



RAS ALKHAIMAH ACADEMY ALHAMRA BRANCH

Good

SCHOOL EVALUATION REPORT

Evaluation and Quality Directorate for Public and Early Childhood Education

SCHOOL INFORMATION

General Information

Curriculum	English National Curriculum
Language of Instruction	English
Opening year of School	2018
Educational Zone	RAK
Phone	072212891
Location	Al Jazeera Al Hamra RAK
Website	https://www.rak-academy.org
Principal	Karolina Maria Jankowska
Owner	Ras Al Khaimah Government represented by H.H Sheikha Amneh bin Saqr Mohammed Salem Al Qasimi
Evaluation visit dates	23 to 26 January, 2023

Students

Gender of students	Mixed
Largest Nationality group of Students	Emirati
Age range	3 to 11 years
Grades or year groups	KG to Grade 5
Phases	Phases 1 to 2
Number of students on roll	629
Number of Emirati Students	173
Number of students with SEND	6

Teachers / Support Staff

Number of teachers	66
Largest nationality group of teachers	British
Teacher-student ratio	1:9
Teacher turnover	35%

External tests and examinations

- Granada Learning (GL), Progress Test in English (PTE), Progress Test in Mathematics (PTM), Progress Test in Science (PTS).
- Cognitive Abilities Test (CAT4)
- International Benchmarks Tests (IBT)

SUMMARY OF EVALUATION OUTCOMES

2018-2019	2022-2023
Not Evaluated before	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	Good	N/A	N/A
Arabic as an additional language	Attainment	N/A	Acceptable	N/A	N/A
	Progress	N/A	Good	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	Good	Good	N/A	N/A
	Progress	Good	Good	N/A	N/A
Mathematics	Attainment	Good	Good	N/A	N/A
	Progress	Good	Good	N/A	N/A
Science	Attainment	Acceptable	Good	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	Good	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	Good	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	5.1: Health and safety including arrangements for child protection/safeguarding	Good	Good	N/A
5.2: Care and support	5.2: Care and support	Good	Good	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	Good

KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students:

- Internal assessment data indicates that students' levels of attainment are above curriculum expectations or standards in key subjects except for Islamic Education, Arabic as a first language and social studies in Phase 2, and most students make expected progress in all subjects in both phases apart from Islamic Education and Social Studies where the large majority of students make better than expected progress and only a majority of students make expected progress in science in Phase 1.
- Are keen to learn and enjoy learning and can work with minimum support from their teachers, take responsibility for their own learning appropriate to their age. In both KG and Phase 2 students' positive attitude towards learning is reflected in their attendance figures. They work collaboratively and have strong communication and technology skills.
- Attitudes and behavior are positive and relationships with each other and adults are respectful and polite. They interact sensitively to other students from over 60 different nationalities, speaking more than 40 different languages. They are thoughtful and caring for each other.

Parents:

- Are supportive of the school and state that they are well informed about their children's pastoral and academic progress. The school uses a wide range of effective communication channels; consequently, parents feel involved and engaged in their children's education and can easily contact the school should they need help.

Teachers:

- Have strong subject knowledge which they consistently apply in the classroom. Teachers plan and deliver lessons to meet the needs of all students including students with special educational needs and disabilities (SEND). Students' engagement in lessons is high because teachers create a positive well-managed learning environment.
- Regularly assess and mark students' work using formative comments and using green and pink pens to highlight strengths and areas of improvement. Students self- and peer-assess their work using clear criteria, which deepens their learning, but this is not yet consistent practice in all subjects.

School Leaders:

- Have a shared vision and are committed to continuous improvement. The Head of School and leaders at all levels are knowledgeable about best practice in teaching, learning and the curriculum and have established an exciting, purposeful and caring learning ethos.
- Self-evaluation is accurate and is aligned to the priorities in the school's improvement plan and the school's leadership demonstrates strong capacity for further improvement.
- The Head of School is knowledgeable and has in a short timescale established a successful distributed leadership structure.

