



دائرة رأس الخيمة للمعرفة
RAS AL KHAIMAH
DEPARTMENT OF KNOWLEDGE

THE WELLSPRING PRIVATE SCHOOL

13 to 15 January 2026

School Overall Judgement

Good

SCHOOL QUALITY EVALUATION REPORT

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

SUMMARY OF PREVIOUS QUALITY EVALUATION OUTCOMES

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

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

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



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

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

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

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

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



KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students

- The majority of students attain above curriculum standards in science across the school, with a large majority demonstrating very good achievement in the higher phases. Students also attain above curriculum standards in other core subjects, in some phases.
- The majority of students make better than expected progress from their starting points in most subjects across the school.
- Students enjoy learning, and their positive behaviour and attitudes contribute to their success. They demonstrate effective learning skills and apply their knowledge across different subjects.

Parents

- Parents are highly engaged with the school.
- Parents value the different channels of communication they have with the school.
- Parents have a clear role in influencing the supportive and caring ethos of the school.

Teachers

- Teachers' ability to apply their subject knowledge in most subjects.
- Teachers' lesson planning for purposeful and successful learning opportunities.
- Teachers' knowledge of their students and effective support assist less confident learners and those with additional educational needs.

School Leaders

- The Principal's clear vision for the school, supported by an effective leadership team.
- Self-assessment and improvement planning documents that are closely aligned and provide a clear roadmap for the school's continued development.
- The Governing Board's active role in monitoring student performance and overseeing school improvement.



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

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

Students' achievement

Improve students' attainment in Arabic First Language in phase 2 and 3 and in English in all phases by:

- providing more opportunities for students to improve their accuracy in writing skills and writing for different purposes.
- providing more opportunities for students to build creative and extended writing skills.

Teaching and assessment

Improve the impact of teaching and assessment on achievement especially for the gifted and talented by:

- ensuring teachers use student performance data more effectively to plan activities that precisely match the needs of different groups of students in a class.
- ensure teachers in their lesson plans that identify the tasks that are targeted at specific individual students especially the higher attainers and those with additional educational needs.

Leadership and management

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

- building the skills of middle leaders to more effectively review student performance data.
- ensuring middle leaders better monitor teachers use the student performance data to ensure it is being used more effectively in lesson planning.



MAIN EVALUATION REPORT

1. Students' achievement				
Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Good	Good
<ul style="list-style-type: none"> Students' achievement in Islamic education is good overall. It is good in Phases 1, 3 and 4, and acceptable in Phase 2. In lessons and in their work, the majority of students in Phases 1, 3 and 4 make better than expected progress, while most students in Phase 2 make expected progress. Internal assessments show students' attainment is outstanding in Phase 2 and very good in Phases 3 and 4. However, this does not match with what is seen in lessons and in students' work where most students in Phases 2 and 3 attain in line with curriculum standards. In Phase 1, children develop a foundational understanding of basic Islamic concepts and values with growing confidence. They can recognise key stories and teachings. In Phase 3, students understand Islamic practices and concepts well and can relate them to their daily lives. In Phase 4, students demonstrate a clear understanding of teachings regarding personal responsibility and can apply these to real-life situations effectively. In Phase 2, most students make expected progress. They build a basic understanding of key Islamic concepts, values, and stories; however, their application is still developing. Students' recitation skills and their ability to explain their reasoning in sufficient detail when answering questions are less developed across all phases. Overall, the majority of groups of students in Phases 1, 3 and 4 make better than expected progress, while most groups in Phase 2 make expected progress. 				
Areas for development:				
<ul style="list-style-type: none"> Strengthen students' confidence in speaking and explaining ideas using complete oral responses and detailed reasoning across all phases, particularly in Phase 2. Improve students' recitation skills across all phases. 				

