2023/24

RAK Academy – Khuzam

Good

SCHOOL EVALUATION REPORT
Evaluation and Quality Directorate for Public and Early Childhood Education

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SCHOOL INFORMATION

General Information

Curriculum	United Kingdom (UK) – International Baccalaureate (IB) PYP, IBDP
Language of Instruction	English
Opening year of School	1974
Educational Zone	Ras Al-Khaimah
Phone	072362441
Location	Ras Al-Khaimah, Dafan Al Khor
Website	https://www.rak-academy.org
Principal	Graham Beale (Executive Principal), Philip Charles Lee (Principal)
Owner	RAK Government
Evaluation visit dates	29 April to 2 May, 2024

Students

Gender of students	Mixed
Largest Nationality group of Students	Emirati
Age range	3 to 18 years
Grades or year groups	Pre KG to Grade 12
Phases	Phases 1 to 4
Number of students on roll	1612
Number of Emirati Students	935
Number of students with SEND	47

Teachers / Support Staff

Number of teachers	119
Largest nationality group of teachers	British
Teacher-student ratio	1:14
Teacher turnover	34%

External tests and examinations

- Cognitive Ability Tests (CAT4)
- Granada Learning Progress Tests (PTE, PTM, PTS)
- Arabic Benchmarking Test (ABT)
- Program for International Student Assessment (PISA)
- Trends in International Mathematics and Science Study (TIMSS)
- International General Certificate of Secondary Education (IGCSE)
- Advanced Subsidiary level (AS level)
- Advanced level (A level)
- International Baccalaureate Diploma (IBDP)

SUMMARY OF EVALUATION OUTCOMES

2022-2023	2023-2024
Good	Good

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

1.3 Learning Skills – UK/IBDP	Phase 1	Phase 2	Phase 3	Phase 4
1.3: Learning Skills	Good	Good	Good	Good/Good

2. Students' personal and social development and their innovation skills – UK/ IB	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	Good	Good	Good	Good
2.3: Social Responsibility and Innovation Skills	Good	Good	Good	Good

3. Teaching and assessment – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4
3.1: Teaching for Effective Learning	Good	Good	Good	Good/Good
3.2: Assessment	Very Good	Good	Very Good	Very Good Very Good

4. Curriculum – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4
4.1: Curriculum Design and Implementation	Good	Good	Good	Good/Good
4.2: Curriculum Adaptation	Good	Good	Good	Good/Good

5. The protection, care, guidance and support of students – UK/IB	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	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:

- Internal assessments indicate that students achieve above curriculum standards and expectations in all subjects and phases, although these levels of achievement are not seen in lessons or in students' recent work in the Arabic-medium subjects in Phase 2. Phase 3 students achieve high standards in IGCSE examinations in English, science and mathematics where attainment is above curriculum standards. Phase 4 students studying IBDP achieve high international standards in English, combined sciences, physics and biology. Students in Phases 2 and 3 are now achieving above curriculum expectations in Arabic as an additional language, although the students' attainment in Arabic as a first language is only in line with curriculum expectations. Across the school, students make good progress in all subjects. However, students' attainment in Islamic education and social studies in Phase 2 is only in line with curriculum expectations, as is Kindergarten (KG) children's attainment in mathematics. In Phase 4 students' achievement in AS and A level English is below curriculum standards as well as students' international benchmark outcomes in IBDP mathematics and chemistry.

- Enjoy learning across all phases. They are actively engaged in classroom activities and take responsibility for their own learning. They interact well and collaborate in pairs and groups and, although they do not always initiate collaborative activity, they listen to others' views. They show age-appropriate skills in technology and use their devices to support their learning in most lessons; however, their innovation, critical thinking and problem-solving skills are less well-developed.

- Demonstrate very positive attitudes and respect for one another and their teachers. They respond very well to critical feedback, especially older students who work collaboratively to resolve differences and show self-discipline; bullying is very rare. However, students in younger classes do not always show self-reliance and responsible attitudes and they need reassurance from teachers in Phases 1 and 2.

Parents:

- Are involved in events and through learning together sessions where primary parents attend lessons with their children. Parents' opinions are sought through surveys and consultations and the Parent Council is active in supporting school fund-raising and national celebrations. Parents believe their children are well cared for and appreciate improvements in communication with teachers and leaders about their children's progress, although they would like reports to reflect more personalized comments on achievement.

Teachers:

- Engage students in lessons by creating stimulating classroom environments and using hands-on resources, including learning technologies, to promote positive students' participation and active learning skills. Most teachers plan lesson content carefully through detailed slide presentations, although their understanding of how to plan different activities, delivered at pace and levels targeted to match students' learning needs, particularly higher ability students, is less well developed. In many

lessons, students of all abilities are expected to work on the same tasks at the same time, apart from students with special educational needs and/or disabilities (SEND), especially when they have additional support and individualized activities.

