



DELHI PRIVATE SCHOOL - RAS AL KHAIMAH

ID: 925

SCHOOL EVALUATION REPORT - ACADEMIC YEAR 2025-2026

Evaluation and Quality Department of Public and Private Education Institutions

Good

School Profile

General Information

School Name (In Arabic)	مدرسة دلهي الخاصة - راس الخيمة
School Name (In English)	DELHI PRIVATE SCHOOL - RAS AL KHAIMAH
Curriculum	Indian
Principal Name	Deepa Vinod Kumar
Principal Email	Principal@dpsrak.ae
Principal Phone	+971 50 5394790
School Phone	07 233 9559
Emirate (Location)	Ras Al Khaimah
School area (Location)	Khalifa Bin Zayed City, South Al Dhaith Ras Al Khaimah
Chair of Board of Governors	Dr. Dinesh C. Kothari
Accreditation Body	CBSE India

Students and Classrooms

Number of students enrolled	554
Number of Emirati students	0
Number of students of Determination	12
Age range of students	Age 4 to Age 17
Phases or Cycles	Phase 1 to Phase 4
Grades	KG-1 to Grade XI
Largest nationalities group of students	Indian

Teachers and Support staff

Number of teachers	48
Largest nationality of teachers	Indian
Teacher-student ratio	1:11
Teachers' Turn Over	8%

Learning Platforms

Names of Learning Platforms	<p>Across English, Mathematics, General Science, Islamic Studies, and Arabic, the school utilizes a range of digital learning platforms to support curriculum delivery and promote effective learning experiences.</p> <p>English: Rosen Level Up, Nearpod, CLP Math: Toy Theatre, ictgames, IXL Learning, K5 Learning Science: Padlet, Olabs, Gizmos, CLP Islamic: YouTube Channels (Stories for Kids), Padlet, CLP Arabic: Alf Platform, Quizizz Platform, CLP</p>
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URLs/Links/Apps	<p>The school utilizes a variety of digital tools categorized according to their educational purpose:</p> <p>Interactive assessment tools such as Kahoot, Quizizz, and Wordwall.</p> <p>Creative and collaborative platforms, including Canva, Padlet, and ClassDojo</p> <p>Subject-specific resources such as SplashLearn, IXL, Transum, PhET simulations, Alef Platform, and Tanzeel.</p>
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Examinations

Assessment Tests	<p>Assessment of Scholastic Skills through Educational Testing (ASSET)</p> <p>Cognitive Abilities Test (CAT4)</p> <p>Arabic Benchmark Test (ABT)</p> <p>Islamic Education Benchmark Tests (IsBT)</p> <p>Social Studies Benchmark Tests (SsBT)</p> <p>Structured Assessment for Analyzing Learning (SAFAL)</p> <p>New Group Reading Test (NGRT)</p> <p>Pupil Attitudes to Self and School (PASS)</p>
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SUMMARY OF EVALUATION OUTCOMES

2025-2026

Good

1. Students Achievement	Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education				
1.1. Attainment		Acceptable	Good	Good
1.2. Progress		Acceptable	Good	Good

Arabic as a second language				
1.1. Attainment		Acceptable	Acceptable	Acceptable
1.2. Progress		Acceptable	Acceptable	Acceptable

UAE Social Studies				
1.1. Attainment		Good	Good	Good
1.2. Progress		Very Good	Good	Good

English Language				
1.1. Attainment	Good	Good	Good	Good
1.2. Progress	Good	Good	Good	Good

Mathematics				
1.1. Attainment	Good	Good	Good	Very Good
1.2. Progress	Very Good	Good	Good	Very Good

Science				
1.1. Attainment	Good	Good	Good	Good
1.2. Progress	Very Good	Good	Good	Very Good

1. Students Achievement	Phase 1	Phase 2	Phase 3	Phase 4
1.3. learning skills	Very Good	Good	Good	Good

2. Students personal and social development, and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
2.1. Personal Development	Very Good	Very Good	Very Good	Very Good

2.2. Students understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
2.3. Social Responsibility and Innovation Skills	Good	Good	Very Good	Very Good

3. Teaching and Assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1. Teaching for Effective Learning	Very Good	Good	Good	Good
3.2. Assessment	Good	Good	Good	Good

4. The Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1. Curriculum Design and Implementation	Good	Good	Good	Good
4.2. Curriculum Adaptation	Good	Good	Good	Good

5. The protection, care, guidance and support of students	Phase 1	Phase 2	Phase 3	Phase 4
5.1. health and safety including arrangements for child protection/safeguarding	Very Good	Very Good	Very Good	Very Good
5.2. Care and support	Very Good	Very Good	Very Good	Very Good

6. Leadership and management	Overall			
6.1. The Effectiveness of Leadership	Good			
6.2. Self-evaluation and Improvement Planning	Good			
6.3. Partnership with Parents and the Community	Very 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 data indicate that the majority of students attain above curriculum expectations in English in Phase 2, mathematics, and Arabic as a second language in Phase 3, and make better than expected progress. The large majority of students attain above curriculum expectations in English in Phases 1 and 3, in mathematics and science in Phases 2 and 4, and in Arabic as a second language and Islamic Education in Phase 2, and make better than expected progress. Most students attain above curriculum expectations in English and Arabic as a second language in Phase 4, mathematics in Phase 1, science in Phases 1 and 3, Islamic Education in Phases 3 and 4, and UAE social studies across Phases 2, 3, and 4, and they make better than expected progress.
- Develop secure, grade-appropriate learning skills across all phases. In Phase 1, children are eager to learn and explore independently. Students increasingly take responsibility for their work and communicate their learning confidently. However, in Arabic as a second language, communication skills are less well developed. Innovative strategies are not yet used consistently to refine ideas and improve work quality, limiting opportunities to strengthen creativity across subjects and phases.
- Demonstrate positive attitudes to learning, behave well, and interact courteously with peers. They respond constructively to teachers' feedback, show self-discipline, and maintain positive relationships with both teachers and classmates. Students also actively participate in leadership roles and charity campaigns.

Parents

- Play an active role in school life, collaborating in their children's education and expressing confidence in the quality of education and care provided. They feel well informed about their children's progress and are highly supportive of the school and its leaders. Parents value the safe and secure learning environment, and appreciate the regular communication channels through newsletters, meetings, and the Classroom Learning Platform (CLP).

Teachers

- Provide a welcoming learning environment, know their students well, and plan lessons that meet the learning needs of most groups of students, engaging them in their learning process. Questioning strategies and class dialogue engage students in reflective and thoughtful learning. However, effective management of time and resources remains inconsistent across phases and subjects. In Phase 1, teachers are highly effective at enhancing children's numeracy, understanding of simple scientific concepts, and their early enquiry skills.
- Use curriculum and cognitive assessment data to plan work that meets the needs of most groups, including students with special educational needs and disabilities (SEND) and gifted and talented students (G&T). Students are given opportunities for self- and peer-assessment; however, the consistency of verbal and written feedback from teachers is less developed.