Arabic as a first language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> Students' achievement in Arabic as a first language is acceptable overall. It is good in Phase 1 and 4 and acceptable in Phases 2, 3. In lessons and in their work, 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. Most students in Phases 2, 3 and 4 attain in line with curriculum standards, while the majority in Phase 1 attain above curriculum standards. Internal assessment data indicates outstanding attainment in Phase 1 and very good in other phases; however, this is not consistently reflected in lessons or students' work. In Phase 1, children develop good foundational skills in Arabic. They can recognise letters and sounds with growing confidence and begin to form simple words and sentences. In Phase 4, students demonstrate well-developed skills in identifying key text features such as characterisation and other literary techniques. They can analyse texts with increasing depth. In Phases 2 and 3, most students make expected progress. In Phase 2, students build basic skills in reading with a growing vocabulary. In Phase 3, students continue to develop their reading comprehension and can identify main ideas in texts. Across all phases, students explain ideas using subject-specific 				



vocabulary when speaking and build their confidence in reading and sentence construction. However, in all phases, students' skills in independently analysing texts and writing extended pieces of work using classical Arabic are underdeveloped.

- Overall, the majority of groups of students in Phases 1 and 4 make better than expected progress, while most groups in Phases 2 and 3 make expected progress. However, higher-attaining students do not consistently receive sufficient challenge to enable them to make accelerated progress.

Areas for development:

- Develop students' skills in independently analysing and extracting meaning from passages written in classical Arabic across all phases, particularly in Phases 2 and 3.
- Strengthen creative and extended writing skills across all phases, with particular focus on Phases 2 and 3.

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

- Students' achievement in Arabic as an additional language is good overall. In lessons and in their work, the majority of students in Phases 3 and 4 make better than expected progress and attain above curriculum standards, while both attainment and progress in Phase 2 are acceptable.
- Internal assessments show outstanding attainment; however, in lessons and recent work, most students in Phase 2 attain in line with curriculum expectations, while the majority in Phases 3 and 4 attain above standards.
- In Phase 2, most students can write simple sentences and use basic vocabulary. In Phases 3 and 4, the majority of students construct more complex paragraphs and use a wider range of vocabulary to express their ideas. However, students' ability to write interesting extended pieces or hold more complex conversations remains a limitation across the school.
- Overall, the majority of groups of students make better than expected progress, particularly in Phases 3 and 4.

Areas for development:

- Expand students' vocabulary to extend their speaking skills and ability to hold complex conversations.
- Enhance students' development of creative and extended writing skills across all phases.

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

- Students' achievement in UAE social studies is acceptable overall. It is good in Phase 2 and acceptable in Phase 3. In lessons and in their work, the majority of students in Phase 2 make better than expected progress, while most students in Phase 3 make expected progress.
- Internal data indicates outstanding attainment in Phase 2; however, this is not fully reflected in lessons where the majority of students in Phase 2 attain above curriculum standards, while most students in Phase 3 attain in line with curriculum standards.



- In Phase 2, students demonstrate a developing sense of national identity and belonging and can identify key symbols and landmarks of the UAE with growing confidence. In Phase 3, students show a basic understanding of agricultural wealth and country resources, however, their application of this knowledge is still developing. Students' awareness of the specific heritage of the UAE and the impact of trade on the national economy is limited across both phases.
- Overall, the majority of groups of students in Phase 2 make better than expected progress, while most groups in Phase 3 make the expected progress.

Areas for development:

- Deepen students' awareness and understanding of the specific local heritage and traditions of the UAE across Phases 2 and 3.
- Strengthen students' understanding of how international trade impacts the UAE national economy in Phases 2 and 3.

