



دائرة رأس الخيمة للمعرفة
RAS AL KHAIMAH
DEPARTMENT OF KNOWLEDGE

RAK ACADEMY - AL RAMS 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	NA	NA
	Progress	NA	Good	NA	NA
Arabic as a first language	Attainment	NA	Good	NA	NA
	Progress	NA	Good	NA	NA
Arabic as an additional language	Attainment	NA	NA	NA	NA
	Progress	NA	NA	NA	NA
UAE Social Studies	Attainment	NA	Good	NA	NA
	Progress	NA	Good	NA	NA
English	Attainment	Acceptable	Acceptable	NA	NA
	Progress	Good	Good	NA	NA
Mathematics	Attainment	Acceptable	Acceptable	NA	NA
	Progress	Good	Good	NA	NA
Science	Attainment	Acceptable	Good	NA	NA
	Progress	Good	Good	NA	NA

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



2. Students' personal and social development and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
2.1 Personal development	Very Good	Very Good	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	Good	Good	NA	NA

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

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

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	Good
6.4 Governance	Very Good
6.5 Management, staffing, facilities, and resources	Very Good



KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students

- Students make good progress over time in developing their English skills and capacity to engage with the curriculum, despite few entering with prior knowledge of English.
- By the end of Year 5, students' achievement in Arabic subjects has accelerated recently, with the majority now attaining above curriculum standards.
- Students demonstrate very good attitudes and behaviour, good attendance, and strong respect for UAE heritage and culture.

Parents

- The school has established very positive relationships with parents through close links between teachers and families, with effective bilingual communication systems supporting engagement.
- Parents express high satisfaction with improvements in Arabic teaching and students' renewed enthusiasm for reading Arabic texts, alongside the very good pastoral care their children receive.
- Mothers' Council members actively engage with the school and recognise the positive developments made this year.

Teachers

- The overall quality of teaching is good, with particular improvement in Arabic teaching, where teachers demonstrate clear understanding of how students learn in a bilingual environment.
- Teachers plan lessons thoroughly and use assessment data very effectively to meet students' needs, challenging students appropriately.
- Teachers demonstrate a high level of care for their students and respond effectively to their needs.

School Leaders

- The new leadership team promotes a clear vision and ethos committed to UAE national priorities, with an ambitious agenda for developing the school as a highly inclusive and dynamic bilingual community.
- School improvement planning is well-structured with clear and appropriate priorities, and there is compelling evidence of positive impact from strengthened bilingual leadership in Arabic-medium subjects.
- Governors are highly professional and guide the school with insight, providing very effective oversight and support for school development.



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:

- enabling students to access more challenging and extended tasks to extend their understanding in mathematics.
- providing more opportunities for extended writing in both Arabic and English.

Teaching and assessment

Improve the impact of teaching and assessment on achievement by:

- providing regular opportunities for students to develop their inquiry, research, and innovation skills, including the use of technology.
- refining and improving provision to further the achievement of the most able students.

Leadership and management

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

- ensuring that planning is consistently implemented in lessons.
- monitoring and reviewing the impact of all initiatives on students' achievement in lessons.



MAIN EVALUATION REPORT

1. Students' achievement				
Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Good	NA	NA
Progress	NA	Good	NA	NA
<ul style="list-style-type: none"> Students' achievement in Islamic education is good overall. In lessons and in their work, the majority of students make better than expected progress from their starting points. The school's internal assessment data indicates very good attainment, while external benchmark assessment data indicate good attainment. What is seen in lessons and students' work aligns with the external benchmark assessments, where the majority of students attain above curriculum standards. Younger students demonstrate a clear understanding of the basic Islamic creed, explaining acts of worship such as the steps of ablution. They memorise short Surahs of the Holy Qur'an and apply recitation etiquette with growing confidence. By the upper grades, students show a good understanding of the beginning of the revelation, accurately differentiate between Makki and Madani Surahs, and demonstrate good knowledge of the Prophet Muhammad (PBUH). Students demonstrate growing understanding of Qur'anic meanings and interpretations. However, students' ability to establish meaningful links between Islamic learning and real-life situations remains basic. Their deeper inference and interpretation of Qur'anic meanings beyond literal understanding is still developing, and higher-attaining students are not consistently challenged to extend their learning further. Overall, the majority of student groups make better than expected progress. 				
Areas for development:				
<ul style="list-style-type: none"> Establish more meaningful links between Islamic learning and real-life situations across all year groups. Strengthen students' inference skills and their interpretation of Qur'anic meanings beyond direct or literal understanding, particularly for higher-attaining students. 				

