all phases. External benchmark assessment data indicate good attainment in Phases 1, 2 and 3. In Phase 4, data indicate good, though more variable in A level, where most students attain in line with curriculum standards.
- In Phase 1, students benefit from a multisensory approach to language learning through play, featuring phonics to develop early reading and writing skills. In Phase 2, students develop reading comprehension and writing skills across a range of text types with increasing confidence. In Phases 3, students use rubrics and models, including AI tools in Grade 5, to guide and improve the quality of their written work. In Phase 4, students focus on the structure and features of different genres, addressing IGCSE and IB requirements for language and literature. However, gifted and talented students do



not consistently receive the challenge needed to extend their learning beyond curriculum expectations.

- Overall, the majority of groups of students make better than expected progress, including students with special educational needs who make better than expected progress through targeted support. However, gifted and talented students do not consistently receive appropriate challenge across all phases.

Areas for development:

- Consistent challenge and depth of learning for gifted and talented students across all phases to ensure sustained progress beyond curriculum expectations.
- Students' use of learning technology to develop enquiry and independent research skills across all phases.

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

- Students' achievement in mathematics is good overall. In lessons and in students' work, a large majority of students in Phases 1 and 4 make better than expected progress, while the majority of students in Phases 2 and 3 make better than expected progress.
- The school's internal assessment data indicate very good attainment in Phase 3. This does not fully match what is seen in lessons and in students' work, where the majority of students attain above curriculum standards in Phases 2 and 3 and a large majority of students attain above curriculum standards in Phases 1 and 4. External IGCSE data indicate good to very good attainment in Grade 10, with the integration of GL-style questioning resulting in a notable rise in attainment across phases.
- A large majority of students in Phases 1 and 4 make better than expected progress, and the majority of students in Phases 2 and 3 make better than expected progress over time. In Phase 1, students develop early measurement concepts by comparing and sorting objects and exploring capacity and volume. In Phase 2, students develop number fluency and apply mathematical skills across a range of contexts with increasing confidence. In Phase 3, students learn multiplication and division as inverse operations using practical resources and develop mental mathematics strategies. In Phase 4, students demonstrate secure understanding of algebraic concepts, differentiating between linear and non-linear equations, interpreting relationships between variables, and drawing graphs to model real-world contexts. However, students' independence and accuracy in multi-step tasks, and application of mathematical concepts to unfamiliar and real-world contexts, remain variable, particularly in Phases 2 and 3.
- Overall, a large majority of groups of students in Phases 1 and 4 make better than expected progress, and the majority of groups in Phases 2 and 3 make better than expected progress. However, students' ability to work independently and apply critical thinking and reasoning skills to multi-step tasks is not consistent across all phases.

Areas for development:

- Students' independence and accuracy in multi-step tasks, particularly in Phases 2 and 3, ensuring consistent application of mathematical reasoning and problem-solving skills.
- Students' critical thinking and application of mathematical concepts to unfamiliar and real-world contexts across all phases.



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

- Students' achievement in science is good overall. In lessons and in students' work, the majority of students across all phases make better than expected progress and attain above curriculum standards.
- The school's internal assessment data indicate good attainment in Phases 1, 2, and 3. This broadly matches what is seen in lessons and in students' work, where the majority of students attain above curriculum standards. However, internal data indicate weak attainment in Phase 4, which does not fully reflect the good overall judgement seen in classroom evidence. External benchmark assessment data indicate very good attainment overall, with board examination results ranging from acceptable in IGCSE to good in A levels and very good in IB.
- In Phase 1, students plant and grow seeds, understand the life cycle of plants, and can predict which seeds will grow bigger. In Phase 2, students explore the effect water has on light and develop an understanding of the concept of refraction. In Phase 3, students investigate the nitrogen cycle and examine why the nitrate content in soil changes during the growing season, developing their understanding of physics, chemistry, and biology. In Phase 4, students apply laboratory skills to determine the enthalpy change for the decomposition of potassium carbonate using Hess's Law. However, students do not always conduct meaningful experiments in science laboratories, and thinking, enquiry, and investigative skills remain inconsistent across phases.
- Overall, the majority of groups of students make better than expected progress. However, higher-attaining students do not consistently receive the challenge needed to sustain progress beyond expected levels across all phases.