- The school has strengthened its assessment practices and now has a rigorous process whereby students' data is analyzed and shared with teachers in centrally generated data quadrants. Where teachers make the most effective use of students' assessment data is when they take ownership of it and translate it into seating and lesson plans that are well-informed by individual students' strengths and weaknesses. However, teachers often fail to interpret and use assessment information in their lesson plans and then deliver lessons not differentiated to meet the learning needs of all groups of students.

School Leaders:

- Most senior leaders, led by the principal, are dedicated and effective. The vision set out by all senior leaders is clearly articulated and leadership and management systems have been restructured in line with the vision and direction of the five-year academic plan. Assessment processes have been strengthened which are crucial in supporting the drive for continued improvement and now provide vital information to all stakeholders on students' outcomes.

- Middle and senior leaders have a rigorous approach to school improvement and strategic planning, and they continue to make rapid progress in driving the school forward through self-evaluation and school improvement planning. Plans are monitored frequently for actions completed and their impact, such as raising the standards of reading, although improving the quality of teaching is progressing more slowly. Teacher turn-over is high and although training and professional development are provided for teachers, the impact of training on lesson delivery and planning is not yet fully evaluated by leaders, particularly in monitoring the effectiveness of teaching by newly appointed and newly qualified staff.

- Governors ensure that the school is well-resourced including teaching resources, and they are aware of the impact of the high levels of teachers' turnover. They have ensured that a parental representative is now in place at governance level, although channels to gather a broad range of parental views are not yet established. Other stakeholders are not currently represented in the school's governance.

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:

- Raising standards of attainment in Phase 2 for Islamic Education, social studies and KG children's attainment in mathematics.

- Raising standards of attainment in Arabic as a first language to at least good in all phases.

- Developing students' English critical analysis skills in Grades 11 and 12 at A and AS levels.

- Raising the standards of students' outcomes in IBDP in mathematics and chemistry.

- Ensuring all students are challenged and encouraged well to become active learners, working at appropriate pace and levels in lessons.

Teaching and assessment:

Improve the impact of teaching and assessment on achievement by:

- Encouraging teachers to plan lessons carefully to meet the learning needs of different groups of students.

- Developing teachers' understanding of how to deliver lessons that challenge higher ability students to achieve their full potential.

- Ensuring teachers understand all their students' assessment information, take ownership of it and use it to challenge students effectively.

Leadership and management:

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

- Ensuring all middle and senior leaders make accurate judgements in their self-evaluation processes, particularly when judging the effectiveness of teaching and the impact of leadership on school improvement.

- Monitoring the impact of training and professional development on teaching practice, particularly for newly appointed and newly qualified teachers.

- Addressing teachers' levels of retention.

- Ensuring all parental views are effectively represented in governance and governors take further action to increase the representation of all stakeholders.

MAIN EVALUATION REPORT

1 Students' Achievement

Islamic Education – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Acceptable	Good	Good
Progress	N/A	Good	Good	Good

- In lessons and recent work, most students attain in line with curriculum expectations in Phase 2, and the majority attain above curriculum expectations in phases 3 and 4. Students in Phase 2 develop their recitation skills, and they can recite short surahs and identify the meaning of Qur'anic vocabulary with little support from teachers. A minority of them experience difficulty in independently interpreting the general meaning of Holy Qur'an verses and Noble Hadith sayings. The majority of phases 3 and 4 students have clear knowledge and understanding of Islamic concepts, worship rules, and etiquettes. They confidently evaluate different life scenarios according to Islamic law and principles. However, they rarely support class discussion with evidence from Islamic teachings and Seerah stories.
- In lessons and recent work, the majority of students in Phases 2, 3 and 4 make better than expected progress in relation to learning outcomes, for example in Grade 2, students identify the meaning of a neighbor and infer how prophet Mohammed treated his neighbors. By Grade 8, students analyze how blind imitation of another person's speech is viewed within Islamic values. Grade 11 students discuss the concept of tolerance in Islam and how it affects Muslims' lives. Occasionally, in some classes boys make better rates of progress than girls.

Areas for development:

- Students' skills and understanding of the general meaning of Holy Qur'an verses and Hadith contexts in Phase 2.
- Students' ability to support class discussion with evidence from Islamic teachings and Seerah stories across Phases 2, 3 and 4.