Arabic as a first language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Good	NA	NA
Progress	NA	Good	NA	NA
<ul style="list-style-type: none"> Students' achievement in Arabic as a first language is good overall. In lessons and in their work, the majority of students make better than expected progress from their starting points. The school's internal assessment data indicates good attainment, consistent with external benchmark assessments. What is seen in lessons and students' work aligns with this data, where the majority of students attain above curriculum standards. Students develop good listening and reading comprehension skills, enabling them to understand texts and respond accurately. They read with growing confidence and use classical Arabic appropriately in speaking, with limited reliance on dialect. In writing, students produce work of appropriate length across a range of topics and use verbs in different tenses with developing control. However, while the majority read accurately and with developing fluency, expressive reading skills remain variable. A minority of students continue to refine their fluency and expression. Inaccuracies in letter formation and spelling are evident in the work of a minority of students, and opportunities for extended writing with accurate sentence construction and grammatical application 				



require further development. Higher-attaining students are not consistently challenged to extend their learning further.

- Overall, the majority of student groups make better than expected progress.

Areas for development:

- Improve students' reading fluency and expressive reading skills across all year groups.
- Provide greater opportunities for extended writing with more accurate sentence construction and consistent application of grammatical rules.

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

- Students' achievement in UAE social studies is good overall. In lessons and in their work, the majority of students make better than expected progress from their starting points.
- The school's internal assessment data indicates very good attainment. This does not fully align with what is seen in lessons and students' work, where the majority of students attain above curriculum standards.
- Younger students demonstrate good understanding of cardinal directions, the use of a compass, and basic map-reading skills. They are knowledgeable about the UAE Union and can explain the achievements of Sheikh Zayed. By the upper grades, students demonstrate a good understanding of landforms and their representation on maps, and factors leading to the rise of civilisations. They have secure awareness of environmental concepts. However, the use and understanding of subject-specific vocabulary remain variable, particularly related to pollution and natural reserves. A minority of students have less well-developed skills in comparing and contrasting geographical and social concepts. Higher-attaining students are not consistently challenged to extend their learning further.
- Overall, the majority of student groups make better than expected progress.

Areas for development:

- Strengthen students' use and understanding of subject-specific vocabulary across all topics.
- Develop students' skills in comparing and contrasting geographical and social concepts through structured analytical tasks.

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

- Students' achievement in English is good overall. In lessons and in their work, the majority of students in Phases 1 and 2 make better than expected progress from their starting points.
- The school's internal assessment data indicates acceptable attainment for both phases. External benchmark assessment data indicate that only a majority of students in Phase 2 attain in line with curriculum expectations. What is seen in lessons and students' work does not align with this data, where most students attain in line with curriculum standards.
- In Phase 1, children can speak in accurate, full sentences. They listen attentively to teacher-modelled storytelling and respond to questions about events. They sequence events and create simple story maps using visual symbols and produce neat written samples showing progression in writing skills. In Phase 2, students develop good



speaking, listening, reading, and writing skills. They can read and comprehend texts and speak confidently when expressing their ideas. Students demonstrate emerging critical thinking by answering "how" questions, and writing skills are well developed, with extended personal writing developing in the higher grades. However, depth of inference is limited, and cross-text integration is an emerging feature during lessons. Higher-attaining students are not consistently challenged to extend their learning further.

- Overall, the majority of student groups make better than expected progress.