School Leaders

- Set a clear vision to enhance students' academic and personal outcomes, aligned with the UAE and Emirate priorities. They deploy staff and resources effectively and are committed to improving teaching quality and meeting the diverse needs of all students across all phases. School leaders have fostered a purposeful and inclusive learning community that places students' well-being at the heart of all planning and decision-making.

- Ensure that the self-evaluation (SEF) processes are comprehensive and involve a wide range of stakeholders. The SEF is fully embedded across all aspects of school life, including reviews of students' assessments and teaching quality. School Development Plans (SDPs) are informed by a clear understanding of the school's strengths and key priorities and are primarily based on the recommendations from the previous report. However, school leaders' evaluation of the school's performance is overly generous.

- Demonstrate a strong commitment to school improvement through sustained investment in staffing, facilities, and resources, supporting the school's development plans by identifying next steps, ensuring effective staff induction and deployment, and contributing significantly to school performance through lesson observations and quality assurance visits.

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 into account the following key priorities to inform its improvement planning.

Students' achievement -Improve achievement and learning skills by:

- Strengthening students' recitation and memorization skills of the Qur'anic verses in Phase 2 and enhancing their understanding and application of Islamic laws and etiquettes in Phase 3.
- Enhancing students' reading, speaking, and writing skills in Phases 2, 3, and Grade 9 of Phase 4 in Arabic as a second language.
- Developing students' understanding of the national identity and the roles and initiatives of the UAE leaders in Phase 4, and their ability to locate places on geographical maps.
- Reinforcing students' oral communication skills, including the clear and confident presentation and explanation of ideas in English, particularly in Phases 2, 3, and 4.
- Offering more practical activities in mathematics to help students master their mental mathematics skills in Phase 2, and their algebraic skills in Phase 3.
- Broadening the range of scientific investigations, placing greater emphasis on advanced experimental and analytical methods in Phases 2 and 3.
- Enhancing students' innovation skills, including their confidence in experimenting with new strategies, and strengthening their independence in making meaningful connections across different areas of the curriculum across all phases.

Teaching and Assessment -Improve the impact of teaching and assessment on achievement by:

- Further development of engaging, student-centered learning environments, particularly in Phases 3 and 4, alongside more purposeful and effective use of instructional time and resources across all phases.
- Ensuring teachers use highly effective strategies to meet individual students' needs, particularly in Arabic as a second language, and providing additional opportunities for students to develop innovation skills across all phases and subjects, particularly in MoE subjects.
- Developing assessment analysis in Phase 1 and establishing consistent and reliable benchmarking.
- Enhancing constructive written feedback in Phases 1 and 2 and promoting more effective verbal feedback in Phases 3 and 4.

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

- Strengthening the capacity of all leaders to foster innovation and embedding a consistent culture of innovative practice throughout the school.
- Improving the accuracy and effectiveness of self-evaluation to support tangible progress.
- Leveraging national and international partnerships to have a greater positive effect on students' learning and outcomes across phases.
- Strengthening governance-led oversight of authentic assessments in Kindergarten and beyond to ensure systematic tracking of student progress.
- Enhancing teacher expertise through targeted professional development in MoE subjects and other key areas, with particular emphasis on Arabic as a second language and Islamic Education.

Islamic Education

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Good	Good

Summary

In lessons and in their recent work, most students in Phase 2 demonstrate knowledge, skills, and understanding that are at least in line with curriculum expectations, while the majority of students in Phases 3 and 4 attain levels that are above curriculum expectations. In Phase 2, students demonstrate an appropriate understanding of topics related to Prophetic biography, key personalities, and contemporary issues. They can explain key events from the Seerah and suggest simple ways to preserve public facilities based on Islamic principles. However, students require further support to strengthen their understanding and application of Islamic rulings, particularly in mastering ablution and performing prayer correctly. In Phases 3 and 4, students demonstrate secure knowledge and understanding of Islamic values, manners, and rulings. The majority can explain jurisprudential concepts such as 'Ghusl' and 'the Sunnahs of fitrah' and clarify their wisdom. They also understand concepts of coexistence, tolerance, and the sponsorship of orphans, and can link these to everyday behaviors within the school and the wider community. However, Qur'an recitation skills still require further improvement, particularly in reading accuracy and the application of Tajweed rules in Phases 2, 3, and 4.

Over the past three years, the attainment of the majority of students has been consistently above curriculum expectations in Phases 2, 3, and 4.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Good	Good

Summary

In lessons, most Phase 2 students make the expected progress against appropriate learning objectives aligned with curriculum expectations, while the majority of students in Phases 3 and 4 make better than expected progress against comparable objectives. In Phase 2, Grade 3 students demonstrate a basic understanding of the importance of knowledge and can make general links between seeking knowledge and serving the community. They can also infer that Islam encourages learning by referring to the first revealed verse. However, their understanding remains largely literal, and their ability to analyze and apply learning to real-life contexts is limited. In Phase 3, Grade 7 students show progress from an initial awareness of the etiquette of gatherings to a deeper understanding of their religious and social significance. They can explain appropriate behavior in different contexts, analyze behavioral situations, and link these to values such as trust, respect, and unity within society. In Phase 4, Grade 11 students demonstrate the ability to explain jurisprudential rulings related to prohibited relationships and accurately classify them with justification. They also link these rulings to the societal context of the UAE, such as highlighting the importance of premarital medical screening as a preventive measure aligned with the objectives of "Shari'a" in safeguarding individuals and families. Most groups of students make the expected progress; however, students in the upper grades are progressing better than students in the lower grades. SEND and G&T students do not consistently make the level of progress of which they are capable.

Areas for development

- Students' understanding and application of Islamic rulings, particularly mastering ablution and performing prayer correctly in accordance with its complete form, in Phase 2.
- Students' skills in reciting and memorizing Qur'anic verses included in the curriculum in Phases 2, 3, and 4.

Arabic as a second language

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons and in their recent work, most students in Phases 2, 3, and Grade 9 of Phase 4 demonstrate levels of knowledge, skills, and understanding that are in line with curriculum expectations. In Phase 2, most students in the lower grades can identify letters, shapes, and common vocabulary, and form simple sentences. Students in the upper grades of the phase can identify new vocabulary, read short extracts from literary texts, and understand the main ideas. However, students' reading comprehension and speaking skills are less well developed, which limits their ability to deepen understanding and communicate effectively. In Phase 3, particularly at Level 3, most students can read and comprehend the general meaning of texts, answer text-related questions, express their ideas orally using simple sentences, and write short descriptive sentences and paragraphs. However, students demonstrate lower proficiency in speaking fluently and in writing about unfamiliar contexts. In Phase 4, Grade 9, most students show improvement in reading skills, as they can read longer texts and comprehend their meaning, and they can write short paragraphs on familiar topics. However, their writing skills, particularly the consistent and accurate use of spelling, grammar, and punctuation, remain less well developed. Over the past three years, the attainment of the majority of students has been above curriculum expectations; however, this is not consistently evident in lessons.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable

Summary

In lessons, most students make expected progress in relation to learning objectives that are appropriately aligned with curriculum expectations. In Phase 2, Grade 4, most students make progress in identifying new vocabulary related to the four seasons and use this vocabulary to construct simple descriptive sentences and write short paragraphs about their favorite season. In Phase 3, Grades 7 and 8, most students can read literary texts, extract relevant information, and analyze key phrases to produce short paragraphs. In Phase 4, Grade 9, most students read texts appropriately, identify individual and team sports, discuss the importance of sports in daily life, and express their ideas about their favorite sports in written form.