Arabic as a first language – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
Attainment	N/A	Acceptable	Acceptable	Acceptable/Acceptable
Progress	N/A	Good	Good	Good/ Good

- In lessons and recent work, most students attain in line with curriculum standards in Phases 2, 3 and 4. Phase 2 students have developed listening skills and can understand a range of various types of texts; their speaking skills, using Standard Arabic, are emerging. In Phase 4, students' acquisition of higher order reading skills, including inference, interpretation and integration of information are less well-developed. Students' ability to write at length and accurately is underdeveloped.
- In lessons and recent work in Phase 4 IBDP stream, most students attain in line with curriculum standards. They have developed adequate listening skills, and they understand and respond to a range of texts. Their speaking skills, using Standard Arabic, are emerging. Most students' acquisition of higher order reading skills, including inference, interpretation and integration of information is less well-developed. Students' ability to write at length and accurately is underdeveloped.
- In lessons and recent work, the majority of students in Phases 2, 3 and 4 make better than expected progress compared with their starting points. In Phase 2 and 3, students read and analyze texts in depth; they extract key ideas and work out the meaning of new vocabulary independently. In Phase 4, students analyze different types of texts; they compare the characteristics of two contrasting narratives, although writing accuracy, structure and application of grammatical rules are less developed in all phases. There is no significant difference in the rates of progress made by different groups of students. across all three phases.

Areas for development:

- Students' higher order reading skills in Phase 4 in both curriculum streams UK and IBDP.
- Students' writing skills at length and in terms of accuracy, structure and application of grammatical rules across all phases.

Arabic as an additional language – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Good	Good	N/A
Progress	N/A	Good	Good	N/A

- In lessons and recent work, the majority of students attain above curriculum expectations in Phases 2 and 3. The majority of students demonstrate well-developed listening and reading skills. They speak in familiar contexts with confidence. Their writing skills are emerging. In both phases, students' speaking skills are limited to familiar contexts.
- In lessons and recent work, the majority of students in Phases 2 and 3 make better than expected progress in relation to learning outcomes aligned with curriculum expectations and compared with their starting points. Phase 2 students read texts and answer comprehension questions; they present their conclusions on how they prepared a cake in school, clearly using a wide range of vocabulary. Phase 3 students speak about their favorite friends; they write about them using a range of adjectives and connecting words. There is no difference in the rates of progress made by different groups of students in lessons across both phases.

Areas for development:

- Students' speaking skills in unfamiliar contexts in Phases 2 and 3.

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

- In lessons and recent work, most students in Phase 2 demonstrate knowledge, skills and understanding in line with curriculum expectations, while the majority in Phase 3 achieve levels that are above curriculum expectations. Students know about the geographic land, its properties and how these features relate to human interactions. However, in Phase 2, students' knowledge of the economic systems and how they work, is less well-developed. In Phase 3, the majority of students can clearly compare and contrast the main characteristics of different economic systems.
- In lessons and recent work, the majority of students in Phases 2 and 3 make better than expected progress in relation to the learning objectives aligned with curriculum expectations. Phase 2 students identify and explain the importance of nature but some struggle to recall different types of economic markets. Phase 3 students make progress in locating plains and mountains of UAE and other GCC countries on a world map and are able to talk about the main economic systems in the world. There is no significant difference in the rates of students' progress across both phases.

Areas for development:

- Students' knowledge of the economic principles and systems and how they work in Phases 2.

English – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
Attainment	Good	Good	Good	Good/ Very Good
Progress	Good	Good	Good	Good/ Very Good

- In external GL benchmark tests, at least the majority of students in Grades 1, 2 and 6 attain above international standards while only a majority of students across all other grades in Phases 2 and 3 attain in line with international standards.
- The large majority of students attain above curriculum standards in IGCSE English language and literature. However, for a small proportion of students who did the AS and A level results are below curriculum standards.
- In lessons and recent work, the majority of children and students attain above curriculum standards. The majority of Phase 1 children understand phonics and develop good listening and speaking skills, although some find new vocabulary challenging. Standards of students' speaking and reading improve consistently throughout Phases 2 and 3; students understand different parts of speech, but few struggle to write accurately and with expression. IGCSE students write confidently, and their literary analysis skills develop rapidly; As and A level students identify persuasive techniques, although their critical analysis and interpretation skills are limited, thereby restricting their ability to engage in extended written responses.
- In lessons and recent work, the majority of students in all phases make better than expected progress including SEND. In Phase 1, children can generate imaginative ideas to make effective headlines; in Phase 2, students analyze and critique story components such as "Story Mountain" in Grade 4; and in Phase 3, students evaluate and interpret texts to form relevant questions. In Phase 4, students identify specific persuasive techniques, and how they are used, and evaluate their effectiveness. Personalized support promotes an inclusive learning environment across all phases.
- Grade 12 results in the IBDP indicate that the large majority of students attain above curriculum expectations.
- The large majority of students in Phase 4 attain above curriculum standards. Through guided literary analysis, students confidently compare and contrast a range of texts to explore varied representations such as masculinity. However, extending their critical analysis skills to explore deeper textual meanings and interpret them remains a challenge. Students are strengthening these skills to ensure they meet the analytical and interpretative demands of IBDP assessments.
- In lessons and recent work, the large majority of students in Phase 4, make better than expected progress against learning objectives aligned with IBDP curriculum standards. Personalized support promotes an inclusive learning environment throughout Phase 4. There is no difference in the rates of students' progress in lessons in this phase.

