



THE INDIAN PRIVATE SCHOOL-RAK

ID: 172

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	Acceptable	Good

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

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

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

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

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

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

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	Good	Good	Good	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	Acceptable	Acceptable	Acceptable
3.2. Assessment	Good	Weak	Weak	Weak

4. The Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1. Curriculum Design and Implementation	Good	Acceptable	Acceptable	Acceptable
4.2. Curriculum Adaptation	Good	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	Good	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	Weak
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 indicates that the majority of students attain levels above curriculum standards across subjects and phases, except in Arabic as an Additional Language, where most students attain in line with curriculum standards. However, these levels of attainment are not evident in lessons or in students' recent work.
- External benchmark ASSET data indicate overinflated attainment across subjects and phases: in English, most students in Phases 2, 3, and 4 attain above international levels; in Mathematics, most students in Phase 2 and the large majority in Phases 3 and 4 attain levels above international standards; and in Science, the majority of students in Phase 2 attain above international standards, while the majority in Phases 3 and 4 attain below international levels. However, these levels of attainment are not evident in lessons or in students' recent work.
- Most students in the ABT external assessment attain overall levels that are in line with national expectations in Arabic as an additional language across the relevant phases. However, these levels of attainment are not evident in lessons or in students' recent work.
- Children and students across phases show positive attitudes toward learning, interact respectfully with teachers and peers, and consistently demonstrate appropriate behavior during lessons, assemblies, and transitions.
- Children and students display a clear appreciation of Islamic values and UAE culture and show respect for the cultures of others.

Parents

- Parents are actively engaged in school life through structured communication channels, representation on the governance board and parents' council, and participation in cultural and national activities. Their views, including feedback on the quality of care their children receive, are collected through various communication channels; however, their impact on improving students' academic progress is not yet consistently evident.

Teachers

- Teachers plan their lessons using a unified format across phases that covers all key aspects of teaching and learning, and they share learning objectives with students to set clear expectations. However, the implementation is inconsistent across phases and subjects, particularly Phases 2 and 3.
- The school's internal assessment processes are regularly implemented, including formative assessments and summative tests, and are generally aligned with the school's curriculum standards to provide appropriate measures of students' progress in key subjects. However, implementation remains inconsistent, with many lessons showing only surface-level checks for understanding and limited use of constructive or developmental feedback to guide students' next steps. In addition, the use of assessment information to inform teaching and adapt the curriculum is still inconsistent across subjects and phases particularly Phases 2 and 3.
- The school benchmarks students' achievements against international standards through ASSET for English, mathematics, and science, and through ABT for Arabic as an additional language. However, the rapid progress reported—from weak to very good/outstanding across phases—is not supported by lesson evidence, raising concerns regarding administration practices and the reliability of the results.

School Leaders

- School leaders at all levels, including the Principal, set a clear strategic direction and vision aimed at delivering world-class education and developing responsible citizens, and demonstrate commitment to UAE national and Emirate priorities.
- School leaders ensure that the school self-evaluation (SEF) aligns with the evaluation framework and is informed by internal and external assessment data, with appropriate involvement from Senior Leadership Team (SLT), Middle Leadership Team (MLT), and teachers. However, despite following suitable processes for evidence collection and review, the SEF does not fully reflect realistic priorities due to the use of inflated external data.
- The Governors' Board includes broad representation from the school community and regularly gathers stakeholder views through scheduled meetings and monthly reports from the principal covering key operational areas. While governors ensure statutory requirements are met, including staffing and building maintenance, they have not adequately addressed the recommendations of the previous evaluation report, particularly the lack of oversight of assessment processes, which has contributed to overinflated benchmark-assessment outcomes due to poor administration and limited Information Technology (IT) infrastructure.

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:

- Developing students' ability to memorize and interpret Qur'anic verses, extract underlying values, and relate them to real-life situations across phases, particularly in Phases 2 and 3.
- Enhancing students' skills in inferring meaning from texts, interpreting ideas accurately, articulating ideas using familiar vocabulary and more complex sentence structures, and producing extended writing with accurate Arabic language forms across Phases 2, 3, and 4.
- Strengthening students' original, independent, and creative writing skills in English across all phases.
- Improving students' ability to interpret maps to locate geographical features and relevant places across relevant phases.
- Developing children's number sense, counting accuracy, and fluency in Phase 1, and strengthening students' conceptual understanding and application of fractions, measurement, deeper geometric reasoning, and spatial understanding across the remaining phases.
- Enhancing students' scientific vocabulary, clarity of communication, conceptual understanding, and their ability to apply scientific learning to real-life contexts across all phases.
- Developing students' ability to take greater responsibility for their own learning across all subjects, particularly in Phases 2 and 3, and in science across phases.
- Enhancing students' innovation, initiative, problem-solving, critical-thinking, research skills, and their effective use of modern technologies across all phases.

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

- Enhancing teachers' classroom instructional techniques across subjects in Phases 2, 3, and 4, and in science in Phase 1, and strengthening their ability to deliver well-structured, purposeful learning experiences that promote active participation and deepen students' understanding.
- Improving teachers' use of time and learning dialogue to create more space for students to think, respond, and participate meaningfully, promoting deeper interaction and more secure understanding.
- Developing teachers' use of differentiated strategies and strengthening the integration of critical thinking, problem-solving, research, and technology so that learning tasks become appropriately challenging and provide meaningful opportunities for exploration, reasoning, and independent application of skills.
- Strengthening the school's administration of external benchmark assessments by ensuring appropriate scheduling, sufficient devices, so that performance data are valid, reliable, and comparable across cohorts and over time.
- Improving the use of assessment information to set precise next steps for learning, adapt planning, and provide targeted support and challenge for all groups of students, particularly Students of Special Educational Needs and Disabilities (SEND) and high-attaining learners.
- Enhancing teachers' use of constructive and developmental feedback, including structured self- and peer-assessment, to enable students to identify their strengths, areas for improvement, and next steps more effectively.

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

- Strengthening the alignment between curriculum planning, teaching practices, and learning expectations across phases to ensure that lessons are consistently well-structured, appropriately challenging, and fully aligned with curriculum standards, enabling students to develop the intended knowledge, skills, and competencies in every subject.
- Ensuring rigorous identification processes and consistent support for SEND and gifted and talented (G&T) students in lessons and other aspects of learning across subjects and phases.
- Establishing systematic self-evaluation processes based on valid and reliable data to reflect an accurate view of school priorities.
- Strengthening the monitoring of teaching and learning with a clearer focus on students' academic and personal development.
- Improving governors' monitoring of school performance, particularly the administration and outcomes of benchmark assessments, and strengthening their accountability for ensuring the quality of school performance.
- Providing appropriate premises, specialist facilities, and technology to ensure a suitable learning environment for all groups of students.
- Enhancing governors' support for improving the quality of provision in Arabic as an Additional Language to ensure stronger progress across relevant phases.