Areas for development:

- Students' thinking, enquiry, and investigative skills through more consistent and meaningful practical experiments across all phases.
- Consistent challenge and depth of learning for higher-attaining students across all phases to ensure sustained progress beyond curriculum expectations.

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

- The majority of students enjoy learning and take responsibility for their own learning across all phases. In science, the majority of students engage well with opportunities to conduct investigations and experiments with increasing independence, demonstrating clear commitment to their own learning and development.
- The majority of students collaborate and communicate well in groups across phases. In Phase 2 science, students take part in various station activities and communicate their findings clearly to peers. In Phase 4, Grade 12 Islamic education students engage in extended discussion, analysing social data and communicating reasoned perspectives on moral and social issues clearly and confidently.
- The majority of students make clear connections between learning and real-world contexts. In Phase 1, English students demonstrate how they can infer feelings using facial expressions and body language to understand their own emotions and those of others. In Grade 5, financial literacy students use AI to research and apply learning to real-world financial concepts, making meaningful connections between classroom learning and everyday life.
- The majority of students use learning technologies well to research and support their learning. In Islamic education, technology is used to enrich the understanding of



concepts. In Grade 11, mathematics students use graphs to solve problems involving inflation and the economy. However, critical thinking and problem-solving skills are not consistently applied across all subjects and phases, and opportunities for independent enquiry remain uneven.

Areas for development:

- Students' purposeful collaboration across a range of learning situations, ensuring group work is consistently structured to promote effective communication and shared learning across all phases.
- Students' critical thinking and problem-solving skills across all subjects and phases, ensuring enquiry-based approaches are consistently embedded in lessons.

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

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

- Students demonstrate very positive attitudes to learning and consistently take responsibility for their own well-being and personal development across all phases. Students are highly motivated, actively engaged and consistently focused on their learning. Extended FORM sessions and collaborative tasks develop independence, resilience and active participation, supporting enjoyment, regular attendance, and sustained academic focus.
- Students display exemplary relationships with peers and adults across all phases. They show very high levels of respect, cooperation and inclusion, feeling safe, valued and supported within the school community. Students actively contribute through leadership roles, clubs, assemblies and peer support programmes, strengthening student voice and a very strong sense of belonging.
- Students demonstrate excellent understanding of safeguarding, well-being and healthy lifestyles. Trusted reporting systems, regular physical activity and whole-school well-being initiatives consistently support students' physical and emotional well-being. Students demonstrate exemplary behaviour and self-discipline within a well-embedded restorative culture, where clear reward systems promote collective responsibility. Restorative practices, mediation, and reflective dialogue strengthen accountability and empathy.
- Attendance and punctuality are good (95%) across all phases. Early intervention strategies, individual monitoring, and close partnerships with parents ensure that almost all students attend regularly and punctually. Students clearly understand the link between attendance, engagement, and achievement. However, attendance levels are not fully consistent across all phases.

Areas for development:

- Consistent attendance levels across all phases, through sustained early intervention and individual monitoring to ensure almost all students attend regularly and punctually.

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	Very Good	Very Good

- Students demonstrate a secure and mature understanding and appreciation of Islamic values and their positive influence on personal conduct, social relationships, and wider school life. There is a clear progression in Islamic education from memorisation in the early years to application, ethical reasoning, and real-life decision making in the



secondary phase. Students confidently apply Islamic principles, including respect, modesty, responsibility, and good manners, in their daily interactions across all phases.

- Students show a secure sense of national identity and a positive understanding of Emirati heritage, culture, and traditions. They participate actively in cultural celebrations and enrichment activities, which deepen their understanding of national history, customs, and contemporary Emirati life. Learning across subjects is purposefully contextualised within the UAE, enabling students to make meaningful links between curriculum content and national development.
- Leaders implement the Cultural Identity Framework effectively, aligned to the UAE National Identity Framework, ensuring consistent integration of Emirati culture across curriculum planning, assemblies, activities, and student leadership initiatives. Islamic values are further reinforced through Holy Qur'an competitions, Ramadan initiatives, and cross-curricular links, including in Arabic lessons, and are systematically embedded within pastoral provision, behaviour guidance, and wider enrichment.
- Students demonstrate a well-developed appreciation of global cultures. Multicultural learning opportunities enable them to understand diversity, recognise shared human values and respect cultural differences, supporting inclusive attitudes and positive social cohesion. However, student-led multicultural initiatives and the integration of cultural learning across all curriculum areas are not fully consistent across all phases.

