



**British School
Overseas**
Inspected by Penta International

Inspection report

RAK Academy

**Ras Al Khaimah
United Arab Emirates**

Date **21st – 23rd March 2022**

Inspection number **20220321**

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and the report cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding, where applicable); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, the whole of the first day and much of the second day were spent in classrooms with the students and teachers. Nearly all teachers were observed and many learning walks took place during the visit. Over 200 lessons or parts of lessons were seen. School documentation and policies were analysed and academic data reviewed. Students' workbooks were scrutinised, and discussions were held with the executive principal, the senior staff, teachers, other school staff, representatives of the school council, parents and groups of students.

The lead inspector was Dr Mark Evans. The team members were Akin Alufa, Elizabeth Clancy, Andrea Coyle, Barbara Heaton, Dalia Kamal, Edward Pearce, Kirsty Sharpe, Simon Sharron and James McDonald; Adam Hassoun joined the team for one day.

The school is split over five separate sites, four of which use a British curriculum and were included in this inspection. All four were visited and some inspectors visited all or a selection of the different locations.

2. Compliance with regulatory requirements

RAK Academy (RAKA) has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

RAKA has made outstanding further progress since the last inspection: the leadership and governance team in place gives excellent capacity for further improvement. Students' behaviour is outstanding. Relationships between staff and students are warm and courteous.

3.1 What the school does well

There are many strengths at RAKA, with one major notable achievement that overrides all: the board and senior leadership team (SLT) have been absolutely rigorous in driving on from the previous positives of the school, and in doing so, have made remarkable progress. Other strengths include:

- The move to an immersion process for students who speak English as an additional language (EAL) is very successful
- Facilities management is outstanding
- The excellent behaviour of all the students and the care and empathy they demonstrate towards each other.
- There is a broad balanced curriculum with significant innovation in secondary
- Primary curriculum review moving to a more thematic approach on some sites
- Outcomes have improved significantly at Key Stage (KS) 4 and 5
- The capacity for further improvement is excellent
- Pastoral care is a strength of the academy: teachers and staff genuinely care about the students
- Parental communication is very effective
- The collection and use of data on students' attainment and progress, and on wellbeing and happiness is greatly improved
- The positivity of staff, both teaching and non-teaching, to celebrate student's achievements and well-being.
- The school's campus with all its different sites, provides good quality learning environments, including inclusive provision for swimming, PE, computing and the arts.
- There is high quality pastoral care, which means students are safe, secure, supported and happy.
- There is strong and effective focus on inclusion

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3.2 Points for improvement

While not required by regulations, the school might wish to consider the following points for development, across the whole school: they cover all sites and all ages, but may not apply equally all locations.

- i. Further improve the quality of learning and teaching, for example by:
 - a. sharing the best teaching practices amongst staff on all schools
 - b. implementing more consistent differentiation in all classes
 - c. improving the overall effectiveness of the teaching support team
 - d. developing the use and impact of data on lessons
 - e. seeking more effective feedback practices for students, so that all are aware of how well they have done and improve their work
- ii. Monitor the new curriculum developments across the academy to ensure they are effective in improving outcomes and engagement
- iii. Develop and empower middle leaders to be even more effective in delivering the vision of the academy, holding their teams to account and promoting best practice in learning and teaching

4. The context of the school

RAK Academy

Full name of school	Ras Al Khaimah Academy				
Address	Ras Al Khaimah, UAE				
Telephone number	+971 7 236 2441				
Fax number	+971 7 236 2445				
Website	www.rakacademy.org				
Email address	graham.beale@rakacademy.org				
Head	Executive principal: Graham Beale				
Chairman of Board of Governors	Her Highness Sheikha Amneh Saud Al Qasimi				
Age range	3 – 18+ years old				
Total number of students	2,181	Boys	1,212	Girls	969
Numbers by age	0-2 years	0	12-16 years	413	
	3-5 years	459	17-18 years	69	
	6-11 years	1234	18+ years	6	
Total number of part-time students	n/a				

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British School Al Hamra (BSH)

Full name of school	RAK Academy (British School - Al Hamra)				
Address	Al Hamra - opposite Majan Printing, Ras Al Khaimah, UAE				
Telephone number	+971 7 221 2891				
Fax number	+971 7 236 2445				
Website	www.rakacademy.org				
Email address	graham.beale@rakacademy.org moray.dickson@rakacademy.org				
Head	Executive principal: Graham Beale Head of school: Moray Dickson				
Chairman of Board of Governors	Her Highness Sheikha Amneh Saud Al Qasimi				
Age range	3 – 11 years old				
Total number of students	549	Boys	292	Girls	257
Numbers by age	0-2 years	0	12-16 years	0	
	3-5 years	169	16-18 years	0	
	6-11 years	380	18+ years	0	
Total number of part-time students	n/a				

