



# RAK ACADEMY - KHUZAM

**Good**

## SCHOOL EVALUATION REPORT

Evaluation and Quality Directorate for Public and Early Childhood Education

## SCHOOL INFORMATION

### General Information

|                         |   |
|-------------------------|---|
| Curriculum              | UK/IB and IBDP  |
| Language of Instruction | English   |
| Opening year of School  | 1975  |
| Educational Zone        | Ras Al-Khaimah  |
| Phone                   | 072362441   |
| Location                | Ras Al-Khaimah, Khuzam  |
| Website                 | <a href="https://www.rak-academy.org">https://www.rak-academy.org</a> |
| Principal               | Graham Beale  |
| Owner                   | RAK Government  |
| Evaluation visit dates  | 30 January to 2 February, 2023  |

### 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            | 1566               |
| Number of Emirati Students            | 981                |
| Number of students with SEND          | 66                 |

### Teachers / Support Staff

|                                       |         |
|---------------------------------------|---------|
| Number of teachers                    | 137     |
| Largest nationality group of teachers | British |
| Teacher-student ratio                 | 1:12    |
| Teacher turnover                      | 10%     |

### External tests and examinations

- Granada Learning Assessment (GL) – Cognitive Assessment Test (CAT4), Progress Test in English (PTE), Progress Test in Science (PTS), Progress Test in Mathematics (PTM)
- Trends in International Mathematics and Science Study (TIMSS)
- *Programme for International Student Assessment (PISA)*
- International General Certificate of Secondary Education (IGCSE)
- Advanced level (A Level)
- Advanced Subsidiary Level (AS Level)
- International Baccalaureate Diploma Program (IBDP)

## SUMMARY OF EVALUATION OUTCOMES

| 2018-2019  | 2022-2023 |
|------------|-----------|
| Acceptable | Good      |

| UK/IB Curriculum                  |            |            |            |            |            |
|-----------------------------------|------------|------------|------------|------------|------------|
| 1. Students' Achievement Subjects |            | 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        | Acceptable | Acceptable | 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                           | Attainment | Acceptable | Acceptable | Good       | Very Good  |
|                                   | Progress   | Good       | Good       | Good       | Very Good  |
| Mathematics                       | Attainment | Acceptable | Good       | Acceptable | Acceptable |
|                                   | Progress   | Good       | Good       | Good       | Good       |
| Science                           | Attainment | Good       | Acceptable | Acceptable | Acceptable |
|                                   | Progress   | Good       | Good       | Good       | Good       |

| IBDP Curriculum                   |            |            |
|-----------------------------------|------------|------------|
| 1. Students' Achievement Subjects |            | Phase 4    |
| Islamic Education                 | Attainment | Good       |
|                                   | Progress   | Good       |
| Arabic as a first language        | Attainment | Acceptable |
|                                   | Progress   | Good       |
| English                           | Attainment | Very Good  |
|                                   | Progress   | Very Good  |
| Mathematics                       | Attainment | Acceptable |
|                                   | Progress   | Good       |
| Science                           | Attainment | Acceptable |
|                                   | Progress   | Good       |

| UK/IB Curriculum     |         |         |         |               |
|----------------------|---------|---------|---------|---------------|
| 1.3 Learning Skills  | Phase 1 | Phase 2 | Phase 3 | Phase 4 UK/IB |
| 1.3: Learning Skills | Good    | Good    | Good    | Good/Good     |

| UK/IB Curriculum   |         |         |         |               |
|--|---------|---------|---------|---------------|
| 2. Students' personal and social development and their innovation skills                   | Phase 1 | Phase 2 | Phase 3 | Phase 4 UK/IB |
| 2.1: Personal Development  | Good    | Good    | Good    | Good/Good     |
| 2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures | Good    | Good    | Good    | Good/Good     |
| 2.3: Social Responsibility and Innovation Skills   | Good    | Good    | Good    | Good/Good     |

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

| <b>UK/IB Curriculum</b>                   |                |                |                |                      |
|---|----------------|----------------|----------------|----------------------|
| <b>4. Curriculum</b>                      | <b>Phase 1</b> | <b>Phase 2</b> | <b>Phase 3</b> | <b>Phase 4 UK/IB</b> |
| 4.1: Curriculum Design and Implementation | Acceptable     | Acceptable     | Acceptable     | Good/Good            |
| 4.2: Curriculum Adaptation                | Good           | Good           | Good           | Good/Good            |

| <b>UK/IB Curriculum</b>   |                |                |                |                         |
|---|----------------|----------------|----------------|-------------------------|
| <b>5. The protection, care, guidance and support of students</b>                | <b>Phase 1</b> | <b>Phase 2</b> | <b>Phase 3</b> | <b>Phase 4 UK/IB</b>    |
| 5.1: Health and safety including arrangements for child protection/safeguarding | Very Good      | Very Good      | Very Good      | Very Good/<br>Very Good |
| 5.2: Care and support   | Good           | Good           | Good           | Good/Good               |

| <b>6. Leadership and Management</b>                 | <b>Overall</b> |
|---|----------------|
| 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                                     | Acceptable     |
| 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 levels of attainment are above curriculum standards or expectations in most subjects, except in Arabic as a first and as an additional language where attainment is acceptable overall, and the majority of students make better than expected progress in most subjects. In lessons and students' work, most students attain in line with curriculum standards or expectations and make better than expected progress, except in Phase 4 in UK and IBDP in English, where the large majority of students attain above curriculum standards and make very good progress overall.
- Develop good learning skills overall, but their critical thinking, problem solving, and innovation skills are less well developed in lessons across all phases.
- Have positive attitudes to learning, respond well to their teachers' comments and behave well in lessons and in other parts of the school.