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:

- Supporting English as an additional language (EAL) for students to access the curriculum and lessons more effectively, and to improve their skills in English, especially in reading and writing.
- Further developing all students' enterprise and innovation skills across all subjects
- Raising students' attainment in Arabic as a first language and Arabic as an additional language in Phase 2 and in science in Phase 1.

Teaching and assessment:

Improve the impact of teaching and assessment on achievement by:

- Ensuring all teachers consistently use formative oral and written feedback to improve students' learning.
- Consistently using, across all subjects and phases, self- and peer- assessment by students.
- Developing all teachers' questioning skills so that they use targeted, individualized, open and probing questions in lessons to regularly check students' understanding and deepen their learning.

Leadership and management:

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

- Monitoring more rigorously the teaching and learning in Arabic subjects to improve students' attainment.
- Establishing stronger bilingual collaboration in the English and Arabic medium subjects and the sharing of good practice.
- Prioritizing the strategic targets in the school's improvement plan.
- Identifying students who are gifted and talented, not just in key subjects, but also in the arts, technology or sports and meeting their needs in and out of lessons.

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

- Students across all grades in Phase 2, understand the importance of the Holy Qur'an and its explanation and know the companions who preceded the Prophet Muhammad (PBUH). In the upper grades, students can reason out issues related to the Islamic faith and values in relation to their lives and understand Islamic ethics in different situations and contexts. Students' understanding of contemporary challenges and their ability to think of solutions based on Islamic fundamentals is limited.
- The majority of students, including students with SEND, make better than expected progress in all grades. In Grade 1, students can recite small Surat like 'An Nas' following appropriate Tajweed rules such as 'Edhgam'. In Grade 3, students make further progress and can explain how and why Muslims should gain 'Hasanat' in preparation for Resurrection Day 'Youm Al Qyama' and can provide some examples such as praying, being respectful to parents, and providing help to those who need it. Different groups of students make better than expected progress and girls perform slightly better than boys in the higher grades.

Areas for development:

- Students' understanding of contemporary challenges and their ability to think of solutions based on Islamic fundamentals.

Arabic as a first language	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 Phase 2 students can decode familiar words using phonemic awareness and read them aloud. They can read short texts, identify, and retell some information and can answer questions about them. Students are aware of different simple grammatical concepts. and they understand spelling rules and use them in their writings.
- The majority of students, including SEND, make better than expected progress in all grades. In Grade 1 and 2, students can link phonemes to appropriate letters accurately and can read words and simple sentences. By Grade 3, students their languages skills have further developed and they can talk about their future jobs; however, a few cannot fully use Modern Standard Arabic. In Grade 5, students can extract the main idea in short texts fairly; however, they are less able to identify details. All groups of students make similar good progress.

Areas for development:

- Students' use of Modern Standard Arabic in reading and writing.
- Students' ability to identify the main idea and retell key details of a text especially in lower grades.

Arabic as an additional language	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 Phase 2 students can decode familiar words using phonemic awareness and read them aloud. They can listen to songs and rhymes and recognize letters of the alphabet and they understand the overall meaning of short dialogues and familiar texts. Students can ask simple questions and express likes and dislikes but only a minority can write words and short sentences using connectives and opinions.
- The majority of students, including students with SEND, make better than expected progress in all grades. Grade 1 students can recognize the shapes and sounds of letters linked to short and long vowels; by Grade 2, students can pronounce learned words using correct stress and intonation; and in Grade 3 students can listen and understand the overall meaning of simple texts; and by Grade 5, most students can read short text about astronauts, and a majority of them can understand key vocabulary and some details in the text but students' writing skills are less developed. Boys and girls make similar rates of progress.

Areas for development:

- Students' ability to fully understand short texts on familiar topics.
- Students' ability to write about familiar topics using simple phrases and sentences.