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

- Students' achievement in English is good overall. In lessons and in their work, the majority of students make better than expected progress.
- The school's internal assessment data indicates that attainment is very good. External benchmark assessments indicate an acceptable level of attainment which aligns with the acceptable attainment observed in lessons and in students' work.
- In Phase 1, children build secure early writing foundations through phonics-based activities, mark-making, and supported sentence construction. They follow instructions, recognise letter sounds, and apply them in guided tasks, preparing them effectively for more formal writing expectations. In Phases 2 and 3, students develop sentence structure and paragraph organisation and work cooperatively to review and edit their writing using success criteria. While they can improve the accuracy and clarity of their work, extended writing is not yet consistently well-developed across all classes. In Phases 3 and 4, there is an increased focus on extended writing, and students in Phase 4 apply their understanding of the structure and features of different genres to redraft and improve the quality of their work. For example, in Grade 9, most students used teacher-provided rubrics effectively to refine organisation, coherence, and genre-specific features following focused feedback. Overall, students' creative and extended writing skills, particularly in Phases 2, 3 and 4, are developing but are not yet consistently secure.
- The majority of groups of students in all phases make better than expected progress. However, gifted and talented students do not always receive appropriate challenge to accelerate their progress, and it is noticeable that girls make better progress than boys in all phases.

Areas for development:

- Strengthen students' creative and extended writing skills to show greater depth, clarity, and application across all phases.
- Provide more targeted challenge for higher-attaining students to ensure they make accelerated progress.



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

- Students' achievement in mathematics is good overall. In lessons and in their work, the majority of students make better than expected progress across all phases.
- Internal assessment data for Phases 1 and 2 show that a large majority of students attain above curriculum expectations. In Phases 3 and 4, the majority students attain above curriculum expectations. MAP benchmark assessments show that outcomes are very good in Phase 1 and outstanding in Phase 4. In Phases 2 and 3, students' attainment in MAP assessments is weak. In lessons, most students in Phases 1, 2 and 3 attain in line with curriculum standards, while the majority of students in Phase 4 attain above curriculum standards. The majority of students make better than expected progress from their starting points across all phases. In Phase 1, children build a secure understanding of shapes and can apply their knowledge with growing confidence. In Phase 2, students apply number skills to real-world projects and demonstrate developing problem-solving abilities. In Phase 4, they solve algebraic expressions with increasing proficiency and demonstrate strong analytical skills. However, students in Phases 2 and 3 lack secure arithmetic skills and find word-based questions challenging. They find understanding mathematical terms and the language used in longer word-based questions challenging.
- Overall, the majority of groups of students make better than expected progress.

Areas for development:

- Improve students' arithmetic fluency and mental calculation skills, particularly in Phases 2 and 3.
- Enhance students' mathematical vocabulary and their ability to interpret and solve complex word-based problems across all phases.

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

- Students' achievement in science is good overall. It is very good in Phase 4. In lessons and in their work, the majority of students in Phases 1, 2 and 3 make better than expected progress, while a large majority of students in Phase 4 make better than expected progress.
- Internal assessments show a large majority attain above standards across all phases. In lessons, the majority of students in Phases 1, 2 and 3 attain above curriculum standards, while a large majority of students in Phase 4 attain above curriculum standards. External benchmark assessment data show more variation between phases. The majority of children in Phase 1 and students in Phases 2 and 3 attained above the expected standards in the most recent MAP assessments, while a large majority in Phase 4 demonstrated very strong performance.
- In lessons and in their recent work, the majority of students in Phases 1, 2 and 3 make better than expected progress from their starting points. The majority of children in Phase 1 and students in Phases 2 and 3 effectively demonstrate their scientific knowledge and vocabulary. In Phase 4, a large majority of students make better than expected progress. AP biology students demonstrate advanced practical and conceptual understanding during the heart dissection and can analyse complex scientific concepts with exceptional depth. However, across all phases, students have limited opportunities to design their own experiments or draw independent conclusions from results.



- Overall, the majority of groups of students in Phases 1, 2 and 3 make better than expected progress, while a large majority of groups in Phase 4 make much better than expected progress.

Areas for development:

- Strengthen students' skills in drawing independent conclusions and evaluating experimental results across all phases.
- Provide more opportunities for students to follow the scientific method to design and lead their own experiments in all phases.

