



دائرة رأس الخيمة للمعرفة
RAS AL KHAIMAH
DEPARTMENT OF KNOWLEDGE

RAK AMERICAN ACADEMY

3 to 5 February 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
Acceptable	Good	Good

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

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

4. Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1 Curriculum design and implementation	Good	Good	Good	Good
4.2 Curriculum adaptation	Good	Good	Good	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	Very Good	Very Good	Very Good	Very Good
5.2 Care and support	Good	Good	Good	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	Good
6.4 Governance	Very Good
6.5 Management, staffing, facilities, and resources	Good



KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students

- Students achieve above expectations in Arabic and social studies external assessments.
- Students develop good learning skills, particularly their collaboration in the lower end of the school, and their independent learning in the upper phase.
- Students demonstrate very positive attitudes to learning, assume responsibility, and display very good behaviour across the school, Students are respectful to the UAE culture and to their Islamic background; they enjoy leading various relevant initiatives to show their pride, such as their engagement in planting the little garden with plants mentioned in the Quran, such as olives and dates.

Parents

- Parents show high levels of satisfaction with the open communication channels with leaders and teachers.
- Parents enjoy organising activities and presentations for students to deepen their understanding of the culture, such as the benefits of palm trees and the old occupations in the UAE.
- Parents are kept well informed through Class Dojo, via email, through social media groups, grade level channels, and SMS.
- Parents appreciate the awareness sessions provided by the school to deepen their understanding of the importance of external exams and future pathways requirements, such as the presentation about the AP level.

Teachers

- Teachers establish strong relationships with students and create a warm and inclusive atmosphere.
- Social studies and Islamic education teachers in Phase 4 focus on deepening the learning through critical thinking opportunities and linking it to real-life to make it more meaningful.
- Teachers in Phase 1 provide phonics, modelling, and hands-on learning to accelerate literacy and personal development.
- Teachers are beginning to use accurate assessment information to differentiate learning tasks.

School Leaders

- School leaders promote a school vision and ethos that strongly commits to UAE national priorities, particularly the Emirati heritage and values.
- Senior leaders have established strong partnerships with the local community, which have a positive impact on the school outcomes.
- Leaders at all levels have the capacity to drive improvements and have been successful in ensuring students are safe and well, and have enhanced students' personal development across the school.
- Senior leaders appreciate the support they receive from the Board of Governors.



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 consider the following key priorities to inform its improvement planning.

Students' achievement

Improve achievement and learning skills by:

- continuing to embed a progressive programme in phonics and providing regular opportunities for students to apply their literacy skills in both English and Arabic.
- enhancing students' reasoning, problem-solving skills, and mental mathematics as well as their scientific investigative skills in science, particularly in Phase 2, Phase 3, and Phase 4.
- raising students' attainment in MAP benchmark assessments through well-focused, regular exam practice sessions.

Teaching and assessment

Improve the impact of teaching and assessment on achievement by:

- ensuring all teachers accurately and consistently use assessment data to inform planning and differentiation, particularly for the more able.
- extending opportunities for innovation, enterprise, research, and creativity in lessons.

Leadership and management

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

- consistently evaluating the different aspects of the school performance against school self-evaluation (SEF) and school development plans (SDP), targets, and students' outcomes.
- continuing to build on the capacity of senior and middle leaders to ensure high-quality outcomes across the school, particularly students' attainment in external examinations.



MAIN EVALUATION REPORT

1. Students' achievement				
Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Good	Good	Very Good
Progress	NA	Good	Good	Very Good
<ul style="list-style-type: none"> Students' achievement in Islamic education is good overall in Phase 2 and Phase 3, and very good in Phase 4. In lessons and students' work, the majority of students make better than expected progress in relation to their starting points in Phase 2 and Phase 3, while a large majority make better than expected progress in Phase 4. External benchmark assessments indicate good attainment. School's internal data indicate a large majority attain levels that are above the standards. This does not align with what is seen in lessons and students' work, where the majority of students attain above curriculum standards in Phase 2 and Phase 3, and a large majority attain above in Phase 4. In Phase 2, students make good progress in developing an understanding of key Islamic concepts, values, and stories. Students recall key events, recognise moral messages, and respond appropriately to questions when supported through visuals, storytelling, Qur'anic recitation, and guided discussion. In Phase 3, students make good progress in understanding Islamic values, practices, and concepts such as identity and behaviour. Students increasingly justify ideas using with reference to the Holy Qur'an and Noble Hadith. In Phase 4, students make very good progress in applying Islamic teachings confidently to real-life contexts, including health, dress etiquette, and personal responsibility. They engage in mature discussions, justify viewpoints using evidence, and show good analytical and reasoning skills. However, students' independent expression is less developed in Phase 2. Additionally, students' recitation skills are less secure in both Phase 2 and Phase 3. Furthermore, student-led enquiry of topics to deepen understanding is less secure in Phase 4. Overall, the majority of groups make better than expected progress from their starting points in Phase 2 and Phase 3, and most groups of students make better than expected progress in Phase 4. 				
Areas for development:				
<ul style="list-style-type: none"> Develop students' independent expression skills in Phase 2. Develop student-led enquiry of topics in Phase 4 to deepen understanding of relevant Islamic concepts. 				