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 Phase 2 students have basic knowledge and understanding of geographical, economical, historical, and sociological topics and social studies' terminologies; for example, students in Grade 3 can explain how to show personal responsibility and by Grade 4 students can recognize economic principles, such as production, goods, services and savings. However, a minority of students across all grades find it difficult to interpret concepts and to research information on social studies topics such as traditions in a community or about historical sites in a country.
- The majority of students, including students with SEND, make better than expected progress in all grades. Students in Grades 1 and 2 can identify physical features of the earth such as mountains, seas and deserts and can distinguish between natural and human landmarks and by Grades 4 and 5 students can discuss geographical concepts and suggest solutions to problems such as sea water pollution. Non-Arab students make better progress than their peers and can state clear examples for social studies concepts and express their opinions confidently.

Areas for development:

- Students' skills in interpreting concepts and researching information on social studies topics.

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

- External GL PTE data indicates that only a majority of students in Phase 2 attain in line with curriculum standards, while the majority of Grade 5 students attain above curriculum standards.
- In Phase 1, children can apply phonic knowledge to decode and read simple words of one and two syllables. By Phase 2, students' listening and speaking skills enable them to listen appropriately and ask relevant questions to extend their knowledge and understanding; they can read, summarize the main ideas in a text and identify key details. They apply comparing and contrasting skills in writing; however, their extended writing skills in terms of sequencing sentences to form short narratives and extended pieces of writing are less developed.
- The majority of students, including students with SEND, make better than expected progress in Phases 1 and 2. In KG, children can identify the phonemes /a/ and /w/ and connect them together to form the sound /aw/, and in Grade 3, students can form open-ended questions to develop character descriptions; and in Grade 4, students can read and identify the different components of a newspaper report, and by Grade 5, they can identify time adverbials and use them to create their summaries. In Phase 2, girls make better

progress than boys. The progress of EAL students new to the school is slower than that of their peers in both phases.

Areas for development:

- Students' writing skills in terms of sequencing sentences to form short narratives and extended pieces of writing.

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

- External GL PTM data indicates that only a majority of students in Phase 2 attain in line with curriculum standards, while a large majority of Grade 1 and 4 students attain above curriculum standards.
- In lessons and in students' recent work in Phase 1, children show a substantial ability to count confidently up to ten and in Phase 2, students reflect well-structured understanding of numeracy and mathematical reasoning, and use measures and estimates to solve problems. However, students' mental arithmetic skills in both phases have yet to be developed.
- The majority of students, including students with SEND, make better than expected progress in all grades. In Phase 1, children can use ten frames to complete addition sentences and are able to represent subtraction sentences on the number track to find a final answer and, by the end of Phase 2 students can compare between different percentage values in a bar of ten pieces while only a few of them use innovative approaches to represent their work using patterns. The progress of newly joined EAL students is not yet as secure as that of their peers in both phases.

Areas for development:

- Students' mental arithmetic skills in both phases.

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

- External GL PTS data indicates that only a majority of students in Grades 2 and 5 attain in line with curriculum standards, while a large majority of Grade 3 students and most Grade 4 students attain above curriculum standards.
- In lessons and in students' recent work, in Phase 1, most children demonstrate observation skills, and they can classify animals and identify different plant parts; however, their inquiry skills are less well developed. In Phase 2, the majority of students demonstrate progress in their scientific literacy, and can plan an investigation, make predictions, explain their observations, and draw conclusions. Their ability to link scientific concepts to their real-life experiences is limited.
- The majority of children and students make better than expected progress in all grades. In Phase 1 children are able to name six categories of animals and say why they belong to that group; by Phase 2, students can explain the movement of the earth around the sun, and plan and investigate conditions for seed germination. Different groups of students make similar rates of progress including students with SEND, however, the progress of newly enrolled EAL students in both phases is slow.

