



RAK Academy - AlRams

Good

SCHOOL EVALUATION REPORT

Evaluation and Quality Directorate for Public and Early Childhood Education

SCHOOL INFORMATION

General Information

Curriculum	UK National Curriculum for England (NCfE)
Language of Instruction	English
Opening year of School	2018
Educational Zone	Ras Al Khaimah
Phone	072588948
Location	Ras Al Khaimah – Al Rams
Website	RAK Academy Al Rams - RAK Academy (rak-academy.org)
Principal	Simon Bamford
Owner	Ras Al Khaimah Government
Evaluation visit dates	20 to 24 May, 2024

Students

Gender of students	Mixed
Largest Nationality group of Students	Emirati
Age range	3 to 11 years
Grades or year groups	Pre-KG to Grade 5
Phases	Phases 1 and 2
Number of students on roll	247
Number of Emirati Students	234
Number of students with SEND	6

Teachers / Support Staff

Number of teachers	24
Largest nationality group of teachers	British
Teacher-student ratio	1:10
Teacher turnover	30%

External tests and examinations

- Cognitive Abilities Tests (CAT4)
- Granada Learning (GL) Progress Tests in English (PTE), mathematics (PTM), and science (PTS)
- Arabic Benchmark Tests (ABT) in Arabic (ABT-A), and Islamic Studies (ABT-IS)
- Cambridge Baseline Tests for ages 4 to 5 from Centre for Evaluation and Monitoring (CEM)

SUMMARY OF EVALUATION OUTCOMES

2022-2023	2023-2024
Acceptable	Good

1. Students' Achievement Subjects		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Good	N/A	N/A
	Progress	N/A	Good	N/A	N/A
Arabic as a first language	Attainment	N/A	Acceptable	N/A	N/A
	Progress	N/A	Acceptable	N/A	N/A
Arabic as an additional language	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
UAE Social studies	Attainment	N/A	Acceptable	N/A	N/A
	Progress	N/A	Good	N/A	N/A
English	Attainment	Acceptable	Acceptable	N/A	N/A
	Progress	Good	Good	N/A	N/A
Mathematics	Attainment	Acceptable	Acceptable	N/A	N/A
	Progress	Good	Good	N/A	N/A
Science	Attainment	Good	Acceptable	N/A	N/A
	Progress	Good	Good	N/A	N/A

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4
1.3: Learning Skills	Good	Good	N/A	N/A

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	N/A	N/A
2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	N/A	N/A
2.3: Social Responsibility and Innovation Skills	Good	Good	N/A	N/A

3. Teaching and assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1: Teaching for Effective Learning	Good	Good	N/A	N/A
3.2: Assessment	Very Good	Very Good	N/A	N/A

4. Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1: Curriculum Design and Implementation	Good	Good	N/A	N/A
4.2: Curriculum Adaptation	Good	Good	N/A	N/A

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	N/A	N/A
5.2: Care and support	Good	Good	N/A	N/A

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

KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students:

- In Phase 1, the majority of children make better than expected progress in English, mathematics and science. In English and mathematics, the attainment of the majority of children meets the expected Early Years Foundation Stage (EYFS) and National Curriculum for England (NCfE) standards. In science, the attainment of the majority of children is above the expected EYFS and NCfE standards. In Phase 2, the majority of students make better than expected progress in all subjects except for Arabic where most make the expected progress. Children in Phase 1 and students in Phase 2 with special educational needs and/or disabilities (SEND) and those receiving additional learning support make very good progress. In Islamic education, the attainment of the majority of students is above curriculum expectations. In Arabic, English, mathematics, science, and UAE social studies, most students' attainment is in line with curriculum standards and expectations.
- Children and students are naturally collaborative and purposeful in their work and their play, and they communicate easily and warmly together and with the adults around them. Critical thinking skills and problem-solving abilities are features of learning in both science and mathematics. Students' skills in innovation, project work, and independent learning are underdeveloped.
- Children and students throughout the school behave very well and enjoy learning. They are highly responsive to their teachers' praise, encouragement, and guidance. Students with SEND flourish in this nurturing and inclusive learning community.

Parents:

- The school is welcoming to parents and communicates very effectively with them about day-to-day school matters and their children's well-being, learning and development. Parents speak passionately about the huge level of improvement over the past year, and the resultant very positive impact on their children's academic, social, and personal development.

Teachers:

- Teachers' lesson planning is closely aligned with UK best practice in NCfE schools, with clear learning objectives, learning activities to engage students in collaborative groupwork and exploration, and abundant use of practical resources. The learning support team identifies precise learning targets for students and works closely with them in and out of class, they ensure students achieve strong academic, social, and personal progress
- Data is used very effectively by most teachers to adapt their teaching to the learning needs of individual children and students. Class profile sheets include a full and detailed breakdown of each student's cognitive potential, progress, and attainment. Teachers use these profile sheets to inform their lesson planning to match lesson content to individual students' learning needs, and to measure students' success as they learn.