#### Parents:

- Support the work of the school, contribute well to their children's education and appreciate the care their children receive from staff.

#### Teachers:

- Provide a welcoming learning environment, encourage dialogue, and ask questions to test students' knowledge and understanding, but they pay less attention to developing students' innovation skills.
- Use assessment data to check students' levels of attainment and progress, but they do not use it well enough to plan lessons and tasks in order to meet the needs and abilities of most groups of students, including students with special educational needs and disabilities (SEND).

#### School Leaders:

- Create a clear vision and direction for the school that they share with the school community and demonstrate commitment to the priorities of the UAE and Emirates and inclusion.
- Mostly show secure knowledge of teaching, assessment and the curriculum. However, a minority of middle leaders have not fully developed their roles to effectively monitor and to improve the quality of teaching in their subjects and to further improve students' achievements.
- Governors support the school's work, but they have not reviewed the curriculum UK/IB or revisited the structure of the school's leadership and management at all levels, including their own roles and representation from the school staff and parents on the Governing Body.

## 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:

- Providing more opportunities for students to read, comprehend and to write in Arabic as a first language; to practice speaking and to understand the meaning of texts that are unfamiliar to them in Arabic as an additional language; and to pay more attention to grammar and handwriting, to learn new words and to engage more in writing in English.
- Assisting students in Islamic Education to understand the Islamic values and concepts and to practice the recitation of the Holy Qur'an; and in social studies to show students how to use maps to locate geographical areas and to extract information.
- Providing more practical activities in mathematics to help students show methods to solve problems, to tackle challenging tasks that help to develop higher order thinking and to help students to be clear about new mathematical terms; and in science to ensure that students know the scientific terms, have more practice to report findings and to learn how to suggest ways to improve their investigations.
- Developing students' critical thinking, by adapting the curriculum to encourage more innovation.

### Teaching and assessment:

#### Improve the impact of teaching and assessment on achievement by:

- Ensuring that teachers use the assessment data they collate on students to consistently plan and deliver lessons and activities that cater for the different learning needs and abilities of all groups of students, including students with SEND, higher attaining and the gifted and talented students.
- Ensuring that teachers help students to be clear about new vocabulary introduced in lessons in UK/IB.
- Ensuring that teachers consistently provide sufficient activities for students to develop their critical thinking, problem-solving and innovation skills.
- Ensuring that teachers consistently remind students to respond to their next steps comments to help them improve the quality of their work.

### Leadership and management:

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

- Providing well-matched training and coaching for middle leaders so that they know how to monitor the quality of their subjects effectively and for teachers to improve their teaching practice, and to have the opportunity to observe each other and to share best practice.
- Adapting the curriculum to provide continuity and progression by aligning the scope and sequence of the UK curriculum with IB approach and offer training to staff on how to deliver such a curriculum.
- Ensuring that the Governors review the structure of the leadership team within the school and governance and provide information for parents and other stakeholders about the school's curriculum.

## MAIN EVALUATION REPORT

### 1 Students' Achievement

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

- In Phase 2, most students can explain the importance of the Prophet Muhammad Hadeeth, understand the selected names of Allah as the creator of the universe, and can recite short verses from the Holy Qur'an with basic Tajweed rules, but few students have a clear understanding of Islamic values and concepts such as comparing between truth and false facts and how they affect the social aspect of communities. In Phase 3, the majority of students confidently recite verses from the Holy Qur'an and explain the Pillars of Iman in Islam and how they are integrated into Muslims' social interactions. In Phase 4, the majority of students are able to explain Islamic core values and how they impact positively on Muslims' faith in Allah.
- In lessons and students' recent work, the majority of students in Phases 2, 3 and 4, including students with SEND make better than expected progress in relation to learning outcomes. For example, in Grade 5, students explain how the Holy Qur'an will intercede for Muslims on the Day of Judgment; and in Grade 9, students can explain how Islam has, throughout its history, spread fairness across all cultures. By Grade 12, students are able to talk about the position of women in society and how Islam provides respect and honor to women. All students make similar rates of progress but higher attainers are not sufficiently challenged to accelerate their progress.

#### Areas for development:

- Students' knowledge and understanding of key Islamic values and concepts and their skills in the recitation of the Holy Qur'an, especially in Phase 2.

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

- In Phase 2, most students listen attentively and can read a simple text and write a short paragraph appropriately. In Phase 3, most students can read a range of texts correctly, but only a minority of students develop analytical reading skills to improve comprehension. In Phase 4, most students can speak in standard Arabic, read texts, analyze them into main elements, and interpret vocabulary according to context, using a numerical lexicon, but their writing is less well developed across all phases.
- In lessons and students' recent work, the majority of students in Phases 2, 3 and 4 make better than expected progress. For example, in Grade 3, students read and answer comprehension texts, showing neat handwriting, and in Grade 6, students read and understand the overall meaning of texts. By Grade 12, students confidently analyze stories, interpret unfamiliar words and suggest solutions. Overall, girls make better rates of progress than boys, particularly in Phase 2.

#### Areas for development:

- Students' analytical reading skills to improve comprehension in Phase 3.
- Students' writing skills in all phases.