Areas for development:

- The accuracy and fluency of students' writing and expression in Phases 2 and 3.
- Students' critical analysis and interpretation skills in As and A level and their standards of attainment.
- Students' critical analysis of reading texts and comprehension skills in IBDP Phase 4.

Mathematics – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
Attainment	Acceptable	Good	Good	Good/Good
Progress	Good	Good	Good	Good/Good

- A levels and GL PTM examination results indicate that attainment is above international standards and As levels are below. IGCSE results indicate that the large majority of students attain above curriculum standards.
- In lessons and recent work, most children in Phase 1 attain in line with curriculum standards and the majority of students in phases 2, 3 and 4 attain above curriculum standards. In Phase 1, children are able to count forward and demonstrate equal parts, although few confidently demonstrate their number sense independently. In Phase 2, students identify fraction quantities and use mental mathematical strategies, although their use of mental mathematical skills to understand the relationship between quantities in Phases 1 and 2 is underdeveloped. In Phases 3 and 4, students use reasoning and mathematical thinking skills to solve both simple and complex equations.
- In lessons and recent work, the majority of students in all phases make better than expected progress in relation to learning outcomes apart from the students with special educational needs and/or disabilities (SEND)who make expected progress. In Phase 2, students can identify and calculate the area of a shape and by Phase 4, they use formulas to find surface area of geometrical figures. There is no significant difference in the rates of progress made by boys and girls.
- IBDP examination results indicate that students attain below international standards.
- In lessons and recent work, the majority of students attain above curriculum standards. They engage in research to understand given theorems to solve problems and make simple predictions. They use mathematical models and processes to find solutions, although their ability to communicate, justify and explain their mathematical thinking with confidence is underdeveloped.
- In lessons and recent work, the majority of students make better than expected progress in relation to learning outcomes. In Grade 11, students use De Moivre's theorem and formula to find powers of complex numbers. There are no significant differences in the rates of progress made by boys and girls.

Areas for development:

- Students' use of mental mathematical skills to understand the relationship between quantities in Phases 1 and 2.
- Students' ability to communicate, justify and explain their mathematical thinking with confidence in Phase 4 IBDP.

Science – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
Attainment	Good	Good	Good	Good/Good
Progress	Good	Good	Good	Good/Good

- IGCSE examination results show that most students attain above international standards and in As and A level in most sciences, the large majority of students attain above international expectations.
- In lessons and recent work, the majority of students attain levels that are above curriculum standards and develop clear knowledge and understanding of physical, life and earth sciences in all phases. In KG, the majority of children can clearly identify and label the planets of the solar system. In Phase 2, the majority of students understand sound and carry out experiments on using materials to insulate sound. The majority of Phase 3 students can confidently explain the scientific concepts such as concept of waves, although a minority struggle to understand transverse and longitudinal waves. A majority of Phase 4 students can carry out experiments and analyze their results.
- In lessons and recent work, the majority of students make better than expected progress in relation to learning outcomes. For example, in Grade 7, students learn about how stomata and chloroplast are involved in the process of photosynthesis. By the time they reach Grade 11, students can recognize the different functional groups in organic chemistry and their reactions. Although the majority of students make better than expected progress, higher ability students are not always sufficiently challenged to achieve their potential.
- IBDP examination results for the participated students, show that most students attain above international standards.
- In lessons and recent work, the majority of students attain levels that are above curriculum standards in Phase 4 and develop clear knowledge and understanding of physical, life and earth sciences. The majority of students understand the advantages and disadvantages of fossil fuels, although students' responses are limited about the uses of energy with no reference, for example, to the manufacture of plastics and other oil-based products.
- In lessons and recent work, the majority of students make better than expected progress in relation to their learning outcomes in Phase 4. By Grade 11, students know how to apply their knowledge in chemistry and its effect on the environment and society; they communicate their ideas and conclusions through slide presentations and discussions. There is no significant variation between the progress made by boys and girls.

Areas for development:

- Students' deeper understanding of scientific concepts in Phase 3.
- Students' ability to provide deep responses when discussing scientific topics such as the uses of fossil fuels in Phase 4 IBDP.