Areas for development:

- Provide more opportunities and support to consistently produce extended writing across all year groups.
- Increase exposure to higher-order questioning to further develop students' analytical and critical thinking skills in English.

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

- Students' achievement in mathematics is good overall. In lessons and in their work, the majority of students in both phases make better than expected progress from their starting points.
- The school's internal assessment data indicates acceptable attainment in Phase 1 and weak attainment in Phase 2, while external benchmark assessments for Phase 2 indicate that only a majority of students attain in line with curriculum expectations. This does not fully align with what is seen in lessons and students' work, where most students in both phases attain in line with curriculum standards.
- In Phase 1, children are developing number and quantity skills and can count on and add within 20 using fingers, manipulatives, and number lines. They use visual aids and manipulatives effectively to make number bonds to 20 and solve simple addition and subtraction problems. In Phase 2, students develop their algebra skills and use two-step function machines. They use robotics (KUBO) to represent equal groups and link repeated addition to multiplication. However, mental mathematics skills are not as well developed, and opportunities for students to write fuller independent explanations and justifications in their books remain limited. Higher-attaining students are not consistently challenged through extended tasks and real-world applications.
- Overall, the majority of student groups make better than expected progress.

Areas for development:

- Strengthen students' mental mathematics skills and their ability to write fuller, independent explanations and justifications in their books.
- Provide greater challenge through extended tasks that apply mathematical procedures to real-world contexts, including the use of technology.

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

- Students' achievement in science is good overall. In lessons and in their work, the majority of students in both phases make better than expected progress from their starting points.
- The school's internal assessment data indicates acceptable attainment in Phase 1 and weak attainment in Phase 2. External benchmark assessments indicate that attainment



in Phase 2 is very good. This does not fully align with what is seen in lessons and students' work, where most students in Phase 1 attain in line with curriculum standards, while the majority of students in Phase 2 attain above curriculum standards.

- In Phase 1, children demonstrate understanding of gravity by explaining the pace at which different objects reach the ground. They learn about the senses and can describe the impact of losing a faculty, showing awareness through their introduction to the basics of British Sign Language. In Phase 2, students demonstrate good understanding of different habitats, including the characteristics of the landscape of the UAE. They can explain concepts related to light and shadows in Grade 2 and discuss the risks to dental health in Grade 3. Grade 4 students can discuss how ageing typically impacts the human body, while Grade 5 students prepare and conduct investigative tasks to explore the functioning of the heart and the importance of blood supply. Students increasingly devise experimental procedures and record their findings at length in proper scientific form. Students' scientific thinking has been extended through the development of STEAM projects and recently introduced work on robotics. However, the level of challenge for the most able students is not consistently sufficient, and opportunities for students to hypothesise, plan, record, and present independent investigations require further development.
- Overall, the majority of student groups make better than expected progress.

Areas for development:

- Strengthen the level of challenge for the most able students across all year groups.
- Provide more opportunities for students to hypothesise, plan, record, and present independent investigations.

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

- Students' learning skills are good overall. Students display enthusiasm for learning, and the majority take increasing responsibility for their own progress, as seen in activities such as boxing-up and fractions tasks in Phase 1 mathematics.
- Students demonstrate good collaborative routines. Effective pair and group work, the use of table leaders, and guided discussions foster a supportive environment where students interact constructively. Productive partner rehearsal and group reporting are common, and oral communication skills are developing. Students can explain and justify their answers, aided by scaffolds for EAL and SEND learners. In both phases, students are attentive listeners. However, speaking fluency remains variable in English.
- Students make connections between different areas of learning and can relate these to real-world contexts. They demonstrate the ability to link topics such as the heart and habitats to health, well-being, and environmental issues. Students apply mathematical concepts through practical examples and participate in enterprise activities like market days and recycling projects that showcase their applied learning skills. They use vocabulary reinforcement across subjects and engage with STEAM and AI integration activities. However, students' ability to explicitly transfer concepts and skills between subjects independently is not yet fully embedded, and their capacity to apply interdisciplinary links in real-world contexts without teacher guidance requires further development.
- Students can conduct basic research with teacher guidance. Technology is widely used but primarily to facilitate access rather than to extend independent research or creativity. Enterprise and innovation are evident in extra-curricular activities and displays. However, opportunities for inquiry and critical thinking through probing tasks and reasoning activities are not consistent, and higher-order inquiry and challenge are not consistent across all groups.



