



SCHOLARS INDIAN PRIVATE SCHOOL-RAK

ID: 447

SCHOOL EVALUATION REPORT - ACADEMIC YEAR 2025-2026

Evaluation and Quality Department of Public and Private Education institutions

Acceptable

SUMMARY OF EVALUATION OUTCOMES

2025-2026

Acceptable

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

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

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

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

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

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

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

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

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

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

4. The Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1. Curriculum Design and Implementation	Acceptable	Acceptable	Acceptable	Good
4.2. Curriculum Adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

6. Leadership and management	Overall
6.1. The Effectiveness of Leadership	Acceptable
6.2. Self-evaluation and Improvement Planning	Acceptable
6.3. Partnership with Parents and the Community	Good
6.4. Governance	Acceptable
6.5. Management, Staffing, Facilities and Resources	Acceptable

KEY FINDINGS

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

- Internal assessment data indicates that levels of attainment are above curriculum expectations in most subjects, and most students make better than expected progress in relation to their starting points. In lessons and students' work, most students attain levels that are in line with curriculum expectations in most subjects, except in UAE social studies and English in Phases 1 and 4, where children's and students' achievement is good overall and the majority of students in Islamic Education Phases 2 and 3, UAE social studies Phases 2, 3, and 4, English Phases 1, 3, and 4, mathematics Phase 2, and science Phases 1, 2, and 4 make better than expected progress, while the rest make the expected progress.
- The results from Arabic Benchmark Test (ABT) for Islamic Education, Arabic, and UAE social studies are generally positive, with most of students successfully achieving scores that are "In Line" and a majority "Above" expectations, as measured by this external assessment; however, the lack of raw data prevents a more detailed school analysis and full verification of these findings.
- Develop strong learning skills in Phases 1 and 4, but their levels of communication, collaboration, and taking responsibility for their own learning are inconsistent particularly in Phases 2 and 3. Across phases, students are increasingly developing their skills in independent learning, critical thinking and innovation skills but these skills are still not a common feature in some subjects and classes.
- Are very friendly, respectful, respond positively to their teachers' instructions, behave well in all parts of the school and are willing to help others.

Parents

- Are very satisfied with the school's means of communication and are well informed about most aspects of the school that are related to their children's education.
- Participate in school's events and initiatives and appreciate the care and support that their children receive from teachers and staff.

Teachers

- Demonstrate secure subject knowledge and work collaboratively to create an engaging learning environment. They prepare detailed lesson plans and use questions to check students' understanding, but the quality of lesson delivery varies across subjects and phases.
- Use assessment adequately to categorize students' levels and provide them with sufficient learning activities, but the level of difficulty in these activities does not always suit the levels of students, and the implementation is inconsistent across phases and subjects.

School Leaders

- Commit to UAE priorities and inclusion. They have a clear vision and direction.
- Have adequate knowledge of best practice in teaching, assessment, and the curriculum. However, a few middle leaders are still not fully aware of their roles in effectively monitoring classes and to improving students' outcomes in their subjects, especially in bridging the gaps between internal and external assessments.
- Governors are supportive of the school's work, but do not fully oversee the quality of teaching and learning with sufficient rigor, or hold leaders accountable for students' achievement, especially in international assessment results.

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

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

Students' achievement -Improve achievement and learning skills by:

- Speaking and reading regularly in Arabic, and engaging in more critique and higher writing-level skills in English.
- Practicing recitation of the Holy Qur'an, applying proper Tajweed rules, memorization of Prophet's Hadeeth and understanding the Islamic concepts and relating them effectively to their lives in Islamic Education; and reading timelines and charts, as well as inferencing skills when reading historical texts to extract information and draw conclusions in UAE social studies.
- Tackling challenging operations to deepen their understanding in mathematics, and taking part in more practical tasks, to enhance their scientific inquiry and reasoning skills in science.
- Collaborating to enhance ownership of their learning and deepen their abilities to link their learning to life contexts.

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

- Ensuring consistent and effective implementation of lesson plans across all subjects and phases.
- Providing more effective learning experiences for students that enable them to be innovative in their work and to deepen their critical thinking and problem-solving skills.
- Developing teachers' skills in using the assessment information they gather from benchmark assessments to consistently deliver activities and tasks that meet the different learning needs and abilities of most groups of students, including students with special educational needs, (SEN), gifted and talented (G&T) students.
- Providing more opportunities for students to evaluate the quality of their written work and to assess the work of their peers.

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

- Providing more targeted and relevant training to middle leaders so that they are all consistently better equipped to monitor teaching and students' outcomes, and encouraging teachers to share best practice that exists in the school.
- Ensuring effective adaptation of the curriculum to further bridge the gaps in assessment and to support innovation and social contribution, including forming more effective partnerships with international institutions to promote the quality of teaching in classrooms.
- Strengthening governors' oversight of teaching and learning outcomes to ensure greater alignment across subjects and phases, and to triangulate the attainment and progress in lessons against students' benchmarking test results, as well as providing more effective facilities that suit the number of students in the school.

Islamic Education

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons and their recent work, most students in Phases 2, 3, and 4 demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations. In Phase 2, most students apply etiquette of recitation, such as seeking refuge, saying the Basmala, showing reverence, and listening attentively. They demonstrate a general understanding of the overall meaning of the Prophet's Hadeeth and can express how they emulate the Prophet ﷺ in real-life situations.