Arabic as a first language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good
<ul style="list-style-type: none"> Students' achievement in Arabic as a First Language is good overall. In lessons and students' work, the majority of students attain levels that are above curriculum standards across all phases. The school's internal data indicate a large majority make better than expected progress across all phases with stronger performance in Phase 4 in terms of depth and independence in applying skills. Internal school data show very good attainment across all phases. This does not align with what is seen in lessons and students' work, where The majority of students make better than expected progress in relation to their starting points across all phases, and the majority of students attain above curriculum standards across all phases. External benchmark assessments in Arabic as a First 				



Language indicate good attainment across the school. This is confirmed during the review, where the majority of students attain above the curriculum standards.

- Students across phases develop good skills in reading, writing, speaking, and listening. In Phase 2, students comprehend texts, use vocabulary appropriately to express their thoughts, and express ideas clearly. In Phase 3, students develop their reading comprehension skills. In Phase 4, students use Standard Arabic to explain their understanding of texts. However, students' ability to infer and interpret texts is less secure in Phase 3. Additionally, students' accurate application of grammar rules is less secure in Phase 4. Furthermore, students' extended creative writing skills remain less secure across all phases.
- Overall, the majority groups of students make better than expected progress from their starting points. Targeted intervention and co-teaching support less able students to make the progress they are capable of. However, high-attaining students do not make the progress they are capable of due to insufficient challenge.

Areas for development:

- Provide more opportunities for students to produce longer written texts, including multi-paragraph compositions.
- Develop students' inference and interpretation skills using textual evidence.

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

- Students' achievement in UAE social studies is very good across all phases. The school's internal data indicate a large majority of students make better than expected progress across all phases. This aligns with what is seen in lessons and students' work, where a large majority of students make better than expected progress in relation to their starting points across all phases. External benchmark assessment data indicate good attainment across the school. This does not align with what is seen in lessons and students' work, where a large majority of students attain above curriculum standards across Phase 2, Phase 3, and Phase 4.
- Students demonstrate a strong understanding of UAE history, geography, culture, and identity, and apply this knowledge confidently through discussion, presentations, role play, and enquiry-based activities. In Phase 2, students make very good progress in understanding topics related to national identity, careers, and heritage. They show confidence discussing the meaning of the UAE flag colours, identifying traditional and modern transportation, and expressing future career aspirations through songs, role play, and group tasks. Students apply learning to real-life contexts with enthusiasm and accuracy. In Phase 3, a large majority make better than expected progress in analysing geographical and historical events. Students compare maps, explain the strategic importance of the Arabian Gulf for trade and international relations, and participate confidently in debates. In Phase 4, students actively engage in differentiated activities that require depth of understanding, research using QR codes and digital sources, evaluate peers' work using rubrics, and reflect on cultural, Islamic, and global connections. However, opportunities for sustained independent enquiry and innovation could be extended further across all phases.
- Overall, most groups of students make better than expected progress from their starting points. Students of determination make better than expected progress through targeted support and inclusive strategies. While the challenge is generally strong, opportunities for sustained independent enquiry and innovation could be extended further.



Areas for development:

- Enhance opportunities for students' deeper understanding of topics through frequent and sustained independent enquiry and innovation across all phases.
- Sustain the strong challenge and differentiated activities that enable all groups, including students of determination, to make better than expected progress.