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

- In Phase 2, most students listen carefully and can read and understand the overall meaning of simple texts related to familiar topics, but only a few students can read and explain the meaning of unfamiliar texts. Most students in Phases 2 and 3 use their speaking skills appropriately within the lesson context. However, a minority of students are not able to apply these skills beyond lessons, including in real-life situations.
- In lessons and students' recent work, the majority of students in Phases 2 and 3 make better than expected progress. For example, in Grade 4, students compare the four seasons using correct standard Arabic. In Grade 6, students can read and understand sentences and paragraphs, recognize new vocabulary, and use it in the context of the sentence. There is no significant difference in the rates of progress made by students with SEND or boys and girls.

#### Areas for development:

- Students' understanding of unfamiliar texts in Phase 2.
- Students' speaking skills in Phases 2 and 3 beyond the context of lessons.

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

- In Phase 2, most students can recognize historical sites and draw a timeline for a historical event. In Phase 3, the majority of students have appropriate knowledge of world geographical features and can analyze maps. However, a minority of students in Phase 2 are not able to read maps accurately and to extract geographical information from articles independently.
- In lessons and students' recent work, the majority of students in Phases 2 and 3 make better than expected progress in relation to the learning objectives. In Phase 2, students classify places in the UAE according to human and natural resources, and in Phase 3, students discuss life in the past and ancient civilizations and suggest ways to solve geographical problems. There is no significant difference in the rates of progress made by students with SEND or boys and girls.

#### Areas for development:

- Students' skills in reading maps and their ability to extract geographical information in Phase 2.

| UK/IB | English    | Phase 1    | Phase 2    | Phase 3 | Phase 4   |
|-------|------------|------------|------------|---------|-----------|
|       | Attainment | Acceptable | Acceptable | Good    | Very Good |
|       | Progress   | Good       | Good       | Good    | Very Good |

- GL assessments indicate that only a majority of students attain in line with international standards. IGCSE examination results show that attainment is above international standards, and only a majority of students attain in line with curriculum standards in AS and A-level examinations.
- In Phase 1, most children can link letters to their sounds, read and write simple words, and in Phase 2, most students listen carefully, provide suitable answers orally and identify the key words and features of short texts, but only a majority of students have a sufficient range of vocabulary and command of grammatical structures to apply these in their writing. In Phase 3, the majority of students have well-developed listening, speaking and reading skills. By Grade 12, the large majority of students speak fluently, read with intonation, and write for different purposes, however, writing skills and handwriting are not fully developed in Phases 1 and 2.
- In lessons and students' recent work, the majority of children in Phase 1 and students in Phases 2 and 3 make better than expected progress, and the large majority of students in Phase 4 progress very well in relation to learning outcomes. In Phase 1, children can choose characters and settings for their stories; in Phase 2, students read stories and create lines and stanzas for their poems; and in Phase 3, students hold discussions with their peers and clearly explain their findings orally and in writing. In Phase 4, students produce very good quality essays, demonstrating their command of reading, comprehension and writing. Higher attainers and gifted and talented students do not receive sufficiently challenging tasks to accelerate their progress.

#### Areas for development:

- Students' use of grammatical structure and vocabulary in Phase 2.
- Children and students' writing skills and handwriting in Phases 1 and 2

| IBDP | English    | Phase 1 | Phase 2 | Phase 3 | Phase 4   |
|------|------------|---------|---------|---------|-----------|
|      | Attainment | N/A     | N/A     | N/A     | Very Good |
|      | Progress   | N/A     | N/A     | N/A     | Very Good |

- IBDP examination results show that students' attainment is above international standards.
- The large majority of students develop very good speaking, listening, analytical reading and writing skills, but a few students do not always use the impressive vocabulary that they have learnt in lessons to express their views in writing.
- In lessons and students' recent work, the large majority of students make better than expected progress. Students apply their very good knowledge of sophisticated analyses of comparison and contrast between characters and themes, for example, in Macbeth and Frankenstein. There is no significant difference in the rates of progress made by boys and girls.

#### Areas for development:

- Students' use of advanced vocabulary to enhance their writing skills in Phase 4.

| UK/IB | Mathematics | Phase 1    | Phase 2 | Phase 3    | Phase 4    |
|-------|-------------|------------|---------|------------|------------|
|       | Attainment  | Acceptable | Good    | Acceptable | Acceptable |
|       | Progress    | Good       | Good    | Good       | Good       |

- GL PTM examination results, AS and A levels indicate that attainment is below international standards. IGCSE results show that the large majority of students attain above curriculum standards. PISA and TIMSS results for Grade 4 show that the school average meets UAE average score while TIMSS results for Grade 8 are below international average score.
- In Phase 1, most children develop appropriate number skills, and in Phase 2, the majority of students can identify fractions and ratios, and are able to order decimals ascending and descending. In Phase 3, most students can tackle ratios and represent proportions using fractions, decimals and percentages. In Phase 4, most students can work with trigonometric identities to prove statements. However, students' use of mental arithmetic in Phase 2, reasoning in Phase 4 and mathematical language in Phases 1, 2 and 3 are less well developed.
- In lessons and students' recent work, the majority of children in Phase 1 and students in Phases 2, 3 and 4 make better than expected progress. In Phase 1, children develop strategies to use number bonds to subtract within 20; and in Phase 2, students can use place value table charts and partition a given number into an addition sentence. In Phase 3, students can use decimals to solve patterns and to calculate the volume of a regular solids. By Phase 4, students use scalar product to solve operations. Higher attaining and gifted and talented students do not have access to sufficiently challenging tasks to increase their rates of progress.