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

- Students' learning skills are good overall. Students enjoy learning and take increasing responsibility for their own learning. Students can work purposefully without direct supervision by their teachers for short periods. They know their strengths and weaknesses and take steps to improve through self-assessment opportunities in lessons. However, students do not consistently move independently to new tasks when they complete their work and sometimes wait for teacher direction rather than taking initiative.
- Students in all phases interact and collaborate well in a range of learning situations and work effectively in small groups, enabling active participation. During partner talk and group discussions, students share well-considered ideas and communicate them clearly. Students make clear connections between areas of learning and relate these to their understanding of the world, particularly in the higher phases, where real-world and UAE contexts are used effectively, especially in Arabic-medium subjects. In Phase 2, students link reading texts to concepts such as responsibility and freedom and apply scientific vocabulary to explain familiar phenomena, including the importance of the sun and basic health concepts, through paired reading and guided discussion. In Phase 3, students apply learning across subjects by analysing geographical features of the Arabian Peninsula and explaining scientific processes, such as kidney function and Earth's movement, using regional and real-world examples through discussion and modelling. In Phase 4, students demonstrate stronger interdisciplinary application by applying genre features in writing, analysing social and health-related issues, and using scientific and mathematical reasoning to explain real-world phenomena. Across the phases, students apply learning meaningfully when tasks are well structured and contextually relevant; however, these connections are generally teacher-guided, and cross-curricular application is less evident in mathematics.
- Students are enterprising. They can find things out for themselves and use technologies to support their learning. In Phase 2, students regularly use learning technologies in mathematics as a revision tool. Critical thinking and problem-solving skills are common features of learning in all phases. Across all phases, students' opportunities to be creative or innovative in their approaches to learning are not consistent across all subjects.

Areas for development:

- Increase students' independence by providing more opportunities to initiate and manage their own learning tasks without waiting for teacher direction.
- Embed consistent opportunities for students to demonstrate creativity and innovation in their work across all phases and subjects.



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

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

- Students' personal development is very good across Phases 1 to 4. Almost all students demonstrate highly positive attitudes towards learning, collaborate effectively, and respond constructively to feedback. They are self-reliant and seek and respond very well to critical feedback from teachers. Older students show maturity, resilience, and increasing independence. Behaviour is consistently very good. Students are respectful, self-disciplined, and maintain strong, supportive relationships with staff and peers. Incidents of bullying are rare.
- Students are sensitive to the needs and differences of others and consistently help each other. As a result, relationships amongst students and with staff are respectful and considerate. Strong positive relationships between students and teachers help students to develop confidently.
- Students demonstrate very good awareness of healthy lifestyles. Regular health-focused assemblies, PE and health lessons, and Health and Safety Month strengthen understanding of well-being. Healthy food initiatives, including parent seminars and a nutritious food provider, promote informed choices. A wide range of sports and co-curricular clubs encourages active participation. Digital safety workshops enhance responsible online behaviour.
- Attendance is good at 95%. Students generally arrive at school and to lessons on time, although a small minority of students are occasionally late to school in the morning.

Areas for development:

- Improve students' punctuality to school in the morning so that all students arrive on time consistently.
- Strengthen students' understanding and awareness of safe use of online media and digital devices to ensure they consistently make wise choices about their online safety.

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

- Students' understanding of Islamic values and awareness of Emirati and world cultures is very good overall. Students have a secure appreciation and understanding of how Islamic values influence contemporary UAE society. This is reflected in the tolerance and respect they show at school every day.
- Students are very knowledgeable and respectful of the heritage and culture that underpin and influence contemporary life in the UAE. They involve themselves in a range of cultural activities and national celebrations. Students participate and often lead assemblies related to the culture of the UAE. However, students are less certain about the local heritage and traditions specific to Ras Al Khaimah.
- Students demonstrate a deep understanding, awareness and appreciation of their own and other world cultures. Students enjoy celebration events that involve their families visiting the school, which builds students' understanding and appreciation of the diversity of cultures represented in the school community.