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. The majority of students make better than expected progress in relation to their starting points across all phases. The school's internal assessment data indicate very good attainment across all phases. External benchmark assessment results indicate weak attainment in Phase 2 and good attainment in Phase 3. This does not align with what is seen in lessons and students' recent work, where the majority attain above the standards across all phases.
- Students make better than expected progress in developing their phonics skills as well as building on their vocabulary. Children in Phase 1 develop good phonics skills and gradually develop their vocabulary. In Phase 2, students extend their reading skills. Students in Phase 3 and Phase 4 develop their skills in the use of critical analysis, such as figurative language. However, children's ability to express themselves in short phrases is less developed in Phase 1. Additionally, students' oral fluency remains less secure in Phase 2. Students' extended writing remains less secure in Phase 3 and Phase 4.
- Overall, the majority of student groups make better than expected progress across phases. SEND students make better than expected progress. However, gifted and talented students do not always receive appropriate challenge in lessons.

Areas for development:

- Develop students' speaking skills, particularly in Phase 1, through opportunities to express themselves in short phrases, and strengthen oral fluency in Phase 2.
- Strengthen students' creative and extended writing skills across all phases, particularly in Phase 3 and Phase 4.

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

- Students' achievement in mathematics is good overall across all phases. The school's internal data show that the majority of students make better than expected progress across the school. This aligns with what is seen in lessons and students' work.
- Internal data show good attainment across phases. External benchmark assessment data show weak attainment in Phase 2, but good in Phase 3 and Phase 4. This does not align with what is seen in lessons and students' work, where the majority attain above curriculum standards in Phase 1, while most students attain in line with curriculum standards in Phase 2, Phase 3, and Phase 4. In Phase 1, children deepen their understanding of numbers and quantities. They differentiate and classify various shapes. In Phase 2, students are developing fluency in number, measurement, and geometry. They classify triangles by angles and sides, plot bar graphs, and, for more able students, apply mathematics to real-life UAE examples. In Phase 3, students build good knowledge of algebra, geometry, and data handling, plotting points on



coordinate planes, and solving problems using trigonometric ratios. In Phase 4, students demonstrate a sound understanding of advanced concepts such as trigonometry and coordinate geometry, and can apply mathematical reasoning to real-world scenarios, using sine and cosine ratios for practical problems. However, children's ability to match numbers to quantity is variable in Phase 1. Additionally, students' abstract reasoning and extended problem-solving are less developed in Phase 2. Students' ability to link learning to real-life and advanced reasoning skills are less developed across phases.

- Overall, the majority of groups make better than expected progress from their starting points. However, SEND students, low ability students, and Phase 4 ability students make inconsistent progress sometimes due to variable support.

Areas for development:

- Develop students' ability to link learning to real-life contexts across all phases.
- Strengthen students' advanced reasoning, problem-solving, and mental mathematics skills across all phases.

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

- Students' achievement in science is good overall across all phases. In lessons and students' work, the majority of students make better than expected progress in relation to their starting points across all phases. Internal data show good attainment across all phases. External benchmark assessment indicate that only a majority attain in line with curriculum standards across all phases. This does not align with what is seen in lessons and students' work, where the majority attain above curriculum standards in Phase 1 and Phase 4, while most students attain in line with curriculum standards in Phase 2 and Phase 3.
- In Phase 1, children make gains in their physical, life, and earth sciences, in their study of plant parts and recycling through hands-on activities. They use scientific vocabulary and simple labelled recordings to develop their conceptual understanding of scientific topics. In Phase 2, students plan, test, and review cycles, using activities such as bridge models and practicing basic measurements. In Phase 3, students conduct simple experiments on energy, electricity, and earth systems. They collect data, construct graphs and work collaboratively. They demonstrate improving understanding of results and connecting them to scientific ideas. In Phase 4, students demonstrate improved skills in scientific investigation and analysis. However, students' skills in data interpretation and expressing their findings more clearly in writing are less secure in Phase 2. Additionally, students' ability to design their own enquiries, use formal laboratory techniques, perform quantitative analysis, write scientific reports, and apply the scientific method independently are less secure in Phase 4. Students' confidence in oral communication, particularly when explaining scientific reasoning in whole-class discussions, is less secure across all phases.
- Overall, all groups of students make better than expected progress from their starting points. However, gifted and talented students do not consistently make the progress they are capable of due to insufficient challenge.

Areas for development:

- Develop greater independence in designing and carrying out scientific investigations.
- Strengthen students' skills in evaluating evidence and drawing conclusions from data, especially in open-ended tasks.