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British Primary School, Khuzam (BSK)

Full name of school	Ras Al Khaimah Academy (British Primary School, Khuzam)				
Address	Khuzam, Al Nahda Street, Ras Al Khaimah, UAE				
Telephone number	+971 7 236 3995				
Fax number	+971 7 236 2445				
Website	www.rakacademy.org				
Email address	graham.beale@rakacademy.org alison.lloyd@rakacademy.org				
Head	Executive principal: Graham Beale Head of school: Alison Lloyd				
Chairman of Board of Governors	Her Highness Sheikha Amneh Saud Al Qasimi				
Age range	3 - 11 years old				
Total number of students	766	Boys	426	Girls	340
Numbers by age	0-2 years	0	12-16 years	1	
	3-5 years	196	17-18 years	0	
	6-11 years	569	18+ years	0	
Total number of part-time students	n/a				

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British School Al Rams (BSR)

Full name of school	RAK Academy (British School - Al Rams)				
Address	Al Rams main road - next to Federal Electricity and Water Authority Ras Al Khaimah, UAE				
Telephone number	+971 7 258 8948				
Fax number	+971 7 236 2445				
Website	www.rakacademy.org				
Email address	graham.beale@rakacademy.org kathryn.allen@rakacademy.org				
Head	Executive principal: Graham Beale Head of school: Kathryn Allen				
Chairman of Board of Governors	Her Highness Sheikha Amneh Saud Al Qasimi				
Age range	3 - 11 years old				
Total number of students	292	Boys	159	Girls	133
Numbers by age	0-2 years	0	12-16 years	0	
	3-5 years	94	17-18 years	0	
	6-11 years	198	18+ years	0	
Total number of part-time students	n/a				

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International Secondary School, Khuzam (ISK)

Full name of school	Ras Al Khaimah Academy (International Secondary School, Khuzam)				
Address	Khuzam, Al Nahda Street, Ras Al Khaimah, UAE				
Telephone number	+971 7 236 2441				
Fax number	+971 7 236 2445				
Website	www.rakacademy.org				
Email address	graham.beale@rakacademy.org jacqueline.bandara@rakacademy.org				
Head	Executive principal: Graham Beale Head of school: Jacqueline Bandara				
Chairman of Board of Governors	Her Highness Sheikha Amneh Saud Al Qasimi				
Age range	11 – 18+ years old				
Total number of students	574	Boys	335	Girls	239
Numbers by age	0-2 years	0	12-16 years	412	
	3-5 years	0	17-18 years	69	
	5-11 years	87	18+ years	6	
Total number of part-time students	n/a				

Ras Al Khaimah Academy (RAKA) is one of the oldest and largest international schools in the United Arab Emirates, and the oldest and largest in RAK. Founded in 1975, it opened as RAK English Speaking School with 20 primary school-aged, expatriate students. The academy is comprised of 5 schools, educating around 2,600 students from over 100 different countries. The school offers a choice of curriculum pathways: the UK National Curriculum, IGCSE, GCSE, AS and A Levels, plus the Primary Years Programme and the International Baccalaureate Diploma.

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RAKA is on 5 different sites, although the three largest are on the same block: the British School Al Khuzam (BSK), the International Primary Khuzam (IPK) school¹ and the International Secondary Khuzam (ISK) provide for more than 70% of the students on roll. The primary sites in Al Hams and Al Rams are each about 25 minutes' drive from the main block of schools.

Local laws require that the school uses '**Grade x**' to describe a student's year group: it translates as **Year x+1**. That nomenclature is used in this report, so when the section mentions Grade 9, it refers to UK Year 10, for example.

¹ *not included in this inspection*

4.1 British nature of the school

The British nature of RAKA can be seen in many ways:

- Parents suggest that they choose the school because they are seeking a British education, suggesting that UK values and pedagogical styles are amongst the reasons for their choice.
- The language of instruction is English; signs and most communications between students, are also in English.
- The core curriculum in use is strongly based on the English national curriculum: the school's interpretation of it has been carefully designed to reflect its British nature, but also take into account demographics.
- A wide range of extra-curricular activities is in place to support and extend the formal curriculum.
- Off-site visits and relevant visitors offer further enrichment to the stated curriculum, as do celebrations and school events which have a distinctly British nature, for example Remembrance Sunday, Carol Concerts, and Easter Bonnet parades.
- Consequently, students can enter schools in the UK without significant disruption.
- The house system, the strong pastoral care and the school uniforms all add the British feel.
- Many parents suggest that they would like their children to study in English at university, whether in the UK or elsewhere.
- Most of the class teachers are British and have been trained to deliver one of the UK National curricula.
- The vast majority of teachers have worked in the state system in England or Wales, and almost all were trained in UK universities.
- The set-up of classrooms is very similar to that in the UK.
- The school leadership hierarchy is similar to schools in the UK, with clearly described roles for leaders and teachers in both junior and senior sections of the school.
- The pupils are divided into year groups, Key Stages (KS) and school sections consistent with common British definitions and age-groups.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided at RAKA meets the standard required for BSO accreditation.