1.3 Learning Skills – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Good	Good	Good	Good/Good

- Children and students across all phases enjoy learning and are actively engaged in classroom activities and show responsibility for their own learning; for example, in Grade 12 in English, students reflect on their own understanding and previous work, identifying areas of strength and those requiring improvement. Students interact well and collaborate in pairs and groups, and although they do not always initiate collaborative activities, they listen to others' views and answers and provide their EBI (even better if) comments such as that evidenced in Grade 7 in social studies.
- Students make clear links between what they learn in different subjects and relate this to their understanding of the world; for example, in an Arabic lesson in Grade 5, students talk about the response of the UAE government during recent storms. Students show age-appropriate skills in their use of technology and use their devices to support their learning in most lessons. They are developing their critical thinking skills through responding to planned questions, although their innovation and problem-solving skills are less well-developed.
- In Phase 4, IBDP students take increasing responsibility for their work and apply their knowledge to improve their learning; for example, Grade 11 mathematics students are able to complete complex number equations independently. Students' skills in working collaboratively are developing well, with the quality of communication and interactions during group work enhanced by their genuine interest and engagement in learning.
- Students make clear connections between their learning in different subjects and relate this well to their understanding of the real world; for instance, in Grade 12 science, students link global warming to using fossil fuels for road building. They use technology to support their learning and are developing their critical thinking skills through responding to planned questions. They research to find out things for themselves such as when they work on their Creativity, Activity, Service (CAS) projects. However, their innovation and problem-solving skills are less well-developed.

Areas for development:

- Students' development of their innovation and problem-solving skills in all phases.

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

2.1: Personal Development – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Very Good	Very Good	Very Good	Very Good

- Students behave well, demonstrate very positive attitudes and respect one another and their teachers. They respond very well to critical feedback especially in upper phases where students work collaboratively to resolve differences and show self-discipline. Bullying is very rare. However, students in lower phases do not always show self-reliance and responsible attitudes and they need reassurance from teachers across Phases 1 and 2.
- IB students represent very positive role models for younger students in terms of their positive attitudes, behavior and relationships with others. They are knowledgeable about school rules and polices and acknowledge that the school has rigorous systems and procedures for dealing with different issues, such as attendance, punctuality and behavior.
- Students demonstrate secure understanding of safe and healthy lifestyles. They participate in sporting activities after school to maintain healthy living and they make wise decisions regarding food choices.
- Good attendance, at 95%, reflects students' commitment to school. Almost all students are punctual in arriving at school and for lessons.

Areas for development:

- Students' self-reliance and responsible attitudes in Phases 1 and 2.

- Students' proactive initiative in developing and promoting school systems and procedures especially for the attendance rate, punctuality and behavior.

2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Good	Good	Good	Good

- Students appreciate Islamic values as seen in the way they respect Islamic occasions such as having Iftar in Ramadan, performing prayers in the school's mosque and collecting money for charity. Students are knowledgeable about UAE culture and heritage. They take part in national events such as National, Flag and Martyrs Days, and they can identify specific dates and events in the UAE history. However, students' understanding of how Islamic values are linked to the UAE society is less developed among younger classes.
- Students demonstrate a clear understanding and appreciation of their own cultures and traditions, and they can compare, and contrast aspects related to cultural diversity. Students participate in the school's charity day held annually to enhance their understanding of world cultures. They enjoy preparing presentations on different cultures and representing the cultural diversity in their school, although their knowledge about other world cultures is less well developed, particularly in Phases 1 and 2.
- IBDP students demonstrate secure appreciation and understanding of Islamic values and UAE culture. They proactively take part in celebrating UAE national occasions but lack a deeper understanding to demonstrate full awareness of Islamic values, UAE culture and cultural diversity. Students contribute to a range of cultural activities that promote their clear understanding of their own cultures and other world cultures such as Culture and Charity Day, Iftar boxes, Golf World Tour RAK, and mentoring for the global engagement exhibition.

Areas for development:

- Students' understanding of how Islamic values are linked to the UAE society and their deeper knowledge about other world cultures, particularly in Phases 1 and 2.
- Phase 4 students' full awareness and deeper understanding of Islamic values, UAE culture and cultural diversity.

2.3: Social Responsibility and Innovation Skills – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Good	Good	Good	Good

- Students have roles in the school as part of the students' leadership team and junior leaders. They contribute to establishing a harmonious school environment by supporting staff and teachers in maintaining students' well-being. Students take part in collecting and donating money to charity. The Terry Fox run for cancer research awareness and the Annual Charity Day raised substantial funds for various causes, benefiting the school and the community. Secondary students actively mentor primary students during school events.
- Students have positive work ethics and enjoy taking part in subjects and projects to support their learning. They are involved in financial literacy lessons, the establishment of a Model United Nations (MUN) club, and a student-led school magazine across all phases to promote research. However, students' involvement in innovation and entrepreneurship projects is not yet a strong feature in school.
- Students are very aware of environmental issues and take part in The Green Schools Initiative; for example, they ensure plastic bottles are placed in the correct recycling containers and contribute to cleaning the local beach. Sustainability is embedded in most students' learning and older students make presentations on topics related to COP 28 on conservation and sustainability of resources.
- IBDP students participate actively in activities that impact positively on their school and wider communities by engaging extensively in volunteer activities through CAS projects, such as collecting money for charity,

helping in school discipline, and cleaning up beaches. They also raise the awareness of other students, for example by volunteering at the Golf World Tour. Students understand their responsibilities as members of the school community for example by mentoring Key Stage 3 students in English.