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

- Students across the school enjoy learning and are increasingly taking responsibility for their own progress. They are aware of their strengths and weaknesses and can take steps to improve, evidenced by their willingness to engage with success criteria, self- and peer-assessment, and reflective practices. This is particularly visible in language lessons, where students use subject vocabulary confidently and respond well to teacher questioning. The positive classroom climate and structured routines support students in developing a sense of ownership over their learning. However, while older students show developing independence and research skills, students in some Phase 2 classes still rely on adult support and structured guidance.
- Interactions and collaboration are purposeful and productive in lessons. Students work effectively in pairs and groups, communicating their learning clearly to achieve common goals. In science, for example, collaboration is especially strong during practical enquiry, where students plan, test, and review findings together. These skills are underpinned by positive relationships and clear expectations, which foster a supportive environment for risk-taking and shared problem-solving.
- Students can make connections between different areas of learning and relate these to their understanding of the world. They apply their knowledge in meaningful contexts, such as linking moral and cultural learning in Islamic and social studies to real-life situations. Across all phases, students are skilled at making connections between what they are learning and other subjects in the curriculum. However, the depth of these connections and the ability to transfer skills independently are not consistent across all subjects and phases.
- Innovation, enquiry, and the use of learning technologies are developing features of learning. Students can conduct basic research with teacher direction and use technology to support their work, particularly in computing and STEAM. Critical thinking and problem-solving skills are emerging. However, opportunities for independent, student-led enquiry and higher-order reasoning remain limited in some areas, such as mathematics. Additionally, the provision of more frequent opportunities for independent enquiry and the consistent embedding of routines for critical thinking and technology use across all subjects are not systematic.

Areas for development:

- Increase opportunities for independent, student-led enquiry and higher-order reasoning across all phases.
- Strengthen the consistent use of learning technologies and critical thinking routines throughout the curriculum.

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	Very Good

- Students' personal development is very good overall across all phases. Students demonstrate very positive and responsible attitudes. Younger students develop independence through structured routines, while older students demonstrate greater maturity and self-reliance. Students are self-directed and consistently disciplined, which is evident in lessons, assemblies, and around the school.
- Relationships between students and staff are respectful and supportive across the school. Students are consistently respectful and helpful to each other. They demonstrate empathy and cooperate positively with others, contributing effectively to discussions and group learning. Incidents of bullying are rare and are managed effectively when they occur.



- Students have a good understanding of healthy lifestyles and participate actively in physical activities. Older students demonstrate a deeper understanding of health awareness and show more consistent practices. However, the adoption of a healthy lifestyle at the lower end of the school is inconsistent.
- Students' attendance is outstanding at 98%. However, punctuality is less consistent across phases.

Areas for development:

- Improve students' punctuality across all phases.
- Strengthen younger students' consistent adoption of a healthy lifestyle.

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

- Students demonstrate a secure appreciation and understanding of Islamic values and their role in UAE society across all phases. In Phase 1 and Phase 2, students develop a strong foundational understanding of Islamic values such as tolerance, respect, and responsibility through lessons, assemblies, and cultural activities. In Phase 3 and Phase 4, students demonstrate deeper understanding and apply Islamic values independently through respectful behaviour, leadership roles, and participation in community and national events. However, opportunities for students to independently promote and lead initiatives linked to Islamic values beyond structured activities remain irregular.
- Students demonstrate a knowledgeable and very respectful appreciation of Emirati heritage and culture across all phases. In Phase 1 and Phase 2, students participate enthusiastically in national celebrations and cultural events, developing pride in UAE traditions. In Phase 3 and Phase 4, students demonstrate a deeper understanding of the historical and social significance of Emirati culture through wider learning experiences and community engagement.
- Students demonstrate a deep understanding, awareness, and appreciation of their own and other world cultures. Students in Phase 3 and Phase 4 show greater awareness of global diversity through discussions and international learning experiences. However, students in Phase 1 and Phase 2 demonstrate developing understanding but require further opportunities to independently explore and engage with different world cultures.

Areas for development:

- Students' deeper understanding of other world cultures particularly in Phase 1 and Phase 2.
- Opportunities for students to lead national events in Phase 3 and Phase 4.