Students in Level 3 in Grades 3, 4, 5, and 6, as well as students in Level 6 in Grades 7, 8, and 9, make better progress than those in Levels 1 and 2. This is partly due to a high number of new students who joined the school during the current academic year, many of whom have no prior background in Arabic, particularly at Level 1. The school groups students into three levels (Levels 1, 2, and 3) from Grades 3 to 6, and four levels (Levels 1, 2, 3, and 6) from Grades 7 to 9. However, the criteria used for levelling do not consistently support students' progress. As a result, many students in Levels 1 and 2, including students with SEND and those identified as G&T, do not consistently make the progress of which they are capable.

Areas for development

- Students' reading comprehension and speaking skills to enhance understanding and effective communication across Phases 2, 3, and Grade 9 of Phase 4.
- Students' writing skills and consistently applying accurate spelling, grammar, and punctuation marks across Phases 2, 3, and Grade 9 of Phase 4.

UAE Social Studies

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good

Summary

In lessons and their recent work, the majority of students in Phases 2 and 3, and Grade 9 of Phase 4 attain levels that are above curriculum expectations; in Phase 2, students demonstrate understanding of UAE culture, heritage, and national identity. They are familiar with traditional customs, such as greetings and hosting guests. However, in economics, a few students find it difficult to explain how local and international industries are raising the economy of the UAE. In Phase 3, students understand the UAE's geography, including deserts, mountains, and coastal regions, and can compare the old UAE with ancient North American civilizations. However, their skills in locating places and regions on maps are less well developed. In Grade 9 of Phase 4, students understand the balance between development and tradition. However, a few students struggle to explain Sheikh Zayed's initiatives such as providing clean water to people.

Over the past three years, the attainment of a majority of students has been above curriculum expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Good	Good

Summary

In lessons, the large majority of Phase 2 students and the majority of students in Phase 3 and Grade 9 of Phase 4 make better than expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Grade 2, students analyze the importance of famous landmarks in the growth and development of the UAE, and how to support sustainability by saving energy and water. In Grade 8, students compare and contrast the physical geography of North America and the UAE, and in Grade 9, they analyze Sheikh Zayed's leadership principles for modern sustainability challenges. Progress is generally similar across students' groups, though students with SEND often show slightly less progress.

Areas for development

- Students' deeper knowledge and understanding of the roles and initiatives of UAE leaders in various fields such as sustainability, particularly in Phase 4.
- Students' ability to read maps and accurately locate regions, countries, and other places.

English Language

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
Good	Good	Good	Good

Summary

External assessment data indicate that the majority of students in Phase 2 and a large majority in Phases 3 and 4 attain levels that are above international expectations in ASSET exams 2024-25. CBSE examination results for Grade 10 show that a majority of students attain levels above curriculum expectations.

In lessons and their recent work, the majority of children in Phase 1 and the majority of students in Phases 2, 3 and 4 demonstrate levels of knowledge, skills, and understanding that are above curriculum expectations. In Phase 1, the majority of children can listen attentively, understand, and respond to ideas related to the main events of stories, and can sequence events using story cards, demonstrating developing comprehension and early thinking skills. They can trace, match, color, and copy short words or phrases modeled by the teacher. They can identify letter sounds, recognize common digraphs, and participate in phonics activities, showing developing phonological awareness. In Phase 2, students can understand the main events in literary texts and identify key events. They can explain "why" questions, using relevant examples from the text, and can compare different characters. Students can produce written responses across tasks, demonstrating increasingly developed writing skills; however, opportunities to articulate ideas orally in extended and confident ways are still developing. In Phase 3, students can express their ideas and support them with relevant textual evidence. They can produce longer pieces of writing using complex sentence structures and more developed ideas. While oral participation is evident, students require further support to sustain extended spoken explanations using precise vocabulary and clear organization. In Phase 4, students can analyze and interpret main events in literary texts, make comparisons, and support their ideas with appropriate textual references. Although students can contribute to discussions, many are less confident in presenting ideas orally in a sustained, structured, and articulate manner.

While students across all phases can engage in discussions and express ideas, their ability to present and sustain extended oral explanations using accurate vocabulary and clear reasoning, particularly in Phases 2, 3, and 4, requires further development. Over the past three years, the attainment of the majority of students has been consistently above curriculum expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
Good	Good	Good	Good

Summary

In lessons, a majority of children in Phase 1 and a majority of students in Phases 2, 3, and 4 make better than expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase1, in KG2, children can identify the main events and sequence them correctly in the story "Jack and the Beanstalk", demonstrating developing comprehension and awareness of story structure. In Phase 2, Grade 1, students can match sentences to the correct poetic devices, including repetition, rhyme, and contrast. They can create two simple lines that follow the rhyme pattern of the poem and show contrast. In Phase 3, Grade 6 students can research and make comparisons by linking the experiences of the successful athlete Michael Phelps with the Fir Tree's feelings and experiences in the text. In Phase 4, Grade 9 students demonstrate higher-order reading comprehension skills by explaining the importance of the candlesticks to both the bishop and the convict, comparing their material value with their symbolic meaning, and supporting their ideas with appropriate textual references. Girls show better progress rates when compared with boys.

Areas for development

- Students' ability to present and explain ideas orally with clarity and confidence, particularly in Phases 2, 3, and 4.

Mathematics

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
Good	Good	Good	Very Good

Summary

External assessment data for 2024–2025 indicate that a majority of students in Phases 2 and 3, and a large majority of students in Phase 4 attain levels that are above international expectations in ASSET. In CBSE examinations 2024–25, a large majority of students in Phase 4 attain levels that are above curriculum expectations.

In lessons and in their recent work, a majority of children in Phase 1 and students in Phases 2 and 3, and a large majority of students in Phase 4, demonstrate levels of knowledge, skills, and understanding that are above curriculum expectations. In Phase 1, a majority of children attain above curriculum expectations in their numeracy skills and in their knowledge and understanding of shapes and measurement. In Phase 2, the majority of students' knowledge, skills, and understanding of mathematical operations are above curriculum expectations. However, their skills in handling data and mental mathematics are less developed. In Phase 3, the majority of students' skills in mensuration and mathematical operations are above curriculum expectations. However, their skills in algebra, particularly in solving algebraic equations, are less developed. In Phase 4, a large majority of students' understanding, knowledge, and skills in algebra, statistics, and mensuration are above curriculum expectations.