Areas for development:

- Consistent integration of cultural learning across all curriculum areas and phases, ensuring Emirati and global cultural contexts are meaningfully embedded beyond designated activities and assemblies.
- Student-led multicultural initiatives and projects across all phases to deepen students' appreciation of global cultures and strengthen intercultural understanding.

2.3 Social responsibility and innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> • Students demonstrate active and purposeful participation in community involvement and social contribution initiatives across all phases. Students engage confidently in charity campaigns, donation drives, and volunteering activities, and benefit from structured leadership roles, including house captains, prefects, and student council representatives, reflecting a very positive sense of civic responsibility and active citizenship. • Students care for and actively seek ways to contribute to their school and wider community. Whole-school initiatives, including Community Iftar events, Charity and Culture Days, and environmental campaigns, provide meaningful opportunities for students to contribute to society, with clear evidence of social impact. Older students contribute effectively through mentoring and supporting younger learners, demonstrating a secure sense of social responsibility and active citizenship. • Students show a positive work ethic and increasing engagement in creative, project-based, and enrichment learning, including science fairs, innovation projects, Model United Nations, and creative arts activities. These experiences support the development of independent learning, communication, and leadership skills. Leaders have established innovation structures through the appointment of an Innovation Coordinator and the development of an Innovation Action Plan, supporting the development of enterprise and innovation skills across phases. • Overall, students across all phases actively seek ways to contribute positively to their school and wider community. However, opportunities for student-led innovation, enterprise, and independent project management are not consistently embedded across subjects and year groups. 				



Areas for development:
<ul style="list-style-type: none"> Consistent embedding of innovation and enterprise skills within everyday classroom learning across all subjects and phases, beyond enrichment activities and projects. Student-led decision making and independent project management across subjects and year groups to deepen students' enterprise and innovation skills.

3. Teaching and assessment

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

- The quality of teaching for effective learning is good overall across all phases. Teachers demonstrate secure subject knowledge and a clear understanding of how students learn. They use a range of effective teaching approaches, including collaborative and group-based activities, which engage students well in most lessons and create positive learning environments.
- Lesson planning is generally well structured, and teachers make appropriate use of time and available resources. In Phase 1, teachers use a wide range of purposeful activities to encourage students to think about and explain their responses. Teachers' interactions with students are productive and promote sustained dialogue and discussion, supporting students in developing a deeper understanding and critical thinking across phases. However, in some lessons, learning tasks are not sufficiently matched to students' individual needs, and progress for some students is slowed as a result.
- Planning for differentiation is effective across phases. Teachers provide appropriate challenge and support to meet individual learning needs and promote positive progress for most students. Across the school, teachers promote critical thinking, problem-solving, and independent learning skills, supporting students in becoming more reflective learners. However, opportunities for critical thinking and independent learning are not consistently embedded across all subjects and phases.
- Overall, students benefit from effective teaching that promotes good progress. However, challenge and support are not always consistently matched to the needs of all learners, particularly for gifted and higher-attaining students across phases.

Areas for development:
<ul style="list-style-type: none"> Consistent matching of learning tasks to students' individual needs across all phases, ensuring appropriate challenge and support for all learners in every lesson. Consistent embedding of critical thinking, innovation, and project-based learning across all subjects and phases to deepen students' independent learning skills.

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

- The quality of assessment is very good overall across all phases. Internal assessment systems provide reliable and comprehensive information about students' attainment, academic progress from individual starting points, and aspects of personal and social development. The school's management information system enables leaders to cross-reference assessment information accurately, ensuring that progress data is dependable and regularly used to evaluate performance against targets.
- The school uses a range of external assessments, including IB, IGCSE and A-level examinations, to benchmark students' academic outcomes against international standards and UK requirements. Assessment information is analysed regularly and in detail to provide a clear overview of the attainment and progress of different groups of students over time. Teachers use assessment information effectively to inform lesson



planning and to adapt learning activities to meet students' needs, with data tracked systematically and shared with staff to support adjustments to teaching approaches where necessary.