However, their skills in memorizing and reciting the Qur'anic surahs prescribed in the curriculum still require development. In Phases 3 and 4, most students show appropriate knowledge of Islamic values, such as humility and forbearance, and can provide evidence for these values from the Prophet's ﷺ life and the Companions. They can identify the basic concepts of worship, such as zakat and voluntary fasting, and can design simple brochures that illustrate certain Islamic etiquettes, such as the etiquette of providing advice and the etiquette of shopping. Nevertheless, their knowledge and understanding of Islamic beliefs and concepts, to enhance their ability to make decisions that reflect their religious awareness, are still underdeveloped. Students' memorization skills of the Qur'anic surahs, and prophetic Hadeeths in the curriculum are underdeveloped, especially in Phase 4.

Over the past three years, the attainment of most students in Phases 2 and 3, and the large majority of students in Phase 4 have increased significantly.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Good	Good

Summary

In lessons, most students in Phase 2 make expected progress in relation to appropriate learning objectives aligned with the curriculum expectations, while in Phases 3 and 4, the majority of students make better than expected progress. In Phase 2, most Grade 3 students show appropriate knowledge of belief in angels and how it relates to the pillars of faith, and can name some of the angels, such as "Jibreel" and "Mika'eel". In Phase 3, the majority of Grade 7 students show a clear understanding of the overall meaning of Surah "Al-Rahman" and can explain the blessings mentioned in it and analyze the relationship between blessings and responsibility. They can also propose practical actions that express gratitude to Allah and present their ideas confidently during class discussions. In Phase 4, the majority of Grade 10 students show a deep understanding of the story of Prophet Musa (peace be upon him) and Al-Khidr, and can extract the divine wisdom embedded in it. They can also connect the lesson to real-life situations that require patience, humility, and trust in Allah's wisdom. The majority of groups of students in Phases 3 and 4 make better than expected progress, whereas most students in Phase 2 make expected progress.

Areas for development

Students' recitation and memorization skills of the prescribed Qur'anic verses, surahs, and Prophetic Hadeeths and their application of proper Tajweed in Phase 2.

Students' deep knowledge and understanding of Islamic beliefs concepts in Phases 3 and 4.

Arabic as a second language

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons and their recent work, most students in Phases 2, 3, and 4 (Grade 9) demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations. In Phases 2 and 3, most students can read simple words and write simple sentences using familiar words, but their reading, speaking, and writing skills are still not well developed. In Phase 4, most students achieve curriculum expectations in a wider range of skills in spelling, reading, and writing. Most Phase 4 (Grade 9) students can read a short text, listen attentively to spoken texts, and answer teachers' questions with simple sentences.

However, their reading and extended writing skills are underdeveloped.

Over the past three years, only the majority of students' attainment has been in line with the curriculum expectation.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons, most students in Phases 2, 3, and 4 make expected progress in relation to appropriate learning objectives aligned with the curriculum expectations. In Phase 2, most students recognize and distinguish long vowels within a word, talk about a pet, and write the names of animals using displayed images. In Phase 3, most students identify new exercise-related vocabulary, use sentences, read the text correctly, and use new vocabulary in a short sentence. In Phase 4 (Grade 9), most students read and comprehend short texts and discuss the benefits of virtual learning using appropriate language. There are no differences between the progress of different groups of students.

Areas for development

Students' skills in speaking, reading, and writing in Phases 2 and 3.

Students' skills in reading and extended writing in Phase 4 (Grade 9).

UAE Social Studies

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good

Summary

In lessons and their recent work, the majority of students in Phases 2, 3, and Phase 4 (Grade 9) attain levels of knowledge, skills, and understanding that are above curriculum expectations. In Phase 2, students demonstrate clear geographical skills, as they can distinguish between different geographical landforms and explain them using appropriate examples, identifying their locations, degrees, and the direction of sunlight, and linking this understanding to prevailing climate types. However, students' skills in reading timelines and charts and drawing deeper inferences from them still require further development. In Phase 3, students possess a clear understanding of major Islamic civilizations, such as the Umayyad, Abbasid, and Andalusian civilizations, and can identify its notable landmarks, such as the Great Mosque of Córdoba. Nonetheless, students still need to strengthen their understanding of the historical sequence of Islamic civilizations and enhance their ability to infer causes and effects related to historical events. In Phase 4 (Grade 9), students can clearly justify the influence of geographical features on economic activities, explain the reasons behind the emergence of human settlements in mountainous regions, and propose innovative solutions to challenges faced by the Aflaj irrigation system, such as the use of smart irrigation technologies. Over the past three years, internal data indicates that the attainment of most students in Phases 2, 3, and Phase 4 (Grade 9) has been consistently above curriculum standards.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good

Summary

In lessons, the majority of students in Phases 2 and 3, and Phase 4 (Grade 9), make better than expected progress in relation to appropriate learning objectives aligned with the curriculum expectations. In Grade 4, students demonstrate the ability to infer the concept of democracy, identify its features, and analyze the shortcomings of the Athenian government. They explain how the Greek people practiced democracy in ancient Athens and compare it with democratic practices in the modern era. In Grade 7, the majority of students demonstrate a solid understanding of globalization, enabling them to apply this concept in exploring how globalization connects people, goods, and cultures around the world. They show the ability to provide real-life examples from their daily experiences that illustrate the impact of globalization on communication, trade, and cultural exchange. In Grade 9, the majority of students can compare sustainability projects in countries such as the UAE, Japan, Finland, and England. They have successfully produced a timeline illustrating the development of these projects over the years and clearly link the impact of such initiatives to their role in supporting the UAE Green Agenda 2030. The majority of students groups in Phases 2, 3, and Grade 9, including those with special educational needs (SEN) and gifted and talented (G&T) students, achieve better than expected progress.