#### Areas for development:

- Students' mental mathematics in Phase 2 and reasoning skills in Phase 4.
- Mathematical tasks that provide a greater degree of challenge for higher attaining and gifted and talented students.

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

- IBDP examination results indicate that students attain in line with international standards.
- Most students can solve mathematical operations. However, their use of reasoning and ways in which they tackle highly challenging operations lack consistency in approach.
- In lessons and students' recent work, the majority of students make better than expected progress. For example, they can tackle trigonometric identities in relation to supplementary, complimentary and negative angles and use the unit circle to find trigonometric values for a given angle. There is no significant difference in the rates of progress between different groups of students.

#### Areas for development:

- Students' reasoning and high order thinking skills in Phase 4.

| UK/IB | Science    | Phase 1 | Phase 2    | Phase 3    | Phase 4    |
|-------|------------|---------|------------|------------|------------|
|       | Attainment | Good    | Acceptable | Acceptable | Acceptable |
|       | Progress   | Good    | Good       | Good       | Good       |

- GL PTS assessment data for Phases 2 and 3 indicates that attainment is below international standards. In TIMSS, attainment is in line with international average in Grade 4 and below in Grade 8. IGCSE examinations show performance is above international standards in chemistry and physics and below in biology. In A level, attainment is below in physics and chemistry, and it is above in Biology.
- In Phase 1, the majority of children develop their knowledge about living things, and in Phase 2, most students know about electrical circuits. In Phase 3, most students know how to draw conclusions from experiments, but only a majority of students can write detailed reports; and in Phase 4, most students can plan, experiment and report. However, students' knowledge of scientific terminology and its use in learning is not fully developed in Phases 2 and 3.
- In lessons and students' work, the majority of students in all phases make better than expected progress. In Phase 1, children know that plants need water, sun and air to grow, and in Phase 2, students build models and explore how electrical circuits work. In Phase 3, students know how to find out factors affecting the rate of a chemical reaction, and in Phase 4, students confidently hypothesize, investigate and draw conclusions, for example, about the relationship between copper wire radius and oscillation. Higher attainers and gifted and talented students do not always receive sufficiently challenging tasks to fully increase their rates of progress.

#### Areas for development:

- Students' report writing skills in Phase 3.
- Students' understanding of scientific terminology and its use, in Phases 2 and 3.

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

- In IBDP, students' attainment is above international examination board standards. But that was not evident consistently in observed lessons.
- In Phase 4, most students take part in scientific experiments and draw conclusions, but only a majority of students can suggest ways to improve their investigative methodology based on risks and errors.
- In lessons and students' recent work, the majority of students make better than expected progress. They hypothesize, plan, research, conduct an experiment, record data and analyze their findings, for instance, the effect of heat on musical instrument strings. Higher attainers and gifted and talented students do not always receive demanding enough tasks to increase their rates of progress.

#### Areas for development:

- Students' ability to suggest ways to improve their investigative skills in Phase 4.

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

| UK/IB | 2.1: Personal Development | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|-------|---------------------------|---------|---------|---------|---------|
|       |                           | Good    | Good    | Good    | Good    |

- Children in Phase 1 and students in Phases 2, 3 and 4 have positive and responsible attitudes to learning. Students behave well in lessons and around the school and develop positive relationships with others. They are sensitive to the needs of their peers and offer them a helping hand.
- Students show clear understanding of healthy living as evident in the way they take an active role in physical activities, including games and swimming, and lead on awareness events such as Heart and Breast Cancer Days. In Phase 1, children learn to sneeze on their sleeves to reduce the spread of germs and know that they need to drink water to keep hydrated. Students understand the importance of adopting a healthy balanced diet; however, a few students consume unhealthy snacks during break times.
- Students enjoy coming to school and attend the school and their lessons on time. Their attendance rate is 96%.

### Areas for development:

- Students' adoption of healthy eating habits and knowledge of the impact such habits can have on their health and well-being across all phases.

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

- Students display positive attitudes to learning and respond well to their teachers' critical feedback. They behave well in lessons and around the school and are clear about the school's behavior expectations, and at times, behavior is very good. Relationships between staff and students are respectful, and students show sensitivity to the needs of their peers.
- Students show good understanding of safe and healthy lifestyles as reflected in their positive engagement in physical activities. They lead on events such as Health and Heart Days to raise awareness about the importance of health and well-being. A few students do not make appropriate choices about healthy eating as evident in the way they consume unhealthy food that they bring from home.
- Students' attendance is high. They are punctual to school and their lessons.

### Areas for development:

- Students' ability to make informed healthy choices and their awareness of the impact these choices can have on their health and overall well-being in Phase 4.

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

- Students demonstrate a clear understanding of how Islamic values influence UAE society as seen in the way they take part in the recitation of the Qur'an, talk about tolerance in Islam and show respect for others. Students respect the UAE culture, create artistic work, expressing their appreciation of UAE customs and traditions and take an active part in almost all occasions related to UAE culture such as Flag, Martyrs and National Days; and in Phase 1, children value the UAE heritage role play corners and dressing up in different clothes while in Phase 2, students learn about the culture of UAE society, though their knowledge is not fully developed.
- Students show clear knowledge and understanding of their own cultures and participate in activities to talk about their own identity and traditions. In Phases 3 and 4, students talk about the richness of the different cultures represented in the school and elsewhere. However, students' understanding of multicultural diversity and features of other world cultures are not yet fully developed in Phases 1 and 2.