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

- Students' social responsibility and innovation skills are good overall. Students understand their responsibilities as members of the school community, and some take on key roles. Their regular and constructive activities as volunteers benefit the school and wider communities. In Phase 1 and Phase 2, students participate enthusiastically in school and community events, including Ministry-led celebrations and national events. Students develop a strong awareness of national identity through activities such as grandmother storytelling sessions, Emirati poetry recitals, Haq Al Leila celebrations, Emirati Women's Day activities, and heritage assemblies and trips. In Phase 3 and Phase 4, students demonstrate strong leadership, initiative, and work ethic. Parents



and students play active roles through the UAE National Identity Committee and contribute confidently during cultural and learning experiences. However, younger students' active engagement in volunteering and their ability to promote environmental awareness within the school community require further development.

- Students show a positive work ethic. They sometimes take the initiative and make independent decisions. They have creative ideas and enjoy developing their own projects. Students participate meaningfully in charitable initiatives and programmes such as Harvard Model Congress. They develop enterprise and communication skills through market simulations, student-led interviews, and participation in the RAKA market initiative. Innovation skills are further strengthened through robotics competitions and student projects such as the solar system initiative, demonstrating creative thinking and real-life application. However, students' innovation skills in lessons are less well developed.
- Students care for their school and take part in activities to improve its environment. They participate in schemes that promote sustainability and conservation locally and in the wider world. This is particularly evident in Phase 3 and Phase 4 through sustainability initiatives including the Mazraatna planting project and whole-school environmental awareness campaigns. They take leadership roles in sustainability projects, while younger students demonstrate growing independence but less consistent engagement. Students demonstrate a good understanding of safe and healthy lifestyles. Most students make healthy choices and participate in physical activities. However, students' independent promotion of healthy lifestyle choices and deeper understanding of long-term well-being are less well developed.

Areas for development:

- Strengthen younger students' active engagement in volunteering and their ability to promote environmental awareness within the school community.
- Develop students' innovation skills in lessons across all phases.

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 consistently apply their knowledge of their subjects and how students learn, to ensure students make steady progress. Teachers plan purposeful lessons, provide interesting learning environments, and use time and resources effectively across all phases. However, teachers' subject knowledge and its application are more variable in Phase 2. Not all teachers consistently place focus on active learning, resulting in teacher-led discussions in some lessons.
- Teachers' interactions with students ensure that they are engaged learners. Questioning promotes thought and considered responses. Dialogue engages students in discussion and reflection, generally enabling higher-level thinking as they make more critical, complex responses in accurate English. However, in a minority of lessons, teachers do not sufficiently use probing questions to encourage thinking and deeper learning, which can result in student disengagement.
- Teachers use strategies that meet the needs of most students, particularly the less able and students with SEND. A range of rubrics and manipulatives in Phase 1, and worksheets, role play, and rubrics in English in Phase 2, Phase 3, and Phase 4 support students' learning. Science teachers sometimes plan in-depth scientific enquiry experiments. Teachers in social studies and Islamic education encourage students to think and link learning to real-life. Critical thinking and links to the real world in social studies, English, and Islamic education successfully accelerate students' progress. However, challenge for the more able remains inconsistent across phases and subjects.
- Teachers systematically develop students' critical thinking, problem-solving,



innovation, and independent learning skills in social studies and Islamic education. Older students demonstrate critical thinking and have some opportunities to solve problems. However, independent learning and innovation skills are not fully developed across Phase 3 and Phase 4.

Areas for development:

- Embed planned opportunities to promote innovation and independent learning consistently in lessons across all phases.
- Ensure activities consistently consider age groups and students' interests and sufficiently challenge the more able.

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

- The quality of assessment is good overall across all phases. Internal assessment processes are mainly coherent and consistent. They are linked to the school's curriculum standards to provide valid and clear measures of students' progress monthly and termly. The school benchmarks students' academic outcomes against appropriate external, national, and international expectations. The school makes use of MAP benchmark assessments to track progress in English, mathematics, and science, while students' attainment in Arabic medium subjects is benchmarked against ABT.
- Assessment data are analysed in some depth. Information about students' progress, as individuals and as groups, is accurate and detailed, and is tracked over time. Assessment information is used effectively to influence teaching and the curriculum to meet the learning needs of all groups of students. However, a minority of teachers do not use assessment data effectively to plan lessons that fully skill-match students' different needs and abilities, particularly the more able.
- Teachers have reasonable knowledge of the strengths and weaknesses of individual students and use this to provide support for the less able and SEND. Students are sometimes involved in assessing their own learning through opportunities for self-assessment and peer-assessment, with effective use of checkpoints and exit tickets to engage students in evaluating their own work. However, there are not sufficient opportunities to challenge the more able. Additionally, feedback from teachers is positive, but does not always identify how students can improve their work further.