- Teachers provide regular and clear oral feedback and guidance to support students in understanding how to improve and progress in their learning. Progress-tracking systems enable teachers to monitor students' development over time, and teachers know their students well across all phases. Opportunities for peer- and self-assessment are encouraged across all phases, supporting students' reflection on their own learning.
- Overall, assessment systems are thorough and very effective in supporting the majority of students to make better than expected progress. However, the level of challenge provided through assessment feedback for both higher and lower-attaining students is not consistent across all subjects and phases.

Areas for development:

- Consistent use of assessment data to provide appropriate challenge and support for all groups of students across subjects and phases, ensuring learning tasks are well matched to individual needs.
- Consistent provision of clear and targeted feedback to higher and lower-attaining students across all phases, ensuring personalised next steps are applied systematically in lessons.

4. Curriculum

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

- The quality of curriculum design and implementation is very good overall across all phases. The school's UK and IB curricula have clear rationales, aligned to the school, Emirati, and national visions. The curriculum is broad, balanced, and age-appropriate, effectively developing knowledge, skills, and understanding across all phases, and fulfilling all national statutory requirements.
- The curriculum is effectively planned to ensure progression across all phases. With the integration of the IB Primary Years Programme, learning builds well on students' previous achievements, and students are very well prepared for the next phase of education, including transitions through grades, university, and the world of work. The school conducts regular reviews and systematically develops the curriculum, ensuring it is aligned with data analysis and scaffolded to meet the academic and personal development needs of almost all students, including through the alignment of English, Arabic, and bilingualism across phases.
- The wide range of curricular options, including A Levels, IB and the new BTEC programmes in business and applied science, provides older students with very good choices and opportunities to benefit from learning experiences that encourage their talents, interests and aspirations. Students in Phase 3 benefit from a personalised pathway and a variety of options, including triple, double, and combined Science, and accelerated and pure mathematics. The school works closely with parents to ensure students benefit fully from available learning experiences.
- Cross-curricular links are meaningful and planned carefully across phases. In most lessons, teachers make meaningful links to the UAE and everyday life. For example, in Phase 4, chemistry teachers make connections to combustion fuels used in the UAE energy sector, such as natural gas and petroleum. However, the consistent integration of cross-curricular links across all subjects and phases is not yet fully embedded.

Areas for development:

- Consistent integration of cross-curricular links across all subjects and phases, ensuring



- meaningful connections to the UAE and real-world contexts are embedded in everyday lessons.
- Consistent curriculum alignment across all phases to ensure the academic and personal development needs of all groups of students are systematically met beyond termly and annual reviews.

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

- Curriculum adaptation is very good overall across all phases. The school has successfully adapted the curriculum to include bilingualism, English stems to support concepts and written work, talk for writing, challenge questioning and adaptive teaching. These adaptations effectively meet the needs of almost all groups of students across phases, supporting positive progress and engagement in learning.
- The curriculum offers a wide range of extra-curricular activities to enhance students' personal and academic development, including Islamic, sports, drama, mathematics, literacy, TED X club, debate, crochet, and targeted interventions. There are imaginative opportunities for enterprise and innovation, where students have participated in projects for charity and conducted a Dragon's Den, presented to parents. Students make social contributions through organising charity events and beach clean-ups, and older students volunteer at the animal welfare centre. However, enterprise and innovation opportunities are not consistent across all subjects and phases.
- Coherent learning experiences are embedded through almost all aspects of the curriculum, with meaningful links to UAE culture, heritage, and Islamic values across subjects and phases. In Grade 11 Arabic, UAE-related marine life themes enable students to engage with local environmental contexts while developing writing skills. Students celebrate cultural festivities, including Eid Al Etihad and National Day, deepening their understanding of Emirati identity and heritage.
- Overall, the curriculum is adapted very successfully to meet the needs of almost all groups of students across phases. However, the consistent modification of the curriculum to meet the needs of all groups, particularly SEND and gifted and talented students, is not fully embedded across all subjects and phases.