Areas for development:

- Students' involvement in innovation and entrepreneurship projects and skills across all phases.

3. Teaching and assessment

3.1: Teaching for Effective Learning – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Good	Good	Good	Good/ Good

- Teachers know how students learn and employ approaches to effectively engage some groups of students. Lessons are planned with different tasks for students in most subjects, but their implementation is inconsistent, as learning tasks are less aligned to students' subject-specific strengths and weaknesses. In many lessons, students of all abilities are expected to work on the same tasks at the same time. In the best lessons, teachers use hands-on resources including learning technologies that promote positive students' engagement, particularly in science in Phases 2 and 3.
- Teacher and student interactions are positive, and this fosters an environment for learning. Teachers' questioning techniques promote thought and meaningful discussions. For example, teachers in Grade 9 mathematics use levelled questions to develop students' reasoning skills to apply geometrical properties and to justify their solutions. However, responses are not always detailed.
- Teachers encourage students to take responsibility for their own learning and most provide opportunities for students to develop critical thinking skills and to solve problems independently. However, this is inconsistent across all phases. In Phase 3, mathematics students independently engage in activities without their teacher's redirection. Innovation skills are less well developed across all phases.
- In IBDP Phase 4, teacher and student interactions are positive, and this promotes a focused environment for learning. Individualized questioning promotes higher order thinking to meet the needs of individual students.Most teachers promote independent learning and encourage students to take ownership of their learning. The majority of teachers encourage problem-solving initiatives through small groups and independent work in some subjects. For example, teachers in English lessons use structured debate and theory of knowledge to develop students' analytical skills. However, critical thinking and innovation skills remain an area for further enrichment.

Areas for development:

- Teachers' lesson planning that includes activities that effectively meet the different learning needs of individuals and groups of students across all subjects.
- Teachers' planning and delivery of lessons to develop critical thinking and innovation skills that further promote students' opportunities to analyze and evaluate their ideas, particularly in Phase 4

3.2: Assessment – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Very Good	Good	Very Good	Very Good/ Very Good

- The school's internal assessment processes are consistent and effectively linked to the school's curriculum standards across all subjects and phases. They provide a reliable measure of students' academic and social development and identify learning gaps for individual students. The school's internal assessment data is compared to a wide range of external and national benchmark data including GL and CAT4 to provide a detailed representation of students' achievements.
- Assessment information is analyzed to identify students' strengths and where improvement is needed; individual students' targets are developed and monitored through online platforms by all school staff. The use of data in planning and teaching is detailed with short- and long-term individual next steps for students, although this practice lacks consistency, particularly in Phase 2. Only in a minority of lessons is the use of assessment information to plan activities that match the needs of groups of students, including the students with special educational needs and/or disabilities and gifted and talented (G&T) students a regular feature.
- Teachers are well informed about individual students' strengths and where they need to improve. Oral feedback during lessons is a strong feature across all phases. Marking policies promote systematic written constructive feedback practice and self- and peer-assessment; however, students' responses to teachers' comments are limited and inconsistent.
- In IBDP Phase 4, the school's internal assessment processes are consistent and effectively linked to the school's IBDP curriculum standards. The school effectively uses a wide range of data including CAT4, GL and IB attitudes to learning (ATL) information to evaluate students' attainment and progress. The school uses IBDP results to benchmark and monitor students' achievement against international expectations.

Areas for development:

- Teachers' use of assessment information to plan activities that match the needs, interest and next learning steps for individual students, including the students with special educational needs and/or disabilities and G&T students, particularly in Phase 2.
- Teachers' regular use of self- and peer-assessment to further develop students' ownership of their learning in Phase 4

4. Curriculum

4.1: Curriculum Design and Implementation – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Good	Good	Good	Good/ Good

- The curriculum aligns with both the UK and IB requirements in all phases, providing a broad and balanced educational framework tailored to meet the diverse academic and personal development needs of students.
- The curriculum ensures a seamless and well-connected learning journey from early years through to older grades, consistently building students' skills and knowledge. This is achieved through its structured integration of UK educational standards throughout all phases, enabling smooth transitions.
- Offering a wide variety of subject choices, the curriculum caters to different students' interests and talents, crucial for fostering personal and academic skills. However, in Phase 3, there are limited vocational pathways to offer alternatives to academic courses or provision that is more aligned education to employment pathways.
- Existing cross-curricular links between subjects are evident but require strengthening, particularly in science, technology, engineering and mathematics (STEM) subjects. Literacy support and promoting.
- structured collaboration among teachers have yet to facilitate better knowledge transfer and students' engagement across disciplines and encourage project planning.