Areas for development:

- Children's scientific inquiry skills in Phase 1
- Students' ability to apply scientific knowledge to real-life situations in Phase 2

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

- Students enjoy their learning and can work with minimum support from their teachers, which improves in the higher grades as students take more responsibility for their work. Across the school, students are willing to collaborate in discussions, communicate, and share their ideas with others. For example, in Grade 5 mathematics, students develop their communication skills through group discussions about topics on which they agree or disagree based on mathematical hypotheses; and in Grade 3 science, students work in groups to conduct an experiment involving oxygen investigation and share results with other groups.
- There are examples of students applying their learning to the real-world situations in Phases 1 and 2, and it is most evident in Islamic Education. For instance, in Grade 3 Islamic Education, students mention mountains in the UAE as a link to key words in Surat Al Qari'a and in Grade 2 mathematics, students link different groups of British money to categories of UAE currency; and children in KG are given a budget to spend while ensuring they do not go over it. Students are developing their critical thinking skills in how they approach their learning; however, innovation is not a consistent feature in students' learning skills across all grades, especially in Arabic medium subjects.

Areas for development:

- Students' innovation skills across all grades especially in Arabic medium subjects.

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

2.1: Personal Development	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	N/A

- Students demonstrate positive attitudes, and they behave well in lessons and in different parts of the school and are clear about the school's behavior code of conduct. They think independently, follow school rules and are sensitive to the needs of fellow students. Students cooperate with and support each other, and their relationships with teachers and their peers are based on mutual respect.
- Students have a developed understanding of how to lead a healthy lifestyle, but their choices of healthy eating are inconsistent. Students are active and engage in sporting activities by taking part in physical education (PE) lessons and sports clubs. A large minority of students enjoy cycling from Al Hamra village as a way of maintaining a healthy lifestyle and reducing the level of pollution.
- Students' attendance is above 94% and almost all students attend school and lessons punctually.

Areas for development:

- Students informed healthy eating choices so that they understand the benefits of eating healthily.

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

- Children in Phase1 and students in Phase 2 demonstrate a clear understanding of how Islamic values affect UAE society and they confidently provide examples of Islamic values such as tolerance, compassion, mercy and honesty. Children and students across the school show respect for the UAE culture and they talk about celebrating UAE Flag Day, Martyrs' Day, and National Day. Children can identify the name of the seven Emirates, the color of the UAE flag and the president of the UAE and students in Phase 2 can talk about famous places to visit in each Emirate and recall some UAE customs and traditions.
- Children and students across the school show a clear understanding of their own cultures and they talk proudly about their own countries. They know that there are about 60 nationalities represented in their school and can recognize the name of some countries, but only have basic knowledge about them. Students' understanding of cultural diversity and how other world cultures differ from their own is narrow.

Areas for development:

- Students' understanding of other world cultures and their ability to compare their own culture with others.

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

- Students understand their responsibilities as members of the school community, and they participate in making their school a better place. The Students' Council leads assemblies to share the vision and priorities of the school and to check on others following rules; students know that their opinions are appreciated, and they confidently share their ideas about the school's innovation section and activities after school. Students contribute as volunteers to cleaning Al-Hamra beach and to a class gardening initiative at school.
- Students have a positive work ethic, and they take part in activities that promote critical thinking and problem solving in lessons such as producing the students' newspaper and participating in a financial literacy initiative. However, students' skills in implementing enterprise, entrepreneurship and innovative projects are not yet well developed.
- Students are knowledgeable about environmental matters such as global warming and sustainability. They participate in activities that enhance the school environment, such as being members of the green committee, recycling the plastics collected from the beach and building models for a sustainable city and creating posters about how to protect the environment.

Areas for development:

- Students' skills in implementing enterprise, entrepreneurship and innovative projects and initiatives in the wider community.