Islamic Education

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons and in their recent work, most students across Phases 2, 3, and 4 demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations. Most students across the phases are able to read Qur'anic verses appropriately for their grade levels; however, their memorization and recitation of the Holy Qur'an with Tajweed rules requires further development. In addition, their ability to interpret verses, extract embedded values and principles, and link them to real-life situations is not effectively developed, particularly in Phases 2 and 3. In Phase 4, students can introduce the achievements of prominent Islamic scholars; however, only a minority of students can identify the impact of their contributions to serving Islam and Muslims. Over the past three years, the attainment of a majority of students has been above curriculum expectations. However, these levels of attainment are not evident across phases in lessons or in students' recent work, particularly in Phases 2 and 3.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Good

Summary

In lessons, most students in Phases 2 and 3 make the expected progress in relation to the appropriate learning objectives, in line with curriculum expectations, while the majority of students in Phase 4 make better than expected progress. In Grade 5, students can describe everyday examples of good deeds that lead to Paradise, such as kindness, honesty, peace, unity, charity, and helping others, while only a large minority are able to interpret these behaviors in depth and link them more accurately to Islamic values. In Grade 6, most students understand the concept of a righteous friend and the importance of choosing friends based on values, but only high achievers consistently connect this concept to their daily lives. By Grade 11, students show clear gains in understanding Islamic values and interpersonal rights, recite verses and Hadeeth accurately, and explain their general meanings using relevant school-based examples. The majority can identify different social media platforms, describe their positive and negative features, and link their learning to the UAE society, including how social media promotes peace, unity, charity, and kindness. However, their ability to interpret relevant Qur'anic verses and Hadeeth in greater depth or provide accurate quotations remains the least developed. There is no significant difference in the progress rates made by different student groups.

Areas for development

Students' ability to memorize and interpret Qur'anic verses, extract underlying values, and relate them to real-life situations across phases, particularly in Phases 2 and 3.

Students' deeper understanding of the biographies of prominent Islamic figures and their contributions to serving Islam and Muslims in Phase 4.

Arabic as a second language

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Weak	Weak	Weak

Summary

External ABT assessment data indicates that most students attain levels that are in line with curriculum expectations in Phases 2, 3, and Grade 9 of Phase 4. However, these levels of attainment are not evident in lessons or in students' recent work, where only a majority of students in Phases 2, 3, and Grade 9 of Phase 4 demonstrate knowledge, skills, and understanding that are in line with curriculum expectations and their years of study.

In Phase 2, only a majority of students can recognize a few new vocabulary words and read familiar words, expressions, and short sentences accurately. They can respond to basic comprehension tasks; however, they are not yet able to make simple inferences and still find it difficult to engage in simple speaking exchanges or construct simple sentences. In Phase 3 and Grade 9 of Phase 4, students can read sentences and short paragraphs and understand the meanings of short passages. However, they still struggle to read longer texts, identify key points, articulate ideas clearly, justify their responses using familiar Arabic vocabulary and complex sentences, or make interpretations and inferences. Their speaking and writing skills remain underdeveloped, limiting their ability to apply accurate language structures to produce extended Arabic writing or to engage effectively in conversations.

Attainment trends over the past three years suggest that most students are in line with curriculum expectations; however, this is not supported by lesson observations or scrutiny of recent students' work.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Weak	Weak

Summary

In lessons, most students in Phase 2, and only a majority of students in Phase 3 and Grade 9 of Phase 4, make expected progress in relation to learning objectives that align with curriculum expectations and their years of study. In Grade 2, most students can identify a few months in Arabic by circling them on their worksheets; however, only a minority can read the months accurately. In Grade 3, students can read and understand words and sentences related to familiar topics such as clothes, and they can match clothing items to the appropriate season, such as (ملابس الشتاء), (ملابس الصيف), and (معطف - شتاء). In Grade 6, students can repeat and read words for different food items, such as (خبز - فواكه - خضروات - حلويات - حليب), and can recall some of them while engaging as a group in simple comprehension tasks about healthy food. In Grade 9, only a large minority can understand the main ideas of an audio text about Helen Keller and answer closed questions accurately, such as "Who is Helen Keller's teacher?" and "Where was Helen Keller born?" Students in both phases are still developing their ability to apply language skills in everyday contexts, and their participation in speaking and writing remains limited and requires improvement. Overall, boys and girls make similar progress rates.

Areas for development

Students' ability to infer meaning from texts and interpret ideas accurately, especially in Phase 3 and Grade 9 of Phase 4.

Students' ability to articulate ideas clearly and justify their responses using familiar Arabic vocabulary and complex sentences across Phases 2 and 3 and Grade 9 of Phase 4.

Students' ability to apply accurate language structures and produce extended Arabic writing, particularly in Phase 3 and Grade 9 of Phase 4.

UAE Social Studies

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 and 3 and Grade 9 of Phase 4 demonstrate appropriate knowledge, skills, and understanding that are in line with curriculum expectations in areas such as national identity, sociology, citizenship and civics, and the national economy, in line with curriculum expectations. In Phase 2, students can identify national UAE symbols, such as the dhow, and link these to the national identity. However, a few students find it difficult to mention reasons why some traditional industries have disappeared. In Phase 3, students show knowledge of laws and rules that address public issues such as traffic and child protection laws, but their knowledge of the levels of the legal system and their ability to distinguish between laws and rules are less well developed. In Grade 9 of Phase 4, students demonstrate knowledge of the UAE's constitutional structure and federal authorities, but they find it difficult to explain concepts like the UAE Centennial 2071. Across all phases, students' ability to interpret maps to locate geographical features and locations requires further development. Over the past three years, the attainment of the majority of students in Phases 2 and 3 and Grade 9 of Phase 4 has been consistently above curriculum expectations. However, this level of attainment is not reflected in lesson observations and students' work.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Good	Good

Summary

In lessons, most students in Phase 2 make the expected progress, and the majority of students in Phase 3 and Grade 9 in Phase 4 make better than the expected progress in relation to appropriate learning objectives aligned with the curriculum expectations.

In Grade 4, students classify methods of trade in the UAE, like markets and online marketing. In Grade 8, students analyze the consequences of breaking laws on individuals and society and share examples from different aspects of life, such as traffic and school, and explore the advantages of applying rules in the UAE in making it one of the safest places in the world. By Grade 9, students analyze the roles and responsibilities of federal authorities in the UAE and explain the branches of the UAE government. Internal assessment data indicate that boys make better progress than other groups of students.