Areas for development:

- Improve teachers' consistent use of assessment data to support effective differentiation, particularly for the more able.
- Enhance feedback to consistently identify next steps in learning for all students.

4. Curriculum

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

- The quality of curriculum design and implementation is good overall across all phases. The curriculum has a clear rationale. It is broad, balanced, and age-appropriate, and is relevant and effective in developing knowledge, skills, and understanding. It closely follows the requirements of the school's authorised curriculum and the national statutory requirements, including the Common Core Curriculum Standards and MoE requirements.
- The curriculum is planned so that learning builds well on students' previous achievements in all key subjects. It meets the needs of most students, and students are well prepared for the next phase of education within school and beyond. Continuity is evident in most subjects, though this is sometimes less clear in Arabic in Phase 2. The



range of curricular options provides older students with ample choices that develop their talents, interests, and aspirations, including Montessori-style learning in Phase 1 and AP curriculum in Phase 4. However, AP options require further extension to provide greater challenge.

- Cross-curricular links are meaningful and planned. They are managed well and assist students' transfer of learning between different subjects and understanding of the UAE culture and heritage. The curriculum is enriched by national events and extra-curricular activities. Participation in the Harvard Model United Nations has been a success for Phase 4 students. However, planned opportunities for students to be innovative in lessons are limited.
- The school conducts regular reviews and develops its curriculum to ensure good provision in almost all subjects and to meet the academic and personal development needs of most students. Literacy programmes, informed by reading attainment data, are enhancing students' reading fluency in both English and Arabic with a positive impact on outcomes.

Areas for development:

- Enhance and extend the curriculum for AP students to provide greater challenge, support progression, and ensure consistently high outcomes.
- Review the curriculum to ensure that challenge for the more able is well planned across all subjects.

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

- The quality of curriculum adaptation is good overall. The school is successful in ensuring that teachers modify the curriculum to meet the needs of almost all groups of students. Extra reading activities, a focus on phonics, and study programmes for older students support fluency, comprehension, and independent research skills. However, not all teachers consistently account for the needs of SEND and gifted and talented students, who are less well supported in lessons.
- Opportunities for enterprise, innovation, creativity, and social contribution are provided through most curricular areas. A variety of extra-curricular activities and community links enhance students' learning experiences. Visits to places of interest, international trips, school visitors, and special days such as Global and Health Awareness Days enrich the curriculum effectively. However, innovation is not fully developed across all phases.
- Appropriate learning experiences are integrated through most aspects of the curriculum to enable all students to develop clear understanding of the UAE's values, culture, and society, through tasks, subjects, assemblies, and celebrations. However, cross-curricular links between mathematics and science and the real world are less consistent.

Areas for development:

- Ensure teachers consistently modify the curriculum to meet the needs of all groups of students, particularly SEND and gifted and talented students.
- Purposefully and systematically develop innovation in lessons across all phases.

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	Very Good	Very Good
<ul style="list-style-type: none"> • The school has rigorous procedures for the safeguarding of students, including child 				



protection. All staff, students, and parents are fully aware of these. The school is very effective in protecting students from all forms of abuse, including bullying. Safeguarding capacity is strengthened through Level 3 certified staff and a safeguarding-trained board member. Reporting systems operate through daily clinic logs, structured incident records, and weekly medical reports, with a multi-level escalation system involving social workers, senior leaders, and governors. Strong emphasis on positive behaviour management, digital safety, and restorative practices further ensures effective student protection.

- The school provides a very safe, hygienic, and secure environment. Safety checks are frequent and thorough. Supervision of students is highly effective at all times, including Phase 1 class assistants trained in safety and safeguarding procedures. Daily safety walks, weekly inspections, electrical monitoring, and staff hazard reporting ensure strong risk management. Emergency preparedness is evidenced by a 90% Civil Defence fire drill success rate, with digital attendance integration enabling accurate real-time headcounts, supported by fire marshals and earthquake drills.
- Buildings and equipment are very well maintained. The school maintains comprehensive and secure records, including records of incidents and subsequent actions, covering clinic logs, medication tracking, behaviour incidents, attendance, and escalation records. Monthly medication expiry checks, temperature-controlled storage, and emergency medicine documentation demonstrate strong operational compliance. Fire-connected doors and lifts, voltage monitoring systems, and gym safety walls further support safe infrastructure.
- The premises and facilities provide a safe and secure physical environment that is very well suited to the learning needs of all students, including SEND resource rooms, specialised Phase 1 resource areas, accessible movement routes, safe play areas, and supervised outdoor access. Multiple clinics and nurse supervision on school trips further strengthen student safety.
- The promotion of safe and healthy living is successful. It is given a high profile and clearly influences all aspects of school life. The school's integrated health programmes has reduced obesity rates from 8.1% to 6.8% through coordinated nutrition initiatives and targeted physical activity interventions. Daily canteen inspections, healthy food policies, allergy tracking, regular health screenings, BMI monitoring, and weekly coordination between clinics and PE staff enable early intervention and sustained well-being. Health awareness workshops and parental education sessions strengthen community engagement. However, younger students' consistent adoption of a healthy lifestyle requires further development.