Areas for development

Students' skills in reading timelines, charts, and drawing conclusions from them, particularly in Phase 2.

Students' capacity to make deeper inferences about the causes and effects of historical events, particularly in Phase 3.

English Language

1.1. Attainment

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

Summary

ASSET English examination data indicate that only a majority of students in Phases 2 and 3 attain levels that are in line with international standards, while the majority of Phase 4 (Grade 9) students attain levels above international standards.

In lessons and recent work, most students in Phases 2 and 3 demonstrate knowledge, understanding, and skills that are in line with curriculum expectations, and the majority in Phases 1 and 4 demonstrate levels that are above curriculum expectations.

In Phase 1, the majority of children clearly recognize letter-sound correspondences, read high-frequency words with fluency, and construct simple sentences with accurate meaning. In writing, they form letters correctly and sequence ideas with support, while in speaking and listening, a majority articulate their thoughts clearly and respond appropriately to teacher prompts, with developed foundational language skills. In Phase 2, most students demonstrate reading comprehension and basic writing conventions, although their inferential reasoning and extended writing skills are less developed. In Phase 3, most students analyze texts and identify key ideas; however, their ability to synthesize information and respond critically is less secure. In Phase 4, the majority of students are strong in literature analysis and extended writing, although a minority demonstrate less developed higher-order skills such as critiquing, evaluating authorial intent, and constructing well-structured argumentative essays.

Over the past three years, internal data indicates that the attainment of most students has been at least in line with curriculum expectations.

Over the past three years, the attainment of most students in Phases 2 and 3 has been consistently below international standards. In Phase 4, the attainment of most students has been broadly in line with national and international standards, with stronger outcomes than in earlier phases.

1.2. Progress

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

Summary

In lessons, the majority of students in Phases 1, 3, and 4 make better than expected progress toward curriculum-aligned learning objectives, while most students in Phase 2 generally make expected progress. In Phase 1, the majority of children develop early reading, writing, and speaking skills in line with age expectations. In Phase 2, most students strengthen their reading comprehension and basic writing abilities and show secure progress as they move through the phase. In Phase 3, the majority develop competent analytical skills, including interpreting texts and supporting ideas with evidence, although comparative and critical evaluation of unfamiliar texts remains an area for further development. By Phase 4, the majority of students can write extended responses and engage effectively in literary analysis, with only a minority still needing support to refine the organization, editing, and proofreading skills. There is no significant variation in the progress of different groups of students across the phases.

Areas for development

Students' comparative, analytical, and critiquing skills when responding to familiar and unfamiliar texts across speaking, reading, and writing in Phases 3 and 4.

Students' editing and revision skills to produce enhanced written work in all phases.

Students' oral reasoning to express ideas clearly and justify their answers in discussions, particularly in Phase 2.

Mathematics

1.1. Attainment

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

Summary

ASSET assessment data indicates that only a majority of students in Phases 2, 3, and 4 attain levels that are at least in line with international standards. CBSE board examinations indicate that a large majority of students in Grade 10 attain levels that are above CBSE national standards. However, most Grade 12 students attain levels that are in line with CBSE national standards. In lessons and recent work, most children in Phase 1 and students in Phases 2, 3, and 4 demonstrate knowledge, skills, and understanding that are in line with curriculum expectations. In Phase 1, most children can count within 50 and can add using counters; however, their subtraction skills, particularly of one-digit numbers, are less developed. In Phase 2, most students' reasoning and practical problem-solving using the four mathematical operations skills are in line with curriculum expectations. In Phase 3, most students can work with integers and decimals; however, their skills in solving operations involving rational numbers are less developed. In Phase 4, most students demonstrate adequate understanding of calculus and vectors; however, their skills in mensuration are less developed.

Over the past three years, external data indicates that the attainment of most students in Phases 2 and 3 has been consistently below international standards. In Phase 4, the attainment of most students has been broadly in line with national and international standards.

1.2. Progress

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

Summary

In lessons, most students in Phases 1, 3, and 4 make expected progress in relation to appropriate learning objectives aligned with curriculum expectations, while the majority of students in Phase 2 make better than expected progress. In Phase 1, by KG2, most children are able to solve simple addition problems using pictures and manipulatives. In Phase 2, the majority of Grade 2 students accurately use currency to form different amounts, and select correct combinations to purchase items of varying values. By Grade 4, the majority of students can compare the perimeter of different shapes and solve complex problems related to it. In Phase 3, by Grade 8, most students can derive the area formula of a triangle using geometric reasoning. In Phase 4, by Grade 10, most students are able to calculate the surface area of individual solids; however, their ability to solve real-life word problems involving combinations of solids is underdeveloped. There are no significant differences between the progress of different groups of students, including in Phase 2, where progress in mathematics is above expected levels.

Areas for development

Students' mathematical operational skills in subtraction in Phase 1.