5.1 Curriculum

Across all sites, the curriculum is at least good.

It is broad and balanced, primarily based on the national curriculum of England. The school provides education for pupils of compulsory school age and meets local requirements. It follows the National Curriculum for England in KS1 and 2 and the Early Years Foundation Stage (EYFS) Statutory Framework in the Early Years. The principal language of instruction is English, with the exception of lessons in Arabic and Islamic Studies. The teaching of Arabic is compulsory from grades 1 – 5 (years 2 to 6) and meets the local requirements.

In all sites, it gives students experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. It has been appropriately modified to reflect and meet the needs of the community of Ras Al Khaimah.

Pupils are well-equipped to enter or re-enter the UK education system.

BSH

BSH has a thematic approach to curriculum provision in the lower year groups. Curriculum plans are shared with parents on the school website. Curriculum projects and activities offer some real learning experiences developed through links with the community as part of their “Community Heart” intention as stated in the school’s vision.

Curriculum adaptation is good but does vary in its effectiveness. In general, there was less provision seen for students who are highly able: inclusion for individuals with special educational needs (SEN) for specific groups of learners in lessons was more obvious though it was sometimes limited by the large numbers in some, particularly in some KS1, classes.

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BSK

The curriculum is broad, balanced, interesting and well suited to the interests of the pupils. For example, in Year 1, the students were learning about habitats in science and writing about a dragon's habitat in English.

The curriculum framework is regularly, and diligently reviewed and recent curriculum audits led by the leadership team have enabled them to identify any gaps in the curriculum and subsequently implement changes to ensure the curriculum is engaging and challenging. Middle leaders are given an appropriate delegated role in this process that has enabled a whole school awareness of curriculum alignment.

In grades 3, 4 and 5 (years 4, 5 and 6), specialist teachers deliver the lessons to all pupils. The pupils and teachers feel this has contributed to progress and pupil attainment well during this academic year.

BSR

The curriculum fully meets the needs of students. The provision of PSE is embedded across the school. Reading, writing and numeracy are embedded well at all key stages. The provision of phonics in the curriculum is effective and enables pupils to make good progress. Extra-curricular activities enhance the curriculum.

As in BSK, in grades 3, 4 and 5 (years 4, 5 and 6), specialist teachers deliver the lessons to all pupils. The pupils and teachers feel this has contributed to progress and pupil attainment well during this academic year.

ISK

The curriculum fully meets the needs of the students attending the school and goes beyond the minimum required by the BSO standard and the Ministry of Education in UAE.

The curriculum planning is excellent in all respects from theoretical basis, design to consistent delivery. Students and their families receive advice and guidance concerning the options available at crucial stages in their school journey. Option choices are extensive in KS4 and exceptionally generous in a relatively small Key Stage 5 where the dual curriculum of the AS/A levels and the International Baccalaureate Diploma operates.

In KS4, there are options to study art, economics and business studies. In addition, the tutor time activity programme (PSHE) contribute further to the spiritual, moral, social and cultural development of young people at the school.

Careers guidance and education is comprehensive; it is delivered within the curriculum and through a variety of publications and meetings for students and their families.

5.2 Teaching and assessment

Teaching and assessment are good: although there is some unsatisfactory teaching; the school is aware of this, and many lessons are excellent.

In the best lessons, creative planning and cross curricular links support relevant and meaningful learning. For example, in Grade 1, diary writing in English lessons is supported in Topic (History) lessons looking at source analysis. In this lesson, the teacher skilfully pursued understanding through probing questioning resulting in the children being explain and justify ideas clearly. In a KG1 Arabic lesson, pupils enjoyed selecting activity tables to develop a range of reading, writing and identifying Arabic characters. Pupils enthusiastically worked to identify and create individual characters using coloured Play-doh and were keen to share their achievements.

An excellent animated KG1 Arabic vocabulary session at BSH was observed, led by an native Arabic-speaking teaching assistant, as a morning activity. Pupils behaved well and followed instructions carefully as they were invited up to the whiteboard to respond verbally and demonstrate their knowledge. Feedback was provided in Arabic and English.