Areas for development:

- Further strengthen the promotion of safe and healthy living by increasing students' ownership, responsibility, and active participation in related initiatives, particularly in Phase 2.
- Ensure younger students consistently adopt a healthy lifestyle through targeted and age-appropriate interventions.

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

• Staff have positive relationships with all students. Systems and procedures for managing students' behaviour are successful, evidenced by a significant reduction in behaviour incidents from 147 in Term 1 to 25 in Term 2. Structured recognition systems, targeted student workshops, and strong parental engagement underpin this improvement. The school's approach is effective in promoting attendance and punctuality, with overall attendance at 98%, supported by daily monitoring, prompt follow-up, and graduated intervention strategies. However, punctuality remains an area for further improvement despite strengthened tracking systems, controlled transitions, and direct parental follow-up.



- The school has thorough systems to identify students with special educational needs and those who are gifted and talented, including multi-measure processes for gifted and talented identification. Effective support for most students with special educational needs and those who are gifted and talented is provided through IEPs and ALPs, with accurate identification leading to prompt and appropriate intervention. However, further development is needed to strengthen staff consistency in gifted and talented identification, and the impact of provision is not consistently evident in classroom practice.
- The well-being and personal development of all students are closely monitored through structured pastoral systems, behaviour tracking, and coordinated support meetings. This information is used to provide effective personal and academic guidance and support, enabling early intervention. The Komodo application is currently enhancing students' behaviour with a positive impact across the school. Older students benefit from leadership programmes, enrichment pathways, and participation in international initiatives such as the Harvard Model Congress, which support future learning pathways and the development of communication, leadership, and career-related skills.

Areas for development:

- Strengthen punctuality across the school to ensure more consistent on-time arrival and learning readiness.
- Ensure consistent in-class support for SEND and gifted and talented students to maintain sustained progress academically and personally.

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	Good

- Leaders at all levels, including the principal, set a clear strategic direction and promote a vision that is shared by the whole school community. Senior leaders are committed to the UAE national and Emirate priorities, which are evident within the school's vision and strategic plans. Leaders demonstrate a commitment to inclusion, exemplified by the appointment of a dedicated SENCO and the introduction of Montessori-style sessions in Phase 1 to support literacy access across the curriculum. The principal delegates leadership effectively, ensuring clear accountability at all levels, and morale throughout the school is positive. School leaders coordinate improvement planning effectively, addressing barriers to student achievement through targeted remedial programmes, particularly in Phase 2 and Phase 3, and ensuring compliance with all statutory and regulatory requirements, including RAK DOK staff approvals. However, the roles and responsibilities of subject leaders, grade leaders, and section heads, particularly in supporting more able students in lessons, require further clarification.
- Systematic self-evaluation, using both internal and external data, is embedded in the school's improvement planning and in its practices at most levels. The school knows its strengths and areas for improvement well. Most key priorities are identified and analysed. Leaders attend lessons, monitor achievement and the impact of teaching, and provide teachers with performance feedback. There has been good progress in addressing most recommendations of the previous inspection report, for example in supporting students with SEND. However, the school improvement plan lacks detailed information on the difference that targets will make, and department development plans are not sufficiently focused on students' attainment and



progress.