Over the past three years, the attainment of the majority of children and students in Phases 1 to 4 has been above national expectations, and the attainment of a majority of students in Phases 2 to 4 has been above international expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
Very Good	Good	Good	Very Good

Summary

In lessons, the large majority of children in Phase 1 and students in Phase 4, and a majority of students in Phases 2 and 3, make better than expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 1, the majority of children in KG2 can solve addition and subtraction problems up to 10 and can successfully link repeated addition to multiplication symbols. In Phase 2, by Grade 5, a majority of students make better than expected progress in solving multi-step decimal problems. In Phase 3, by Grade 8, the majority of students can calculate the total volume of combined solids using appropriate mathematical formulae. In Phase 4, by Grade 10, a large majority of students can derive and apply formulae for calculating the total surface area of three-dimensional shapes and sectors of a circle, solve multi-step problems involving real-life applications of surface area, and explain their reasoning using appropriate mathematical terminology. There are no significant differences in the progress of different groups of students.

Areas for development

- Students' skills in mental mathematics and handling data in Phase 2.
- Students' algebraic skills, particularly in solving algebraic equations, in Phase 3.

Science

1.1. Attainment

Phase 1	Phase 2	Phase 3	Phase 4
Good	Good	Good	Good

Summary

External assessment data indicate that a large majority of students in Phases 2, 3, and 4 attain levels that are above international expectations in ASSET exams 2024-25. CBSE board examinations indicate that a large majority of students in Grade 10 attain levels that are above national curriculum expectations.

In lessons and their recent work, the majority of children and students in Phases 1, 2, 3, and 4 demonstrate knowledge, skills, and understanding that are above curriculum expectations. In Phase 1, children are able to observe, record, and understand cause and effect relationships in nature, and they are able to form simple hypotheses and test them. In Phase 2, the majority of students are able to allocate a problem and solve it in physical science. They are able to observe, predict, formulate a hypothesis, and explain the reasons behind physical concepts. In Phase 3, students are able to identify key scientific information related to chemical processes, and extract and interpret data from tables, charts, and graphs. However, students' ability to extend the scope of scientific investigations, emphasizing advanced experimental and analytical methodologies in Phases 2 and 3, requires further development. In Phase 4, in Chemistry, students are able to interpret experimental instructions and record data during chemistry lab practical activities. In Biology, they use biological terminologies when describing biological concepts and properties related to cells. They are able to observe, perform, record and explain findings of a biological experiment. In Physics, students are able to observe, measure, calculate, record data and draw conclusions about physical concepts. Over the past three years, the attainment of the majority of children and students across the school has been above national and international expectations.

1.2. Progress

Phase 1	Phase 2	Phase 3	Phase 4
Very Good	Good	Good	Very Good

Summary

In lessons, the large majority of children and students in Phases 1 and 4, and the majority of students in Phases 2 and 3, make better than expected progress in relation to appropriate learning objectives aligned with curriculum expectations. In Phase 1, by KG2, the large majority of children can describe parts and functions of plants and describe the effect of drought or flood on them. In Phase 2, Grade 5, the majority of students can identify faults in a non-working electric circuit, check connections and components and then correct these faults. In Phase 3, Grade 8, the majority of students can explain the impact of fuel choice on air quality, compare fuels using scientific reasoning, and link fuel properties to urban sustainability. In Phase 4, Grade 11, in Biology, the large majority of students can design their own experiments to investigate how temperature affects solvent movement in plant cells and can identify and describe turgor changes in the cell. SEND students are making the same progress as their peers. G&T students need further challenges to reach their full potential in lessons.

Areas for development

- Students' scientific investigation skills to strengthen advanced experimental and analytical skills in Phases 2 and 3.

1. Students Achievement

1.3. learning skills

Phase 1	Phase 2	Phase 3	Phase 4
Very Good	Good	Good	Good

Summary

Across the phases, students demonstrate positive attitudes towards learning, respond appropriately to teacher feedback, and collaborate respectfully with their peers, maintaining consistent levels of motivation and engagement. In Phase 1, children display particularly well-developed attitudes to learning, showing levels of enthusiasm, cooperation, responsiveness to feedback, and sustained commitment that, in many instances, extend beyond what is typically expected for their age group. In Science in Phase 1, KG2, children work collaboratively and productively in pairs and small groups during corner activities. They listen attentively to their peers and confidently share their understanding and findings about water transportation in plants. In Islamic Education in Phase 4, students actively participate in group discussions on the topic of etiquette in gatherings. They analyze a range of situations and provide appropriate interpretations supported by evidence from the Qur'an and Hadeeth. In Arabic in Phase 2, Grade 5, students work effectively in groups to describe pictures related to healthy and unhealthy food, demonstrating good communication skills.

Students make clear connections between areas of learning and relate these to their understanding of the world. They connect their learning to other areas of the curriculum and to real-life contexts. For example, in Social Studies in Phase 2, Grade 4 students make relevant real-life connections by identifying the largest port in Ras Al Khaimah and discussing the use of online trading applications. However, students' ability to independently make meaningful connections across different areas of the curriculum is less well developed. Students can think for themselves, and their reflection is generally purposeful. In Mathematics in Phase 2, Grade 5 students demonstrate critical thinking skills when analyzing financial scenarios and comparing different options using decimal operations. Students also show initiative by independently seeking information and using technology effectively to enhance their learning. Across all subjects and phases, students confidently use tablets to find information and support their understanding. However, students' innovation skills within lessons are less well developed. Opportunities for students to experiment with new strategies, refine their ideas, and enhance the quality of their work independently are not yet consistently evident across phases.

Areas for development

- Students' ability to independently make meaningful connections across different areas of the curriculum.
- Students' innovation skills in lessons to increase their confidence in experimenting with new strategies, refining ideas, and enhancing the quality of their work across phases.

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

2.1. Personal Development

Phase 1	Phase 2	Phase 3	Phase 4
Very Good	Very Good	Very Good	Very Good

Summary

Children and students across all phases demonstrate positive and responsible attitudes in a wide range of daily school situations. This is reflected in their increasing ability to adhere to rules and routines without continuous reliance on direct guidance, particularly in the upper grades. They show greater independence in moving around the school and managing classroom and out-of-classroom contexts with confidence. This is evident during the morning assembly, where students effectively lead and organize the school's broadcast. During break times and dismissal, they follow approved procedures calmly and with discipline, and they use electronic cards correctly. Many students take initiative in assuming organizational and supervisory responsibilities through roles in the Student Council, various school teams, daily supervision, and peer support via the Peer Buddy System. These contributions help create a safe and motivating school environment and foster a stronger sense of belonging and collective responsibility.