- The curriculum undergoes rigorous annual reviews with comprehensive feedback from teachers, parents, and students, ensuring it adapts to the evolving educational needs and remains highly effective. This process supports continued improvement and alignment with international educational standards.
- Students have a broad range of subject choices and option choices for the IBDP such as higher-level courses and the extended essay option. The IBDP's Theory of Knowledge course encourages students to connect ideas across different subjects, deepening their understanding. Continuous review and updates of the IBDP ensure it remains effective and meets high standards based on students' feedback. However, it lacks broader pathways to meet students' diverse needs and abilities.

Areas for development:

- The further enhancement of the IBDP with broader pathways to meet students' diverse needs and abilities in Phase 4.
- Cross-curricular links and STEM integration across subjects by implementing regular collaboration sessions among teachers to enhance multi-disciplinary learning and facilitate effective project planning across the school.

4.2: Curriculum Adaptation – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4 UK/IBDP
	Good	Good	Good	Good/Good

- By integrating UK curriculum standards with the PYP in Phase 2 and the provision of MYP in Grade 6 of the Phase 3 curriculum, the school has successfully adapted the curriculum to suit different students' needs with the introduction of IB ATL. This approach encourages active learning and helps students, including those who need more support or challenge to engage better and learn effectively.
- The curriculum is engaging, offering a range of opportunities designed to motivate most students. The school integrates financial literacy across all grades on Fridays within scheduled mathematics lessons as part of the enterprise program. Older students contribute to social development by assisting younger students with their studies. However, there are insufficient opportunities for innovation and further social contribution. The wide variety of extra-curricular activities enhance students' academic and personal development.
- Students' knowledge, understanding and appreciation of the heritage of the UAE are enhanced through celebrations of national events and social studies. Appropriate learning experiences that promote UAE's culture and society are integrated in the school's curriculum.
- The IB Diploma Program for grades 11 and 12 is effectively adapted to students' diverse needs, offering a flexible curriculum with higher and standard level courses and components such as extended essay to promote students' active learning and engagement. The IB Diploma encourages enterprise through courses such as Business Management and integrated financial literacy components, but there is room for improvement in fostering innovation and social contribution.

Areas for development:

- The range of activities that develop students' innovation and further social contribution across all phases.

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

5.1: health and safety including arrangements for child protection/safeguarding – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- The school has rigorous procedures for the safeguarding of students through a visible system of school staff in corridors and break times as well as class teachers and prefects to monitor students' well-being and behavior, although in the upper phases of the school, supervision is not as rigorous. All staff are trained in child protection policies and procedures. Staff deal sensitively and effectively with students' needs and concerns. The school provides a very safe, hygienic and secure environment. Supervision of students is effective most of the time with a CCTV system in the school and on school transportation. The premises are clean and well maintained.
- The school maintains accurate and secure records, including records of incidents and subsequent actions. The premises and facilities provide a safe and secure physical environment suited to most learning needs. There are lifts for students with restricted mobility.
- The school promotes healthy living, predominantly through workshops and assemblies and the school offers a broad and regular program for physical education and extra-curricular programs. The school's canteen is clean and hygienic and provides an extensive menu with healthy choices. Very effective measures are taken to provide reasonable protection from the sun, including shading and ready access to drinking water.

Areas for development:

- The supervision of students in the upper phases at break times.

5.2: Care and support – UK/IB	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- Staff have very positive and purposeful relationships with all students. Behavior management is effective with numerous adult supervisors and prefects and a team of teachers to complement the school policies. Students manage their own behavior effectively. Systems for managing attendance and punctuality, including follow-up of unauthorized absences and lateness are efficient and effective. This results in the school being effective in promoting better attendance and punctuality with a term attendance of 95%, which is good.
- The school has detailed and informed procedures for identifying the students with special educational needs and/or disabilities. The school identifies their needs through a referral system after they join the school, and the results are shared with staff. The school has a large team with the expertise to lead the identification process. The school has specialist staff to assist with identification and support but not all teachers are familiar with procedures for supporting students. Some modifications have been made to accommodate the range of special needs, but these are not comprehensive. The school meets the needs of most students but not all, for example G&T students, particularly in Phase 2.
- Students' well-being and personal development are monitored throughout the year through the strong pastoral system. There are numerous suggestion boxes where students can post their concerns which are monitored. For younger years there is a strong transition program when students move between phases. For older students, the school is proactive in providing advice, university fairs and guidance about career choices and higher education pathways aligned to personal and national aspirations.

Areas for development:

- The further promotion and management of attendance so that it becomes better than good.