3. Teaching and assessment

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

- Teachers' knowledge of how students learn enables them to apply a variety of examples to simplify concepts and reinforce their relevance to students. Lessons are well paced and planned purposefully to respond to the needs of most students. A range of resources including the use of learning technologies are used effectively to improve the opportunities for learning.
- Teachers conduct effective discussions with students to encourage them to reflect and think for themselves. Strategies linked to the development of oracy, use of technologies such as Google class and Nearpod, motivate students to become engaged learners; teachers use effective questioning techniques to regularly assess students' understanding and their progress during lessons. Teachers are well aware of students' different needs and lessons are planned accordingly but learning activities to support the newly joined EAL students are less effective.
- Teachers systematically develop students' critical thinking, problem-solving and independent learning skills through the Learning Skills Superheroes initiative that has been introduced as a result of the teaching and learning reviews conducted by the school leaders. However, innovation skills remain an area that has yet to be more integrated into students' learning.

Areas for development:

- Learning activities to support the newly joined EAL students.
- The promotion of innovation skills to ensure they are integrated into students' learning.

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

- The schools' assessment policy has been updated recently to provide further alignment with external GL Progress tests (GL PT) and Cognitive Ability Tests (CAT4) scales. Internal assessment processes are coherent and accurate and linked to the school's curriculum standards to provide comprehensive measures of students' progress, such as RAZ running records, Rising Starts and White Rose Mathematics which are used in English, mathematics, and science to support teachers triangulating judgments against external

data, but these practices are less evident in the Arabic medium subjects. External assessments are also used to benchmark students' achievements and data from these assessments is used to moderate internal data in Phases 1 and 2; IBT Arabic A and IBT Arabic B assessments were recently introduced for Grade 5 students.

- Assessment data is analyzed in both phases. Information about students' progress, as individuals and as groups, is accurate and is tracked over time and is used in departmental action planning. Pupil Progress Meetings (PPM) are held in conjunction with Data Capture (DC) events to identify groups of children and students who require additional support in reaching their targets; assessment information at this level usefully informs teaching. Line managers in each phase complete Department Development Plans (DDP) using data from PPMs and other assessments to prioritize the School Improvement Plan (SIP) and this influences the curriculum and students' progress.
- Teachers have secure knowledge of the strengths and areas of improvement of individual students. They have clear expectations about the verbal and written feedback that is to be provided to ensure a positive impact on students' progress; Even Better If (EBI) and What Went Well (WWW) statements are reviewed against success criteria within each session to help students to reflect on their own learning. However, peer assessment practices are inconsistently applied in all grades and subjects.

Areas for development:

- External benchmarking of students' achievement in Arabic so that all grade levels are included.
- Systematic application of peer assessment practices in all grades and subjects.

4. Curriculum

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

- The school provides a broad curriculum based on the UK national curriculum standards for key subjects; it meets the statutory requirements of the MoE in the teaching of Arabic subjects for Arab and non-Arab students. The curriculum is coherent and has a clear rationale with a strong emphasis on skills development alongside gaining knowledge. In Phase 1 the curriculum is age-appropriate and is based on the English Early Years Foundation Stage (EYFS) curriculum.
- The curriculum is planned to build on students' prior learning in all key subjects which caters for the needs of most students. Students are well-prepared for the next phase of education in school and beyond; for example, in Grade 5, sample days are held where students attend Spanish lessons and science laboratory classes in secondary schools. The school also conducts workshops for students about secondary school readiness.
- The school offers a range of curricular choices to support students' talents, interests, and aspirations. In both phases, children and students can select activities within different subjects that challenge their abilities and develop their confidence in learning.
- Cross-curricular links are evident across Arabic medium subjects and are well established in teachers' lesson planning. For example, in Islamic Education, the use of cross-curricular themes offers students several opportunities to improve their Arabic writing skills. However, this is inconsistent across other core subjects where the effectiveness of these links is uneven in reinforcing or extending students' learning.
- The school conducts regular reviews to amend the curriculum so that it continues to meet the needs of students. It takes into consideration the feedback received from students and teachers. This has led to a positive impact on students' achievement in mathematics and English.

Areas for development:

- Cross-curricular links to consistently promote students' transfer of learning between different subjects.