Children and students demonstrate a secure understanding of health awareness through active participation in a variety of school initiatives aimed at promoting healthy lifestyles. Most students regularly engage in physical activities and school programs such as Fabulous February, which include marathons and daily sports activities. They contribute to preparing healthy meals and making appropriate food choices, such as selecting fresh fruit and bread. Students interact positively with health awareness activities, and many demonstrate awareness of mental well-being by modifying unhealthy habits and discussing ways to reduce stress and improve concentration. In Phases 3 and 4, students clearly link a healthy lifestyle with academic achievement, explaining the impact of balanced nutrition and physical activity on energy levels and readiness for learning. Despite these positive practices, the level of commitment to adopting a healthy lifestyle in daily choices remains inconsistent and requires greater effort to reflect a strong and comprehensive commitment across all students.

The attendance rate of children and students stands at 96%. Their regular attendance, along with early arrival at school and lessons, contributes to the stability of the school day and enhances their readiness for learning, reflecting maturity in time management and personal responsibility.

Areas for development

- Students' strong commitment to adopting a healthy lifestyle in their daily choices and consistent engagement in healthy practices

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

Summary

Children and students across the different phases demonstrate a clear understanding of Islamic values and how these are reflected in their behavior within the school environment. They express values such as respect, discipline, and cooperation in their daily interactions throughout the school. Students also show a clear appreciation of the heritage and culture of the United Arab Emirates. In the lower phases, artwork and classroom activities reflect an awareness of national identity and Emirati heritage, including symbols such as the flag, the palm tree, the "Dallah", and traditional clothing. Displays throughout the school corridors, including artwork, charts, and models, further demonstrate an appropriate understanding of heritage through representations of traditional houses, wind towers (Barjeel), Falaj irrigation systems, and traditional occupations, supported by simple explanations highlighting the historical role of these elements. In Phases 3 and 4, students demonstrate the ability to discuss their participation in national events and celebrations, such as National Day, Flag Day, Falcon Friday, and cultural performances, linking these experiences to values of cooperation, unity, and belonging. Nevertheless, a deep understanding of UAE culture and heritage is less well developed.

Children and students demonstrate an appropriate awareness of world cultures and respect for cultural diversity within the school community. They identify flags, landmarks, foods, and traditional clothing from a range of countries, including Germany, Russia, Japan, India, and Greece. Students in Phases 3 and 4 participate in school events such as Cultural Week and Hindi Diwas, as well as activities including Model United Nations and Debate Club, providing opportunities to engage with different cultures and promote values of coexistence and acceptance of diversity. In Phases 1 and 2, early exposure to cultural diversity is evident through displays, drawings of global landmarks, and activities such as Harmony Day, supporting the development of acceptance of others from an early age. However, further learning opportunities could be provided to help students move beyond descriptive knowledge of cultures toward a broader and deeper understanding of cultural values, similarities, and differences.

Areas for development

- Students' broad knowledge of the culture of the United Arab Emirates and wider world cultures.

2.3. Social Responsibility and Innovation Skills

Phase 1	Phase 2	Phase 3	Phase 4
Good	Good	Very Good	Very Good

Summary

Students in Phases 3 and 4 contribute actively to school and community life and demonstrate a high level of social responsibility. Students participate willingly in voluntary and charitable initiatives that have positive effects on the school and wider communities, such as supporting cancer patients, ATM food organizations, charity markets, awareness campaigns, sustainability activities, and school gardening. The role of the Student Council is evident in organizing events, managing platforms, participating in school broadcasts, and leading awareness initiatives, including Mental Health Week and health awareness campaigns. In contrast, students in Phases 1 and 2 demonstrate age-appropriate participation through involvement in school activities and cultural events, such as Harmony Day, Falcon Friday, and language activities, where they undertake defined roles within teams and develop cooperation and a sense of belonging. However, their ability to lead initiatives or extend their community impact remains at an early stage of development.

Students in Phases 3 and 4 demonstrate strong work ethics and a high level of enthusiasm for learning and innovation. They engage in applied projects that link knowledge to practice, such as designing models of sustainable cities, scientific and mathematical projects, and participating in robotics teams, debates, and chess clubs, as well as artificial intelligence competitions and events such as Young Innovators Day and TED Talk presentations. Students can explain the stages of their projects, analyze problems, and propose solutions linked to community needs, with a growing awareness of leadership and teamwork. However, some initiatives remain guided by the school and subject teachers. In Phases 1 and 2, students demonstrate clear work ethics through participation in age-appropriate inquiry and hands-on activities, such as classifying materials by their properties, engaging in measurement activities, and reusing materials in artistic and educational tasks, which supports the development of observation and scientific thinking skills. However, students' initiative in independently leading and launching innovative projects across all phases is less well developed.

Students in Phases 3 and 4 have a relatively deep understanding of environmental issues and confidently discuss topics such as climate change, carbon footprint, sustainability, and resource conservation. This is evident in climate change displays that include analyses and solutions created by the students themselves, as well as their participation in organized environmental activities such as Sustainability Days and clean-up campaigns. They also demonstrate care for their school environment by contributing to environmental initiatives and guiding peers. In contrast, students in Phases 1 and 2 show age-appropriate environmental awareness through practical learning activities such as beach clean-ups, planting in the school garden, "All About Plants" displays, recycling activities, and learning about local environmental elements and living organisms. These activities reflect a basic understanding of the importance of caring for nature and conserving resources. However, transforming these experiences into sustained, student-led environmental projects requires further gradual development in line with students' ages.

Areas for development

- Students' initiative in leading and initiating innovative projects across all phases.

3. Teaching and Assessment

3.1. Teaching for Effective Learning

Phase 1	Phase 2	Phase 3	Phase 4
Very Good	Good	Good	Good

Summary

Most teachers consistently apply secure subject knowledge and demonstrate a clear understanding of how students learn. Lessons are generally well planned and purposeful. However, the provision of consistently motivating, student-centered learning environments, particularly in Phases 3 and 4, and the skillful use of time and resources across all phases and subjects remain inconsistent. In better lessons, particularly in mathematics and science in KG2 and in other subjects across different phases, teachers design highly engaging learning experiences, establish motivating classroom environments, and use time and resources effectively to enable almost all groups of students to achieve high levels of academic success. For example, in KG2 science lessons about the physical properties of materials, teachers create highly motivating and engaging learning environments through the effective use of varied learning corners, focus groups, and hands-on activities that promote exploration and sustained active participation.