Academy-wide Professional Learning Communities (PLCS) have been introduced in order to develop teacher leadership. This is supporting the academy to embed a collaborative culture that is committed to collective inquiry, action planning, and continuous improvement.

RAKA 10 Approaches to Teaching and learning has been introduced, which sets the framework for outstanding teaching and learning. A dedicated Google Site has been created and is being used by staff to support embedding the RAKA 10 into teaching practice. A secure Google Site includes models of best practice at ISK, research on each element from leading educationalists, how to use videos, blogs on pedagogical research etc.

Where teaching was satisfactory or inadequate, teacher talk dominated the lesson resulting in a lack of student work and limited assessment opportunities or progress measures. Marking and feedback in books is not seen to contribute to the learning process.

Where planning was impactful, detailed well-structured learning was chunked and enabled assessment for learning (AfL) opportunities to inform learning. Learning objectives were consistently shared as part of the learning process and recorded in children's books; however there was a lack of consistency regarding the writing of success criteria / steps to success.

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BSH

Teachers generally have good subject knowledge and in most lessons prior learning is referenced and cross curricular links are made. In a Grade 5 social studies lesson, pupils learnt to understand the significance of the Hope Mission in the Arab region. Questioning and debating the benefit of the mission, pupils then explored key vocabulary. The lesson concluded with a visual summary of the 2020 UAE Hope Mars Mission, links with UAE culture and Arabic language were made through a class countdown reading Arabic numbers from the board. As the pupils finished the countdown, the rocket launched on the screen in video format providing excellent pupil engagement and imparting of knowledge to carry across to the next lesson. Students' attitude to learning was consistently good throughout the school.

In an outstanding grade 3 science lesson at BSH, the teacher used the outcome of the mini plenary to restate learning expectations for each group. The teacher saw the need to provide a model of the expectations for one group regarding application of scientific language to explain the water cycle. This challenged the children to embed their clear understanding of that language through carefully sculpted explanations.

The recent development of Oracy as an EAL strategy has been a focus for the school and has resulted in confident verbal interactions between staff and students. This is evident in almost all teaching. On one occasion a child independently used the process to 'challenge' another student's comment in a developmental manner. This was impressive. The school is focusing on the development of EAL strategies as an integral part of quality teaching and learning, however, must not pursue the development of Oracy at the expense of anchoring learning down to productive, written work and all the additional learning that brings.

BSK

Students' attitudes to learning were very positive.

Where teaching was observed to be good, the teacher tended to use questioning effectively to assess student understanding and to promote higher order thinking. However, many relied on closed questioning techniques.

Amongst the best lessons observed were in grade 2/year 3 music and grade 1/year 2 PE, both lessons taught by specialist teachers and had many similar features.

The pupils showed good attitude to their work and wanted to actively participate in the lessons. Both teachers had clear expectations about behaviour and managed it through clear communication, 100% involvement and positive praise. The teachers' outstanding subject knowledge lent confidence to their teaching styles and resources, which engaged pupils and encouraged them to work well independently. The lessons demonstrated clearly pupils' prior learning, clear expectations for new learning and pupils are expected to progress in their knowledge, skills and understanding within the lesson. Pupils made good progress, as a result

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of effective teaching. In PE, additional staff were used to support learning and to ensure all pupils were

Marking and feedback were inconsistent across the vast majority of lessons. There was little evidence of regular feedback, either verbal or written, in the work of the students.

BSR

Teachers have a good subject knowledge across the school. In the best lessons observed, teachers make links to the previous learning and time is used effectively.

In a phonics lesson in KG, teacher modelling, pair work and a written activity enabled students to demonstrate their knowledge and application of the 'igh' sound. Most students were well motivated and engaged throughout the activities. The very strong student/teacher relationships supported a safe and productive learning environment. The teacher provided instant feedback and kept a good pace to the lesson ensuring students were participating and active at all times. Students were supported with sound cards when writing their words and more able students were encouraged to write sentences to extend their learning.

CEM Base is new this academic year. The use of CAT4 is embedded and this will be the fourth year of its implementation. CAT4 indicators are used to generate aspirational targets for students across all schools. The PT outcomes are used to measure each schools performance against international curriculum standards.

ISK

The leadership team have created a teaching and learning proforma that is used by all teachers across the school to support consistency of practice. All lessons observed during the inspection followed this format and it was seen to support good practice in the best lessons.

Teachers at ISK have an excellent relationship with their students. Teachers manage student behaviour very well and regularly praise students.

In ISK, in the best lessons, teachers promote a 'have a go' attitude. Students were happy to answer questions, take risks and equally ask questions when they needed help or clarification. During a history lesson, this was used effectively to drive pace into the lesson and keep everyone on task: there was no time for anything except learning.