School Leaders:

- The RAK Academy Board and the Principal have a clear and ambitious strategic vision for the development of this unique community school as a center of educational excellence providing the Emirati population of Al Rams with a primary education of the highest quality. Leaders and managers are unrelenting in their drive for excellence and most of the teaching and support staff are working effectively to make the school the best it can be.
- Best practice in self-evaluation and improvement planning is well established at every level of the school's operation and its impact is visible to everyone. The school has improved greatly in the past year and has a strong capacity for further 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.

Student's achievement:

Improve achievement and learning skills by:

- Ensuring that children's and students' voices are heard more frequently, in and out of class, explaining, presenting, questioning, reading the Qur'an, and announcing, to develop their oracy in Arabic and English and to give them confidence to present their ideas in writing and have control over their own learning.
- Providing students with more opportunities to identify and find solutions for problems that are important to them, so they can positively impact the world around them.
- Enabling children and students to develop their innovation, independent learning and inquiry skills, and to engage more effectively in problem-solving activities.

Teaching and assessment:

Improve the impact of teaching and assessment on achievement by:

- Creating an immersive modern standard Arabic learning environment, led by all teachers of national subjects, in and out of class, so that children and students hear this essential language frequently and repeatedly, absorb its sounds and structures, and learn to use it more accurately and effectively.
- Extending the pedagogical improvements taking place to all subject areas to raise students' attainment in every area of learning.
- Developing enrichment and acceleration programs for students with gifts, talents and abilities, so that they make progress consistently at a faster rate and maximize their potential.

Leadership and management:

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

- Increasing the scope and impact of international partnerships, so that children and students acquire a stronger sense of their global citizenship and learn more about different world cultures.
- Forming links with creative and successful Emirati artists, scientists, engineers, musicians and writers, to act as role models for students.
- Building the capacity of the school's senior team by including strong and effective bilingual representation of the national subjects on the team ensuring all improvement planning is impactful and that all middle leaders are effective in their roles to ensure more consistency as the school continues its journey of improvement.

MAIN EVALUATION REPORT

1 Students' Achievement

Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Good	N/A	N/A
Progress	N/A	Good	N/A	N/A

- Externally benchmarked ABT-IS tests show that most students' attainment is in line with national and international standards.
- In lessons and their recent work, the majority of students in Phase 2 demonstrate levels of knowledge, skills and understanding that are above curriculum standards. They can memorize the Holy Qur'an verses and Hadeeth quotes and explain their general meanings. They can distinguish between obligatory prayers and recommended ones. They perform prayers without errors. Their ability to learn lessons from the biographies of the Islamic figures included in the curriculum needs further development.
- In lessons, the majority of students in Phase 2 make better than expected progress in relation to appropriate learning objectives aligned with curriculum standards. They acquire knowledge and skills about the rulings of Islam, its values, and etiquettes, and can make connections with real-life situations. In Grade 2, students can explain and demonstrate the importance of cooperation and its impact on the individual and society, and link this to what they have learned about the importance of cooperation in the establishment of the UAE. In Grade 5, the majority of students can identify the rulings, virtues, and etiquettes of Friday prayer, and understand the importance of unified prayer timings in the UAE. There is no significant difference in the rates of progress between different groups. Younger students typically make better progress than older students in this phase.

Areas for development:

- Students' ability to recognize and understand the lessons learned from the biographies of the Islamic figures mentioned in the curriculum in Phase 2.

Arabic as a first language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Acceptable	N/A	N/A
Progress	N/A	Acceptable	N/A	N/A

- Externally benchmarked ABT-A tests show that the attainment of only a majority of students in Grades 2, 3, and 4 is in line with national and international standards. The attainment of most students in Grades 1 and 5 is in line with national and international standards.
- In lessons and their recent work, most students in Phase 2 attain in line with curriculum standards. Students in Phase 2 have appropriate reading skills, but they cannot read aloud with the required accuracy, fluency, voice clarity, or intonation. They can speak some standard Arabic appropriately, but they tend to mix it with colloquial dialect. Although students' listening skills show improvement, their writing skills require further development.
- In lessons, most students' progress as expected towards achieving the learning objectives that are aligned with the curriculum standards, and a few exceed expectations. In Grade 5, students can analyze story elements and identify the story setting in terms of time and place. Most able students can discern the main character's thought patterns and categorize them as positive or negative. Lower achieving students require additional support in determining the story's climax, plot, and conclusion. There is no significant difference between boys and girls in progress.