Across all phases, teaching involves questioning that promotes thoughtful responses, and classroom dialogue supports meaningful discussion and reflection. In better lessons, particularly in mathematics and science in Phase 4, teachers' interactions encourage higher-order thinking and critical responses. For example, in a Phase 4 mathematics lesson on the surface area of three-dimensional shapes, teaching ensures that students are actively involved in meaningful discussion to analyze real-life applications, compare designs, and justify their reasoning. Teachers across all phases use differentiated strategies to address individual learning needs and provide appropriate levels of challenge and support. In better lessons, differentiation is particularly effective and ensures that students of different abilities are well supported and appropriately challenged. For example, in a Phase 2 social studies lesson on the importance of local and international industries in the UAE, teachers implement highly effective differentiated tasks, including Venn diagrams, compare-and-contrast activities, cause-and-effect analysis, and extended tasks, to meet diverse learning needs. In Arabic as a second language, differentiation is less consistently developed.

Teachers systematically develop students' critical thinking and problem-solving skills through structured questioning, guided practice, and analytical tasks. However, opportunities for students to further develop innovation skills remain less developed and are not yet embedded consistently across all subjects and phases, particularly in MoE subjects.

Areas for development

-Further enhancement of engaging, student-centered learning environments, particularly in Phases 3 and 4, and more effective pedagogical use of time and instructional resources across all phases.

-The development of effective differentiated strategies and activities in Arabic as a second language and further opportunities to enhance students' innovation skills across all phases and subjects, particularly in MoE subjects.

3.2. Assessment

Phase 1	Phase 2	Phase 3	Phase 4
Good	Good	Good	Good

Summary

The school's internal assessment processes are mainly coherent and consistent, providing valid measures of students' progress across phases. The school's assessment policy is clearly documented and aligned with curriculum expectations. In Phase 1, assessment is mainly informal, continuous, and embedded within daily classroom practice, supported by baseline assessments to identify children's prior knowledge and establish clear learning targets. From Phase 2 onwards, the school implements systematic formative and summative assessment strategies. The Examination Committee reviews examination papers and applies moderation procedures to ensure fairness, reliability, and alignment with external standards. Secure examination procedures, including independent invigilation and timely marking, further support the reliability of assessment practices. The school ensures benchmarking of students' academic outcomes against appropriate external, national and international expectations, including ASSET, SAFAL, ABT, ISBT, SSBT, PISA and NGRT. Internal assessments are generally aligned with external benchmarks, supported by PIE tests (Proficiency in External Examinations Tests). However, benchmarking in Phase 1 is not yet developed, and while benchmarking is well established in English, mathematics, and science, processes related to ABT, ISBT, and SSBT remain at an early stage.

Senior leaders oversee the analysis of ASSET, CAT4, and internal assessment data and share findings with heads of subjects and heads of phases. Teachers analyze performance gaps and justify discrepancies, using learner profiles and Assessment for Learning strategies (AFL) to inform lesson planning and identify misconceptions. However, in Phase 1, assessment analysis relies mainly on systematic observation and requires further strengthening to ensure greater consistency and depth. The school uses baseline and CAT4 data to inform differentiation and targeted instructional planning. Students' results data analysis recorded in the E-mark book and Blue Ledger supports the identification of students requiring additional support or enrichment. These data inform remedial programs, extension activities, and focused interventions. However, the effective use of assessment data, particularly in MoE subjects, remains less developed and is not yet embedded consistently across phases.

Teachers demonstrate secure knowledge of the strengths and weaknesses of individual students and monitor progress through effective questioning and consistent use of Assessment for Learning strategies. Students are encouraged to reflect on their learning through self and peer-assessment. However, the quality and consistency of constructive written feedback in Phases 1 and 2, and the use of purposeful verbal feedback in Phases 3 and 4, are less developed.

Areas for development

- The reinforcement of assessment analysis processes and their reliable benchmarking in Phase 1.
- The effective use of assessment results data analysis, particularly in MoE subjects.
- The quality and consistency of constructive written feedback in Phases 1 and 2, and the use of purposeful verbal feedback in Phases 3 and 4.

4. The Curriculum

4.1. Curriculum Design and Implementation

Phase 1	Phase 2	Phase 3	Phase 4
Good	Good	Good	Good

Summary

The curriculum is broad and balanced, with a clear rationale that supports the development of students' knowledge, skills, and understanding across all phases. It meets CBSE requirements and aligns with Ministry of Education expectations. Early learning builds strong foundations, while later phases promote analytical thinking, subject depth, and preparation for external examinations.

Continuity and progression are effective in most subjects, with learning building securely on prior achievement. Progression is supported through grade-wise charts, cohort transition sheets, and transition plans for each grade. Structured programs support key phase transitions, including a one-month transition from Phase 1 to Phase 2 and three-week bridge programs between Grades 5–6, 8–9, and 10–11. Grade 11 students also follow an exit qualification program with weekly career guidance, supporting smooth progression and informed pathways.

Curricular choices widen progressively across phases. In Phase 1, children choose learning through seven planned sensory learning corners. In Phase 2, students select Hindi or French as additional languages. In Phase 3, language study continues alongside skills subjects such as IT, performing arts, and well-being. In Phase 4, students choose language and skills subjects in Grades 9 and 10 and select science or commerce streams with optional subjects in Grade 11.

Cross-curricular links are integrated across subjects and phases, supporting effective transfer of learning. Technology is embedded across disciplines, with Gizmos, PHET, and O-Lab supporting scientific inquiry, Counting Well strengthening mathematical problem-solving, and Rosen Level Up supporting reading. Enrichment is strengthened through clubs such as Creative Coders, Knowledge Ninja, and Mind Move (chess), student-led seminars in Phase 4, and reading, investigation, and challenge corners across classrooms.

The curriculum is reviewed regularly through lesson monitoring, assessment outcomes, and stakeholder feedback. While curriculum intent and implementation are secure, the systematic use of performance data, including MoE authentic benchmark assessments, requires strengthening to ensure curriculum refinement is consistently driven by measured impact on students' academic and personal development.

Areas for development

- Systematic curriculum review using all available data, including MoE authentic benchmark assessments, to better meet students' academic and personal development needs.

4.2. Curriculum Adaptation

Phase 1	Phase 2	Phase 3	Phase 4
Good	Good	Good	Good

Summary

Curriculum adaptation is evident in meeting the needs of most students, particularly students of determination (SoD), who are supported through individual education plans aligned with medical recommendations, with adapted content, delivery, and assessment. Students identified as at risk follow the same curriculum as their peers, with additional teacher support and planned differentiation. While curriculum adaptation is evident for these groups, modification to meet the needs of all students requires further strengthening, particularly in providing consistent challenge, structured acceleration, and systematic monitoring for G&T learners, where roles and oversight are not yet clearly defined.

The curriculum provides a range of opportunities for enhancement, enterprise, and innovation. Through the student council, students independently gather views, plan monthly activities, and lead entrepreneurial initiatives such as Pink Power Tycoon and the Arabic Souk, with proceeds donated to Friends of Cancer Patients in Sharjah. Community engagement is further strengthened through initiatives including Break Fast on Us, the monthly Food ATM supporting labor camps, and the Butter for Good food donation campaign, involving students, parents, and staff. Students also demonstrate social responsibility through visits to old age homes, presenting cultural performances. In the early years, enterprise and innovation are promoted through activities such as Mini Tycoon, Engineers' Day, and Little Einstein Day, ensuring age-appropriate engagement across phases.