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

- The school uses CAT4 examination results to help identify students' needs and potential. Leaders and teachers make effective modifications to the curriculum to cater for the needs of most students and to consistently challenge the learning of more able students. Intervention sessions are planned for students who require additional support to enable them to achieve the expected standards, including students with SEND and increasingly the newly joined EAL students.
- Curriculum enrichment provides students with some opportunities for enterprise, for example, partnerships in collaboration with a local Bank have enhanced the financial literacy aspect of the curriculum. In Phase 2, students initiated a recycling project, and made sculptures created from recycled materials and classes participated in projects about saving energy, sustainability, and ecology. The school offers a variety of extra-curricular activities to enhance students' academic and personal development and to fulfill the needs of gifted and talented students, such as design and engineering, dance and movement, and the Lego club.
- Learning experiences to foster students' understanding and appreciation of Emirati culture and UAE's values are integrated well into subjects and built on thematic lines, especially in Arabic medium subjects. However, these links are inconsistently evident in the curriculum in English medium subjects.

Areas for development:

- Activities in lessons that provide better learning experiences regarding Emirati culture and UAE values, especially in English medium subjects.

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

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

- Comprehensive safeguarding policies and procedures, including an annual welfare calendar, health and safety and child protection are in place and are available to staff, students, parents and other stakeholders through the school's digital portal. Staff receive safeguarding training to keep students safe, and parents and students are well informed about safeguarding matters, including cyber-bullying; students state that they feel very safe and secure and know whom to refer to for help. Regular fire drills and thorough risk assessments on the premises and resources are undertaken; and there is very effective supervision of students in all areas of the school and on the school transport.
- The buildings are very well maintained, providing a safe and secure learning environment that is suited to meet the needs of all students, including students with SEND. Records, including medical files, health, safety and medicine are securely locked in cabinets. The school maintains comprehensive and secure records, including records of incidents and subsequent actions.
- Safe and healthy living is systematically promoted through the well-being curriculum and emotional training. Students take an active part in physical activities, including sports, dance, and coding and they participate in events such as World Mental Health Day. They show understanding of the importance of healthy eating habits; however, some students consume unhealthy snacks that they bring from home.

Areas for development:

- Students' consistent understanding of healthy eating habits and the impact of their choices on their health and well-being.

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

- Staff enjoy very positive relationships with the students and students relate very well to each other and to their teachers. Behavior management is successful as there are various measures in the school such as the behavioral management guidelines, a discipline record system, and a reward system, which are all

linked to the school's house system. The school has a range of initiatives to promote and reward attendance.

- The school has a comprehensive and effective system for the identification of students with SEND, and those identified are provided with individual education plans (IEP) and a periodic review by the inclusion department. This approach is coherent and systematic to ensure that the needs of students with SEND are met. The school has started to track the progress of gifted and talented students and teachers receive guidance on how to meet their needs; this program is recently new but does not yet cover students' non-academic talents.
- The well-being of all students is regularly monitored by a well-being counsellor, social worker, and support staff. An annual calendar of well-being events details a comprehensive program such as World Mental Health Day, Animal Day and Anti-Bullying week. Transition between phases is in place through activities such as emotional transition training and arranged visits for students to meet their new teachers.

Areas for development:

- The implementation of procedures and plans to identify gifted and talented students in non-academic areas of the curriculum so that these students' capabilities and talents can be developed further.

6. Leadership and Management

6.1: The Effectiveness of Leadership	Judgment
	Good

- School leaders have a clear vision and strategic direction, which is shared by the whole community. They are committed to the implementation of UAE and MoE priorities.
- The Head of School, assistant headteachers and middle leaders are knowledgeable of the curriculum and the best practice in teaching and learning. The new Head of School has successfully led the establishment of a vibrant and positive learning culture and an ethos of professional dialogue in the school. Leaders have established various improvement activities that are increasing students' progress across all subjects and raising attainment in English medium subjects, but attainment remains in line with curriculum expectations in Arabic medium subjects.
- Relationships are professional and highly supportive. Communication with staff, students, parents and other stakeholders is effective and well-managed. Consultation is a regular feature and morale in the school is high.
- The school's leadership understanding of what have to be improved is clear. They have the capacity to innovate and bring about effective change.
- In her first year as the Head of School, she and her leadership team have had a noticeable positive impact on teaching practices throughout the school and have substantially increased the number of students on roll. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Areas for development:

- Leaders to ensure that knowledge of best teaching and learning practices is shared between English and Arabic medium subjects to improve students' attainment in Arabic medium subjects.