Areas for development:

- Deepen students' knowledge and appreciation of the local heritage and traditions specific to Ras Al Khaimah.
- Further extend students' understanding of global cultures beyond those represented in the school community.



2.3 Social responsibility and innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	Good
<ul style="list-style-type: none"> Students' social responsibility and innovation skills are good overall. Students understand their responsibilities as members of a school community, and some take on key roles. Their regular and constructive activities as volunteers benefit the school and wider communities. Students participate in significant national events, including Police Day and Ministry-led celebrations. For example, students take the lead as reading buddies to younger children in Phase 1 and students in Phase 2. However, students do not organise formal peer study groups to support each other with examination preparation. Students show a positive work ethic. They sometimes take the initiative and make independent decisions. Students have creative ideas and enjoy developing their own projects, demonstrating growing skills in enterprise and entrepreneurship through market simulations and events organised by the school. Students care for their school and take part in activities to improve its environment. They participate in schemes that promote sustainability and conservation locally and globally. Students are environmentally aware, ensure litter remains at a minimum, and understand the need for a sustainable world. 				
Areas for development:				
<ul style="list-style-type: none"> Increase opportunities for students to develop leadership skills through academic mentoring and peer study groups that support examination preparation. Strengthen students' skills to initiate, plan, and lead their own enterprise and community events independently. 				

3. Teaching and assessment				
3.1 Teaching for effective learning	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	Good
<ul style="list-style-type: none"> Teaching for effective learning is good overall. Most teachers have thorough knowledge of their subjects and apply it in ways that ensure students learn. In Phase 1, teachers confidently employ a range of strategies to help children build social and emotional skills alongside their academic development. Teachers use a wide range of resources to engage and interest students, ensuring most students benefit from relevant and engaging learning experiences. However, teaching does not consistently apply effective strategies to engage all learners or provide sufficient challenge for higher-attaining students across all areas of the school. Teachers plan purposeful lessons, provide interesting learning environments, and generally use time and resources effectively. Most teachers make sure that students are clear about what they should learn. However, the use of time and resources varies in effectiveness across the school. Teachers do not always deliver plenary activities or review tasks to consolidate students' learning. Lesson plans are consistent across the school sourced from a central resource bank. However, teachers do not adapt them sufficiently to meet the specific needs of different student groups. As a result, there is often a lack of challenge for the more able students. Teachers use interactions with students effectively to ensure that they are engaged learners. Questioning promotes students' thought and checks their understanding; however, this is inconsistent across all phases. Teachers do not give students sufficient time to think about an idea before responding. Consequently, not all students are involved in discussions. Teachers use formative assessment effectively, with checks made to ensure students understand key ideas. Teachers use strategies that meet the needs of most students. Well-coordinated support from teaching assistants provides effective support for students with 				



additional educational needs. However, teachers plan learning activities that are broad and do not always provide a high degree of challenge to the more able students.

- Teachers often provide opportunities in which students can build their critical thinking and problem-solving skills. Critical thinking and problem-solving are common features of learning in most areas. However, opportunities for critical thinking and problem-solving are less consistently embedded in some areas of the school. Students are not consistently provided with opportunities to be innovative in their approaches to work or to take a lead and build independent learning skills across subjects.

Areas for development:

- Improve teachers' planning and use of assessment data to provide greater challenge and targeted tasks for higher-attaining students across all areas of the school.
- Strengthen teachers' strategies to build students' independent learning skills and innovation through more student-led activities and reduced teacher direction.