Areas for development:

- Strengthen students' opportunities to explicitly connect concepts and skills across subjects and apply interdisciplinary links in real-world contexts.
- Increase students' opportunities to use technology independently and develop critical thinking and problem-solving skills through inquiry-based tasks.

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

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

- Students' personal development is very good overall. Across all phases, students demonstrate enthusiasm for attending school and consistently positive attitudes towards learning. They feel safe, supported, and valued by their teachers, and respond well to constructive feedback. Students take on increasing leadership responsibilities in Grades 4 and 5.
- Students display very good self-discipline, follow agreed routines consistently, respect school rules, and regulate their behaviour independently. Incidents of inappropriate behaviour are rare, and students clearly understand expectations and consequences.
- Relationships across the school community are characterised by respect, kindness, and mutual support. Students demonstrate a very good sense of belonging. They are friendly and considerate towards their peers and readily offer help to others, including students of determination.
- Most students recognise the importance of maintaining a healthy lifestyle and show eagerness to adopt positive habits. Most students make healthy food choices and participate actively in a range of physical activities, including after-school sports clubs.
- Attendance is good at 94%. Students arrive punctually at school.

Areas for development:

- Continue to improve attendance rates to ensure more consistent and sustained attendance across all phases.
- Extend leadership opportunities and responsibilities to younger students across all phases.

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

- Students' understanding of Islamic values and awareness of Emirati and world cultures is very good overall. Students demonstrate clear and secure appreciation of Islamic values through their behaviour, participation, and positive interactions across the school. This is evident in their active involvement in Islamic celebrations such as Ramadan, fasting, Eid, Mawlid, Israa and Mi'raj, and Haq Al Laila. Islamic learning is well integrated into the curriculum and reinforced through the Holy Qur'an memorisation competitions and charity initiatives organised in partnership with the Red Crescent, including the distribution of Iftar meals during Ramadan.
- Students display a very good sense of national pride and connection to Emirati identity. They actively participate in heritage and national events and link classroom learning to the UAE's history and traditions. They engage enthusiastically in cultural performances and traditional dances, and learn and practise Nabd Al-Shihuh, the local dialect.
- Students demonstrate pride in their own cultural backgrounds and appreciate sharing their traditions within the school community. Teachers introduce students to different countries and world traditions, helping students recognise differences between cultures.



Students explore other cultures through the curriculum. However, opportunities to extend cultural understanding through deeper, experiential learning of other world cultures remain limited, and student-led initiatives to explore and share diverse cultural perspectives require further development.

Areas for development:

- Provide extended opportunities for students to gain deeper understanding and experiential learning of other world cultures.
- Increase student-led initiatives to explore and share diverse cultural perspectives across the school community.

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

- Students' social responsibility and innovation skills are good overall. Students actively enjoy their roles and responsibilities within the school. They participate in charity initiatives during Ramadan and take part in beach clean-up activities. Students are assigned responsibilities both inside and outside the classroom, and senior students lead reading sessions for younger students.
- Students across the school demonstrate a positive work ethic and developing innovation and enterprise skills. They participate actively in STEAM programmes, robotics competitions, WOW Wednesday initiatives, and the annual Science Fair, where they present projects linked to sustainability. Students are involved in robotics clubs and participate in Market Day activities, during which they sell recycled products. However, opportunities for students to independently initiate projects and consistently develop innovation, enterprise, and entrepreneurial skills are not yet fully embedded across all year groups.
- Students show good environmental awareness and active engagement in sustainability initiatives. They are involved in recycling projects and environmental initiatives, and project work using recycled materials strengthens their understanding of sustainable practices. However, students' ability to lead and evaluate the impact of their environmental and social initiatives requires further development.