6.2: Self-evaluation and Improvement Planning	Judgment
	Good

- Self-evaluation takes place regularly using both internal and external data and leaders at all levels contribute. The document is comprehensive, accurate and realistic and evaluates the school's performance against the UAE School Inspection Framework. It is aligned with and identifies key priorities and actions for the School Improvement Planning (SIP).
- There is a systematic monitoring process for evaluating teaching and learning. Leaders know the capability of their teachers and identify gaps and take action to deal with underperformance, but the monitoring of

Arabic medium subjects is less rigorous. A comprehensive weekly program of professional development for all staff supports improved outcomes in the school's performance.

- The SIP identifies appropriate targets, actions, and sets realistic and achievable goals and it includes national agenda priorities. Clear time scales and roles and responsibilities are identified including points for review. There is a three-year data set available with systems and processes to track progress towards targets but future targets, especially strategic targets, are not prioritized.

Areas for development:

- The monitoring of teaching and learning particularly in Arabic medium subjects.
- The prioritization of strategic targets in the school's improvement plan.

6.3: Partnership with Parents and the Community	Judgment
	Good

- Parents are highly supportive of the school and its leadership. The school has established a highly successful Parent Champions group with elected parent representatives from each class, who are involved in children's everyday academic and personal development. Parent and school communication is strong because it uses a wide variety of methods, such as the Class Dojo, weekly newsletters regarding the curriculum and a whole school monthly newsletter, plus termly parent and teacher conferences and workshops and community events.
- The school keeps parents well informed about their children's academic and pastoral achievement. Parents receive termly reports reflecting all aspects of students' achievement and their next steps for learning.
- The school has wide community links and participates in a range of activities such as local beach litter cleaning, building a school garden, and school-based financial literacy lessons from a local bank. However, international and national links are less strong.

Areas for development:

- The range of international and national partnerships to enhance students' learning experiences.

6.4: Governance	Judgment
	Good

- There is an effective governance structure involving the RAK school campuses and including RAK Al Hamra branch. However, there is no parental representation in the governance board yet. Members of the Governing Board and its subcommittees are knowledgeable and experienced in financial planning, staffing, educational performance, and resources, and are committed to the future success of the school.
- The Governing Board holds the school and its leadership team to account for overall school performance. They rigorously monitor all aspects of the school and students' outcomes and have strategic plans for the future of the school, its premises, staffing and students. Governors ensure that statutory requirements are met, with the provision of suitable resources to bring about improvement.

Areas for development:

- Stakeholder representation on the Governing Board to include parental representation so that parents make a valid contribution to school improvement.

6.5: Management, Staffing, Facilities and Resources	Judgment
	Good

- The day-to-day management of the school is efficient and well-organized and ensures that the school is a calm, orderly, welcoming, and safe learning environment. It is fully staffed with well-qualified teachers and support staff. There is a weekly program of professional development linked to the school's priorities, plus coaching and mentoring for Early Career Teachers.

- The school's premises are spacious, attractive, and well-resourced. They provide a stimulating, exciting learning environment suitable to the students' age range. There is an auditorium, a sports hall, and specialist subject rooms, for example, for art, music, design, and technology and much more, but no science laboratory and classroom resources for science are limited.

Areas for development:

- The range of resources for the teaching of science in all phases of the school.

FOCUS ON THE STEPS IN FRONT OF YOU, NOT THE WHOLE STAIRCASE.