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

- Assessment is good overall. Internal assessment processes are generally coherent and consistent and are linked to the school's curriculum standards to provide valid and clear measures of students' progress. However, consistency in assessment practices varies across the school, with some areas not always providing sufficiently detailed information on students' progress. Assessments and monitoring take place of students' personal and social development alongside their academic progress.
- The school benchmarks students' academic outcomes against MAP, ABT, IEBT, AP and international assessments. Results are analysed in some depth by senior and middle leaders to check individual and group performance. Information about students' progress, is generally accurate and detailed and is tracked over time, although the level of detail in tracking varies across the school and is not always used effectively to inform planning and curriculum adjustments.
- Teachers have reasonable knowledge of the strengths and weaknesses of individual students and provide some challenge, support, feedback and follow-up. However, teachers' use of assessment information to provide targeted support and challenge is inconsistent across the school. Written feedback is inconsistent and does not always guide students clearly on how to improve. Students are sometimes involved in assessing their own learning or that of others, but this is not consistently used as a routine assessment tool across the school.

Areas for development:

- Strengthen teachers' use of assessment data to plan learning activities that are precisely matched to the needs and abilities of all student groups, particularly higher-attaining students.
- Develop consistent written feedback practices and increase students' involvement in peer- and self-assessment to build their understanding of how to improve their work.

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

- The overall quality of curriculum design and implementation is good. The curriculum is coherent and generally well implemented. It has a clear rationale and is broad and balanced. The curriculum follows and meets all statutory requirements aligned to the Common Core State Standards (CCSS) and the MoE curriculum.



- Through thorough planning and implementation, the curriculum ensures continuity and progression, ensuring most students benefit from relevant and engaging learning experiences. The addition of new electives provides students with more choices in Phases 3 and 4, enabling students to personalise their learning pathways. Cross-curricular links are routinely planned and are most evident in Phases 2, 3 and 4. However, opportunities for students to be creative and innovative in their approaches to work are not embedded in the curriculum.
- Curriculum reviews are undertaken in departments each term by teachers in all school phases, with a full review and adjustments made annually. Teacher feedback and review meetings enable pragmatic adjustments to be made. Feedback from these reviews supports leaders to make informed decisions regarding school priorities and resources to better meet the academic and personal development needs of most students.

Areas for development:

- Embed opportunities for creativity and innovation within the curriculum design and daily learning activities across all phases.
- Strengthen cross-curricular links in Phase 1 to provide more integrated and meaningful learning experiences for younger children.

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

- Curriculum adaptation is good overall. Curriculum modifications are generally well planned to meet the needs of most groups of students. Links to Emirati heritage and the culture of the UAE are embedded in the curriculum as sources and real-world contexts in all phases. Throughout the curriculum there are clear links to the UAE, with regular tasks linked to the real world that are pertinent to students' own experiences. Through the taught and extra-curricular experiences, students build their awareness and knowledge of the wider Emirati traditions, culture and the values that influence UAE society.
- The school provides a wide range of extra-curricular activities and competitions to further develop students' personal and wider interests. Enhancements to the curriculum reflect enterprise and innovation. However, curriculum adaptations do not consistently ensure the promotion of enterprise, innovation, and critical thinking across all subjects. The modifications do not consistently ensure sufficient challenge for gifted and talented students in the core subjects.

Areas for development:

- Embed opportunities for enterprise, innovation and critical thinking consistently across all subjects within the curriculum.
- Strengthen curriculum adaptations to ensure appropriate challenge for gifted and talented students in all core subjects.

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

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

- Health and safety, including arrangements for child protection and safeguarding, are very good overall. The school has rigorous safeguarding and child protection policies and procedures that are well understood by all stakeholders. The school is very effective in protecting children and students from all forms of abuse, including



bullying. Parents and students know who to contact should they have any concerns. The school has appropriate software tools in place to ensure safe use of online learning resources.