Areas for development

Students' ability to explain key historical and civic concepts across phases.

Students' understanding of legal structures, including differences between laws and rules in Phase 3.

Students' ability to interpret maps to locate geographical features and locations in Phases 2 and 3 and Grade 9 of Phase 4.

English Language

1.1. Attainment

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

Summary

CBSE external examination results for Grades 10 and 12 indicate that most of the students demonstrate levels of knowledge, skills, and understanding that are above curriculum expectations; however, that was not observed in lessons and students' recent work.

In lessons and in their recent work, the majority of students in Phases 1 and 4 attain levels that are above curriculum expectations, while most students in Phases 2 and 3 attain levels that are in line with curriculum expectations. In Phase 1, children in KG1 and KG2 demonstrate age-appropriate early literacy skills as they recognize sounds and blends, generate familiar words, listen attentively to stories, and respond confidently during class discussions linked to their daily experiences and the UAE context. In Phase 2, most students can identify new vocabulary, read short texts with basic fluency, answer comprehension questions, and infer simple meanings, though some still struggle to form coherent sentences in writing. In Phase 3, most students meet expectations in reading and listening by identifying key ideas, events, and cultural or moral themes in texts such as African Boyhood and "Law of the Jungle." However, their speaking and writing responses remain mainly descriptive, with limited analytical depth or reflective insight. In Phase 4, the majority of learners demonstrate stronger command of the four language skills: they interpret themes such as leadership, family relationships, and generational differences; discuss links to UAE values; and produce structured written work, though higher-order critique and more sophisticated writing are still developing. Across all phases, students continue to build their ability to produce well-structured, coherent writing.

Internal data over the past three years shows that the majority of students have consistently attained above national and international standards; however, this level of performance has not been evident in Phases 2 and 3 lesson observations and students' work samples.

1.2. Progress

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

Summary

In lessons, the majority of students in Phases 1 and 4 make better than expected progress, while most students in Phases 2 and 3 make expected progress in relation to appropriate learning objectives aligned with the curriculum expectations, and a few make better progress. In Phase 1, children in KG1 and KG2 show emerging competence across the four language skills as they recognize letters and blends, match sounds to pictures, listen attentively to stories, respond orally to simple questions, use early-learned vocabulary, and follow routines such as tidying up, demonstrating growing independence and confidence. In Phase 2, most Grades 3 and 4 students improve in describing character traits, reading and inferring meanings of new vocabulary, answering comprehension questions, and sharing ideas verbally, although some still struggle to form coherent sentences or expand their written communication. In Phase 3, most students in Grades 6 to 9 progress from identifying vocabulary and demonstrating basic reading comprehension to producing mind maps, summaries, short letters, and simple analytical comments.

Only a majority of students begin to extend their speaking and writing skills through brief explanations or reflections, though sustained analysis, deeper questioning, and extended writing remain limited for the majority. In Phase 4, the majority of Grade 11 students make better progress, moving from recalling ideas to framing questions, analyzing emotions and relationships in poems, discussing links to UAE cultural values, and producing more structured written pieces connected to moral themes and contemporary issues. However, across all phases, fully developed original, independent, and creative writing remains an area for improvement. In the lessons observed, boys, girls, students with SEND, and G&T learners generally make similar progress rates, with limited variation evident between groups.

Areas for development

Students' creative and independent writing skills across all phases

Students' interpretation of deeper meanings in texts, summarizing ideas effectively, and using inference skills in Phases 2 and 3

Mathematics

1.1. Attainment

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

Summary

CBSE external examination results for Grades 10 and 12 indicate that the majority of students attain levels that are above curriculum standards.

In lessons and in their recent work, most students in Phases 2 and 3 demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations, while the majority of children in Phase 1 and students in Phase 4 demonstrate levels of knowledge, skills, and understanding that are above curriculum expectations. The majority of children in Phase 1 can model numbers within 20 in sequence and can match groups of objects with sets of given numbers. However, when dealing with non-sequenced number activities, their number sense, counting accuracy, and fluency are still emerging. In Phase 2, students can work with basic shapes and recognize their characteristics, and in Phase 3, students are able to use formulas to calculate the area of regular polygons, but their conceptual understanding and application of fractions and measurement are still developing. In Phase 4, the majority of students are able to use the distance formula to calculate the length of a line segment and find its midpoint coordinates. Across all phases, age-appropriate geometric reasoning skills and spatial understanding are underdeveloped.

Over the past three years, the attainment of the majority of children in Phase 1 and students in Phase 4 has improved, while the attainment of most students in Phases 2 and 3 has been in line with curriculum expectations.

1.2. Progress

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

Summary

In lessons, the majority of children in Phase 1 and students in Phase 4 make better than expected progress, while most students in Phases 2 and 3 make the expected progress against learning outcomes linked to the curriculum and their starting point. In KG 2, the majority of children can place addition and equal signs in the correct place to form a correct addition within 10. In Grade 4, most students can identify like and unlike fractions and order like fractions in ascending and descending orders, and in Grade 7, students can use the formula to find the circumference of a circle with given dimensions. By Grade 11, the majority of students are able to apply the section formulas to find the coordinates of a point in a 3D context. All groups make at least the expected progress, although girls show better progress than boys, particularly in Phase 4.

Areas for development

Children's number sense, counting accuracy, and fluency in Phase 1.

Students' conceptual understanding and application of fractions and measurement in Phases 2 and 3.

Students' age-appropriate deeper geometric reasoning skills and spatial understanding across all phases.

Science

1.1. Attainment

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

Summary

CBSE board examinations indicate that the majority of students in Grades 10 and 12 attain levels that are above curriculum standards.

In lessons and in their recent work, most students demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations. In Phases 1 and 2, children and students show appropriate understanding of basic life- and physical-science concepts. For example, children can identify simple living things and demonstrate early awareness of ideas linked to understanding the world. By Grade 4, students can explain simple life cycles and demonstrate an emerging understanding of human-body systems, such as the digestive system and how it relates to the types of food consumed. However, their explanations often remain brief and lack depth. Students' scientific vocabulary and their application of scientific ideas need further development. In Phase 3, by Grade 8, students demonstrate appropriate knowledge and use basic scientific thinking in physical science, such as constructing simple electric circuits and identifying conductors and insulators, showing early application of science to technology. They also demonstrate a general understanding of fossil fuels and link this knowledge to environmental and societal contexts. In Phase 4, students can communicate simple ideas, draw conclusions, and make simple real-life connections related to life science concepts. For example, linking the role of mitochondria to healthy habits such as proper sleep and nutrition. However, deeper application and clearer communication of scientific ideas require further development. Over the last three years, the attainment of most children in Phase 1 and students in Phases 2, 3, and 4 has been consistently in line with national and international standards.