**Areas for development:**

- Students' understanding of multicultural diversity and features of other world cultures, especially in Phases 1 and 2.

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

- Students have a developed understanding of how Islam influences life in the UAE. For example, they recite the Qur'an with Tajweed rules during assemblies and Islamic events and know that mosques are places for reflection and supplication. Students show appreciation of the UAE culture and heritage as shown in their ability to discuss the history, the food, and traditions of the UAE and to respect the national anthem and the Emirati artefacts displayed in the school.
- Students demonstrate a clear understanding of their own cultures and traditions. They appreciate special events related to different cultures to help them interact with one another and to learn about their identity and lifestyles. However, a few students do not show a deep understanding of other world cultures.

**Areas for development:**

- Students' deep understanding of other world cultures in Phase 4.

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

- Students take on roles and responsibilities in their school. For example, they contribute to the junior leadership team when preparing videos and awareness-raising sessions about e-safety and students' well-being. The students' voice is acknowledged across the school and students confidently share their ideas and suggestions. In Phase 1, children enjoy the role of being classroom helpers.
- Students have a positive work ethic and show interest in completing tasks and participate in projects that promote their critical thinking and creativity. For example, students from Phases 2 and 3 create simple inventions and display them in school such as 'the future flying glass' and 'the time machine'. Students' wider contribution to innovative initiatives is less well developed.
- Students demonstrate a clear understanding of environmental concerns such as plastic pollution and sustainability. They take part in committees that focus on improving the school's environment, such as the Green and Sustainability committees. They participate in projects such as forming sustainable places in school, creating a waste monitoring system and a recycling competition.

**Areas for development:**

- Students' wider contribution to innovative initiatives across all phases.

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

- Students understand their responsibilities as members of a school community. They take active roles such as class leaders and organize open days and fundraising events to support their community.
- Students show a positive work ethic and participate in enterprise events through their volunteering roles, such as in the book donation campaign. Through business studies, they develop their entrepreneurial skills. In general, students have creative ideas which they use in collaborative work.
- Students are aware of environmental concerns and take part in recycling projects to help save the environment. They engage in activities that have resulted in local sustainability. However, students have not initiated projects that promote sustainability and conservation beyond their local community.

**Areas for development:**

- Students' participation in schemes that promote sustainability and conservation beyond their local community in Phase 4.

### 3. Teaching and assessment

| UK/IB | 3.1: Teaching for Effective Learning | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|-------|--------------------------------------|---------|---------|---------|---------|
|       |                                      | Good    | Good    | Good    | Good    |

- Most teachers have secure subject knowledge and apply their teaching methods consistently, and in Phase 1, they are aware of their subjects and how children learn and develop accordingly. Teachers provide a welcoming learning environment and plan lessons and tasks that motivate students to learn. They use the available resources and manage time well to support students' learning.
- Teachers share the learning objectives and success criteria with students so that they know what is expected of them, encourage discussion and dialogue and ask questions to test students' understanding. In the most effective lessons, teachers use different strategies that meet students' learning needs and abilities, and as a result, students achieve the learning objectives set for them and make better than expected progress overall. In the less effective lessons, a minority of teachers do not adapt their planning well enough to cater for all groups of students, particularly the higher attainers and gifted and talented students.
- Teachers encourage students to work independently and to use learning technologies to support their work. In Phase 1, children can choose their favorite activities and persevere with tasks. In the most effective lessons, teachers provide effective learning experiences for students to solve problems and to think critically, but such practice is not consistent across the school, and innovation is less well developed.

#### Areas for development:

- Teachers' planning and delivery of activities that cater for different groups of students, particularly the higher attainers and gifted and talented students in a minority of lessons.
- Teachers' use of activities that help students to develop their skills to solve problems and develop their critical thinking in all phases.

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

- Most teachers have an advanced subject knowledge and apply it well to support students' learning. They provide a welcoming and engaging learning environment, plan and share clear learning objectives with students to help them understand their expectations of the lesson. Teachers use resources effectively and make good use of time in lessons, helping students to work at a brisk pace and to make more gains in their learning.
- Teachers encourage dialogue and interaction and ask questions to deepen students' learning. In most lessons, teachers match activities to students' learning needs, deal with misconceptions when they arise and quickly adjust their questions and tasks. This results in students acquiring new knowledge and skills, but in a few lessons, teachers do not always adopt this effective approach.
- Teachers provide opportunities for students to develop their independence and to use learning technologies to research and to extend their learning. In the very good lessons, teachers encourage students to solve problems, explain their reasons, apply their critical thinking skills and to be innovative in their work. In a few lessons, however, this is not always the case.

#### Areas for development:

- Teachers' planning of lessons and tasks that are adjusted to meet students' learning needs and abilities.
- Teachers' use of a range of learning experiences to develop students' problem-solving skills and their application of critical thinking.



| UK/IB | 3.2: Assessment | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|-------|-----------------|---------|---------|---------|---------|
|       |                 | Good    | Good    | Good    | Good    |

- The school has well established assessment systems and this helps school leaders to measure students' progress and to identify potential gaps in their learning. The school takes part in national and external examinations such as GL, PISA, TIMSS, IGCSE, and A level examinations to compare students' attainment against national and international standards.
- The school leaders analyze students' assessment by classes and grades and share such information data with subject leaders and teachers to inform future planning. Assessments at the beginning of the year are used to place students into different ability groups in lessons, and KG assessment is used well with a range of evidence, including observations and checks on children's work to aid teachers' planning. In the less effective lessons, teachers' use of assessment data to meet the different needs and abilities of students is inconsistent, especially for higher attaining students.
- In general, teachers know what students can do and what they need to do to improve in their work. During lessons, they provide students with verbal feedback and students correct their work accordingly. Teachers regularly mark students' work, set them targets for improvement and encourage peer-assessment. However, a minority of teachers do not always encourage students to respond to their comments to improve their written work.