- The school provides a safe, hygienic, and secure environment for students and staff. The buildings are secure and provide high-quality learning spaces that are safe for students to learn and for staff to work. All areas of the building are accessible to those who may have mobility issues. Safety checks are frequent and thorough. Students are well supervised during their breaks and throughout the day, including when traveling on the school buses.
- Buildings, facilities, and equipment are very well maintained. The buildings are regularly updated and are bright and welcoming. Support staff ensure the site is always clean and provides a hygienic environment. Maintenance checks and safety checks on equipment are thorough and logged carefully. Appropriate risk assessments are in place for specific departments and activities. Comprehensive and secure records of incidents and actions are maintained.
- The school's promotion of safe and healthy lifestyles is very good. Students demonstrate secure understanding of safe and healthy living. They usually make wise choices about their own health and safety, including when using online devices. Students initiate or participate in activities that promote safe and healthy lifestyles. The clinic team supports the school's efforts to encourage students to keep themselves healthy by providing presentations on making better lifestyle choices. Students have access to very good facilities that enable them to actively participate in sports both during lessons and through extra-curricular activities.

Areas for development:

- Maintain awareness of online safeguarding, digital safety, and the associated best practices. Further strengthen students' proactive leadership in initiating health and well-being activities across the school community.

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

- Care and support are very good overall. Staff–student relationships and student–student interactions are very positive, creating a calm, respectful and supportive learning environment. Arrangements for behaviour management are very effective. Students are self-managing to a high degree. Through shared information, staff know students very well and are aware of the academic and personal needs of individual students.
- Procedures to promote high attendance are very effective, and attendance is good. However, the school has not been as successful in ensuring all students arrive at school on time in the morning, and a small minority of students are occasionally late.
- Identification of students with special educational needs is rigorous and very effective. Support for students with special educational needs is very effective. Teachers and in-class support assistants cooperate effectively and plan learning in line with students' Individual Learning Plans (IEPs), ensuring the needs of students of determination are met. Monitoring and reporting, along with liaising with parents, ensures inclusive support is in place as required.
- Identification arrangements for those who are gifted and talented are not as well established; a newly developed system has been introduced. The support for students who are gifted and talented is currently being reviewed and refined and has yet to be consistently effective across the school.
- Guidance and support for all students are efficiently monitored, and information is used to provide very effective personal and academic guidance and support. The school provides students with career preparation for their next steps into work or



further education through academic counselling and planned support, including mock interviews involving parents.

Areas for development:

- Strengthen systems and procedures to improve punctuality in school
- Refine and accelerate the identification systems and classroom-level provision for gifted and talented students to ensure consistent and effective support across all subjects.

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

- Leadership and management of the school are good overall. The principal and the senior leadership team are focused on improving the school. They have set a clear vision and strategic direction aligned with Emirati national priorities, which has been shared with and embraced by middle leaders and teachers. The school has a very inclusive ethos, driven by leaders at all levels, to ensure all students are well supported. Several senior staff have specific roles in student welfare and inclusion. Senior leaders demonstrate good awareness of how to improve the school. They are building the capacity of middle leaders and those with responsibilities to improve the effectiveness of teaching and the resulting outcomes for students. However, leaders at all levels are not fully analysing student performance data. Relationships are professional, and staff morale is high across all phases. The school is fully compliant with statutory requirements.
- Self-evaluation and improvement planning are good overall. Self-evaluation documents (SEF) are thorough and evidence-based. The SEF forms the basis of the closely linked school development plan, which focuses on improving student outcomes and the effectiveness of teaching. The strategic areas are supported with SMART targets and reviewed at milestone points. Development plans are comprehensive with appropriate timescales. Leaders review the effectiveness of teaching and can identify strengths and areas for development, although their focus does not fully align with the UAE Inspection Framework. The school has had limited time to fully address the development areas identified in the last evaluation report. Consequently, the impact of the school's work is yet to be fully seen. The capacity of school leaders to raise standards and improve the school is good.
- Partnership with parents and the community is very good overall. Parents are fully engaged with the school. Their involvement has been key in driving and enhancing the supportive and inclusive culture across the school. Their views are heard, and they are active partners in shaping school policies and strategies, including digital safety. Communication between the school and parents is very good and highly valued. Parents are welcomed into school to share ideas and opinions in focus-group activities. Parents feel the school provides frequent and effective information on their child's academic progress and social and personal development through digital media and face-to-face parent-teacher conferences. The school benefits from a wide range of partnerships that support and extend students' learning and provide opportunities to build their social and emotional development. Links with local community organisations enable students to develop their understanding of others in the wider community through charity and volunteer work.
- Governance is good overall. The Governing Board, which includes representatives from parents and school staff, meets three times a year to review and monitor the school's