1.2. Progress

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

Summary

- In lessons, most students make the expected progress in relation to appropriate learning objectives aligned with curriculum expectations across all phases. In Phase 1, in KG2, most children use investigative skills to identify types of water sources, such as wells and rivers. In Phase 2, by Grade 4, students use practical skills to explain how shadows form and how light behaves, making simple real-life links such as shadow length and prayer times. They also communicate ideas using basic scientific thinking when explaining and modeling food chains. In better lessons in Phase 3, Grade 8 students use scientific thinking to create models and carry out investigations on elements and compounds. Using technology, they explore a compound-based product linked to a UAE challenge and design a simple labeled prototype related to the environment. In Phase 4, students utilize appropriate experimental skills to conduct an osmosis experiment and demonstrate a sound understanding of molarity when analyzing titration data; however, their ability to apply their findings to real-life contexts and explain their broader significance requires further development. There are no significant differences in the progress rates of different groups of students.

Areas for development

Students' scientific vocabulary and their clarity in communicating scientific ideas across all phases.

Students' conceptual understanding and their ability to apply scientific learning to real-life contexts across all phases.

1. Students Achievement

1.3. learning skills

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

Summary

Across phases, students show generally positive attitudes toward learning and interact appropriately with their teachers and peers. In Phase 1, children work on numeracy tasks, share their ideas confidently, and take responsibility for cleaning up and presenting their work, particularly in mathematics and English. In Phases 2 and 3, students participate in group activities but often rely on the teacher or a group leader; collaboration is uneven and dominated by a few more able students.

Communication is mainly limited to responding to the teacher, with fewer opportunities for extended discussion. In Phase 4, students engage productively in group discussions, share ideas, and support peers during collaborative work, showing greater independence and willingness to lead or present their learning. This is more evident in the girls' section, particularly in mathematics, English, and Islamic Education classes.

Students across phases make varying connections between their learning and real-life situations. In Phase 1, children make meaningful real-life connections in mathematics and English; for example, they link numeracy to PE activities by counting balls, identifying two operations that make 7, and placing numbers between others. They also relate vocabulary and stories to their daily routines, showing early signs of critical thinking and reflection. In Phases 2 and 3, students make simple, familiar connections such as applying fractions to pizza sharing, relating tasks to everyday objects like water tanks, or linking environmental topics to weather or forests. These connections are mostly superficial and rely heavily on teacher prompts. Critical thinking, research, and inquiry are emerging; examples include explaining magnet use, following scientific-method steps, or responding to guided critical-thinking questions, but sustained independent reasoning is limited. Use of technology is inconsistent and mostly limited to basic searches or simple digital tasks. In Phase 4, students connect learning to UAE contexts, such as federal authorities, maritime traditions, heritage, and national events like the Airshow. They answer critical-thinking questions, analyze scenarios, and use inquiry strategies in structured activities; however, extending ideas independently, linking concepts across learning areas, and applying technology meaningfully are still developing.

Areas for development

Students' ability to take responsibility for their own learning across all subjects, particularly in Phases 2 and 3, and in science across phases.

Students' skills in innovation, initiative, problem-solving, critical thinking, and research, including the effective use of modern technologies across all phases.

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

Children and students display positive attitudes and consistently appropriate behavior during lessons, assemblies, and transitions. During dismissal, they line up quietly for buses, follow teachers' directions, and ensure the process remains smooth. They interact respectfully with staff and peers, show awareness of others' needs, and generally demonstrate self-discipline. In KG, children follow routines well during the morning assembly, including the UAE national anthem and Quran recitation. They cooperate with student leaders, participate confidently in simple exercises and songs, and listen attentively during the "traffic light rules" talk, reflecting courteous, responsible, and supportive behavior.

Children and students understand the importance of adopting healthy and safe lifestyles. They choose healthy food options; however, some students still bring and consume unhealthy meals from home. Students recognize the benefits of regular exercise, participate in various sports activities and competitions such as football, basketball, fitness programs, sporting events, and health-education initiatives, and appreciate the strong support provided by school counselors, physical education teachers, and the medical team. However, more children and students need to be involved in these sporting activities.

Students' attendance is at least 92%. Students understand the importance of punctuality; they arrive at lessons on time and attend the morning assembly as scheduled.

Areas for development

Children and students' attendance to reach good or above rates.

Children and students' involvement in more sports activities and their ability to make better and healthier eating choices.

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

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

Summary

Students demonstrate clear appreciation and respect for the Islamic role and values in the UAE. During assemblies, students listen attentively to Quran recitation and the translation of its meaning. Their participation in different extracurricular activities such as Quranic competitions, Eid celebrations, taking part in the school community Iftar, and presentations about the birthday of Prophet Mohamed (PBUH) reinforce values of tolerance, cooperation, and acceptance of others. Students across all phases apply what they have learned about Emirati values and culture to relevant situations within the school community. They participate actively in national celebrations such as National Day, Flag Day, and Commemoration Day, and contribute to designing heritage corners and expressive artworks, organizing events, and delivering talks about Emirati heritage. For example, children in KG were introduced to the traditional and cultural significance of Haq al Laila, encouraging their social and emotional learning through participation in cultural events.

Students show a clear understanding and appreciation of their own culture and the cultures of their peers. Kindergarten children celebrated Onam with enthusiasm, wearing traditional attire and participating in Pookalam (flower rangoli), simple

dances, and singing. Through the celebration, children learned about Kerala's culture and traditions while enjoying a day of creativity, joy, and togetherness. Students in Phases 2, 3, and 4 celebrated various cultural festivities, including International Yoga Day, Diwali, and International Students Day. However, students' understanding of broader world cultures remains less developed across phases.

Areas for development

Children's and students' understanding, awareness, and appreciation of world cultures across phases.