Students' mathematical skills in solving operations with rational numbers in Phase 3.

Students' skills in mensuration, in particular surface areas and volumes of 2D and 3D shapes in Phase 4.

Science

1.1. Attainment

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

Summary

In external ASSET assessments, only a majority of students attain levels that are in line with international standards. In CBSE examinations, a majority of students attain levels that are above national standards.

In lessons and in their recent work, most students demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations; for example, in Phase 1, most children observe, sort, and describe pictures based on their properties. In Phase 2, most students use appropriate scientific terminology when describing biological concepts and when solving case-study scenarios related to real-life situations. Inquiry, understanding cause and effect, and the development of environmental awareness are emerging in Phases 1 and 2. In Phase 3, most students know how to use Physics Education Technology (PhET) simulations and Java Lab for physical concepts and can describe these using related science terminologies. However, their scientific inquiry and conceptual reasoning need further development. In Phase 4, most students are able to write the theoretical aspect of the experiments, record readings, and calculate required physical quantities. They are able to perform given experiments independently, plot relevant graphs, and analyze experimental errors. However, concept mastery varies across the phase. Over the past three years, the attainment of most students has been broadly in line with national standards.

1.2. Progress

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

Summary

In lessons, the majority of children in Phase 1 and students in Phases 2 and 4 make better than expected progress, while most students in Phase 3 make expected progress in relation to appropriate learning objectives. In KG2, children understand the meaning of transportation. They can provide different modes of transportation, compare them and write about using transportation in their everyday lives; In Grade 5, students understand the function of the skull, vertebral column, and rib cage, and can hypothesize about recovery methods or preventive measures with respect to injuries. In Grade 8, students understand the principles of reflection and apply them to calculate the number, position, and orientation of images in a given mirror arrangement. By Grade 12, students can explain how current flows through a circuit, know the function of a lens in optical instruments, and understand how a prism affects the path of light. Students with SEN make expected progress, and girls make better progress than boys, particularly in Phase 3.

Areas for development

Children and Students' inquiry, understanding cause and effect, and developing environmental awareness in Phases 1 and 2.

Students' scientific inquiry and conceptual reasoning in Phase 3.

Students' scientific concept mastery in Phase 4.

1. Students Achievement

1.3. learning skills

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

Summary

Students enjoy and take responsibility for their learning increasingly. They learn about their strengths and weaknesses and take steps to improve, especially students in Phases 1 and 4. For example, in Islamic Education in Phase 4, students take the initiative to perform short role-plays that embody market etiquette, and the rest of the students observe attentively, write down their observations, express their opinions about it, and can explain and communicate what they have learned clearly. In Phases 2 and 3, students have positive attitudes towards their learning and can work for short periods without teacher intervention. However, in some subjects, they are not actively involved, but they generally know how to improve their learning, they can work in groups, but their cooperation is inconsistent among subjects. Students can explain and communicate what they are learning adequately. In better lessons across phases, students can work collaboratively, and each one knows their task, some identify the problem, some suggest solutions, and some present the work. They are able to discuss and express their opinions with confidence and clarity.

Students across phases make connections to real-life contexts and to different aspects of learning. For example, in a Phase 2 mathematics lesson, students calculate money to buy a certain commodity after knowing its value and discuss with their colleagues to choose the item with the right price. However, these links are inconsistent across subjects and phases. In most lessons, particularly in Phases 3 and 4, students use technology to support their learning and answer questions that promote critical thinking and problem-solving skills. However, these skills are at an early stage of development, especially in Phases 1 and 2.

Areas for development

Students' responsibility for their own learning and their effective collaboration skills in Phases 2 and 3.

Students' ability to make connections between different aspects of their learning across phases.

Students' use of technology to support their learning and their skills in critical thinking and problem-solving, particularly in Phases 1 and 2.

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

2.1. Personal Development

Phase 1	Phase 2	Phase 3	Phase 4
Good	Good	Good	Good

Summary

Students across all phases show positive and responsible attitudes; they reflect enthusiasm for learning and demonstrate readiness to participate in classroom and school activities. They respond positively to guidance, with Phase 4 students exhibiting a higher level of independence compared to other phases. Students are self-disciplined in general, and incidents of bullying are very rare. They express friendly relationships with their peers and school staff, and they interact respectfully in their daily routines. They initiate greetings with adults and visitors, and they benefit from school initiatives that promote positive behavior.

Students demonstrate a developing awareness of healthy lifestyles, engaging regularly in physical activities during morning assembly, break times, and physical education lessons, in addition to positive participation in school sports such as basketball and yoga, as well as external events such as Ras Al Khaimah Marathon. Despite their awareness of healthy eating principles, their food choices are not always appropriate, as some students choose to have unhealthy snacks during break time.

School records show an attendance rate of 93%, with a few cases of late arrivals. Students adhere to school timings and demonstrate a clear understanding of the importance of regular attendance in supporting their academic progress and achieving positive learning outcomes.

Areas for development

Students' appropriate choices of healthy and balanced diet avoiding unhealthy meals across the school.

Students' regular daily attendance, especially in Phase 1.