Areas for development:

- Students' reading aloud with accuracy, fluency, voice clarity and intonation in Phase 2.
- Students' speaking skills using standard Arabic in Phase 2.
- Students' writing skills in Phase 2.

UAE Social studies	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Acceptable	N/A	N/A
Progress	N/A	Good	N/A	N/A

- In lessons and their recent work, most students in Phase 2 demonstrate levels of knowledge, skills, and understanding that are aligned with curriculum expectations. They show basic knowledge and understanding about the names and roles of the leaders and founders of the UAE. They can read geographical maps and describe geographical features in the UAE, such as mountains and plains. However, their ability to describe the main differences between the UAE's past and present is insufficient. Their understanding of the connections between work, earnings, and purchasing power is also insufficient.
- In lessons, the majority of students in Phase 2 make better than expected progress in relation to the appropriate learning objectives aligned with curriculum expectations. In Grade 1, the majority of students can distinguish between the characteristics of the four seasons. In Grade 2, they can articulate some rules regarding libraries, parks, and markets. In Grade 3, students can arrange continents in ascending order according to area. They can identify the location of the UAE on a world map and name several countries on different continents. Younger students make better progress than older students in Phase 2.

Areas for development:

- Students' ability to describe and understand the main differences between the past and present in UAE society in Phase 2.
- Students' ability to understand the links between work, earnings, and purchasing power in Phase 2.

English	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Acceptable	Acceptable	N/A	N/A
Progress	Good	Good	N/A	N/A

- The 2022-23 external GL-PTE test data indicates that the attainment of the majority of students in Phase 2 was at least in line with international standards.
- In lessons and in their recent work, most children in Phase 1, and most students in Phase 2, demonstrate levels of knowledge, skills, and understanding that are in line with curriculum standards. Most children in KG2 demonstrate sound knowledge of consonant digraphs and can apply learnt skills in different contexts, using phonetic spelling to write meaningful sentences using the target words. In Grade 1, most students listen attentively and can read age-appropriate fiction and non-fiction books and identify the literary genre using simple words. In Phase 2, most students can identify the text features of a specific writing genre and use a given grammatical structure, following a familiar pattern. In Grade 3, most students can analyze information in non-fiction books and retrieve and record the information using mind maps. They can identify the literary genre and the parts of speech of key words. They can expand simple noun phrases using vivid adjectives. In Grade 4, most students can identify relative clauses in a sentence and write new sentences using relative clauses, applying the punctuation rules correctly.
- In lessons, the majority of children and students across Phases 1 and 2 make better than expected progress, in relation to appropriate learning objectives aligned with curriculum standards. However, most children's and students' use of the writing mechanics, grammar, and spelling is insecure, particularly in Grades 4 and 5. Most students with SEND make very good progress in relation to their respective Individualized Education Plan (IEP) goals. There is no significant difference in the progress made by boys and girls.

Areas for development:

- Children's and students' understanding and application of the writing process, the mechanics of writing, and the grammatical rules in the different forms of writing, in both phases and particularly in Grades 4 and 5.

Mathematics	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Acceptable	Acceptable	N/A	N/A
Progress	Good	Good	N/A	N/A

- CEM results indicate that the attainment of the majority of children in Phase 1 is above the curriculum standard. The 2022-23 external GL-PTM test data indicates that the attainment of a majority of students in Phase 2 was in line with international standards except for Grade 5 where the majority of students attain above international standards.
- In lessons and their recent work, most children and students attain in line with curriculum standards in Phases 1 and 2. In KG, most children recognize numerals and can count to a given number. They are in the early stages of using mathematical vocabulary such as length, width, capacity, and volume. In Phase 2, most students demonstrate proficiency in basic mathematical operations and have some fundamental knowledge of geometry, including different types of angles, as well as point plotting and shape recognition in the x-y coordinate plane. However, students' skills in mental mathematics and the solving of word-based problems are less well developed.
- In lessons, the majority of children in Phase 1, and students in Phase 2, make better than expected progress in relation to appropriate learning objectives aligned with curriculum standards. In Phase 1, KG2 children can distinguish between left and right and can describe one object in relation to another, drawing upon their personal experiences of finding their way around the school using directional reasoning. In Phase 2, Grade 4, students can apply the concept of translation on the x-y coordinate plane to real-life scenarios and relocate themselves from positions in the school by walking a certain distance in a specific direction. Most students, including boys and girls, make similar rates of progress. However, the most able and the gifted and talented (G&T) students do not receive sufficiently challenging tasks, so they do not make as much progress as they should in lessons.

Areas for development:

- Children's systematic use of mathematical vocabulary in Phase 1.
- Students' mental mathematics and the skills to solve word-based problems, in Phase 2.