2.3. Social Responsibility and Innovation Skills

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

Summary

- Students show a growing commitment to their responsibilities as members of the school and to contributing to the community. Senior students take on supervision roles, guiding peers during dismissal, supporting positive behavior at break times, and helping maintain a clean school environment. Students from Phases 2, 3, and 4 also engage in charitable actions by raising funds for families in need through food-sale events on World Food Day and the "Power of One" campaign. Students from Grades 3 to 12 participate in community-based projects, contributing to the Can Collection Drive as part of a local initiative to support environmental protection.
- Students engage in age-appropriate activities across phases that foster a positive culture of work ethics, innovation, and enterprise. In KG, children enthusiastically explore scientific thinking during "Little Einstein Day," where hands-on experiments, such as creating volcano reactions, encourage curiosity and early innovation skills. Students in Phases 2 and 3 presented a variety of technology- and science-based innovations, including robotics using Microbit, electronic games, renewable-energy models, water-filtration systems, windmill generators, space rockets, and life-science projects such as plant and butterfly cycles and human-heart models. Examples included a Grade 4 wastewater-purification prototype and a Grade 9 smart-city model inspired by Masdar City. In Phase 4, Grade 11 students designed a smart pill dispenser and a facial-recognition attendance system. KG children contributed through the UAE Flag artwork. Students demonstrate entrepreneurial abilities during World Food Day by managing around 25 stalls, handling sales, and interacting with peers as responsible vendors. KG children also participate in Market Day, role-playing real marketplace experiences by buying and selling fruits and vegetables, which strengthens their understanding of simple commerce.
- Students across all phases show a mature understanding of global sustainability issues, recognizing the importance of renewable energy, water conservation, and recycling. They participate in environmental awareness initiatives, delivering workshops and presenting sustainability-themed projects such as a sustainable well and house, a desert ecosystem, an RTA smart transport system, and a solar-energy model. KG children contribute through Zero Waste Week artwork and World Earth Day role-play. Students from Grades 3 to 12 participate in the Can Collection Drive. To strengthen this culture further, deeper engagement in creativity and innovation, alongside increased involvement in community and environmental projects within the school and the wider community, remains an important next step.

Areas for development

Children and students' further engagement in creativity and innovation, and more involvement in community and environmental projects within the school and the wider community.

3. Teaching and Assessment

3.1. Teaching for Effective Learning

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

Summary

Teachers' classroom instructional techniques are adequate across Phases 2, 3, and 4. In Phase 1, teachers demonstrate better understanding of early years teaching practices, with effective circle times, structured activities, and objectives. This is, however, less developed in science. Lesson planning follows a unified format across phases, and teachers share learning objectives with students to set expectations, and implementation makes adequate use of the limited available resources. This, however, is not evident in Arabic lessons. Classroom organization and time management are less effective; in most lessons the pace of learning is either too fast, which prevents students from thinking, responding, and having meaningful participation to reflect on their learning, or too slow so that students end up wasting learning opportunities by side chatting.

Teachers' interactions with students create a positive and caring environment for learning but vary in effectiveness across the school. Teachers use a range of questioning techniques, but they are not always sufficiently targeted at students' different needs to promote meaningful dialogue, they often accept random or whole-class answers, and most questions are limited to yes/no responses. Some good practices are seen, such as Grade 11's English literature discussions to form questions and analyze emotions in a poem and Grade 8's social studies debate on how the UAE uses its traditional sailing and trading culture to attract tourists today. In most lessons, teachers plan leveled tasks to meet the needs and abilities of the different groups of students. However, these tasks are not effectively differentiated with appropriate challenges to support the progress of students with SEND, higher attainers, and students who are G&T in Phases 2, 3, and 4, and Arabic as an Additional Language. Teachers' challenges to students to think critically about problems and connect their learning with everyday life vary considerably. For example, children in Phase 1 are encouraged to build their own mathematical addition sentence to get the sum of 7 and link it to the number of Emirates in the UAE. Students in Phase 4 explore the reason behind the hemispherical shape of domes in mosques and link it to the airflow and better ventilation cycles. However, such approaches to developing students' critical thinking, problem-solving, innovation skills, and use of technology are not always effective or frequent enough in lessons across the school.

Areas for development

Teachers' effective use of time and purposeful learning dialogue, with appropriately challenging levels to provide students with more space to think, respond, and participate meaningfully, promoting deeper interactions and understanding. Teachers' use of effective differentiated strategies and thoughtful integration of critical thinking, problem solving, research, and technology to ensure tasks are appropriately challenging and offer students meaningful opportunities for exploration, reasoning, and independent application of skills.

3.2. Assessment

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

Summary

The school's internal assessment processes are monitored by the assessment and NAP coordinators and are generally linked to the school's curriculum expectations to provide appropriate measures of students' progress in key subjects. The school implements a range of assessments, including formative assessments (questioning, classwork checks, rubrics, diagnostic tests, and subject skill trackers), monthly reports in K–4, and summative tests aligned with CBSE requirements. However, implementation is inconsistent, with many lessons showing only surface-level checks for understanding and limited use of assessment data to adjust instruction. The school benchmarks students' achievements against international standards through ASSET for English, mathematics, and science, and through ABT for Arabic as an additional language. It also participates in CAT 4 to measure students' cognitive abilities. The school uses SAFAL assessments, PISA, and CBSE board examinations for the applicable grades as well. The rapid progress from weak to very good/outstanding across phases is not being supported by lesson evidence, and this raises questions regarding administration practices and the reliability of results. Benchmark assessment ASSET and cognitive assessment CAT 4 were conducted in the school's single IT lab, often requiring students to bring personal devices and resulting in staggered batches over several weeks, raising concerns about the authenticity of performance and the rigor of monitoring processes, which compromise fairness, comparability, and overall data integrity. The school uses the Orison system for analyzing assessment data. Leaders and teachers review ASSET, CAT4, and diagnostic results to identify strengths and areas for development. The school has implemented some data-informed strategies, such as seating arrangements. Subject departments modify planning based on assessment outcomes, especially in English, mathematics, and science, where weekly ASSET-style periods are implemented. However, the use of assessment information to drive teaching and curriculum adaptation remains inconsistent across subjects and phases.

Feedback practices vary in quality across the school. While the assessment policy outlines written and verbal feedback expectations, classroom evidence shows limited constructive or developmental feedback. Many teachers rely on general questioning rather than targeted guidance, with insufficient next steps to help students improve. Age-appropriate self- and peer-assessment opportunities exist in Phase 1 and some upper grades but are inconsistently applied and often lack depth.

Areas for development

Schools' rigorous processes and administration of external benchmarking assessments to ensure appropriate timing, sufficient devices, and consistent test conditions so that performance data are valid, reliable, and comparable across cohorts and over time.

Use of assessment information to set clear next steps, adapt planning, and provide targeted support and challenge for all groups of students, particularly students with SEND and high-attaining learners.

Teachers' consistent use of constructive, developmental feedback and well-structured self- and peer-assessment to guide students in identifying their strengths, areas for improvement, and next steps

4. The Curriculum

4.1. Curriculum Design and Implementation

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

Summary

The curriculum is built on clear rationale and shared values, particularly in Phase 1, where EYFS practices blend effectively with CBSE foundations to support early literacy, phonics, and oral language development. Across the school, the curriculum aligns with MoE requirements, updated learning outcomes, and embedded learning-skills indicators. Vertical and horizontal mapping promote a balanced program. However, the use of photocopied Arabic and Islamic Education materials limits access to full MoE resources, and in Phases 2 and 3, there remains a stronger focus on content coverage than on developing extended writing, critical thinking, and deeper analysis.

