



# RAK ACADEMY-AL RAMS

**MONITORING VISIT OVERALL  
JUDGEMENT IS Acceptable**

## SCHOOL EVALUATION REPORT

Evaluation and Quality Directorate for Public and Early Childhood Education

## SCHOOL INFORMATION

<b>General Information</b>	
Curriculum	UK
Opening year of School	2018
Educational Zone	RAK
Phone	07 256 89 98
Location	RAK-AI Rams
E-mail	www.rak-academy.org
Principal	Mr. Simon Bamford
Evaluation visit dates	15 to 16 May, 2023
<b>Students</b>	
Gender of students	Mixed
Largest Nationality group of Students	Emirati
Age range	3 to 11 years
Grades or year groups	KG1 to Grade 5
Phases	Phase 1 to 2
Number of students on roll	266
Number of Emirati Students	256
Number of students with SEND	5
<b>Teachers / Support Staff</b>	
Number of teachers	23
Largest nationality group of teachers	British
Teacher-student ratio	1:15
Teacher turnover	86%
<b>External tests and examinations</b>	
<ul style="list-style-type: none"> <li>• Granada Learning (GL), Progress Test in English (PTE), Progress Test in Mathematics (PTM), Progress Test in Science (PTS)</li> <li>• Cognitive Abilities Test (CAT4)</li> <li>• International Benchmark Tests (IBT) and (ABT)</li> <li>• Cambridge Baseline Tests for ages 4 to 5 from the Centre for Evaluation and Monitoring (CEM)</li> </ul>	

## The monitoring visit process

**This report sets out the findings of the Ministry of Education Evaluation and Quality Directorate monitoring visit to private schools to monitor the progress made in addressing the recommendations from the last full evaluation visit.**

**The focus of the visit was to evaluate the progress being made by the school in addressing the recommendations in the most recent full evaluation report which referred to the overarching areas:**

- Students' progress in Science and English Phase 2
- Students' Social Responsibility and Innovation Skills
- Curriculum Design and Implementation
- The Effectiveness of Leadership
- Governance

A team of evaluators visited the school from May 15, 2023, to May 16, 2023, to evaluate the quality of education provided. Members of the team visited 22 lessons across the curriculum.

Other activities may have included the following:

- Discussions with the principal, senior leaders, teachers and other members of staff, students, and Governance.
- Reviews of a wide range of school documentation and students' work.
- Observations of school activities and learning experiences.

## School Context:

- The school has recently appointed a new principal and restructured the senior leadership team.
- The principal in cooperation with other senior management diligently supervise and monitor the quality of teaching across school.
- The school has undergone a mock inspection conducted by the selected senior leadership from different RAK Academy branches following the MoE evaluation visit in February 2023 to set a development plan for the school in cooperation with Governance Board.

## SUMMARY OF EVALUATION OUTCOMES

1. Students' Achievement Subjects		Phase 1	Phase 2
Islamic Education	Attainment	N/A	Acceptable
	Progress	N/A	Acceptable
Arabic as a first language	Attainment	N/A	Weak
	Progress	N/A	Acceptable
UAE Social studies	Attainment	N/A	Acceptable
	Progress	N/A	Acceptable
English	Attainment	Acceptable	Weak
	Progress	Acceptable	Acceptable ↑
Mathematics	Attainment	Acceptable	Weak
	Progress	Acceptable	Acceptable
Science	Attainment	Weak	Weak
	Progress	Acceptable	Acceptable ↑

1.3 Learning Skills	Phase 1	Phase 2
1.3: Learning Skills	Acceptable	Acceptable

2. Students' personal and social development and their innovation skills	Phase 1	Phase 2
2.1: Personal Development	Good	Good
2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable
2.3: Social Responsibility and Innovation Skills	Acceptable ↑	Acceptable ↑

<b>3. Teaching and assessment</b>	<b>Phase 1</b>	<b>Phase 2</b>
3.1: Teaching for Effective Learning	Acceptable	Acceptable
3.2: Assessment	Acceptable	Acceptable

<b>4. Curriculum</b>	<b>Phase 1</b>	<b>Phase 2</b>
4.1: Curriculum Design and Implementation	Acceptable	<b>Acceptable ↑</b>
4.2: Curriculum Adaptation	Acceptable	Acceptable

<b>5. The protection, care, guidance and support of students</b>	<b>Phase 1</b>	<b>Phase 2</b>
5.1: Health and safety including arrangements for child protection/safeguarding	Good	Good
5.2: Care and support	Acceptable	Acceptable