Areas for development:

- Increase opportunities for students to independently initiate, lead, and evaluate innovation, enterprise, and entrepreneurial projects across all year groups.
- Strengthen students' ability to lead and evaluate the impact of their environmental and social responsibility initiatives.

3. Teaching and assessment

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

- Teaching for effective learning is good overall in both phases. Most teachers consistently apply their knowledge of their subjects and how students learn them, using a range of appropriate methodologies to support and enhance students' learning outcomes. Teachers plan purposeful lessons, provide interesting learning environments, and use time and resources effectively to enable students to be successful learners. Respectful teacher–student interactions ensure that students are engaged learners, and questioning promotes thought and considered responses. Dialogue engages students in meaningful discussions and reflection.
- Teaching strategies are effective in meeting the individual needs of students. Teachers provide appropriate levels of challenge and support through differentiated activities for



individuals and groups. Classrooms are well-resourced with effective displays which scaffold learning and create environments conducive to learning. Planning processes ensure lessons are purposeful, and time and resources are used effectively, enabling students to be active and developing as independent learners.

- However, further development is needed to strengthen support for low achievers, particularly in Arabic. Although teachers sometimes develop students' critical thinking, problem-solving, innovation, and independent learning skills through opportunities present in lessons, these are not systematically embedded across all lessons. Enhancing the use of ICT to develop students' problem-solving, research, and innovation skills is a developing feature of practice.

Areas for development:

- Strengthen support for low achievers, particularly in Arabic.
- Develop teaching strategies that systematically embed critical thinking, problem-solving, innovation, and independent learning skills across all lessons.

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

- Assessment is very good overall in both phases. Assessment practices are coherent and well aligned with curriculum standards, providing valid and reliable measures of student achievement. The school benchmarks attainment and progress using both internal and external benchmark assessments. Assessment data is analysed effectively to monitor cohorts over time, and moderation processes ensure benchmark consistency and reliability.
- The school has implemented systematic improvements in assessment and teaching practices. Targeted professional development has strengthened teachers' data interpretation skills and the use of platforms to communicate progress to parents. Class profiles and assessment trackers inform differentiated planning, with intervention sessions in English and mathematics timetabled to accelerate progress. Assessment information is used effectively to influence teaching and the curriculum to meet the learning needs of all groups and enhance progress.
- Teachers have good knowledge of individual students' strengths and weaknesses, provide focused challenges for most groups of students, support, feedback, and follow-up, and students are usually involved in assessing their own learning. However, marking and feedback practices require standardisation, particularly in Arabic-medium subjects. Integration of a unified system for assessment data and strengthening of moderation through regular cross-phase meetings requires further development.

Areas for development:

- Standardise marking and feedback practices across all subjects, particularly in Arabic-medium subjects.
- Integrate a unified system for assessment data and strengthen moderation through regular cross-phase meetings.

4. Curriculum				
4.1 Curriculum design and implementation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	NA	NA

- Curriculum design and implementation are good overall. The curriculum is implemented across all phases and is aligned to the national vision and the requirements. A strategic review has refined curriculum mapping to ensure continuity and age-appropriate challenge. The scope and sequence of planning build on students' previous knowledge



rather than following textbook content. For example, a progression ladder for scientific inquiry has been initiated, with Early Years provision adjusted to include clearer scientific principles and a spiral curriculum design so that fundamental concepts are revisited.

- While the school provides a limited number of curricular choices, recent enhancements have been made, which include weekly extra-curricular and enrichment activities such as sports, sign language, public speaking, and academic boosters, which support students' interests and aspirations.
- However, consistency and continuity between phase curriculum maps require strengthening to address progression gaps. Cross-curricular links are not fully embedded in lessons, and full implementation of STEAM and AI across all phases and subjects to increase challenge for high-attaining students is still developing.