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

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

Summary

Students in Phases 2, 3, and 4 demonstrate a clear appreciation of Islamic values and how these values impact their behavior; they speak about practices such as tolerance, cooperation, and helping others, and show examples from their daily lives that reflect their understanding of these values. Students also possess a clear understanding of elements of Emirati identity, as they recognize national clothing and traditional foods, and actively participate in national celebrations and school projects that strengthen their connection to Emirati heritage and culture, including presentations on culture and traditional crafts. Phase 4 students, in particular, exhibit a deeper awareness and a clearer ability to discuss aspects of diversity and coexistence in the UAE. Children in Phase 1 have basic knowledge of elements of Emirati identity, such as distinguishing the colors of the UAE flag and identifying simple traditional features like traditional clothing. However, children's broader understanding of Emirati heritage still requires further development.

Students in Phases 3 and 4 can confidently speak about the cultures of multiple countries such as Italy, the United States, Mexico, and France, and make simple comparisons between customs and foods of a range of cultures.

They also participate in initiatives that introduce diverse cultures, such as morning assemblies and the “One Culture, One Month” initiative, which enhance their understanding of cultural diversity and respect for differences. However, children in Phase 1 and students in Phase 2 still need to develop their understanding of global cultures in a way that matches their developmental characteristics and age levels.

Areas for development

Students’ participation in school activities and initiatives that deepen their knowledge and understanding of the UAE culture and heritage, and other world cultures in Phases 1 and 2.

2.3. Social Responsibility and Innovation Skills

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

Summary

Students in Phases 2, 3, and 4 demonstrate a developed level of community participation within the school; they take on clear roles in organizing the morning assembly, presenting the school broadcast, and supervising corridors and playgrounds, in addition to their participation in school initiatives that support wellbeing. Students in Phase 4 particularly show a greater ability to take on responsibilities and lead student work teams, reflecting higher levels of maturity in teamwork and service to the school community. However, students’ participation in wider voluntary activities remains underdeveloped, and Phase 1 children’s involvement in activities that gradually build their sense of social responsibility is still emerging.

Students in Phases 2, 3, and 4 actively participate in a variety of educational projects that promote innovative skills, such as science projects, engineering models, digital activities, and robotics. In Phase 4, students show a higher ability to plan, execute, and distribute roles, and they present high-quality projects in programming, artificial intelligence, and entrepreneurship, in addition to participating in school exhibitions and external competitions, reflecting a strong understanding of work ethics, commitment, and quality. Children in Phase 1 participate in simple activities such as creating telescopes or producing artwork; however, their contribution to educational projects that suit their developmental needs is not yet developed.

Students in Phases 2, 3, and 4 show an appropriate awareness of environmental issues and participate in sustainability-related activities such as recycling initiatives and classroom projects that enhance their understanding of resource conservation. Phase 4 students demonstrate a greater ability to discuss sustainability concepts and link environmental issues to the roles of individuals and society. Children in Phase 1 display basic environmental understanding through artwork related to plants, living creatures, and protecting the Earth, but their practical involvement in environmental activities remains underdeveloped.

Areas for development

Students’ participation in wider voluntary activities across all phases.

Students’ abilities to lead innovation and entrepreneurship projects in Phases 1, 2, and 3.

Students’ involvement in practical environmental activities across all phases.

3. Teaching and Assessment

3.1. Teaching for Effective Learning

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

Summary

Most teachers have secure knowledge of their subjects and how their students learn. They follow comprehensive lesson plans that cover the main requirements, although the quality of implementation varies across different subjects and phases. They establish a positive learning environment by appropriately utilizing resources and time. In Phase 4, UAE social studies, the teacher provides pictures of Masdar City and solar energy and asks students to discuss them to conclude the lesson title (“Sustainability”). In science, teachers use a range of resources to explain osmosis, including clear visual aids and hands-on resources that allow students to observe the process directly. In better lessons in science and mathematics in Phase 1, teachers use a variety of manipulatives to engage children and provide interesting learning environments; however, this is inconsistent in Phases 2 and 3.

Teaching provides opportunities for student interaction and dialogue, with questioning strategies that support deep comprehension and allow students to participate in routine discussions, particularly in Phase 4. Across all phases, learning activities are planned with differentiation based on leveled classifications (Emerging—Expected—Exceeding—SEND—G&T). However, the effective implementation of these activities remains inconsistent across phases. In better lessons in Phase 4, science teachers modify activities to meet the needs and abilities of different groups of students, and extended challenging tasks are prepared for those who complete their work. In better lessons in English in Phases 3 and 4, the teacher adapts learning through differentiated prompts, tiered challenge tasks, and group roles.

Teachers provide opportunities for the development of research skills, independent learning, and problem-solving; however, these opportunities remain inconsistent and not always effective. Opportunities for critical thinking and innovation are limited. In better lessons in social studies in Phase 3, teachers provide tasks that meaningfully stimulate students’ higher-order thinking. For example, students are asked to discuss the reasons why the invention of the cotton gin contributed to significant economic changes in America, or to explain why economic factors are often considered major causes of wars.

Areas for development

Effective implementation of lesson plans and differentiation to meet the needs of all groups of students across all subjects and phases, particularly in Phases 2 and 3.

Provision of more effective opportunities for students to strengthen their research, independent learning, problem-solving, critical thinking, and innovation skills across all subjects and phases.