<b>6. Leadership and Management</b>	<b>Overall</b>
6.1: The Effectiveness of Leadership	<b>Acceptable ↑</b>
6.2: Self-evaluation and Improvement Planning	Acceptable
6.3: Partnership with Parents and the Community	Acceptable
6.4: Governance	<b>Acceptable ↑</b>
6.5: Management, Staffing, Facilities and Resources	Acceptable

**The overall judgment of school progress towards key performance indicators and the previous evaluation recommendations is: Acceptable**

## SUMMARY OF VISIT FINDINGS

### Key Indicators

#### 1.2 Students' Progress

##### English

**Students' progress in English Language has improved in Phase 2 from weak to Acceptable.**

In lessons, most students make the expected progress in relation to appropriate learning objectives aligned with curriculum standards.

In Phase 2, most students in the lower grades respond well to basic instructions and engage in simple conversations using adjectives and noun phrases. Progress in handwriting, vocabulary and comprehension is developing appropriately. However, their ability to write meaningful descriptive sentences, applying correct grammar and spelling rules aligned with UK curriculum standards is less well developed.

Most students in the higher grades can discuss events in a story, write using diary writing features and plan a non-chronological report. By Grade 5, students' ability to read and comprehend texts shows adequate proficiency in English language acquisition. This includes their listening and speaking skills whereas their skills in writing show variable levels of spelling, punctuation, and grammatical knowledge.

##### Science

**Students' progress in science has improved in Phase 2 from weak to Acceptable.**

In lessons, most students in Phase 2, make the expected progress in relation to appropriate learning objectives aligned with curriculum standards.

In Phase 2, most students in the lower grades understand that strings of different lengths and thicknesses produce different sounds when plucked. Most students can mention the three main parts of the human ear and understand what the vocal cords are and where they are located in the human body. However, only a few can use the correct scientific vocabulary to describe the sounds produced without assistance. In better lessons in the lower grades, most students understand the force of gravity and its impact on objects on earth and can distinguish between needs and wants.

In the higher grades, students can record simple observations of different plant stems, leaves and textures, but their ability to explain the concept of adaptation and relate it to the survival of plants is less well developed. Most students in Phase 2, by Grade 5, can observe and record simple results; however, their ability to conduct hands on practical work and present findings using accurate scientific approaches and proper scientific terminology need further development.

The pace of progress made by students with special needs is typically slower than that of other student groups.

#### 2.3 Social Responsibility and Innovation Skills

**Students' Social Responsibility and Innovation Skills have improved from weak to Acceptable in both phases.**

- Children in Phase 1 and students in Phase 2 are aware of their responsibilities towards their school. Some students have key roles such as student heads, house captains, and prefects. They have started to take on roles beyond the school, such as Ramadan box distribution and the beach cleaning campaign.
- Children in Phase 1 and students in Phase 2 keep their school tidy. They are aware of environmental and sustainability issues; for example, they have participated in World Recycling Day and purposefully use their recycled objects in art projects. However, their innovative and enterprise initiative roles are still a developing feature.

#### 4.1 Curriculum Design and Implementation

##### Curriculum Design and Implementation has improved from weak to Acceptable in Phase 2

- The school follows the Early Years Foundation Stage (EYFS) curriculum in Phase 1, and the UK national curriculum in Phase 2. Recently, the school has reviewed the curriculum map across all subjects and phases to ensure the continuity and progression of students learning.
- The school has addressed the previous evaluation visit recommendations and ensured sufficient provision for art, music, and physical education (PE) lessons. However, the curricular choices to enhance students learning experiences and meet the needs of all groups of students are still narrow in Phase 2.