Science	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Acceptable	N/A	N/A
Progress	Good	Good	N/A	N/A

- CEM results indicate that the attainment of the majority of children in Phase 1 is above the curriculum standard. The 2022-23 external GL-PTS test data show wide variation in the attainment of students in Phase 2. Overall, the attainment of a majority of students was in line with international standards.
- In lessons and their recent work, the attainment of the majority of Phase 1 children is above the curriculum standards. The attainment of most Phase 2 students is in line with the curriculum standards. In KG classes, the majority of children can discuss their knowledge of plants and talk about their medicinal and culinary uses. They have a clear and age-appropriate understanding of the habits of a scientist and can make predictions, test their predictions with observations, and draw conclusions. In Phase 2, most students understand and can talk about air quality concepts. They are familiar with measurement tools, units, relevant vocabulary, and scientific terms, and they know about the scientific method. However, students' spoken, and written use of scientific terminology lacks consistency. They do not fully integrate scientific terminology into their thought processes and their written work, and they lack fluency in presenting their findings and conclusions.
- In lessons, the majority of children in Phase 1, and students in Phase 2, make better than expected progress in relation to appropriate learning objectives aligned with curriculum standards. In Phase 1, KG2 children follow the scientific method to investigate the importance of plants in our lives, and write a full report, setting out what they have done and recording their conclusions. In Phase 2, the majority of students in Grade 4 can accurately carry out their investigation, recording their observations of different water mixtures and comparing them with their predictions, whilst taking measures to avoid any external factors that could affect

the results. They reach a conclusion that shows a good understanding of the causes of water pollution, and they suggest ways of purifying polluted water. Most groups of students, including boys and girls, make similar rates of progress. However, the most able and G&T students do not receive sufficiently challenging tasks to ensure they progress as well as they should.

Areas for development:

- Students’ systematic use of scientific terminology in their spoken and written work, to deepen their understanding of the scientific method, particularly in Phase 2.

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	N/A

- Children and students enjoy their learning. They are keen to take responsibility for their learning, especially in Phase 2. In a Grade 5 social studies lesson, students perform a role-play about trading and the importance of markets. They interact and collaborate constructively in their groups. They have the interpersonal skills needed for effective cooperation and teamwork, and they achieve good results. In a Grade 3 Arabic lesson, students distribute tasks among themselves to identify the main characters in "The Storyteller Vendor". They express their own opinions, decide upon the characters’ main qualities, and compare those qualities with themselves and with one another.
- Children and students establish clear connections between what they learn in their subjects and their understanding of the world. In a KG2 mathematics lesson, children use what they have learned about directions to design directional signs leading to the school cafeteria. Older students demonstrate the use of tablet devices in specific research tasks guided by their teachers. However, students’ innovation, project-based learning, and independent learning skills need further development across both phases, particularly in Phase 2.

Areas for development:

- Innovation, project-based learning, and independent learning skills across both phases and particularly in Phase 2.

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	N/A

- In Phases 1 and 2, children’s and students’ positive and responsible attitudes are strongly evident in lessons and in their interactions with visitors. They move between classrooms in a calm and orderly manner without requiring guidance from teachers. They respond to constructive feedback positively, accepting it, and working to improve, without displaying any signs of complaint or negative behavior. Students are very polite. They smile and warmly greet visitors, the school’s leaders and teachers. They collaborate effectively in various activities and projects, harmoniously and with a positive attitude. Through the student council, students display a keen understanding of their peers’ needs, and discuss issues with empathy, kindness, and sensitivity during meetings. Their relationship with the school’s leadership team is respectful, and they easily and effectively communicate their suggestions for school improvement, such as the need to open a new Phase 3 class.
- Children and students show a secure understanding of healthy lifestyles by identifying and categorizing food as healthy or unhealthy. They make informed decisions about their diet and do not normally bring unhealthy food to school. However, the school reports an obesity rate of 23%.
- The students’ attendance is 94%. Students are punctual and prompt as they move between classes.

Areas for development:

- Children’s and students’ raised awareness about healthy lifestyles and adoption of healthy eating practices to reduce obesity across the school.

2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	N/A

- In Phase 1, children demonstrate a profound appreciation and understanding of how Islamic values have a positive impact on their lives. Children in kindergarten recognize the significance of prayer in instilling discipline and the importance of ablution in promoting cleanliness. Students in Phase 2 understand the importance of fasting and prayers during Ramadan and learn patience through Tarawih prayers. Children and students show respect for the UAE's culture, and they know about the UAE's global significance. They value the UAE's humanitarian efforts worldwide and admire, and aspire to imitate its role models, such as HH Sheikha Maitha bint Rashid Al Maktoum for her contributions to women's sports in the UAE and HE Dr. Sultan Al Neyadi and Hazza Al Mansoori for their accomplishments in the field of space exploration. The children and students hold the country's rulers in high regard and have had the honor of visiting HH Saud bin Saqr Al Qasimi, the ruler of Ras Al Khaimah.
- Students display a keen understanding and awareness of their own culture and to some extent cultures from around the world. They understand the significance of Sana'a in welcoming guests and are familiar with traditions like serving coffee and bidding farewell by offering perfume. They are knowledgeable about iconic towers globally, such as the Burj Khalifa, the Leaning Tower of Pisa, and the Eiffel Tower, as well as landmarks such as London's Big Ben clocktower. However, children's and students' knowledge of world cultures is too narrow, especially in Phase 1.