3.2. Assessment

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

Summary

The school's internal assessment processes are consistent; formative and summative assessments are broadly aligned with CBSE and MoE standards. The school has recently begun incorporating more competency-based questions in line with the updated CBSE requirements; however, this practice is still in its early stages. The school also benchmarks students' performance through ASSET in English, mathematics, and science, and through ABT in Islamic Education, Arabic as an Additional Language, and UAE social studies. While the ASSET is regularly administered, the results continue to show lower performance when compared with the higher internal outcomes. This indicates that alignment between internal and external assessment information, and its use to measure students' progress more precisely, is still developing.

The school leaders analyze assessment data to classify students and share this information with teachers. The use of this information to inform teaching and curriculum adjustments is evident in some areas, particularly in Phase 4, but remains inconsistent across the school.

Teachers generally have adequate knowledge of their students' strengths and areas for development. They provide students with verbal feedback during lessons and encourage them to improve the quality of their work, particularly in Phase 4.

However, written feedback in students' books is inconsistent and mostly limited to tick marking, praise, or simple acknowledgment of effort. It does not offer the constructive guidance required to help students enhance their work further. Similarly, self-assessment and peer-assessment practices are applied inconsistently across subjects and phases.

Areas for development

Internal assessment processes that ensure better alignment with international benchmarking information.

Effective use of analyzed assessment data to inform teaching and curriculum planning that meets the needs of all groups of students.

Provision of constructive written feedback and more opportunities for self- and peer-assessment.

4. The Curriculum

4.1. Curriculum Design and Implementation

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

Summary

The curriculum rationale, balance, and compliance are appropriate and meet the requirements of the CBSE and MOE framework across all phases. Time allocations and subject coverage are aligned, and planning reflects a clear structure that supports breadth and balance of knowledge and skills.

Continuity and progression are appropriate, where subject leaders mapping content to ensure steady academic development; however, these are not yet informed by systematic analysis of student attainment or developmental needs, limiting smooth transitions into the next phase, especially from Phase 1 to 2, and Phase 2 to 3.

Curricular choices provide an appropriate range and relevance across phases, including the science and commerce pathways in Phase 4. Opportunities such as robotics, coding, entrepreneurship, wellbeing documentaries, and financial literacy broaden learning, particularly for older students. However, these initiatives are not yet strategically embedded within classes to ensure sustained impact.

Cross-curricular links are purposeful in several subjects, where themes such as sustainability, AI, innovation, and financial literacy are used to strengthen relevance and applied learning, particularly in Phase 4.

Curriculum review processes are adequate, with regular review cycles in place and supported by subject leads. However, the evaluation of the curriculum is not fully data- and evidence-led, therefore limiting adjustments that enhance progression, skill development, and outcomes for all groups of students.

Areas for development

A curriculum that ensures effective progression within phases informed by data, especially between Phases 1 and 2, and Phases 2 and 3.

Rigorous, evidence-based curriculum review cycles that use data to drive meaningful and effective curriculum adjustments.

4.2. Curriculum Adaptation

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

Summary

Curriculum modifications adequately meet the needs of most groups of students, with planned differentiation within lesson plans. Access to wider sporting and extra-curricular pathways is improving, but not yet regular or equitable for all.

Enhancement, enterprise, and innovation opportunities are provided across the school, including Ras Al Khaimah International Sustainability Challenge (RISC) sustainability competitions, robotics and coding clubs, science exhibitions, fireless cooking, innovation fairs, student-led websites, entrepreneurship projects, and wellbeing documentary production.

While these enrich students' experiences, they are not yet systematically integrated into all curriculum planning activities to ensure sustained implementation and progression of innovation and enterprise skills in lessons and over time.

Links with Emirati culture and UAE society are appropriate, with National Day, Flag Day, sustainability themes, and UAE-linked lesson content helping students understand local culture and values. These connections, while positive, remain largely event-based and are not yet fully embedded within curriculum design to deepen students' cultural understanding through academic learning.

Areas for development

Effective curriculum adaptations that measure and ensure their impact on outcomes for all groups of students.

Wider opportunities for enterprise, innovation, creativity, and social contribution to be embedded in lessons.

Curriculum modifications to ensure all students access a varied and wider range of regular sporting and extra-curricular activities.

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

5.1. health and safety including arrangements for child protection/safeguarding

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

Summary

The school employs procedures to ensure students' health, safety, and security. Policies are properly understood and shared among stakeholders. Students are protected from different forms of abuse, including online risks, and incidents of bullying are low. Supervision during breaks and during bus arrival and departure is appropriately maintained. However, procedures for students using their own transport require further development. Risk assessment plans are not yet implemented, and emergency evacuation drills are not practiced regularly.

The school's premises and equipment are maintained to ensure functionality and safety. The facilities provide a secure environment catering to the needs of students and include spacious outdoor playgrounds, a library, an ICT room, and science labs; However, there is no lift or fully resourced and allocated special educational needs room to ensure an inclusive school environment. Records related to maintenance, incidents, and medical reports are logged and stored securely, along with details of resultant action taken.

The school promotes healthy lifestyles in most aspects of school life by encouraging healthy food choices from home. Health education is integrated through physical education lessons, two water bell policy, Wellness Champions, and health awareness sessions led by the school nurse on healthy food habits and obesity. A range of initiatives and competitions are conducted to foster a culture of health and well-being within the school community, including the CBSE program Poshan Abhiyan Nutrition Drive, International Yoga Day, Annual Sports Day, No Tobacco Day, in addition to, the 'Interschool Basketball' competition with 32 schools, where the school won second position, and a medical campaign for school staff. The school follows up and records obesity, overweight, and underweight rates. The school compares obesity data between years, highlighting a decrease in the obesity rate. However, attention and targeted plans are needed for the high percentage of underweight students.