Links with Emirati culture and UAE society are embedded consistently across subjects and phases. UAE national identity and heritage are integrated into lesson planning, with parallel provision ensuring Muslim students receive Islamic education while non-Muslim students follow life skills programs that include UAE culture and values. Falcon Friday, a whole-school activity held every week, alongside national occasions such as National Day, Flag Day, Martyrs' Day, and Eid celebrations, strengthens students' understanding of Emirati culture, UAE heritage, and national identity. The Ramadan iftar actively involves students, parents, staff, and the wider school community. Arabic and Islamic assemblies, Qur'an recitation, Islamic quizzes, and Arabic calligraphy further strengthen cultural understanding. Dedicated UAE displays across classrooms and corridors, alongside daily Du'aa displayed in Arabic and English, reinforce belonging and social cohesion.

Areas for development

- Curriculum modification to better meet the needs of all groups of students, with greater challenge and differentiation for G&T learners.

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

5.1. health and safety including arrangements for child protection/safeguarding

Phase 1	Phase 2	Phase 3	Phase 4
Very Good	Very Good	Very Good	Very Good

Summary

The school has rigorous and well-established safeguarding and child protection procedures that are clearly understood by staff, students, and parents. Regular training and awareness sessions are conducted during induction and quarterly, with all staff signing the policy under the supervision of the Child Protection Officer and Safeguarding Committee. The school implements a comprehensive range of policies, including anti-bullying, health and safety, and online safety, to ensure the well-being and protection of all students. Bullying incidents are very rare and are managed effectively in line with the Ministry Resolution, supported by ongoing awareness sessions. The school provides a very safe, hygienic, and secure environment for both students and staff. Security arrangements are robust, with security officers on duty and comprehensive CCTV coverage across the campus and the use of Radio Frequency Identification (RFID). Student supervision is highly effective, including during transportation, with school buses fully supervised. Health and safety measures are thorough, with five fully equipped science laboratories, secure storage for flammable materials, readily available first aid kits throughout the school, and safe disposal of outdated chemicals through an approved medical waste company. Regular risk assessments and frequent safety checks further ensure a consistently safe learning environment.

The school's buildings, equipment, and medical facilities are well-maintained and supported by comprehensive records. A licensed nurse and part-time doctor provide medical care, conduct routine health checks, and maintain secure incidents and health records with effective follow-up. Maintenance and safety checks are carried out regularly, and fire drills are completed efficiently with clear evacuation procedures in place, including provision for students with SEND. The premises and facilities provide a safe, secure, and inclusive physical environment, with an inclusion room, accessible lifts, specialized toilets for students with SEND, ramps, and clearly accessible emergency exits, ensuring the learning needs of all students are well supported.

The school promotes safe and healthy living systematically across school life. Safe drinking water is provided through multiple water dispensers, with regular quality checks. The school's medical team has conducted health awareness sessions and initiatives, including menstrual hygiene sessions and routine height and weight monitoring initiatives. In addition, the availability of a swimming pool further encourages healthy physical activity. However, weight levels among some students remain a concern, and current arrangements do not fully promote healthy food choices. The absence of a school canteen limits the school's capacity to positively influence students' daily eating habits.

Areas for development

- Further promotion of balanced diets and healthy lifestyle choices among children and students.

5.2. Care and support

Phase 1	Phase 2	Phase 3	Phase 4
Very Good	Very Good	Very Good	Very Good

Summary

The very affirmative and purposeful relationships ensure that teachers are well informed and aware of students' emotional, social, and intellectual needs. They contribute to the ethos of the school and to exemplary behavior. Students feel safe; systems and policies for behavior management, safeguarding, and attendance are effective, and levels of trust with their teachers and other staff members are high. The school utilizes both Radio Frequency Identification (RFID) and the Comprehensive Learning Platform (CLP) to monitor attendance. High-quality learning experiences motivate students to have very good attendance and punctuality. As a result, occurrences of misbehavior are rare.

The school is inclusive, has a comprehensive Inclusion Policy, and an effective Inclusion Action Plan. The SENCO is highly experienced in identification and support processes for students with special educational needs. SEND students are identified into tiered levels, have operational Individual Educational Plans (IEPs), behavior modification plans, fortnightly goal trackers, and a 'Student Body' for in-class support. The school provides whole staff, including Learning Support Assistant (LSAs), training on the inclusion processes and procedures. It also celebrates Autism, Down Syndrome, and Dyslexia Days. G&T and at-risk students are also identified. Booster remedial lessons for Grades 1 and 2 in Arabic and mathematics, and seminar presentations for Phase 4 students are provided through Wellbeing on Wednesday (WoW) support and enrichment programs. However, comprehensive support for the G&T students across the school and for SEND students in MoE medium subjects in lessons requires further development.

A well-being Policy and Action Plan are employed systematically. Pastoral care staff monitor the well-being and personal development of all students effectively. They constantly adopt programs and themed events to support students' stress-management and mental health. This includes scheduled life skills and Moral Education periods, Mental Health Awareness Week, My Voice to My World Day, Children's Day, Stay Drug Free Day, and Health and Wellness Day. The school also administers the PASS well-being and attitude assessment for Phases 1 and 2, to evaluate children's and students' mindsets, confidence, and emotional engagement. For older students, career guidance and university career fairs take place in collaboration with local consultancies and international institutions.

Areas for development

- Comprehensive support for G&T students across the school.
- Support for SEND students in MoE medium subjects.

6. Leadership and management

6.1. The Effectiveness of Leadership

Overall

Good

Summary

The principal and school leaders have articulated a clear vision shared with the school community, creating a happy and inclusive environment that supports students in reaching their full personal and academic potential. School leaders demonstrate a commitment to UAE National and Emirate priorities, as evidenced by the way they engage students in national and international examinations. The principal and senior leadership team (SLT) are the key drivers in establishing a focused learning community that promotes a supportive environment, with a clear emphasis on inclusivity and well-being. The school principal promotes innovation through a distributed leadership model in which leaders, teachers, and students, including the Student Council, are encouraged to contribute ideas and take responsibility for improvement; however, a more embedded culture of innovation is still needed to drive sustained whole-school improvement.

Senior and middle leaders demonstrate secure knowledge of best practices in teaching, learning, and assessment, and offer a stimulating learning environment where teachers and students from different nationalities and cultural backgrounds can work in mutual respect. Middle leaders, who have subject, phase, or specialist responsibilities, are mostly competent, demonstrate a strong sense of ownership, and carry out their responsibilities effectively, underpinned by consistent support and direction from senior leadership.

Effective professional communication systems ensure shared understanding of responsibilities for students' academic achievement and personal development. Performance management processes with clear key performance indicators (KPIs) are in place, promoting accountability at all levels and providing staff with structured opportunities to reflect on their performance and identify areas for development. Overall, staff morale is positive.