Areas for development:

- Children's and students' deeper knowledge and understanding of other world cultures, especially in Phase 1.

2.3: Social Responsibility and Innovation Skills	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	N/A

- Children and students in this school community understand their responsibilities well. They gladly accept the proposal of students to provide aid for poor families. They help the janitors clean the school, volunteer to distribute Iftar meals during Ramadan, cooperate with their parents in organizing the charity market and presenting its proceeds to charitable organizations and volunteer to organize the collection of donations and deliver them to the Red Crescent.
- Students enjoy participating in the Emirati artists' workshop and are creative in designing their own artwork. They talk about the UAE's achievements in space, design creative astronaut clothes and wear them, make models of the planets, take part in the Junior Duke's projects, and present their activities at the school's exhibition. They participate in Creating Poems in English and take part in the poetry competition. They, however, have limited opportunities to suggest and undertake innovative projects to improve their own environment or to learn entrepreneurial skills.
- Students enjoy taking care of their school as they plant the school garden with flowers, recycle water bottles to make airplane and turtle models, and color the caps of water bottles to design a representation of the UAE flag. They learn the importance of rationing energy consumption as they make sure that electric switches and water taps are turned off. They participate in cleaning campaigns on the beach, visit the aquarium to learn about the marine environment, take part in local and national sustainability competitions at the state level and win awards, including the Green Schools Award.

Areas for development:

- Student-led projects to promote innovative thinking, entrepreneurial skills and real-life problem-solving in both phases.

3. Teaching and assessment

3.1: Teaching for Effective Learning	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	N/A

- Most teachers know their children and students well and typically adapt their lesson plans so that children and students of differing abilities enjoy learning and make good progress although this is not consistently the case for the more able and G&T learners. Lesson objectives are clear and appropriate, and lessons almost always include a variety of learning approaches, including groupwork, discussion, and independent learning. Students often use learning resources and manipulatives to investigate and deepen their understanding of relationships, patterns, language, and the properties of everyday objects. Lessons are usually lively and fast-paced, so that students can make good use of their time at school. In most lessons, children and students are quick to start work, positive, and productive.
- In Phase 1, child-centered lesson planning allows children to gain confidence and develop their learning skills by choosing from a wide range of learning activities. In a KG1 mathematics lesson on the numbers one to ten, after lively questioning by the teacher, in English and Arabic, about owls, numbers, and sharing, children move excitedly around the room and choose from a wide variety of owl-related activities. The teacher and support staff assist groups and individuals, questioning, supporting, and challenging. The children are kept busy, enjoy their exploration, and their discoveries. In a Grade 4 mathematics intervention lesson on place value, students smile with pleasure as they move their number tokens between columns to represent increasingly complex numbers. In some Arabic lessons, students do not progress as well as they could because teachers' use of standard Arabic is inconsistent, and the teaching is less effective in Phase 2.
- In lessons, teachers ask students and groups of students "Why?" and "What if?" questions to stimulate critical thinking, the sharing of ideas, and deeper learning. Although students enjoy this and respond well, they seldom ask each other or the teacher these important questions. Children and Students across both phases are provided with opportunities for independent learning, reflective thinking, innovation and the generation of new ideas, however, it is more frequent in Phase 1.

Areas for development:

- The quality of teaching and its impact on students' learning in Arabic in Phase 2.
- Further provision of opportunities for students' independent learning, reflective thinking, innovation, and the generation of new ideas particularly in Phase 2.

3.2: Assessment	Phase 1	Phase 2	Phase 3	Phase 4
		Very Good	Very Good	N/A

- The school follows best practice in almost all its assessment processes. Using CEM tests and GL-PT tests, the school measures progress in NCfE subjects. Using ABT, the school measures progress in Arabic and Islamic education. The school assesses children when they enter Phase 1, tracks their progress through the EYFS using CEM tests, and records their attainment when they move on to the NCfE. In Phase 2, internal assessments take place three times annually and are based on the NCfE and the MoE schemes of work. External standardized GL-PT and ABT tests take place annually. Students also take CAT4 tests to measure their cognitive potential, which the school uses to judge whether students are performing well or better than students of similar ability in other schools. With these processes the school has accurate, valid, and detailed data about every student's progress and achievement in the NCfE subjects, Arabic and Islamic education.
- Assessment leaders analyze the data rigorously in meetings about students' progress, record on class profile sheets each student's progress at every stage of learning, identify learning gaps, and set specific and measurable improvement targets for individual students. Teachers adapt their lesson plans and curriculum elements to help students meet their targets and close their learning gaps. Special intervention lessons are provided when needed, and parents are involved so that they can support their child appropriately. This is a highly effective approach because it enables students to receive individual learning support, make better progress, and become more confident learners.