Areas for development

Enhanced dismissal arrangements for students with own transportation.

Thorough risk analysis, assessment of activities, and the conduct of termly emergency evacuation plans.

Attention and targeted plans for underweight students.

5.2. Care and support

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

Summary

The school has a caring ethos, which is reflected in the positive relationships between the staff and students across all grade levels. There are effective reporting systems in place for behavior management, including a student volunteer team and the celebration of positive behaviors through 'Star of the Week' and 'Student of the Month'. The school's procedures to promote attendance and punctuality are adequate. On buses, the school utilizes the VMS (Vehicle Monitoring System) application to monitor attendance and has measures to recognize and reward 100% perfect student attendance with monetary incentives. However, arrangements to promote or manage children's attendance in Phase 1 are ineffective.

The inclusion department is composed of three members, including a recently hired psychologist, and an inclusion policy is in place. The school has appropriate procedures for the identification of students with SEN and those who are G&T. Assessment tools include WellComm, the Wide Range Achievement Test, Third Edition (WRAT-III), CAT4, ASSET, and teachers' observation and referral form. Support strategies include in-class differentiated activities, 'Peer Bodies', external competitions by RAKDOK, extra responsibilities, and more leadership opportunities. Social support is also administered through the celebration of special days like World Autism Day, Down syndrome Day, Sign Language Day, and World Cerebral Palsy Day.

Students receive advice, guidance, and support from staff on their concerns, progress, and health, and feel confident asking for assistance. For older students, the school provides appropriate advice and guidance about career choices and higher education pathways, including science or commerce. The school participates in a range of wellbeing initiatives, events, and competitions, such as WOW Wellbeing on Wednesdays, CPD (Communication Personality and Development) sessions for non-Muslims in Islamic Education period, Mental Health Day, Youth Festival Talent Shows, CBSE Read -a-Thon Challenge, International Day of Peace, World Culture Awareness, Happy Children Day for Phase 1, and BITS Pilani in University in Dubai for photography and mini cultural programs.

Areas for development

Successful approaches to promote better attendance and punctuality, particularly in Phase 1.

Comprehensive systems for the identification and support of students with SEN and those who are G&T with resourced and allocated specialized room.

6. Leadership and management

6.1. The Effectiveness of Leadership

Overall

Acceptable

Summary

The school shows commitment to UAE national and Emirate priorities, as reflected in students' participation in a range of external and benchmark assessments. The Principal and Vice-Principal have provided clear strategic directions that are contributing to school improvement. Under their leadership, they have supported sustained effective teaching practices in Phases 1 and 4 and enhanced the CBSE outcomes for Phase 4 students. However, there are still inconsistent levels of knowledge and understanding among middle leaders and teachers, especially regarding the use of assessment data and bridging gaps between internal and external assessments. The school is inclusive and has increased the number of students with Special educational needs and disabilities (SEND) while maintaining adequate provision to accommodate these students within classrooms.

The senior leaders and most of the middle leaders demonstrate adequate knowledge and understanding of best practices in teaching, assessment and the curriculum. For example, they observe lessons and offer some constructive feedback. This has led to positive outcomes in most classes in Phases 1 and 4 and in Arabic as additional language and progress in most subjects, but the quality of teaching and the use of assessment are still inconsistent, especially in Phases 2 and 3.

Relationships and communication among staff are professional, and morale is positive. The school has distributed leadership among most staff to ensure accountability for students' outcomes. Most leaders and staff are clear about their lines of accountability and know whom to refer to for advice and support, although there remain inconsistencies in their roles. A few of the middle leaders are new to their responsibilities, and others have high teaching loads that affect the impact of their monitoring, and they are not fully held accountable for students' achievement.

School leaders generally know what needs improving in the school. For example, they have addressed some recommendations from the previous evaluation report such as enhancing Arabic teaching by replacing assistant teachers with qualified teachers, appointing an experienced Arabic-speaking head and providing students with regular opportunities to read in both Arabic and English as observed in class libraries and by introducing digital reading. Existing playgrounds were repaired and renovated, and adequate staffing and resources have been allocated to support sports facilities and specialist programs.

Overall, school leaders show sufficient capacity to make the required improvements.

School leaders, teachers, and other staff have worked collaboratively to significantly reduce weak attainment in Arabic as additional language, and English in Phase 2 and to enhance the resources and staffing. The school has acknowledged that there is more work to do to further improve students' achievements in most subjects and to help students close the gaps in their learning. School leaders ensure that the school is compliant with all statutory and regulatory requirements.

Areas for development

Middle leaders' consistent understanding of best practices in teaching, learning, and assessment, and their roles in reducing the gaps between internal and external assessments.

Senior leadership holding middle leaders and teachers more accountable for students' performance.

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

The school prepares its Self-Evaluation Form (SEF) through broad consultation, including the views of staff, parents, students, and other stakeholders, and it provides information about the school's internal and external assessments and the next steps for improvement; however, the resulting judgments tend to be overly generous and do not fully capture the real image of the school's performance in some subjects and standards. The SEF leans heavily on internal data that lacks depth and triangulation. The current self-evaluation cycle does not systematically identify the deeper structural issues requiring urgent intervention.