School leaders have a clear understanding of the school's strengths and what is required to improve the school, based on their regular evaluation of performance, and identify Arabic as a second language as a key priority for improvement. They have shown innovation in strengthening the STEAM provision and providing extracurricular activities that foster leadership, problem-solving, and critical thinking skills. However, not all students yet benefit equally from these opportunities, and further development could ensure broader participation.

Leaders have improved some aspects of the school and maintained good school performance. They have improved students' achievement from acceptable to good in Islamic Education in Phase 3, students' progress from good to very good in UAE social studies in Phase 2, and in mathematics in Phase 4, and children's progress in mathematics and science in Phase 1. The school complies with statutory and regulatory requirements. Safe, secure premises and suitably qualified teachers ensure effective curriculum delivery.

Areas for development

- Further develop the capacity of all leaders for innovation, embedding a consistent culture of innovation across all areas of the school.

6.2. Self-evaluation and Improvement Planning**Overall****Good****Summary**

The SEF draws on information from multiple sources, including recommendations from the previous evaluation report, analyses of internal and external assessments, regular observations of the quality of teaching and learning, regular reflection on meetings, school-based quality assurance activities, and the rationale supporting each grade. The school actively considers the perspectives of various stakeholders to inform the evaluation of its provision and outcomes. Information from the SEF is effectively used to identify the school's strengths and to inform future development priorities. However, the SEF is overly optimistic in its judgments and does not fully reflect the attainment and progress students make in most subjects.

The SEF process is led by an established committee, with clear strategic target-setting directed by the principal and senior leaders. Senior and middle leaders monitor teaching and learning effectively and focus on their impact on students' achievement and personal development. They regularly observe lessons, conduct learning walks, review students' work, and track progress through both formal and informal processes. A structured mentor–mentee system supports teachers through targeted feedback, professional development, and follow-up observations to evaluate improvement. Evidence from lesson observations is used purposefully to inform CPD programs and performance management processes.

The School Improvement Plan (SIP) and subject development plans are comprehensive, coherent, and informed by the SEF. The SIP includes well-defined actions, responsibilities, timescales, success criteria, and systems for monitoring and evaluation. The school is sustaining improvement over time. It has improved from good to very good in the care, welfare, and safeguarding of students, including child protection across all phases, and in students' care and support in Phases 1 and 2, and children's personal development in Phase 1.

Areas for development

- The reliability of self-evaluation and its clear impact on measurable improvement.

6.3. Partnership with Parents and the Community**Overall**

Very Good

Summary

Parents are actively engaged in the school's life through the Parents' Council, their representatives on the governing board, and regular survey feedback. The approachable and visible leadership team fosters a welcoming culture in which parents feel valued and empowered. Parental input has had a positive impact on school practice, including targeted grouping in the Arabic language program, and parent-led sustainability initiatives, such as the "Nurture Garden" and the planting of 40 trees, have been actively supported by the SLT. Parents view the school as a safe and secure environment and are kept well informed about their children's progress through a wide range of effective communication channels, including social media, the CLP, WhatsApp groups, Microsoft Teams, monthly newsletters, and emails.

The school operates a comprehensive termly reporting system that provides parents with clear information on students' achievement, personal development, and next steps for improvement. Parents express satisfaction with the Report for Early Action for Progress (REAP) they receive during the term, and the report card they receive by the end of the term. Parents value opportunities to meet with their children's teachers to discuss achievement and address any question or concern, as well as the informal meetings through the Chai-Chatt-Chit-Chat. (4Cs).

The school has established strong links with local, national, and international partners to enhance and extend students' learning experiences. Collaboration with the Delhi Private Schools (DPS), Ras Al Khaimah Department of Knowledge (RAKDOK), and other CBSE schools across the UAE supports professional development, the sharing of best practices, and student participation in career fairs and Techno Fair competitions. International partnerships, such as the Hello to My World program with other European schools, promote cultural exchange among KG children. The school's participation in the World Climate Action Project enables students to showcase their work globally and demonstrate environmental awareness and social responsibility.

Areas for development

-Further extend the positive impact of national and international partnerships on students' learning, development, and achievement across all phases.

6.4. Governance**Overall****Good****Summary**

The governing body is well constituted, with representation from owners, staff, students, parents, and other stakeholders, and is strengthened by members with expertise in education. Members of the governing board have clear roles and responsibilities. Governors actively seek and consider the views of school leaders, staff, parents, students, and other stakeholders to inform their oversight of the school's work. The governing board meets two to four times a year to review the school's strategic direction, set goals, and discuss teaching and learning, with input from parent and teacher representatives.

The governing board ensures that statutory and regulatory requirements are met and demonstrates commitment to school improvement through investment in staffing, facilities, and resources. Governors regularly review the SEF and SIP, hold the principal and senior leaders to account for school performance and improvement, and influence strategic direction. The Chair of the Education Committee undertakes annual quality assurance visits with CBSE and British curriculum representatives to evaluate assessment practices, policies, and procedures, providing feedback to the principal. However, governance-led oversight of authentic assessment in Kindergarten is still developing and not yet fully embedded to ensure systematic tracking of progress.

Areas for development

- Further promote governance-led oversight of authentic assessments in Kindergarten and subsequent phases to ensure systematic tracking of progress.

6.5. Management, Staffing, Facilities and Resources**Overall****Good****Summary**

The effective day-to-day management ensures the school operates efficiently and consistently supports high-quality teaching, learning, and students' well-being. The timetable balances curriculum, extracurricular activities, enrichment, assemblies, and social time effectively. The school is suitably resourced, with skilled and competent staff strategically deployed to maximize students' learning and personal development. Specialist staff in creative and physical subjects support skill development and make learning engaging and enjoyable. The school enhances staff expertise through a structured and focused professional development program, supported by Individual Development Plans (IDPs) and personalized intervention strategies that provide a clear framework for teacher growth. The program also includes inter-school visits to sister schools in Dubai, offering teachers opportunities to observe best practices in teaching, learning environments, and student engagement, with a strong focus on creativity, inclusion, and academic excellence. However, staff training is not always targeted to individual needs, notably for MoE subjects' teachers, and therefore does not fully enhance effectiveness.

The school's premises are well-designed, with specialist facilities made fully accessible to students and staff, including ramps and an elevator. The school's facilities and resources are of high quality, including science laboratories, libraries, a STEAM room, swimming pools, and sports grounds. Digital tools are effectively integrated into learning, such as the "Counting Well" mathematics app for Grades 6–11, in addition to other learning platforms that enable students to practice and consolidate learning independently. In Phase 1, children have access to a wide range of indoor and outdoor facilities and resources that enrich their learning and development.

Areas for development

- Teachers' expertise through targeted professional development in MoE subjects and other relevant areas, with emphasis on Arabic as a second language and Islamic Education.