6. Leadership and Management

6.1: The Effectiveness of Leadership	Judgment
	Good

- Most senior leaders, led by the principal, are dedicated and effective. The vision set out by all senior leaders is clearly articulated. Leadership and management systems have been restructured in line with the vision and direction of the five-year academic plan to transition to a whole-school IB curriculum.
- Leaders display secure professional competence and demonstrate an understanding of best educational practice. Leadership is effectively delegated to middle leaders and teams, who are held to account for ensuring good quality outcomes in teaching, learning and assessment.
- Relationships are positive. Leaders have established clear systems of communication ensuring that all stakeholders are fully informed and engaged. Most middle leaders represent a stable force who take shared accountability for driving continued improvements across the school.
- Professional development is provided for all staff, which is steadily increasing capacity to improve and innovate, although the quality of teaching remains variable across the school in certain subjects, especially where there are many new or inexperienced teachers. Leaders have put in place systems to support newly qualified teachers, although the impact of this support lacks consistency.
- Leaders have improved many aspects of the school, particularly in Arabic as an additional language, science, mathematics and English students' outcomes. There have also been improvements in students' personal development, assessment, curriculum design, students' care and support and the provision of plentiful resources to improve students' engagement. Leaders have ensured good school performance in most areas.

Areas for development:

- Middle leaders focus on supporting new or inexperienced teachers to improve their understanding of best teaching practices and increase the effectiveness of teaching in all subjects to improve students' outcomes.

6.2: Self-evaluation and Improvement Planning	Judgment
	Good

- The processes for school self-evaluation are well-established and arrangements are comprehensive. Most stakeholders, including teachers, students and governors, are consulted and the information gathered from a range of sources is analyzed, leading to effective levels of accuracy. However, there remain aspects of teaching and leadership where evaluations are aspirational.
- The system for lesson observations by senior and middle leaders means that the quality of teaching and learning is consistently monitored with a strong emphasis on teachers' performance. The impact of teaching on students' attainment specifically linked to curriculum standards is a developing feature of the school's work.
- Leaders display a rigorous approach to school improvement and strategic planning, and they continue to make rapid progress in driving the school forward. The whole school improvement plans for both the primary and secondary phases are detailed. They are monitored frequently for actions completed and their impact, such as raising the standards of reading, are evident, although improving the quality of teaching is progressing more slowly.

Areas for development:

- Middle and senior leaders focus on the impact of teaching on students' attainment, specifically linked to curriculum standards during lesson observations.

6.3: Partnership with Parents and the Community	Judgment
	Good

- Parents are supportive of the school and believe their views are valued. They are involved in many social events through the Parent Council which meets regularly and represents a broad range of parents. Primary parents are also involved in learning together events where they attend lessons together with their children. They also benefit from English lessons for parents which they highly appreciate. There is a recently appointed parent-representative on the governing board, but systems to gather the views of a broad range of parents are not yet established.
- Parents are pleased with improvements in communication systems, and they appreciate the prompt responses from teachers and leaders to their enquiries. Parents receive formal reports on their children's progress termly, but they would like to receive more constructive report comments from teachers to show that they have a more personalized understanding of their children's strengths and weaknesses. They also expressed dissatisfaction with the impact on their children's academic progress when teachers leave during the academic year.
- Parents believe the range of extra-curricular opportunities for their children has improved in the last year. Their involvement in community groups is mainly through sporting events with other schools across the UAE.

Areas for development:

- Constructive comments on reports from teachers that show that they have personalized understanding of students' strengths and weaknesses.

6.4: Governance	Judgment
	Good

- Governors provide strategic guidance to leaders. They have taken swift action to address the recommendations of the last evaluation report, including overseeing a significant restructuring of leadership and management. They have partially addressed other recommendations by appointing a parent governor, although channels of communication to gather a broad range of parental views are yet to be developed. Other stakeholders are not currently represented in the school's governance.
- Governors are knowledgeable and have a good understanding of school policies. They are particularly conversant with the improvements in assessment processes. They monitor teaching and learning through leaders' reports and in-person school visits. Governors hold leaders to account through a series of key performance indicators as part of the performance management process. They provide adequate staffing resources, and ensure all statutory requirements are met.

Areas for development:

- The representation of most stakeholders, including teachers and students, in the school's governance arrangements.

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

- Management of the school on a daily basis is highly effective. Students move around the school quickly, quietly and they are very well-supervised and cared for. Leaders have provided plentiful staffing resources in KG and Grade 1, where there are two teachers in every class and a teaching assistant. In other phases, despite high teachers' turnover, leaders ensure that suitably qualified teachers are deployed to optimize students' achievements.
- Facilities are spacious and well-resourced, reliable internet connections in all phases promote good students' learning and leaders have provided individual devices for most students in Phases 2, 3 and 4 to promote active learning. The school is extremely well equipped with resources, including high quality specialist areas, such as science laboratories, dance studios and libraries for every phase. The school is attractive, welcoming and vibrant with color and murals on the walls.

Areas for development:

- The retention rates of teachers so that students' learning is not disrupted.