Planning generally builds on previous content and shows clear intentions for progression. Phase 1 follows a well-sequenced pathway from sound recognition to early writing. Continuity across Phases 2, 3, and 4 is developing, supported by curriculum mapping. In Phase 2 science, for example, students progress from recalling nutrient functions to testing food samples, demonstrating movement from recall to practical application. In Arabic, gaps are evident, such as Grade 7 students receiving Grade 6 content, reducing exposure to age-appropriate learning.

Students have access to a broad range of curricular options. KG children experience varied phonics, play-based, and thematic learning, including early exposure to Arabic and Islamic Education. Older students select between science and commerce streams and choose from several second languages. Career fairs and guidance sessions support informed decision-making. However, not all options lead to strengthened skill development, as challenge levels do not always extend higher-order scientific thinking, such as designing investigations or interpreting experimental data.

Cross-curricular links appear in planning, with meaningful examples in Phase 1, for instance, counting objects during storytelling and identifying them as living or non-living things. However, these planned links are not consistently realized in Phases 2 and 3, limiting students' ability to make meaningful connections across subjects and reducing opportunities for inquiry, independent learning, and critical thinking.

The curriculum is reviewed monthly and termly, with updates aligned to MOE and CBSE requirements. Some refinements, such as learning skills descriptors and updated mapping—are evident. Although benchmarking is intended to support improvement in Phases 2, 3, and 4, imprecise implementation has led to teaching directed toward test preparation rather than skill development. Revisions are not consistently reflected across phases, as seen in uneven progression in Arabic, variable skill development in Phases 2 and 3, and inconsistently applied cross-curricular links. While review systems exist, adaptations do not always translate into improved classroom practice, and further refinement is needed to ensure coherence and continuity across all phases.

Areas for development

Greater rigor in curriculum reviews to more effectively identify and address knowledge and skill gaps across all phases.

Enhanced planning and implementation of cross-curricular links to better support and deepen students' learning.

4.2. Curriculum Adaptation

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

Summary

Curriculum modification addresses the learning needs of most students. In KG, children benefit from a range of developmentally appropriate activities, such as role play, phonics games, hands-on blending tasks, and differentiated word-building work, which help teachers tailor learning for emerging readers and children new to English. Across phases, curriculum adaptation is inconsistent; although core subject lessons include color-coded tasks, scaffolded writing activities, exit tickets, and “learning journey” booklets with tailored worksheets, these are not applied reliably across all classes or subjects. For example, in Phase 1 science, all children complete the same task with limited variation for high achievers or younger learners. In the upper phases, particularly in English, only a small number of students complete extended tasks while others remain passive, showing that planned differentiation is not consistently enacted. The school offers enrichment through research projects, academic clubs (science, math, and IT), and ASSET preparation, but these opportunities do not always support day-to-day curriculum adaptation for diverse learners. Overall, while most groups receive adequate support, students with SEND, newly arrived students and high achievers do not always receive sufficiently adjusted provision

Opportunities for enhancement and innovation are present but remain variable in their depth and integration. Students engage in a range of enrichment experiences such as Innovation Day, class-country exhibitions, World Food Day enterprise stalls, environmental campaigns, the Falcons Flight initiative, and participation in national events such as “Plant the Emirates.” KG children explore learning through movement, storytelling, and role-play, supporting creativity and early enterprise. Science investigations in Phases 2 and 3 also offer hands-on opportunities, for example, constructing simple electromagnets, though these activities are not consistently used to stretch higher-ability learners. The school runs cultural fairs, career guidance weeks, and external partnerships (IIT Madras, Emirates Environmental Group), which extend learning beyond lessons. However, these experiences are not always embedded into curriculum planning, and in some phases, lessons remain largely textbook-driven. While innovative activities exist, they do not yet form a coherent, school-wide approach that promotes creativity, extended inquiry, and independent learning across all subjects.

Links with the UAE culture and society are visible throughout the curriculum. In KG, children learn about the UAE values through stories connected to daily routines and community roles. In higher phases, students study topics related to the UAE heritage, such as family relationships, cultural harmony, and social responsibility, and connect literary themes to UAE moral values during lessons. Assemblies promote respect during Qur’an recitation and foster appreciation of Islamic greetings and traditions. School-wide cultural events, heritage displays, National Day activities, and external visits (e.g., police awareness programs and environmental events) further deepen cultural understanding. While these experiences enrich the curriculum, they are not consistently integrated into daily learning activities, where planned cultural links do not always appear in actual classroom practice. Nonetheless, students across the school demonstrate a developing appreciation of the UAE heritage, cultural diversity and community values

Areas for development

Enhancement of effective and age-appropriate opportunities for innovation and enterprise across the phases.

Modifications of the curriculum to effectively meet the needs of different groups of students with SEN and G&T learners.

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 has comprehensive arrangements for child protection and safety awareness, including sessions for students, teachers, parents, stakeholders, and non-teaching staff. A team supervises and follows up on the implementation of the Child Protection Policy. CCTV coverage, visitor sign-in at the main gate, controlled gate access, and documented fire and evacuation drills ensure safety across the school. Students are informed about the code of conduct via class WhatsApp groups and notice boards, and bullying reports are actively maintained. First aid kits are available throughout the campus.
- Maintenance procedures and safety records are documented and monitored, with frequent safety checks, follow-ups, and action logs carried out under the supervision of the health and safety team. The school maintains an active medical and health program, staffed by licensed medical professionals with valid registrations. The clinic maintains comprehensive records for students with chronic illnesses, vaccinations, and other medical conditions. Health education awareness campaigns are conducted on topics including obesity, dental health, hygiene, breast cancer, and general fitness. Medical incidents are recorded, and class teachers are informed to manage emergencies. Supporting aids such as wheelchairs are available, and evacuation plans include emergency exits accessible to all students.
- The school provides students with SEN support through a dedicated SEN room. Classroom space is limited, the library and science laboratories are insufficient, and there are no dedicated indoor sports facilities, with PE lessons conducted in a shared field that sometimes disrupts other classes and does not provide choices for students. The campus is accessible with ramps, lifts, SEND toilets, and parking. Students have access to fresh water, and while the school offers a range of extracurricular activities, including basketball, football, Kho-Kho, throwball, skating, dance, music competitions, painting, science exhibitions, and STEM projects, there is no canteen to provide students with healthy food choices.

Areas for development

Further promotion of students' healthy lifestyles through dedicated indoor and outdoor facilities for all boys and girls across the school.

Appropriate specialist facilities such as adequate science labs, a library, IT labs, inclusion facilities, a canteen, and spacious classrooms to provide an attractive learning environment for all groups of students across phases.