Areas for development:

- Strengthen consistency and continuity between phase curriculum maps to address progression gaps.
- Fully implement STEAM and AI across all phases and subjects to increase challenge for high-attaining students.

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

- Curriculum adaptation is good overall. The school regularly reviews its curriculum with oversight from the Middle Leadership Team and plans meetings to ensure ongoing development. The review process addresses inconsistencies in cross-curricular integration and alignment, particularly between UK and MSEFE subjects. Assessment data is used to adapt content for SEND and bilingual students, meeting the academic and personal development needs of most students.
- Teachers use assessment data to adapt curriculum content and scaffold learning for SEND and bilingual students. Early learners receive targeted support. Planning meetings ensure that support, success criteria, and challenge for higher-ability pupils are embedded in day-to-day planning. However, challenge for high attainers is not routine in all lessons.
- The curriculum includes weekly STEAM sessions, integrated projects such as robotics and coding, and thematic units that foster creativity and innovation. Students participate in project-based learning, including designing solutions for real-world problems and building Ramadan light displays. A variety of extra-curricular activities and community-linked enrichment programmes enhance students' academic and personal development. These include sports, sign language, public speaking, and academic boosters.
- The curriculum includes thematic units that embed Emirati culture and UAE national development across subjects. Integrated projects link science, technology, and UAE social studies. Enrichment opportunities such as the Holy Qur'anic storytelling are aligned with core learning outcomes. These elements develop students' experience and understanding of UAE values, culture, and society through multiple aspects of the curriculum.

Areas for development:

- Strengthen cross-curricular integration and alignment, particularly between UK and MoE subjects, to enhance students' awareness of relationships and connections between subjects.
- Ensure challenge for high-attaining students is routinely embedded across all lessons and subjects.



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
		Very Good	Very Good	NA
<ul style="list-style-type: none"> Health and safety, including arrangements for child protection and safeguarding, are very good overall. Procedures for safeguarding are very effective. All staff, parents, and students are made aware of child protection policies and procedures. The school provides a very safe environment. Students are very well supervised, including on school transportation. The premises are very clean, very well-maintained, and fully accessible. The school systematically promotes healthy living through regular workshops and health education teaching. Clinic staff and canteen supervisors monitor the food choices which students make and provide well-being advice where appropriate. However, limited luggage space on buses means that students' trolley bags are not always securely held in position, and additional measures are required to ensure safe storage during transportation. 				
Areas for development:				
<ul style="list-style-type: none"> Improve the secure storage of students' trolley bags on school buses. Enhance health and well-being monitoring systems to ensure consistent support for all students requiring guidance on healthy lifestyle choices. 				

5.2 Care and support	Phase 1	Phase 2	Phase 3	Phase 4
		Very Good	Very Good	NA
<ul style="list-style-type: none"> Care and support are very good overall. Relationships between staff and students are very positive. Effective behaviour management systems ensure that behavioural issues are rare, and almost all students manage their behaviour effectively. The school ensures very good punctuality and good attendance. The school has effective systems to identify students with special educational needs and academically gifted students, liaising with teachers and parents. Trained support is available for students with special educational needs, and gifted students are well supported through the curriculum and in lessons. Students' well-being and their personal development are closely monitored. They are well supported at entry to the school and when preparing to move on after Grade 5. However, support for students with particular talents, is less structured in, directing them to relevant opportunities regarding sport or the creative arts. Extension tasks and signposted opportunities for gifted and talented students in lessons require further development to ensure consistent challenge. 				
Areas for development:				
<ul style="list-style-type: none"> Extend support for students identified as gifted or talented through more structured systems that provide appropriate extension tasks and signposted opportunities in lessons. Enhance school procedures to raise attendance levels further and ensure more consistent attendance across all year groups. 				