Areas for development:

- Consistent modification of the curriculum to meet the needs of all groups of students, ensuring adaptive teaching approaches are embedded across all subjects and phases.
- Consistent embedding of enterprise and innovation opportunities across all subjects and phases, beyond enrichment activities and projects.

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

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

- The quality of health and safety, including arrangements for child protection and safeguarding, is outstanding across all phases. The school has rigorous and highly effective safeguarding procedures, and all staff, students, and parents are fully aware of child protection procedures and receive regular update training. Highly effective arrangements ensure all students are protected from abuse, and students are confident to report any concerns to their teachers, the counsellor, or nominated members of staff.
- Supervision of students is exceptionally effective at all times across all phases. The school conducts thorough and frequent safety checks diligently, and a full CCTV



system ensures all areas are monitored at all times. Rigorous daily maintenance logs ensure the whole school is safe, clean, and secure, and record-keeping of students' health, safety, and well-being is comprehensive and meticulously maintained.

- The learning environment, facilities, and premises meet the learning needs of all students very well. Well-resourced libraries, science, ICT, robotics, music, design technology and innovation laboratories support specialised learning across phases. A number of highly effective systems ensure efficient communication with parents, including Class Dojo, iSAMS, newsletters, and workshops, ensuring parents are fully involved at every stage from admission.
- The promotion of healthy living is highly successful and permeates all aspects of school life. The canteen, school nurse, counsellors, senior leaders and teachers are proactive in promoting healthy lifestyles in lessons, at breaks, and in workshops on healthy food choices and through BMI monitoring. However, the consistent promotion of healthy lifestyle choices across all aspects of school life is not fully embedded for all groups of students.

Areas for development:

- Consistent promotion of healthy lifestyle choices across all aspects of school life for all groups of students.

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

- The quality of care and support is very good overall across all phases. Relationships between staff and students are very positive and purposeful, and behaviour management is highly effective across all phases. Staff know students well and create a caring, inclusive environment in which students feel safe, valued, and supported.
- Attendance is effectively monitored and supported across all phases, with overall attendance at 95%. Robust systems are in place to monitor and support punctuality to school and lessons on an ongoing basis. The identification of students with special educational needs and disabilities is rigorous and accurate, and gifted and talented students are effectively identified across phases.
- Support for students with special educational needs is effective and well-matched to individual needs. Thirty-two students are formally identified with individual education plans in place, ensuring appropriate provision is maintained. The well-being and personal development of all students is efficiently monitored, and information is used to provide very effective personal guidance and support. For senior students, career guidance is provided effectively to support informed decision-making about future pathways.
- Overall, the majority of students benefit from very effective care and support that promotes good progress and well-being across all phases. However, provision for gifted and talented students in lessons is not consistently matched to their needs, and the challenge for this group requires further embedding across subjects and phases.

Areas for development:

- Consistent identification and provision for gifted and talented students in lessons across all subjects and phases, ensuring challenge is well matched to their individual needs and abilities.
- Consistent monitoring and support for punctuality across all phases, ensuring robust systems effectively engage all groups of students and families in improving attendance and punctuality.



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

- Leadership and management are good overall. Leaders at all levels, led by a focused principal, set a clear direction and vision, shared by senior and middle leaders across all phases. UAE national and Emirate priorities are a key feature of the school vision, and the ethos and vision of senior leaders have successfully overseen the merger of the KG, primary and secondary sectors of the school. Relationships and communications are consistently professional and effective, and morale across the school is positive. Almost all leaders demonstrate a clear understanding of the combined NCfE and IB curricula and know best practices in teaching, learning, and assessment. Leaders at all levels advocate a whole-school approach, delegate effectively, and maintain high standards of professional practice across the school.
- Self-evaluation and improvement planning are good overall. The school's self-evaluation process is systematic and involves all stakeholders, using internal and external data effectively as the basis for decision-making. Leaders maintain a realistic view of the school's performance and focus systematically on analysing all available data to inform planning and improvement. There is a consistent approach to lesson planning across all phases. However, the monitoring of teaching and learning and its impact on student achievement requires further sharpening to ensure improvement planning is fully effective across all subjects and phases.
- Partnership with parents and the community is very good. Parents are positive about the school and are effectively engaged in their children's learning and school life. Parents appreciate being well informed about their child's academic and social well-being and recognise the ease with which they can communicate with senior and middle leaders. Reporting is ongoing and comprehensive, clearly conveying all aspects of students' achievements. The school provides very good opportunities for students to participate in local, national, and international events, including charity distribution campaigns, animal welfare projects, attendance of IB students at the Model United Nations conference, and local and national competitions and sporting events.
- Governance is very good and representative of almost all stakeholders, including an Executive Board, Academic Board, active Parent Council, and Student Council. The Governing Boards are very positive and supportive of the school, with a constructive and positive influence on the school's leadership team, ensuring smooth transition into the new building, appropriate staffing, and a wide range of resources.
- The day-to-day management of the school is very effective and contributes to the smooth running of the school across all phases. The building and resources are of a high quality, promoting a very effective learning environment. However, the learning environment could be further developed to better reflect and celebrate students' learning and achievement, particularly for younger students.