- Across subjects in Phases 1 and 2, teachers give children and students constructive and helpful feedback, closely aligned with the school's curriculum standards. Most teachers' marking of students' written work helps learners know how to improve their work, with comments about what could have been done better, and what the next learning steps will be. Senior and middle leaders carry out regular reviews of students' work to monitor progress and check that teachers are following the requirements of the school's assessment policy; not all teachers, however, follow best practice in assessment. Using clear criteria, students sometimes assess their own work and that of their peers.

Areas for development:

- The consistency of teachers' use of best practice in assessment to further enhance learners' progress in all subjects and in both phases.

4. Curriculum

4.1: Curriculum Design and Implementation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	N/A	N/A

- In Phase 1, the school follows the statutory framework of EYFS and addresses all the areas of learning and development. The NCfE is implemented in Phase 2 and a well-developed curriculum overview map documents the clear progression and continuity in all English-medium subjects and across levels. The school is compliant in the teaching of Arabic, Islamic education, and UAE social studies.
- The school has developed comprehensive and well-structured curriculum medium-term plans, weekly plans, and learning schemes that effectively support children's and students' learning and progress across subjects and strands. The school facilitates a smooth transition from KG1 to KG2 by implementing a balanced approach with structured mornings to focus on core learning activities, and freer interactions and play-based learning in the second half of the day. The transition of Phase 2 students to another school is facilitated by parents' information sessions, familiarization visits, and opportunities for students and parents to meet teachers and staff and engage in activities designed to ease students' transition to the next phase of their schooling.
- The school offers an extended day program called "Widening Horizons" which provides students with a range of extra-curricular activities designed to enhance their learning and to cater to their individual interests. The program includes coding classes, Lego building sessions, sketching workshops, the Holy Qur'an, Arabic story reading groups, fitness classes, and an eco-club.
- The school has developed well-structured Topics and medium-term plans that effectively integrate language, social studies, arts, and other disciplines to enrich students' learning through cross-curricular approaches. Some topics provide students with holistic and interconnected learning experiences that could be extended across both phases.
- Regular curriculum reviews are informed by consultation with parents and students, external and internal assessment data, and recommendations from previous evaluation reports. Curriculum expectations are clear to middle leaders and teachers. Implementation is supported by high quality resources and well-planned education programs. Recent examples of curriculum innovations that are making a positive impact on students' outcomes include the implementation of the Bug Club Phonics program, streamlined phonics lessons, and additional schemes of learning in mathematics.

Areas for development:

- The enhancement of the curriculum by planning collaboratively to identify common themes, concepts, and learning skills to further develop students' understanding of the interconnections between subjects and to increase opportunities to transfer their learning across the areas they study, in both phases.

4.2: Curriculum Adaptation	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	N/A

- The school demonstrates a strong commitment to students with SEND through various curriculum modifications and adaptations, including groups, differentiated activities, IEPs, and intervention sessions. The school uses a speech and language toolkit as a diagnostic assessment tool to effectively identify and assess students' language needs for early intervention and support. However, the emphasis on the modification of curriculum to meet the needs of students who are identified as gifted and/or talented is less well developed.
- Students have opportunities to participate in field trips to landmark locations, which provide them with experiential learning and help to contextualize their classroom knowledge. Students are offered opportunities to participate in competitions such as poetry and spelling bee competitions to foster a love for language and enhance their literacy skills. The school incorporates project-based lessons, particularly in science, Islamic education and art, encouraging engagement and problem-solving. Computing lessons are used as opportunities for students to apply their planning, research, and design skills to produce animated videos on familiar topics. There are few activities for students to engage in entrepreneurship projects or have exposure to business activities or innovative projects in the real world in both phases.
- Students develop their understanding and appreciation of the UAE heritage, culture, and values by being part of cultural celebrations including National Day and Flag Day, and by singing and showing respect for the UAE national anthem during assemblies. In Arabic-medium lessons there are many links to aspects of Emirati culture and UAE society, including opportunities for students to make presentations about camels and their adaptations to the harsh conditions in the desert.

Areas for development:

- Further modification of the curriculum to meet the needs of students who are identified as gifted and/or talented.
- Activities for age-appropriate entrepreneurship projects and exposure to business insights and innovative real-world projects in both phases.