School leaders carry out general monitoring visits and partially use the UAE School Inspection Framework descriptors to guide their observations. Feedback is provided to staff, although it focuses more on classroom provision and subject knowledge rather than on the impact of teaching on students' learning. In better cases, monitoring gives greater attention to learning and supports the sharing of practice, but this is not yet established across all phases. While monitoring is regular, the analysis of how these observations relate to students' outcomes is still developing.

The school's improvement plan (SIP) is linked directly to previous recommendations from the previous evaluation report, with limited focus on linking it clearly to the next steps from the school's SEF and other school priorities. Recent plans show positive improvements in students' achievements, for example, in children's literacy skills in Phase 1 and students' ability to solve mathematical problems in Phase 2. The school has made adequate progress in responding to most of the recommendations from the previous evaluation, as students' progress has improved from acceptable to good in some subjects and phases.

Areas for development

Ensure the process of self-evaluation is more rigorous across all subjects and standards, and effectively monitor improvement planning through accurate measurement of the impact of the planned actions on school performance.

Consistent monitoring of teaching and learning across all subjects, and the provision of clear, constructive feedback to teachers to enhance the quality of teaching.

6.3. Partnership with Parents and the Community**Overall****Good****Summary**

Parents express their satisfaction with most parts of school life. The Parent-Teacher Council (PTC) plays an active role in supporting the school, and parents appreciate the steady communication maintained by teachers. Communication between the school and parents is regular, including access to the school's portal, newsletters, parents' and students' conferences, online messages, and phone calls. Parents value the school's open-door policy and the care provided by teachers. Regular meetings are held between the PTC and senior and middle leaders to convey parents' views on key processes, such as the SEF and the SIP. Although parents contribute to school activities and initiatives, their impact on teaching and learning inside the classrooms is inadequate.

The school has a comprehensive system for reporting to parents on their children’s academic performance and personal development and well-being. Parents confirm that they receive regular reports on their children’s progress, including strengths, next steps, efforts, behavior, and attendance through the school portal. They appreciate the care and support that their children receive and the positive relationships teachers foster with and among students. Parents of students with SEND state that their children learn well and that they are involved in regular meetings to discuss their children’s status.

The school has formed a number of productive partnerships with community institutions such as collaborating with other schools to share best teaching practices, partnerships with universities to provide career counseling, and collaboration with the Al Qasimi Foundation to support the development of students’ Arabic language skills. The school continues to develop partnerships with a range of local, national, and international organizations to facilitate the sharing of expertise and strengthen educational practice. However, partnerships with national and international institutions that directly impact on school’s overall performance and students’ outcomes are still insufficient.

Areas for development

Engage parents more actively in school improvement and the setting of the school’s priorities, and the impact of their involvement on teaching and learning inside classrooms.

Enhance partnerships with national and international institutions that benefit the school’s overall performance and students’ outcomes.

6.4. Governance

Overall

Acceptable

Summary

The Governing Body includes representatives from the owners and several stakeholder groups, including parents. Governors collect input from school leaders, teachers, students, and other staff to understand the school better, and they have a reasonable grasp of the school’s strengths and priority areas. Regular meetings keep governors aware of most aspects of the school and educational issues.

Governors have adequate knowledge and understanding of the school’s priorities and areas for development and have received information from the SEF, SIP and previous evaluation report, and they have ensured that the school’s stated priorities lead to some improvement in students’ achievement, especially in Arabic as additional language and progress across most subjects. However, governors do not rigorously hold school leaders accountable for students’ outcomes, particularly regarding the results of benchmarking tests and bridging gaps between internal and external assessments.

Governors offer guidance to school leaders in many areas of the school. They regularly meet with the leadership team, visit the school, and ask about students’ achievement and progress. However, governors are not fully confident that facilities and resources are sufficient compared to the number of students in the school and the provision for SEND students. Governors review reports about the quality of teaching and learning and ensure the recruitment of qualified teachers, but they do not ensure that the quality of teaching and learning is consistent across subjects and phases.

Areas for development

Governors holding leaders accountable for students' outcomes and ensuring the reduction of gaps between internal and external assessments.

Strengthen the Governing Board's oversight of teaching and learning outcomes to ensure greater alignment across subjects and phases.

6.5. Management, Staffing, Facilities and Resources

Overall

Acceptable

Summary

The school's day-to-day management and operations are organized to support students' personal development. Assemblies contribute to setting a positive school tone, including the UAE National Anthem and reminders about expectations. The school is staffed with qualified and experienced teachers who receive ongoing professional development. However, the impact of this training on classroom practices is not yet fully evident, and consistency within subjects and across phases remains an area for further development.

The school's premises and facilities are adequately maintained to provide a better learning experience for students. There are shaded areas for sports, Wi-Fi across the school, smart boards in all classes, and a Bring Your Own Device (BYOD) policy is now implemented to enhance students' use of technology in their learning. However, the building is old and there are no elevators to gain access to the upper floor. A few classrooms are still small and crowded, and there is only one computer laboratory with a small corner for robotics. The school's facilities and resources are generally insufficient compared to the number of students in the school.

Areas for development

The impact of professional development programs on teachers' performance in classrooms to ensure consistency among all teachers.

Enhance facilities and resources that suit the number of students in the school and promote effective teaching and learning.