Areas for development:

- Consistent monitoring of teaching and learning and its impact on student achievement, ensuring improvement planning is sharply focused on raising outcomes for all groups of students.
- Consistent use of data analysis to inform improvement planning, ensuring evaluation of teaching and learning leads to measurable improvements in student outcomes.
- The range and depth of community partnerships across all phases, ensuring students benefit from sustained links beyond individual events and competitions.



- The governing boards' systematic monitoring of the impact of leadership decisions on student outcomes, ensuring constructive challenge is consistently focused on raising achievement for all groups.
- The learning environment throughout the school to better reflect and celebrate students' learning and achievement, particularly for younger students in Phase 1.

Provision for Arabic

- The quality of Arabic provision is good overall across all phases. The majority of students across Arabic as a first language and Arabic as an additional language engage actively in purposeful classroom practice, developing language knowledge, skills, and understanding effectively across phases.
- In Arabic as an additional language, the majority of students engage actively in oral communication tasks and apply language in meaningful contexts through role-play, collaborative speaking activities, and digital platforms. Teaching promotes functional language use, supported by effective modelling, visual scaffolds, and timely feedback that contribute to the development of spoken accuracy and fluency across phases.
- In Arabic as a first language, the majority of students participate in text-based discussion, collaborative learning, and response activities that support comprehension and interpretation. However, early reading development, particularly phonics and decoding in Phase 1 and reading accuracy and fluency in Phases 2 and 3, requires further systematic reinforcement. Extended writing across these phases remains inconsistent, with students not producing sustained independent responses across all year groups.
- Overall, the majority of students benefit from good Arabic provision across both pathways. However, the use of assessment information to inform targeted planning and differentiation is not consistently embedded across phases, resulting in limited adaptation of tasks to meet the needs of different attainment groups.

Provision for KG

- The quality of provision in the KG (Phase 1) is good overall. Fourteen teaching staff, supported by twenty-two teaching assistants and two floating teaching assistants, ensure that staffing ratios are appropriate across Pre-KG, KG1, and KG2, supporting effective learning and development for all children. Staff know children well and create positive, nurturing learning environments across all six KG classes and two Pre-KG classes.
- Indoor facilities are well-resourced and effectively support children's learning and development. Extensive play areas, breakout spaces, a climbing alcove, and dedicated in-class spaces for role play, reading, and experiential learning allow children to simulate real-world scenarios with increasing independence. An indoor play area with a climate-controlled environment supports physical activity, gross motor skill development, and active play effectively across the KG phase.
- Outdoor facilities are well-designed to support children's physical and social development. Dedicated outdoor breakout spaces with soft play areas, sandpits, climbing frames, and physical development equipment promote gross motor skills and social interaction during scheduled breaks. Induction arrangements for new children are well structured, including a parent orientation week prior to the first day of school, classroom visits to establish familiarity with the learning environment, and meet-the-teacher sessions that enable parents to establish a positive rapport with the teaching team. Gradual transitions from Pre-KG through KG1 and KG2 effectively prepare children for the more formalised classroom environment of Grade 1.
- Overall, the majority of children in the KG benefit from good provision that supports effective learning, development, and well-being. However, the consistency of learning experiences across all KG classes and the embedding of assessment information to



inform targeted planning require further development to ensure all children make better than expected progress.