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

5.1: health and safety including arrangements for child protection/safeguarding	Phase 1	Phase 2	Phase 3	Phase 4
		Very Good	Very Good	N/A

- The school has implemented rigorous and effective safeguarding policies and procedures covering child protection, behavior management, and anti-bullying. Staff members have undergone safeguarding training, and they know how to ensure children's safety physically, online, and on social media. Students are informed about anti-bullying policies and feel confident in asking for help when needed. The school regularly conducts health and safety checks, including emergency fire drills and risk assessments. The supervision of students is managed very effectively in classrooms and on the school buses.
- The buildings and equipment are very well-maintained, and the school keeps detailed, comprehensive, and secure records of incidents, actions taken, fire drills, evacuation procedures, and medical information. The school's premises and facilities are designed to support students' learning and to meet the requirements of all students, including children in Phase 1 and students with SEND.
- The school incorporates the promotion of safe and healthy living into various aspects of school life through physical education lessons and extra-curricular activities. Awareness activities encourage good hygienic habits and healthy eating. Although the school offers healthy food options, the obesity rate among students is currently 23%. Outdoor shaded areas with easy access to fresh drinking water allow students to assemble, play, and relax outdoors in comfort.

Areas for development:

- The promotion of children's, students', and parents' awareness of the importance of exercise and healthy eating, with rigorous monitoring of students' BMI and weight in both phases.

5.2: Care and support	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	N/A

- Teachers foster respectful relationships with their students and know them well. Systems for managing behavior are effective; behavior management is clearly outlined, and expectations are understood and adhered to by all children and students. Systems for managing attendance and punctuality, including follow-up of unexcused absences and lateness, are mainly effective.
- The school has effective procedures for identifying students with SEND. Teachers receive training on the school's inclusion policy and processes, and the special educational needs coordinator (SENCO) works with families to support students both in and out of the classroom. Students with G&T are identified through teachers' and parents' referrals as well as through cognitive abilities tests. These students are encouraged to take on leadership roles in school performances and activities outside the classroom. However, they do not receive sufficient support in the classroom to maximize their progress and fully reach their potential.
- The school's staff, including the school's counselor, effectively monitor students' personal development and well-being through individual and group guidance. They provide opportunities for students to express their feelings in well-being sessions with other students, including well-being ambassadors. Transition between year groups and different phases are handled systematically, ensuring a smooth process for all students.

Areas for development:

- A comprehensive system to identify and support the most able and G&T students both in and outside the classroom in both phases.

6. Leadership and Management

6.1: The Effectiveness of Leadership	Judgment
	Good

- The principal and his team are effective practitioners with extensive experience in the UAE and a clear vision for this school with high levels of professional competence in leadership and management. They understand the UAE National Agenda and its implications for the school. Assisted by the senior executives of the RAK Academy family of schools, they are quick to respond to local and national priorities. Expert support teams work with small groups of Emirati students to address underachievement and close gaps in their learning. Leaders promote and nurture an inclusive ethos.
- Leaders have expert knowledge of the NCFE. They understand and can demonstrate the best practices in teaching and learning that are needed to establish a positive learning culture and support the highest standards of students' academic, social, and personal development. The quality of leadership of the MoE national subjects is less well developed, and therefore the two curriculum areas are developing at different rates at present.
- There is a strong sense of collective purpose and direction throughout the school community because the Principal and his team share their vision for the school with all stakeholders, at every level, and communicate purposely and systematically with them. The roles and responsibilities of all staff, including middle leaders, are clearly defined. Everyone knows what is expected of them and understands the lines of accountability. This enables most students to progress faster than expected in most subjects and lessons. Morale is high throughout school.
- The school has a strong capacity to improve and innovate. The school's values are represented as the special qualities of the birds and mammals that are indigenous to the UAE and have flourished in this desert environment for millennia. Every aspect of life at the school is guided by these values and their impact on

students' achievement. Students are quick to express their appreciation and enjoyment of recent innovations including Thursday clubs, drop-down days, the student leadership program, and the student well-being curriculum.

- Leaders have been successful in improving most areas of the school in the recent past and this has enabled students to make progress at a faster rate and substantially improve the quality of their outcomes. The school is compliant with all statutory and regulatory requirements.

Areas for development:

- Leaders to ensure that the MoE and NCfE sections of the school develop and improve at the same rate.