5.2. Care and support

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

Summary

Staff–student relationships across the school are consistently positive and respectful, with students responding well to their teachers’ guidance, following routines confidently, and demonstrating age-appropriate independence. Behavior is generally well managed, supported by clear policies understood by the school community, and staff supervision effectively maintains a structured environment throughout the day. Although there are a few inconsistencies in applying behavior-management procedures, they do not significantly affect the overall positive learning climate. Attendance and punctuality systems are in place and function adequately, with most students arriving on time; however, the school still requires more rigorous and consistently implemented measures to strengthen attendance and ensure expectations are reinforced across all phases. The school has an inclusion policy supported by an adequate process for identifying students with SEN and those who are G&T, using teacher referrals, observations, and external assessments when needed. Support systems are appropriate but remain basic; Individual Education Plans (IEPs) are prepared with teachers and parents but require clearer targets and stronger implementation in classrooms. Pull-out sessions are implemented across all phases, while Phase 1 offers stronger provision, as each KG child with special educational needs receives support from a dedicated shadow teacher. Individual accommodation plans include preferential seating, psychological support, and monthly assessments, with progress reports and portfolios maintained for each student. G&T learners are offered opportunities to participate in competitions such as Spelling Bee, essay writing, and sports; however, structured enrichment and consistent challenge within lessons remain limited.

- The school monitors students’ well-being and personal development regularly throughout the year and offers academic and personal guidance that generally meets their needs. Support is stronger in Phase 1, where young children receive effective personal, social, and emotional guidance from the school staff. Career guidance for Phase 4 students is developing, with Grades 11 and 12 attending sessions from alumni, RAK Expo, and the Indian Institute of Technology Madras, which provides certified courses to help students make informed choices about future pathways. A multi-institution career fair further supports their planning. Gifted learners participate in robotics, competitions, and university-linked programs, though follow-up and the overall consistency of guidance systems still require strengthening to ensure timely and targeted support for all students.

Areas for development

Effective and consistent procedures to monitor and improve students’ attendance across all phases.

Rigorous identification processes and consistent support for students with SEN and G&T in all subjects and across all phases.

6. Leadership and management

6.1. The Effectiveness of Leadership

Overall

Acceptable

Summary

Leaders at all levels, including the principal, articulate a clear vision focused on creating a safe, inclusive, and values-driven school environment that empowers students to become independent learners. They demonstrate commitment to the UAE national and Emirate priorities by integrating the UAE values, culture, sustainability themes, and innovation into school planning, as well as the identification and support of students with SEN, although such support is implemented inconsistently in lessons, and the culture of innovation remains at an early stage. Students are registered for benchmark assessments such as ASSET, CAT4, and ABT. However, although the implementation of the school's vision is adequate, it shows some inconsistency across phases and activities, particularly in the administration of benchmark assessments, where inadequate arrangements contributed to inflated outcomes in benchmark assessments.

The senior leadership team, along with most middle leaders, demonstrates basic knowledge and understanding of high-quality teaching and learning, curriculum adaptation, and the effective use of assessment information. They promote the use of a unified lesson-plan format and encourage teachers to integrate cross-curricular links, benchmark-assessment questions, and real-life applications. However, the effectiveness of teaching remains inconsistent across subjects and phases, particularly in Phases 2 and 3, where lesson implementation continues to focus on the acquisition of knowledge rather than deeper understanding, critical thinking, or skill development. Although middle leaders receive appropriate training internally and through RAK DOK relevant to their roles, the impact on improving classroom practice, differentiation, and support for all groups of students remains inconsistent.

Relationships and communication between teachers and other staff are professional, and morale is positive. The organizational structure shows a clear and appropriate flow of instruction and information across the layers of leadership. Roles and responsibilities are well defined, with additional duties assigned to administrative and academic staff as members of various school committees. Accountability measures are in place and shared with the governance board for approval. Leaders at all levels, particularly the SLT and the governance board, demonstrate a clear understanding of what is required to improve the school. The school is adequately staffed, with a middle-management team. Lesson planning is comprehensive, and the governance board now includes members with broad representation and expertise, including inclusion. Students' personal development is effectively promoted, and the governing board has taken steps to enhance the learning environment by securing a new building for Phases 1 and 2. Overall, leaders have the capacity to further improve the school's performance, provided that the learning environment is strengthened through more appropriate premises and specialist facilities and learning resources and that further training is implemented to enhance the monitoring of teaching quality and ensure that internal assessment processes generate valid and reliable views of students' outcomes.

Leaders, despite limitations in the school building, premises, and learning resources in several areas, have maintained an adequate level of school performance and ensured compliance with most statutory and regulatory requirements. Students' attainment and progress in mathematics in Phase 4 improved to good, and the social responsibility & innovation skills indicator improved to good in Phases 1 and 2. However, attainment and progress declined to acceptable in Phase 1 science, curriculum design & implementation declined to acceptable in Phase 4, and assessment across Phases 2, 3, and 4 and the governance indicator declined to weak due to the inadequate arrangements for benchmark assessments.

Areas for development

Effective implementation of the school's commitment to the UAE National Agenda by ensuring valid and reliable administration of benchmark assessments, strengthening inclusive practices to meet the needs of all learners, and embedding innovation meaningfully and consistently across subjects and phases.

Further empowering middle leaders to support teachers in applying effective teaching and learning strategies that enhance students' academic and personal development across phases.

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

The school's Self-Evaluation Form (SEF) is aligned with the evaluation framework and covers all relevant elements, indicators, and standards, drawing on a range of evidence from internal and external assessments, including baseline tests, CBSE, ASSET, and CAT4. Stakeholders, including the SLT, MLT, and teachers, were appropriately involved, with parents' views gathered indirectly through surveys. The SEF was developed through suitable processes involving standards committees from the SLT and MLT, with clearly allocated roles and responsibilities for data analysis and teacher input. However, the plan does not present a realistic view of its key priorities due to the use of inflated external data.

The school leadership team, together with middle leaders, monitors the quality of teaching and learning through lesson observations using a unified lesson observation form that includes three indicators from the evaluation framework: Teaching for Effective Learning, Assessment, and Learning Skills. Joint observations with the SLT and MLT indicate that their monitoring places greater emphasis on provision, such as the number and variety of activities implemented, rather than on the impact of these activities on students' academic and personal development.