**Areas for development:**

- Teachers' consistent use of assessment information to plan activities and tasks that meet the needs and abilities of most groups of students, particularly higher attaining and gifted and talented students.
- Teachers' encouragement of students to respond to their written comments so that they can improve their written work in all phases.

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

- The school's internal assessment procedures are well established and linked to the school's curriculum standards. Continuous assessments include daily, periodic and termly assessments to evaluate students' attainment and progress. The school uses IBDP papers in English, mathematics and science to benchmark and to monitor students' attainment against international expectations.
- The school leaders analyze students' assessment data by individual and by groups to help identify higher attainers and to provide extra support for students who require further help and guidance. They share such assessment information with teachers to inform future planning and to improve the delivery of the curriculum. In the most effective lessons, teachers use this information to plan lessons that cater for the different needs of almost all students, but such practice is inconsistent in a minority of lessons.
- Teachers know students' strengths and what they need to do to improve and offer them verbal and written constructive next steps comments to help them improve the quality of their work and to encourage peer-assessment. A few students do not always respond to their teachers' comments.

**Areas for development:**

- Teachers' consistent use of assessment data to plan lessons that cater for the needs of all students in Phase 4.
- Teachers' encouragement of students to respond to their next steps comments so that they can improve the quality of their written work.

## 4. Curriculum

| UK/IB | 4.1: Curriculum Design and Implementation | Phase 1    | Phase 2    | Phase 3    | Phase 4 |
|-------|---|------------|------------|------------|---------|
|       |   | Acceptable | Acceptable | Acceptable | Good    |

- The curriculum is broad and has a clear rationale. It is aligned to the English national curriculum and meets MoE requirements. The primary years program (PYP) curriculum in Phases 1 and 2 is based on the English national curriculum and includes approaches related to how to conduct lines of inquiry. In Phase 1, the curriculum is built on the Early Years Foundation Stage (EYFS) and provides the opportunity for children to develop their knowledge and skills in the required areas of learning.
- Continuity and progression build on students' prior knowledge and skills and helps to narrow gaps in their learning. For example, the differentiated teaching of phonics enables children to develop their early literacy skills and helps them to close any gaps in their learning. There has been insufficient attention paid until recently to aligning the curriculum to support continuity and progression into Phase 3 and to ensure that the scope and sequence of the IB curriculum from Phases 1 and 3 are fully integrated into the UK curriculum.
- There is a wide range of suitable subject options provided in the UK curriculum. In Phases 3 and 4, there are clear pathways for students to progress on to IGCSE and AS and A level courses. For example, A level courses include sciences, English literature, business studies, humanities, psychology, art and design, French and Spanish.
- Cross-curricular links are good, helping students to make useful links with the UAE society and other subjects. For example, in a KG2 English lesson, students talk about how to change the settings in their favorite stories, by referring to the desert in the UAE, Gulf countries and European cities; and in a Grade 5 mathematics lesson, students explore ways to calculate the area of the football pitch in the school and to compare with others in the UAE and Europe. Students use learning technologies well to support their learning.
- Through curriculum review processes, staff at all levels meet regularly to discuss curriculum changes and to improve its design to ensure it promotes students' interest and engagement. This has resulted in initiatives being implemented across the school, for example, 'Talk for Writing', 'Oracy' and 'Financial Literacy'. The curriculum is not fully aligned to cater for the different needs and abilities of students.

### Areas for development:

- The full alignment of the curriculum so that the IB scope and sequence are integrated into the curriculum from Phases 1 to 3.
- School leaders' review of the curriculum processes across all phases to ensure it provides continuity and progression and is fully aligned to meet the needs and abilities of all students.

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

- The curriculum is broad and relevant. The school follows the IBDP program of studies for students in Grades 11 and 12. The curriculum meets the MoE statutory requirements.
- The planning of the curriculum builds on students' prior knowledge and skills and facilitates continuity and progression. However, there is some variation across subjects and grades. The needs of the majority of students are met and students are well prepared for the next stages of their education in school and further education or work.
- There is a range of curricular choices available for students. Courses include English literature, mathematics, sciences, computer science, business management, humanities, design and technology, visual arts, Arabic, French and Spanish. These provide a core group of subjects supported by self-study designed to meet the needs, interests and aspirations of most students.
- The curriculum offers carefully planned cross-curricular links enabling students to transfer knowledge and skills from one subject to another and to use learning technologies to research and to support their learning. For example, students make links with Islamic education related to charity and how to treat their parents and communities with respect; and in psychology, they explore how individuals and families are influenced by values and behaviors from their communities with reference to tolerance in UAE society.
- The school has recently conducted reviews of its curriculum. This has led to a positive impact on students' achievement in most subjects, and in English in particular, where students improve their command of the English language as seen in the way they communicate their ideas orally and in writing. However, the school has yet to review its curriculum to ensure that it fully meets the needs and abilities of all students.