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	Good
6.4 Governance	Very Good
6.5 Management, staffing, facilities, and resources	Very Good

- Leadership and management are good overall.
- Under the newly appointed Head of School and senior leadership team, the school has established a clear strategic direction aligned with UAE national and Emirate priorities and a strong commitment to inclusion. Leadership is effective and increasingly distributed, strengthening overall capacity and professional relationships, with positive staff morale. Leaders demonstrate secure knowledge of teaching and learning and have implemented effective monitoring systems that are beginning to improve students' achievement, particularly in Arabic. Inclusive practices are well embedded, staff roles are clear, and statutory requirements are fully met, indicating good capacity for sustained improvement.
- Self-evaluation and improvement planning are good overall. The school has an effective and professional self-evaluation cycle, supported by governors, parents, students, and staff. Effective systems have been implemented to monitor and support teachers. External support, often from within the group of schools, is keenly embraced. The school offers good, continuous professional development opportunities. School improvement planning contains achievable goals, closely aligned to recommendations in the previous review.
- Partnerships with parents and the community are good. Parents are effectively engaged as partners, their views inform improvement planning, and communication is clear and regular, resulting in growing confidence in leadership and students' well-being. Parental involvement in national events is positive and contributes to school life. However, links beyond the school are limited, with partnerships largely confined to schools within the same ownership group and a small number of overseas schools. The engagement with local community organisations and wider international partnerships remains underdeveloped.
- Governance is very good overall. The Governing Board, which is common to the three schools in the group, discharges its duties very professionally. It is mostly representative of the stakeholders in the school. There are secure systems for addressing any concerns around safeguarding. Governors know the school very well, and support is targeted effectively to address the school's priorities. Governors are actively involved in the school self-evaluation process. There is regular interaction with parents through surveys and personal contact. However, the Governing Board does not have an elected parental representative specifically for this school, although there are good opportunities for parents to engage with a designated governor.
- Management, staffing, facilities, and resources are very good overall. The school's daily procedures and routines are very effective. The school is well-staffed and currently stable, and staff are deployed effectively. Outdoor space is generous. Teaching spaces are bright and spacious, and there are extensive specialist teaching areas to meet current needs. The level of resources available to support learning, including access to technology, is very good.

Areas for development:

- Further develop the capacity of middle leaders to monitor and drive improvement consistently across all subject areas and phases.
- Strengthen the evaluation of the impact of improvement actions on student outcomes to ensure measurable and sustained progress.



- Develop more structured partnerships with local community organisations and expand international partnerships to provide students with broader learning experiences and global perspectives.
- Establish an elected parental representative specifically for this school to ensure governance structures are fully inclusive of all stakeholders.
- Plan strategically for future facility enhancements and resource allocation to support curriculum expansion and evolving educational priorities.

Provision for Arabic

- Provision for Arabic is good overall. The school library contains 10,734 books, including 1,582 Arabic titles and 9,152 English titles. Library provision includes 582 Arabic fiction titles, 174 Islamic non-fiction titles, and 224 Arabic and bilingual non-fiction books.
- Reading opportunities are embedded through classroom reading corners, weekly library lessons, the 'I Read' Arabic digital platform, reading competitions, and parental involvement. Additional enrichment includes the Spelling Bee competition, Nadba chant activities, and an after-school reading club.
- Two teachers serve 147 students, resulting in a teacher-to-student ratio of approximately 1:74.

Provision for KG

- Provision for KG (Phase 1), is good overall. The school has 87 children in KG1 and KG2, plus 30 children in two Pre-KG classes. There are four KG classes, with two each in KG1 and KG2. Each class has an assigned teacher supported by bilingual teaching assistants. The teacher ratio is 1:22 across KG.
- Classes are spacious with integral washroom areas, equipped with a range of learning resources providing a stimulating environment. Spacious balcony areas and easy access to large outdoor areas support learning. The extensive outdoor areas reflect indoor learning stations, with high-quality resources promoting gross motor physical development.
- Induction and transition arrangements are well organised. Children and parents visit before starting KG, with a staggered start to support settling. Parents are invited to orientation meetings as their child progresses through the school. Parents regularly visit KG to meet teachers, and regular online communication provides information on KG work and events.