The school improvement plan was prepared by the SLT with the involvement of teachers through the middle leaders. It is based on the key findings and recommendations of the previous evaluation report and is appropriately structured, with clear priorities, actions, timelines, responsibilities, monitoring processes, and success criteria. However, the success criteria are not well formulated, and most of them cannot be measured accurately without additional assessment tools such as descriptive rubrics. The impact of the plan has sustained acceptable performance across most elements, with improvements noted in Phase 4 mathematics (from acceptable to good) and in the social responsibility and innovation skills indicator in Phases 1 and 2 (to good). However, students' achievement in Phase 1 science declined to an acceptable level, assessment across Phases 2, 3, and 4 declined to weak due to poor benchmark assessment administration, and the curriculum design and implementation indicator in Phase 4 declined to acceptable.

Areas for development

Systematic self-evaluation processes based on valid and reliable data to reflect a realistic view of the school's priorities. Effective monitoring of the quality of teaching and learning, with a stronger focus on students' academic and personal development.

6.3. Partnership with Parents and the Community

Overall

Good

Summary

The school has developed a structured parental involvement and engagement plan that promotes strong relationships with parents through varied communication channels and active participation in school life. Parents are now represented on the governance board and regularly share their views through school surveys and parents' council meetings and the school's complaint cell on the school website. They engage in a wide range of cultural, national, and extracurricular activities, including art, sports, food festivals, traditional cooking sessions, and health-awareness programs. The school communicates with parents through multiple structured channels, including emails, social media groups, circulars, student diaries, the school website, and an assessment portal that enables them to track their children's academic and personal progress and access key services and all school policies. While parents have a positive influence on students' personal development, their involvement in shaping school priorities and their impact on academic progress are not yet consistently evident.

The school provides comprehensive reporting on students' academic progress through termly report cards detailing internal-assessment results and half-yearly examination grades for all core subjects, including Arabic, English, mathematics, science, life skills, UAE social studies, and computer science. Non-core subjects such as art, physical education, work education, and discipline are reported through letter grades. A formative-assessment report card is also issued, containing teachers' written comments to help parents understand their children's ongoing progress and next steps. Parents have opportunities to discuss these reports during scheduled meetings and open-house sessions, where targets for improvement are reviewed and agreed upon.

The school maintains a range of productive partnerships to enrich students' learning and personal development.

Collaborations with the Emirates Environmental Group support environmental initiatives, including aluminum can-collection drives that gathered 198 kg through inter-house competitions. Links with the Indian Institute of Technology (Madras) provide students with access to short online courses in IT, engineering, and technology. Partnerships with Indian community organizations facilitate competitions and medical camps, while cooperation with Civil Defense ensures regular fire drills and evacuation training. Collaboration with RAK DOK enhances teacher and middle leaders' performance through targeted professional-development programs, and close coordination with the Ministry of Health enables the school to offer awareness campaigns and medical camps for students, staff, and parents. However, links with other schools remain limited, particularly in supporting teachers' development in areas requiring improvement, especially the teaching of Arabic as an Additional Language.

Areas for development

Further involvement of parents in shaping school priorities and supporting their children's academic progress.

The establishment of links with schools teaching the MoE curriculum to benefit teachers, especially in the teaching of Arabic as an Additional Language.

6.4. Governance**Overall****Weak****Summary**

The governance board includes broad representation from the school community, including the owner representative, SLT, teachers, students, parents, and wider community members, each with clearly defined roles related to staff development, students' personal and social development, and parental engagement. The board regularly seeks stakeholder views through scheduled meetings and receives regular monthly reports from the school principal that cover various aspects of the school, including building, maintenance, staffing, and health and safety. Two students, one representing junior and one representing senior, confirmed their active membership and regular attendance at governance meetings.

Although the governance board places appropriate emphasis on monitoring school performance and implementing accountability measures through regular school reports and frequent meetings with the SLT, and although roles and responsibilities are clearly outlined, the board has not clearly assigned responsibilities for monitoring the quality of teaching and learning beyond the work of the SLT, nor for overseeing the implementation of MoE subjects, particularly Arabic as an Additional Language. While the governors ensure statutory requirements are met, such as recruiting new staff members for Arabic as an Additional Language, maintaining the current building, securing new premises for Phases 1 and 2 students, and allocating substantial funding for its renovation, the board has not adequately addressed key recommendations from the previous report to conduct robust analysis of students' assessment data alongside classroom observations and to improve the school's current premises and specialist facilities. As a result, internal and external assessment processes were not monitored adequately, leading to overinflated benchmark assessment outcomes due to poor administration and limited IT facilities.

Areas for development

Governors' effective monitoring of school performance, particularly the administration and outcomes of benchmark assessments, and their accountability for ensuring the quality of the school's performance.

Governors' provision of appropriate premises, specialist facilities, and technology to support a suitable learning environment for all groups of students.

Governors' effective support for improving the quality of provision in Arabic as an Additional Language to ensure strong student progress across all phases

6.5. Management, Staffing, Facilities and Resources**Overall****Acceptable****Summary**

The day-to-day management of the school is adequately organized, ensuring smooth operations from students' arrival to their dismissal. Supervision duties are clearly allocated across all school sections, supported by structured routines and documented procedures. These systems collectively ensure that daily operations run smoothly, staff are appropriately deployed, and ongoing professional development supports the school's educational provision. There are no shortages in either academic or administrative staff. In addition to the SLT, MLT members are assigned to each subject, heads of phase are appointed for all four phases, and teachers are allocated to subjects according to their qualifications. The school identifies teachers' continuous professional development (CPD) needs through lesson observations, performance monitoring, and discussions with staff to determine areas requiring development. CPD sessions are then planned and delivered by the SLT, heads of department, expert teachers across various departments, and the head of inclusion. Training includes topics such as microteaching, the use of assessment data in planning, classroom management, and differentiation, alongside professional development provided by RAK DOK. A corporate trainer has been recently assigned to serve as a member of the governors' board to identify staff needs and deliver additional targeted CPD sessions. However, the impact of the CPD is not yet consistently evident across subjects and phases, particularly in Phases 2 and 3.

The appropriateness of the premises and the learning environment to promote students' achievement is somewhat limited. There are no dedicated specialist facilities for KG children to support the development of their gross motor skills, and the school's three science laboratories are insufficient for the large student population. As a result, science teachers rely on the available range of hands-on activities within crowded classrooms, particularly in Phases 2 and 3, which restricts the effectiveness of practical scientific learning. The Inclusion Department operates from a single room, where two to three students with SEND receive support simultaneously during pull-out sessions, limiting the quality of individualized intervention. The absence of appropriate indoor and outdoor sport facilities further affects the quality of PE lessons, as three to four classes from different phases and both genders use the assembly area at the same time. Learning resources across the school are only sufficient to support adequate teaching and learning, particularly in Phases 2 and 3.

Areas for development

The appropriateness of the premises, learning resources, and learning environment, including specialist facilities, to promote student achievement.

The effective transfer of the impact of continuous professional development into classroom practice and students' academic and personal development.