Teachers use questioning in the majority of their lessons to check on students' understanding and to prompt deeper thinking. Verbal feedback is provided to the whole class and individuals. Written feedback for students within google classroom is often effective, using the 'what went well' and 'even better if' formats. In the best lessons, learning activities and resources are differentiated to support and extend students, at their own level.

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Where lessons were observed to be less successful the lessons were poorly planned, lesson objectives were not clearly communicated and learning was limited due to lack of differentiation.

Students demonstrate respectful behaviour towards their peers and adults in the classroom, by putting their hands up, answering questions only when their name was selected by the random name generator, listening respectfully and responding to others.

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5.3 Standards achieved by students

The academic standards achieved by students at RAKA 3 years ago were satisfactory; progress was often good, but given the lack of data over any significant period of time, the newness of the CAT4 tests and some teething problems with its introduction, long term judgements were not possible. They are now: academic standards are good and improving fast.

The school places great emphasis on its recent partnership with the software company *Learning Ladders*. Already, there are examples where this is helping teachers, parents and students to have better conversations about learning, but it is at an early stage of development.

Overall progress and attainment is strong when compared to UK averages. The standards achieved by students in the school ensure almost all students have the opportunity to continue in their studies in Higher Education.

Attendance is taken at the start of the school day. Attendance for the academic year was 96%. Most students arrive at school on time.

In primary, overall, both attainment and progress outcomes from external data 2020-21 report as good in KG and Grades 2-5. Progress overall is similarly reported as good in KG and good in KS2.

Student attainment is benchmarked using internal and external data with the external data also referenced in lesson planning. The starting point for students is generally below age-related expectations. There remain a few disparities between internal and external data: Internal data reports generally lower outcomes than the external data.

End of term 3 2020-21 data shows accelerated progress in external testing: however this is not yet reflected in the school's internal data or the teaching and learning observed in classrooms.

The academic standards for secondary students at ISK are also good and are also improving. Over the last three years the school has seen year-on-year improvements in student academic attainment and progress across all key stages.

ISK has a robust data system in place. The data is disseminated across the school and used effectively by both teachers and middle management. CAT4 is used at KS3 as a baseline assessment, as well as at grade 10 and grade 12. This data is used to set targets and was clearly evident during the inspection in teacher planning. The individual target setting is having a positive impact on student attainment across all year groups. Students complete a PASS assessment every year and the data is used to get a better understanding of why some

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identified students are not making an expected level of progress. The assessment methods being used across ISK are in line with best practice in the UK, so that children leaving the school would be well equipped to re-enter the UK education system at the expected level.

Students make satisfactory progress across KS3 and good progress at KS4 and 5. 88% of Grade 10 (Year 11) students obtained 5 or more iGCSEs at grade A*- C, with 75% obtaining 5 or more including English. 61% of all AS exams results were A or B grades with 81% A-C. A level results were very strong with the vast majority of grades A*-C.

- 53 % of students achieved A* to A grades
- 73 % of students achieved A* to B grades
- 83 % of students achieved A* to C grades
- 93 % of students achieved A* to D grades

The school's average point score at IB was slightly above the international average at 34.7 (world average 34), with 30.8% of students scoring 40+ points. One student achieved a score of 44 out of 45.

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6. *Standard 2* Spiritual, moral, social and cultural development of students

The spiritual, moral and social development of the students is excellent, across the four sites.

RAKA actively promotes tolerance of and respect for human differences. Respect for each other and for different cultures is excellent; students are encouraged to develop their self-knowledge, self-esteem and gain in confidence. They are given opportunities to take on leadership roles, for example, especially in ISK.

Teachers ensure that pupils are respectful to others and show care and tolerance. They are enthusiastic in lessons and contribute with confidence. Pupils are well-behaved and clearly enjoy school. They enjoy lessons and have positive relationships with teachers and each other and confidently greet visitors in a courteous and polite manner. The development of attitudes to each other is further supported in the school's EAL Oracy initiative; children can 'challenge' each other's discussion points in a constructive manner to positively develop thinking around all aspects of the curriculum.

BSH

Pupils demonstrate strong cultural awareness. They are tolerant, open-minded pupils who have good knowledge of one another's cultures and show great respect. Emirati Children's Day is celebrated together with National Day. Displays of local weaving handicrafts and National Day exhibits celebrate the UAE and Ras Al Khaimah culture. The Moral Education programme helps pupils to better understand diverse society. In Unit 8, Respecting diversity, pupils are able to develop an understanding of how their background has shaped them. Awareness of sustainability is raised through cross-curricular activities and recent events such as Global Recycle Day and International Earth Day. In a Grade 4 Art lesson, pupils focused on recycling through creative 'bit box' art works. One pupil constructed a recycled cutlery falcon on display in the reception area and featured in a recent National newspaper article. Recycling bins are situated across the site. Many pupils enjoy cycling to school from Al Hamra Village as a way of maintaining a healthy lifestyle and reducing the level of pollution.