6.2: Self-evaluation and Improvement Planning	Judgment
	Good
<ul style="list-style-type: none"> • The principal regards self-evaluation as an essential part of school improvement and an invaluable opportunity to engage and motivate all members of staff, especially the senior and middle leaders. All staff are given time to think deeply about students' learning needs, understand the UAE School Inspection Framework, and assist in identifying key priorities. Self-evaluation is therefore accurate and comprehensive, and embedded into the school's improvement planning processes at every level. • Senior and middle leaders are mostly effective in their monitoring of the quality of lessons, and they do this by talking to students, discussing specific aspects of pedagogy with teachers, undertaking frequent learning walks to observe the school in action, and analyzing assessment data in detail. Using the criteria set out in the UAE School Inspection Framework, they focus unrelentingly on the impact of teaching upon students' outcomes. Senior leaders, and increasingly the school's middle leaders, reliably identify best practice and elements of good practice and aspects of teaching that require further development. • The school's improvement plan is coherent, targeted, and ambitious. Many of the targets in the plan are directly related to the UAE National Agenda. The most important measurement of success with every element of the plan is always the impact on students' learning. Implementation of the plan is rigorous and leads to measurable progress in students' learning but less so in Arabic subject in Phase 2, and attainment across most subjects and phases. 	

Areas for development:

- Leaders' improvement planning in the Arabic-medium national subjects in Phase 2.

6.3: Partnership with Parents and the Community	Judgment
	Good
<ul style="list-style-type: none"> • Parents whose children have attended the school for several years report that their partnership with the school has improved greatly in the past year. They value the Principal's willingness to engage with them, listen to them, and act upon their suggestions for improvements. All parents can give feedback to the school regularly using survey questionnaires. The Parents' Council assists with the organization of school events. Communication from the school is comprehensive and thorough, through the parents' portal and daily email updates on school events. Parents have easy access to the Principal and his staff whenever needed. They feel welcome and comfortable at the school. Parents' influence on the school makes a positive contribution to raising standards. • Every term, the school sends parents detailed reports on students' academic, social, and personal progress and attainment, with clear information about strengths, areas for improvement, and an indication of students' achievement against the school's expectations and international standards. Parents discuss the reports at parent and teacher meetings and can arrange follow-up appointments at any time. • Students are actively involved in the local community, with visits to the local mosque, beach cleaning, and charitable work during the holy month of Ramadan. Skilled local professionals, including a female Emirati engineer, visit the school to talk about their careers. A Year 3 class is partnered with a class at a school in Wales, UK, so that students can share their experiences of school and learn more about each other's 	

cultures. The school has plans to establish international partnerships with schools and other organizations for students' benefit.

Areas for development:

- Leaders' building international partnerships with schools and other organizations, so they have a positive impact on students' outcomes.

6.4: Governance	Judgment
	Good

- The governing board maintains strategic oversight of all RAK academies. It includes the owner, experts in education, one of whom acts as link governor to the school, and other specialists with professional skills and experience; parents are not represented on the governing board. An executive committee and an academic committee provide operational support, largely through the link governor who meets the principal every month. The principal presents regular reports to the committees, with comprehensive information regarding the achievement and personal development of all students, as well as future priorities. This multi-tiered approach to governance leads to well-informed, responsive, and responsible decision-making, high levels of compliance with statutory requirements, and strong capacity to implement and manage rapid change.
- The link governor and academic committee members review the school's performance and monitor closely the impact of every aspect of the school's provision on students' well-being and development. With their commitment to the school and the well-being of all students and staff, and with the breadth and depth of their expertise, the board and committee members contribute powerfully and effectively to the school's development.

Areas for development:

- The active involvement of parents on the governing board.

6.5: Management, Staffing, Facilities and Resources	Judgment
	Very Good

- The day-to-day life of the school runs smoothly, efficiently and purposefully. Students, staff, and parents know the routines, respect them and adhere to them without deviation. Transitions during the day are smooth with minimal loss of time between lessons. High quality, regularly updated display boards and other signage ensure that movement around the building is safe and straightforward for everyone. The school's broad, balanced, and highly supportive whole school curriculum is delivered by a large team of specialized and well-trained teachers, learning support staff, other professionals, and a team of dedicated administrative, security, maintenance, domestic, and ancillary staff. The deployment of most middle leaders is effective to improve the school but the inconsistency of their ability to secure improvements impedes the rate of improvement in parts of the school, especially in Arabic-medium subjects. Teachers know and understand how children develop and learn, and the large majority of lessons taught are of good quality. Weekly professional development training for all academic staff contributes to the school's culture of continuing improvement.
- The school's premises, facilities, and resources are of an exceptionally high quality, with large classrooms and studios, a fully equipped theatre for 350 people, several spacious indoor and outdoor open areas and many other learning spaces. All are maintained in pristine condition. Resources for learning, including books, learning technology, musical instruments, art equipment, and classroom manipulatives, are very well matched to the needs of all students.

Areas for development:

- The deployment of middle leadership to accelerate the rate of improvement in all areas of the school particularly in the Arabic medium subjects.