#### 6.1: The Effectiveness of Leadership

##### The effectiveness of leadership has improved from weak to Acceptable.

- The recently appointed principal and the senior leadership team have an appropriate understanding and commitment to improving the school's performance, including students' outcomes. They have shared the school's vision with all other stakeholders. The principal, in collaboration with other senior staff, has made progress in many areas of the school; for example, the school reviewed the curriculum and shared the "BSR Teaching and Learning Values" with all the academic staff to set a common understanding of expected quality.
- School leaders, including middle leadership, demonstrate an appropriate knowledge of the best practices in teaching, learning and assessment, and there have been several training activities about the "BSR Teaching and Learning Values" with the aim of raising teaching quality and students' achievement. Furthermore, they have recently established a monitoring process that includes ongoing lesson observations and learning walks to evaluate the impact of their development plan on students' learning.
- Relationships throughout the school are courteous, and senior leadership work is acknowledged by all staff. The recently shared vision and mission of the school means that all staff understand the need for change and are willing to be involved in activities that help improve outcomes for students. Staff roles and responsibilities are clear. However, some middle leaders' multiple roles hinder their ability to focus on raising students' achievements.
- Leaders have successfully made significant improvements in a short period of time, such as progress in science and English in Phase 2, students' social responsibility and innovation skills in both phases, and curriculum design and implementation in Phase 2. They ensure that the school is compliant with statutory and regulatory requirements.

#### 6.4: Governance

##### Governance performance has improved to Acceptable.

- The governance board recently allocated a RAK Academy - Al Rams link governor to the board, who has begun meeting weekly with the school administration; nonetheless, parental representation remains absent from the governance board.
- The governance board supports leaders in ensuring that the school meets its statutory requirements and has recently ensured the provision of subject specialists such as music and PE. They have started addressing the recommendations from the last full evaluation visit by forming a school improvement team from senior leaders across RAK Academy branches to evaluate the school and set the school development plan. However, the process for holding leadership accountable for school performance and for regularly monitoring the implementation of the development plan is a developing feature and requires time and consistency to show its full impact.

**Progress made in addressing the recommendations from the most recent Evaluation Report**

**Key findings for Students' Achievements:**

**The school has made adequate improvements to raise students' progress in English and science in Phase 2.**

- In English lessons, most students in Phase 2 make the expected progress in listening and speaking using basic grammar skills in relation to appropriate learning objectives aligned with the expected curriculum standards. However, their progress in activities that require writing skills, including spelling, punctuation, and grammatical knowledge, require further development.
- In science lessons, most students in Phase 2 make the expected progress in understanding the main scientific concepts in relation to appropriate learning objectives aligned with the expected curriculum standards. However, their ability to conduct hands-on practical work and present findings using accurate scientific approaches and proper scientific terminology requires further development.

**Key findings for Teaching and assessment**

- In English and science in Phase 2, most teachers demonstrate appropriate knowledge of how students learn their subjects. Teachers' understanding of the recently shared "BSR teaching and learning values" is apparent. In general, teachers have started providing a positive learning environment, planning lessons that motivate students to learn, sharing the learning objectives with students, and using the available resources and time adequately.
- Teachers ask questions to check students' understanding and to encourage dialogue and discussions in Phase 2 English and science lessons. Their questioning, however, does not always increase the level of challenge or help students develop a deeper understanding of lesson content. Teachers have started to provide some opportunities for students' critical thinking; however, opportunities for independent learning are still limited.
- Teachers in English and science in Phase 2 have recently used the assessment information to inform teaching and curriculum planning, which has resulted in adequate progress in both subjects.



## Key findings for Leadership and Management:

**Overall, the school made adequate progress to address most of the areas for development in leadership and management; thus, leadership and management has improved from weak to acceptable.**

- The school's leadership has made adequate progress in improving students' progress in science and English in Phase 2, students' social responsibility, and innovation skills in both phases, in addition to the curriculum design and implementation in Phase 2.
- The recently appointed principal and the newly structured senior leadership team have shared the vision and mission with all stakeholders, which raised the commitment level across the whole school and made them understand the need for change and improvement.
- Middle school leaders demonstrate appropriate knowledge of the best practices in teaching, learning, and assessment. They are attending a school-organized series of continuous professional development (CPD) sessions focused upon succession planning, and workshops for the purpose of raising their capabilities and autonomy. However, their multiple roles still hinder their ability to put more emphasis on raising students' achievements.
- Leaders at all levels demonstrate an understanding that further improvements can be made. Several practices have been put in place to raise the quality of teaching and students' outcomes, including professional development and curriculum review. However, all these practices are in their early stages. Leaders at all levels demonstrate sufficient capacity to make the required improvements in the long term, provided that there is consistency, and a regular review of the current improvement plans and practices.
- The governance board has recently exerted more influence on the school's leadership and provided direction. They support leaders in ensuring that the school meets its statutory requirements. They have recently made changes in the leadership structure and ensured the provision of several school improvement requisites, such as subject specialists and forming an improvement plan team. However, their process for monitoring and holding the school leadership accountable requires time and consistency to show its full impact.

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