The House System introduced last year is beginning to develop and links with positive rewards as well as sanctions within the school behaviour policy. The school is now starting to build some leadership opportunities for pupils although this is in its infancy.

The school has a kind, caring ethos and pupils are taught to show these qualities through World Kindness Day, International Day of Tolerance, Wellbeing Awareness Day and Anti-bullying Week. One pupil commented that when he feels sad or needs help in school, there is always someone to support him.

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The school has also raised awareness of safety online for pupils through the E-Safety Week initiative. Digital leaders are appointed from each year group by the Head of IT to support pupils in their use of Chrome devices. They are presented with a special pass to signify their roles.

BSK

The school enables students to develop their self-knowledge, self-esteem and self-confidence through a range of experiences both in and outside of the classroom. Students are tolerant and supportive of one another. They enjoy the regular celebration of their own and each other's success. In Assembly, for example, students were happy when they received certificates for healthy lunchboxes and Star of the Week and also pleased for their peers when they received them.

The school offers a comprehensive moral and values education programme. Students in all classes are confident, contributing ideas, responding to questions and engaging in discussions with their peers. They show a real sense of enjoyment in learning about themselves and the world. In lessons observed students wanted to share ideas a

Students are happy to come to school, they enjoy school and want to succeed. Students and staff create a loving, caring and respectful culture. During a parent meeting BSK parents said their children were loved, cared for and felt safe at the school.

Students show care and concern for each other. During registration, a Grade 1/Year 2 student was not feeling well and received comfort from the class teacher; another student got up to hug and console him.

Collaborative learning through the use of talk-partners, paired work and small group work is evident throughout the school.

BSR

The school focuses on its vision to develop pupils as global citizens, who bring their rich local culture and heritage to this perspective: this is effective. The pupils are courteous, considerate, use common sense and often demonstrate their ability to be co-operative. Staff are very focussed on developing the whole child.

Pupils' spirituality is developed in a number of subtle ways in the school. The pupils are encouraged to listen to others' opinions, to accept others' differences and to work as a family. The school promotes group decision making and proportional representation. Moral education lessons and assemblies focus on tolerance, freedom of expression and other human rights. The pupils are well aware of right and wrong. The pupils are well mannered and polite. They have very positive attitudes to school and enjoy the inclusiveness of it. Bullying is not acceptable.

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Pupils are proud of their school and of the progress they make. Behaviour around school is excellent, as are relationships at all levels – a very significant change from three years ago. Cultural development is good. Various cultures and festivals are celebrated in the UAE context, in addition to mufti days and class assemblies - all of which are used to celebrate and learn about other cultures.

There are other good opportunities for cultural development such as competitions and opportunities to develop dramatic and creative talents of the pupils. There are active sports teams for netball and basketball. Weekly assemblies highlight a specific theme or value in line with British values and these are explored and revisited in classes.

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is delivered within the laws of the UAE. Where applicable, pupils are offered a balanced perspective.

As they progress through the school, the curriculum and other experiences ensure that they broaden and deepen their understanding of the responsibilities of citizenship, not only in the UAE but in the UK and globally.

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7. *Standard 3*

The welfare, health and safety of the students

The welfare, health and safety of students is good, with some excellent practice. The progress made since the time of the last inspection is exemplary.

Effective policies and procedures are in place to safeguard and promote the welfare of students in the school. The school has all appropriate policies in place. There is now a team of facilities and HR specialists in place, who can drive forward and protect.

A comprehensive safeguarding policy is published on the school website. The designated safeguarding lead's photograph and contact details are clearly displayed around the school corridors. Students are appropriately supervised during the school day.

The single central register of all adults in school is in place and is robust. Arrangements for safeguarding are excellent and ensure that all students, staff, and visitors are well cared for. Students in all phases feel safe, known, cared for and valued. The school has adapted the UK safeguarding regulations to ensure that local health and safety protocols are fully incorporated. Safeguarding policy and child-protection procedures are robust and reviewed for effectiveness. Child protection training is offered to all staff. Safeguarding team meetings are held regularly to ensure that everyone can make their suggestions. There is a strong underpinning culture to ensure that students are safe at all times. All staff understand their responsibilities in relation to safeguarding, and they are very well supported by the HR and operations teams.