#### Areas for development:

- School leaders' review of the curriculum so that it caters for the needs and abilities of all students.

| UK/IB | 4.2: Curriculum Adaptation | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|-------|----------------------------|---------|---------|---------|---------|
|       |                            | Good    | Good    | Good    | Good    |

- School leaders check the curriculum content and ensure that most teachers modify the curriculum to meet the needs of students. The introduction of the intervention programs provides continuous support for children and students who need extra help, enabling students to attain at least in line with curriculum standards and to make better than expected progress as a result. However, the adaptation of the curriculum to include scope and sequence from the IB into the UK curriculum is not fully established.
- Opportunities for enterprise and innovation are provided through a range of extra-curricular activities such as in art, music and design and technology. Links with the community include a range of trips and visits to places of interest, visitors to the school and participation in charities to support members of the community. However, innovation is not fully developed across the school.
- Across the curriculum, there are sufficient opportunities for students to learn about Emirati culture and UAE society. These are integrated through tasks and learning activities that are embedded in subjects and supplemented through celebrations of national days, evident in lessons and supported by displays in school.

**Areas for development:**

- School leaders’ adaptation of the curriculum to ensure that the scope and sequence from the IB is integrated into the UK curriculum.
- The provision of more activities to develop students’ innovation skills across the school.

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

- Modifications have been made to the curriculum to meet the needs of most groups of students. The introduction of extra lessons in English and mathematics and intervention programs provide continuous support for students who require additional help, enabling these students to attain at least in line with curriculum standards.
- The curriculum is designed to be interesting and helps students to acquire the knowledge and skills required for further study. Students demonstrate enterprise through raising funds to help others; in visual arts, and design and technology lessons students can be creative in their work. Links with the community are well established, for example, through a range of trips and visits, but the development of students’ innovation skills is not a key feature of lessons.
- Across the curriculum, there are opportunities for students to learn about Emirati culture and UAE society. These are integrated through tasks and activities within subjects. This is evident, for example, in business studies, where students explore the concept of motivation in jobs in the UAE and the countries they have visited, and in an English lesson where students refer to characters’ feelings and views about the social contribution with reference to UAE’s support for countries in the world.

**Areas for development:**

- The provision of more activities that develop students’ innovation skills.

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

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

- The school has rigorous policies and procedures in place, including welfare, health and safety, behavior, and child protection, to which staff, parents and others have access. Staff receive training in safeguarding and parents know how to protect their children when using the internet and social media. Through anti-bullying week and personal, social, health and emotional lessons, students learn about how to be safe, including the risks of cyber-bullying. Health, safety and security teams undertake rigorous risk assessments on the premises and resources and conduct fire drill routines to ensure students' safety; and staff supervise students very well in school and on the school transport.
- The school premises are safe, hygienic and very well maintained. They are well suited to the needs of students and benefit from ramps, elevators and toilet facilities for students and adults who may have mobility difficulties. Health and safety logs are very well documented; medical files and medicines are stored securely in locked cabinets and accidents and incidents are recorded in detail, including the subsequent action taken.
- The school promotes awareness of safe and healthy lifestyles. Students participate enthusiastically in physical activities, sports competitions, and swimming lessons. In Phase 1, children enjoy outdoor play and learn to climb and slide on the play apparatus safely. Students participate in healthy eating initiatives such as 'Super Foods' and 'Active at home', but a few students consume unhealthy snacks that they bring from home.

### Areas for development:

- Procedures to ensure that all students' understand the importance of healthy eating and the impact it may have on their health and well-being.

| UK/IB | 5.2: Care and support | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|-------|-----------------------|---------|---------|---------|---------|
|       |                       | Good    | Good    | Good    | Good    |

- Trusting and respectful staff relationships and behavior management strategies support students' social and emotional skills. The school's approach to promote attendance and punctuality are very effective, evident in the way the attendance officers and school counselors contact parents in the morning to find out about the reason for their children's unauthorized absence and to help parents understand the important link between attendance and achievement.
- The school has comprehensive systems to identify students with SEND and gifted and talented students. SENCOs work well with parents and external professionals to devise individual educational plans for students and to implement appropriate intervention programs. Gifted and talented students enjoy extra-curricular activities to help them explore their interests and aspirations. However, levels of support for students with SEND and levels of challenge for gifted and talented students in lessons vary considerably across the school.
- Staff, nurses and counselors provide effective support for students' social and emotional well-being. Induction arrangements into Phase 1 and transition into the main school are well managed. Higher education and career guidance are appropriately shared with students and both students and their parents appreciate the valuable support that they receive from staff, including career guidance fairs, interview skills and how to write a curriculum vitae.

### Areas for development:

- Levels of support for students with SEND and further challenge for gifted and talented students in lessons so that all groups of students make the progress of which they are capable.

## 6. Leadership and Management

### 6.1: The Effectiveness of Leadership

Judgment

Good

- Leaders at all levels, including the Principal, set a clear vision and direction with core values for the school that they share with the school community, aiming to improve students' academic performance, their personal development and overall well-being. They show commitment to UAE national and Emirate priorities, as evident in the way the school engages students in external examinations. The school is inclusive and has specialist facilities for students with SEND; SENCOs and trained staff to lead on intervention programs but levels of support for students with SEND are variable in lessons.
- Most senior leaders demonstrate secure understanding of the best practice in teaching, learning and assessment and provide a stimulating learning environment to improve students' outcomes. Senior leaders observe teachers formally and through learning walks and offer them constructive feedback to help them improve the quality of their teaching. However, a few middle leaders are new to the school and the quality of their monitoring of teaching and learning is variable. A minority of lessons are ineffective because assessment data is not always used with sufficient rigor to help all students make the progress of which they are capable.
- Relationships and communication are effective and staff morale is very positive. The school delegates roles and responsibilities effectively and most staff work together well, knowing whom to refer to for support and guidance. However, leaders do not ensure that all staff are held accountable for students' performance with students' achievement in a minority of lessons judged to be only in line with curriculum expectations.
- Leaders know the school's strengths and the areas requiring improvement. For example, they have been innovative in the way they have introduced intervention programs for students in Phases 1 and 2 to help them catch up in the English medium subjects, and to ensure that staff teaching in Phase 4 in UK/IB and IBDP, have attended the relevant training to equip them with the knowledge and skills required to deliver the curriculum.
- School leaders have improved students' progress and achievements in most subjects. They ensure that the school is compliant with statutory and regulatory requirements by securing suitably qualified and trained staff in the school and checking that the premises and resources are safe and secure.