- The school is successful in engaging parents as partners in their children's learning and in school life. The views of parents are considered when shaping school improvement priorities. Parental involvement makes a very positive contribution to raising standards. Parents appreciate their involvement, with a mothers' council meeting biweekly to discuss Emirati values and traditions. The school uses ClassDojo to keep parents informed of their children's learning and behaviour. Communication is good via social media, Telegram, and a hotline, and parents receive regular reports on their children's progress. Parents of older students value guidance on academic choices and AP course pathways. Well-established links exist with schools in the local area and the wider community. However, parents require further guidance on how to support their children's learning at home, particularly in literacy.
- Governance includes wide representation from all stakeholders. The Board of Trustees comprises eleven members carefully selected for their expertise across education, well-being, safeguarding, and inclusion, including a university professor, experienced education leaders, a psychologist, and an ambassador from the armed forces. Trustees hold the principal to account through regular meetings, reports, and lesson visits, and have created new leadership positions such as the literacy lead and data analyst lead to drive improvement. Trustees ensure all statutory requirements are met, including addressing all previous inspection recommendations. The Board considers the views of parents and other stakeholders, for example when addressing literacy as a whole-school priority in both English and Arabic. However, they have to address disparity in attainment outcomes particularly in external examinations.
- Most aspects of the day-to-day management of the school are well organised, impacting positively on students' achievements. The school's procedures and routines are effective and efficient. The school is appropriately staffed to fulfil its vision and mission, though teacher turnover is high. New teachers benefit from intensive induction and professional development, and support staff contribute effectively to extra-curricular activities and behaviour management. The premises are well designed with specialist facilities including science laboratories, a music room, a gym, an art room, and two robotics rooms, used regularly to promote students' achievements across the curriculum. However, in a minority of Phase 2 lessons, teachers rely on a limited range of resources, limiting students' creative and independent thinking.

Areas for development:

- Clarify the roles and responsibilities of subject leaders, grade leaders, and section heads, particularly in supporting more able students in lessons.
- Enhance resourcing mathematics and science, with a focus on mathematical manipulatives in Phase 2 and laboratory resources in Phase 4 to support practical, investigative learning.

Provision for Arabic

- The school provides sufficient teaching staff to deliver Arabic across phases (teacher-student ratio is 1:96). Staff facilitate reading activities, competitions, and monitoring, with additional support through parental participation in reading sessions.
- The library provides a suitable range of Arabic resources, including approximately 1200 fiction and 786 non-fiction books, organised by age level and available from KG to Grade 5 through reading corners and the central library. The library also includes dictionaries, atlases, dedicated shelves for UAE heritage books, and a new arrivals corner. However, classroom book facilities are limited. Students may borrow books for two weeks and contribute to student recommendation lists, promoting ownership of reading.



- The reading provision is reinforced through classroom practice and structured programmes. Students read aloud and are assessed for fluency and accuracy using age-appropriate rubrics. They participate in reading challenges and competitions at school and national level, for example RAKAA Readers, Tahadi Al Qiraa, Al Kateb Al Sagheer fi Al Kitab Al Kabeer. Technology supports listening and comprehension and is used for home reading tasks, while teachers also conduct guided reading sessions in the library.
- A wide range of enrichment opportunities further promote Arabic language development. These include reading competitions, quizzes, reading clubs, art and calligraphy workshops, and leadership hours in the library. Students participate in an annual book fair, meet visiting authors, and engage in reading sessions involving parents. Recognition of active readers motivates participation and supports positive attitudes towards Arabic reading.

Provision for KG

- The Kindergarten Head oversees curriculum delivery and ensures holistic learning across the phase. Staffing is structured to maintain effective adult-to-child ratios that support personalised learning and strong classroom management. In Pre-Kindergarten, 18 teachers and assistants work at a ratio of 1:7, ensuring safeguarding, supervision, and individualised support. This model allows close monitoring of progress while fostering a nurturing, inclusive environment.
- The indoor environment is designed to engage all areas of development. Kindergarten classrooms host up to 25 children with consistent adult support. Learning spaces include well-resourced reading corners and quiet areas for early literacy, alongside role-play and creative zones that develop imagination, communication, and social skills. Numeracy is integrated into play through the Montessori literacy room and the innovation room. The balance between independent exploration and structured learning is maintained. ICT, art, and music rooms further enrich the curriculum.
- Outdoor provision complements indoor learning, supporting physical, social, and cognitive development through purposeful play. Outdoor spaces promote physical growth and extend learning beyond the classroom.
- Well-established procedures ensure smooth induction and transition to Grade 1. Teachers set baselines and track progress using the phonics and mathematics fast track, handwriting tracker, and guided reading continuum. Term 3 activities prepare children for Grade 1 through topic work, visits from Grade 1 students, and cross-phase activities that build confidence and familiarity. Strong partnerships with parents further support a seamless transition.