Instances of bullying and major behaviour violations (levels C3 and C4 on the school behaviour chart) are very rare. When they occur, the school deals with them swiftly and effectively. The school has an anti-bullying policy and the leaders are educating students and parents about bullying including cyber-bullying. Any reported incidents are usually isolated ones that SLT attend to immediately. The leadership team believes that prevention is the best medicine. They are keen to ensure that the students have a strong voice and speak up when needed.

Arrangements to promote good behaviour are effective and result in the students and parents feeling safe and happy at the school. A school management system app is used to monitor behaviour reports and concerns. The leadership team is currently doing a lot of work to monitor behaviour especially during transitions between periods. Parents are aware of the school behaviour policies and are happy with the outcomes. Leaders always explain to parents that they are fair, and that they observe students' equity when it comes to behavioural matters. Leaders have an open-door policy and agree with parents on next actions as needed.

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BSH

The school provides a safe environment for children to learn. Discussions with pupils confirm that children feel safe and valued. Students are taught about safety online and understand the risks. Parents expressed concern about lack of security settings on Chrome devices including access to YouTube.

The campus is safe, secure, clean and well maintained. Procedures at the beginning and end of the school day are closely monitored by the security and academic teams. Pupils are escorted by class teachers to designated age-specific entry/exit security gates where they are met by parents. Pupils who cycle to school, collect bikes from stands and leave unaccompanied with permission to Al Hamra Village two minutes away on a connected cycle path. Visitors to the school are required to sign in/sign out at the main reception desk and on showing a 96 hour PCR negative test, receive an entry swipe card to access specific areas of the building.

Healthy eating is encouraged at the school. Pupils bring packed lunches and snacks to school and are guided in healthy choices of food. The pupils eat lunch outside under a covered area during the break period. The school promotes a healthy eating campaign and celebrates World Health Day.

Regular health and safety walks are conducted by the senior operations manager and reports written to address identified issues. The clinic is appropriately staffed with a qualified nurse and records of visits maintained for staff and students. A school counsellor is employed by the school and attends the Al Hamra site once per week. She works closely with the leadership team to promote well-being and mindfulness. An annual calendar of well-being events details a comprehensive programme ranging from World Mental Health Day and World Animal Day to On line Safety and Anti-Bullying Week. A worry box is located in every classroom to support pupils by sharing their concerns. These are checked daily by class teachers and addressed on an individual basis.

BSK

High quality care is provided for students. Arrangements for the safeguarding of students are rigorous and regularly reviewed, and risk assessments are carefully attended to. Procedures for safeguarding pupils are comprehensive and effective. The parents report that their children feel safe.

The headteacher, is the deputy child protection officer in RAKA where child protection is centralized across this family of schools. However, BSK have their own safeguarding procedures, too. All staff were trained during induction period and through refresher CPD throughout the year on reporting safeguarding concerns on the school management system, and they know who they would address if they are worried about a student's safety. Automatic email notifications are sent to the Deputy Head and Headteacher when staff log in safeguarding issues. There is a shared CPD training folder on the drive that includes CPD resources on child protection and safeguarding which all staff have

access to. The leaders ensure during their learning walks and class observations that safeguarding strategies shared in CPD are effectively applied.

The leadership team ensures that the children and parents are aware of who to talk to in the event that they have a safeguarding concern through emails and newsletters. A good example of that is the video that teachers and leaders prepare at the beginning of the year and share with their students and their parents informing them of who they were, what they do and how they could be reached. Vigilant teachers are supportive in safeguarding matters. Junior leadership team target children who are sitting alone in play yards and check on their wellbeing.

Most pupils are keen to achieve healthy eating habits. The teachers are daily checking students lunch box checks especially in early years to ensure that they are balanced. Health certificates are given to students if they are exhibiting healthy eating. To promote healthy eating, the Headteacher introduced the Super Food of the Week initiative where a healthy food item is promoted weekly. Students get extra Class Dojo points if they bring it to lunch. Most popular item was cucumber week, corn was the least popular. Up to 90 % of the children actively participate in this initiative. The child who gets the most points, gets to wear the cloths of their choice on Friday. The points go back to zero so that everyone gets the same fair chance the following week.

The schools conducts rigorous risk assessments that comes through the Headteacher. There were detailed risk assessments plans done for trips and activities which varied from a lengthy trip to Expo or a transit visit to the neighbouring school ISK. Fire safety, alarms & sprinklers' system were compliant with the regulatory enemies. The Clinics was spacious and resourceful. Two nurses were in the clinic attending to students as needed.

BSR

The school provides very appropriate spaces suitable for pupils to learn: classrooms are colourful and excellent use of space is made. Ample resources are available to pupils to aid them in their learning.

Provision and procedure for fire emergencies and evacuation at the school are excellent, and in line with UAE legislation. All classrooms display a map identifying the nearest emergency exit along with the fire evacuation procedure. Evacuation drills for fire take place once a year with the most recent being in Term 1.