#### Areas for development:

- Middle leaders' monitoring of the quality of teaching and learning in their subjects.
- The minority of teachers that do not use assessment information effectively in their lesson planning so that teaching caters for the needs of all groups of students.

**6.2: Self-evaluation and Improvement Planning**

Judgment

Good

- The school's self-evaluation (SEF) includes the views of staff, parents and other stakeholders. The SEF also notes the analysis of internal and external assessment, how to meet the UAE national and Emirate priorities and the rationale for each grade. Information from the SEF is used well to highlight the school's strengths and to inform future developments and teachers' planning.
- School leaders observe teachers regularly and offer them specific feedback to help them improve the quality of their teaching practice. A few of the middle leaders who are new to the school have not received sufficient coaching and training to help them improve their leadership skills. School leaders have acknowledged that there is more work to do in order to improve the quality of teaching and students' performance in all subjects and phases across the school.
- The school's development plan comprehensively focuses on what the school needs to do to improve further. It includes timescales, costings, clear responsibilities and systems for monitoring and evaluation. The school has significantly minimized weak attainment, for example, in English. Staff have received more training and some middle leaders are now in senior leadership positions, and the school has secured better outcomes in most subjects through improved standards.

**Areas for development:**

- The quality of teaching and learning in a minority of subjects and the skills of middle leaders so that they can have a greater positive impact on further raising standards.

**6.3: Partnership with Parents and the Community**

Judgment

Good

- Parents contribute well to the life of the school and their children's learning and development; for example, they support the school's work in the way they organize special events, including the UAE National Days and Eid celebrations. The school also considers parents' views through meetings and surveys when shaping the school's priorities, such as reading in both Arabic and English. Parents appreciate the range of opportunities for contact with teachers, including regular emails, newsletters and access to the school's digital portal to check their children's progress, behavior and effort.
- The school has a comprehensive system to provide reports to parents. Discussions with parents indicate that their children learn well and that they are suitably informed about their academic progress, personal development and well-being and that they can ask the school for help. For example, parents confirm that they receive regular reports from teachers that include their children's strengths, areas for improvement, attitudes to learning, behavior, relationships and attendance and how they can contribute to meeting the National Agenda priorities, such as raising the achievement of Emirati students, but a few parents would appreciate more clarity about curriculum progression from PYP to the end of Phase 2.
- The school has established strong links with local and national institutions such as the fire emergency service to provide guidance to staff and students on fire safety. School leaders also work with sister schools and other schools in the UAE and further afield to share best practice.

**Areas for development:**

- Greater clarity for parents on curriculum progression from PYP to the end of Phase 2.

|                        |            |
|------------------------|------------|
| <b>6.4: Governance</b> | Judgment   |
|                        | Acceptable |

- The Governing Body includes representation from the owners, committees and students, but there are no representatives from parents and school staff. Governors seek the views of school leaders, staff, parents and other stakeholders to gain knowledge about the school. They respond constructively to parents’ complaints, comments and suggestions, as seen in the way that they influence the school to provide training for staff on remote teaching and learning, the extra-curricular activities for students, and the support for parents on how to teach phonics to their children at home.
- Governors visit the school regularly and have meetings with school leaders to discuss the school’s provision, including the recruitment of teachers and the availability of resources in the school. Governors enquire regarding the support and training to be provided for new teachers and how students are progressing, but they have not provided clarity to parents on their concerns related to continuity and progression in the PYP curriculum at the end of Phase 2 and have not reviewed the structure of the leadership team and management across the school, including the Governing Body. Governors ensure that the school is appropriately staffed, and that health and safety checks are regular, including risk assessments on the premises and resources.

**Areas for development:**

- The review of the structure of the leadership team and management at all levels, including the Governing Body.
- School staff and parental representation on the Governing Body so that they can present the views of the school’s community.
- Information and guidance to parents about the school’s curriculum and its continuity and progression across the phases.

|  |          |
|--|----------|
| <b>6.5: Management, Staffing, Facilities and Resources</b> | Judgment |
|  | Good     |

- The day-to-day management of the school, its procedures and routines are efficient, well organized and have a positive impact on students’ achievements and personal development. The school is appropriately staffed with well experienced senior leaders and suitably qualified teachers who are deployed effectively, although teachers and middle leaders have not received specific training to help them improve their teaching and leadership skills.
- Premises, facilities, and resources are well designed, including science laboratories, swimming pools and the sports grounds that enhance student’s learning. Students benefit from the opportunity to access the library during lessons and recreation times to support their learning. In Phase 1, children have access to ample outdoor space and practical activities to help them play and consolidate their learning.

**Areas for development:**

- Further specific training for middle leaders and teachers to improve their teaching and leadership skills.

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