progress and plan next steps in its development. The Board is led by members of an international educational body and is experienced and highly effective in holding the school to account for student outcomes. The Board reviews the performance of the Principal through an appraisal process and ensures all statutory requirements are met. The Board ensures the school is staffed appropriately. The influence of the Board has had and continues to have a clear and positive impact on school improvement.

- Management, staffing, facilities, and resources are good overall. On a day-to-day basis, the school is well organised. Routines are well established and enable the school to run efficiently. Staff are well-qualified and receive professional development aligned with building their skills. Training activities are matched to the needs identified in the school improvement plan. The buildings and learning spaces are well maintained, and the school provides the resources needed to promote effective teaching and learning.

Areas for development:

- Build the capacity of middle leaders to review the quality of teaching and learning against the rubrics outlined in the UAE Inspection Framework.
- Develop middle leaders' data analysis skills to enhance their ability to monitor teachers' use of data effectively, particularly in lesson planning.
- Ensure learning activities are designed to address the needs of all student groups, based on rigorous analysis.

Provision for Arabic

- Provision for Arabic is good overall. The Arabic department is led by a Head of Department and Assistant Head of Department, supported by 12 teachers and two native-speaking teaching assistants. The teacher-student ratio is 1:11, consistent with the whole school.
- Arabic reading is resourced, monitored, and assessed through both physical and digital systems. The school maintains an Arabic library with 303 books and provides access to open digital libraries through multiple platforms. Teachers assign books based on students' individual reading levels, and progress is continuously monitored through digital platforms and weekly reading assessments aligned with standards.
- The school has established a buddy system with older students reading to younger ones. The department organises reading activities during Reading Month and World Book Day celebrations. Parents are encouraged to read with their children and are welcomed into school for literacy-based activities. Students participate in reading and spelling competitions in school, in Ras Al Khaimah, and further afield, supporting their development of Arabic language skills beyond the classroom.

Provision for KG

- Provision for KG (Phase 1) is good overall. The phase is well staffed, with 102 children currently enrolled, taught by six teachers and 12 teaching assistants, giving a teacher-to-child ratio of approximately 1:6.
- The Phase 1 comprises four large, bright classrooms with access to outdoor play and learning areas, and an indoor play space used when the weather is too hot. Each classroom is equipped with interactive whiteboards and engaging commercial learning materials. Children have access to high-quality learning resources, including mathematical manipulatives and soft seating areas for small-group work. The outdoor areas are well equipped with play equipment, climbing structures with cushioned flooring, and large activity toys such as scooters, ride-on cars, bicycles, and trikes. The



school is currently developing a sensory garden. Facilities are clean, well-maintained, and accessible, with toilet blocks shared between classes.

- The school ensures parents feel that Phase 1 provides a supportive, transparent, and welcoming culture for both children and families. Induction systems build strong relationships with families and provide emotional and social support to children when they join the school. All new children and parents are welcomed on their first day with meetings and guidance on routines. The school assesses each child's literacy, numeracy, motor, and social skills early in the academic year, and parents are encouraged to be transparent regarding any learning or developmental differences their child may have.
- Transition arrangements to Grade 1 are well planned. Teachers hold transition meetings to share information about children's academic and social development. Parent transition meetings explain curriculum changes, assessments, and expectations. Children attend taster days to meet new teachers and become familiar with new settings. Before leaving Phase 1, children enjoy Kindergarten Graduation, wearing caps and gowns, receiving graduation certificates, and participating in a celebratory "victory walk" around the school, led by Grade 12 students.