The school has a formal written behaviour policy and an anti-bullying policy which promote good behaviour and manners. These are available on the school website. The general behaviour of pupils observed during the inspection was excellent.

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ISK

Major works undertaken in the last three years have resulted in a much safer and more pleasant environment.

Admission and attendance registers conform to local regulatory requirements. They are appropriately maintained and interventions take place for students who are regularly absent.

All appropriate training and checks continue: child protection training by all staff, staff sign to acknowledge, and clear child protection systems, process and records are in place. All ancillary staff have police checks. Fire drills and evacuation procedures are clear and practised, with the lock-down policy being rolled out this year.

The nurse clinics are well resourced with trained staff and a doctor is a shared resource with other schools in the group. The exit of the students at the end of the school day is vastly improved since three years ago.

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8. *Standard 4* The suitability of the proprietor and staff

The ownership of the school has not changed in the last three years, but the manner in which it operates has improved very significantly. The chair of the board, Her Highness Sheikha Amneh Saud Al Qasimi and all board members are of high standing and well regarded in the local community. The board oversee school policies as well as the strategic direction of the school: there have been a number of major decisions taken in the last few years, which demonstrate that the board is both brave and shrewd. This is highly commendable.

All local requirements are met, including the right to work in the host country; suitability to work with children and appropriate certificates of suitability. The board ensures the school fulfils the safety, care and guidance requirements for all students. In addition, they take responsibility for the checking of staff credentials.

Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin (where possible), are carried out to confirm their identity, medical fitness, right to work in the UAE and their previous employment activity.

Teaching staff have teaching qualifications and/or experience in teaching in Britain or in British curriculum schools. The leadership structure is shared and staff are aware of their line manager and understand their roles. Job descriptions for some positions are clear, but for example those for grade leaders or phase leaders in primary and progress leaders in ISK, teachers and support staff were not.

RAKA maintains and made available to inspectors, a single comprehensive list of all staff and external partners who currently work in the school, showing the dates when they commenced and ceased working in the school. It also keeps and made available for inspectors, records of all checks completed in respect of staff and volunteers who currently work at the school or who have worked at the school since the date of the last inspection. This is an excellent and appropriate working document.

9. *Standard 5* The premises and accommodation

The premises and accommodation are good with some outstanding features.

BSH

The premises and accommodation are excellent with opportunities for further developments. However there is currently no swimming pool at Al Hamra.

The buildings and classrooms are modern, in good condition and well maintained with a strong cleaning team who regularly maintain high levels of hygiene in all teaching areas. On the ground floor, PreKG and KG classrooms are spacious, light and airy. However, on the first floor corridors, upper KS2 classrooms are mostly confined, doors closed and very warm. Classrooms at Al Hamra are well-resourced.

An outdoor covered area with artificial turf and seating provides suitable year group break out areas where pupils can relax and eat their snacks. Wall displays in the school are colourful and informative although there is little evidence of pupils' work included. The school library is situated at the heart of the school and includes a welcoming rainforest reading corner environment for pupils to enjoy selecting and reading books available on jungle themed sofas.

The school provides a modern theatre with spacious stage area that is used for a range of events, performances and assemblies. Other facilities include a purpose built sports hall. Outdoor facilities include sports pitches.

A separate service road provides a safe route for the school bus service. This is also the access point for all school deliveries.

BSK

Most features of the school's buildings and premises are satisfactory with some good features.

There are many purpose built, specialist areas. The auditorium is shared across the 3 schools and is well maintained. The school has 3 fully equipped IT suites, dedicated music and art rooms that serve the students well. Classrooms are adequately equipped with smartboards, however additional IT facilities are limited from grade 1/year 2 and below.

Classrooms on the ground and 2nd floor are suitable in size for the current class capacity of 30 students. However, classes on the first floor are not big enough for current student numbers. A Grade 2/Year 3 class on the first floor that was observed with 28 students, had no available floor space for bags and equipment, which was not safe.

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General appearance and ‘wear and tear’ needs to be addressed as a priority. The vast majority of classrooms require superficial maintenance to address chipped paint and holes from previous displays/installations.

There is a canteen (currently not in use due to COVID-19 protocols), a small medical centre and segregated key stage play areas that are mostly age appropriate. However, Pre K and KS1 have moved to the International School site due to a lack of early years play equipment in the British School site. The premises allowed effective supervision of students by teachers and staff in break and lunch times.

The facilities for students’ physical education are excellent, with a variety of spaces utilised. These include a swimming pool, 2 indoor gymnasiums (1 soft floored for early years students) and various well shaded outdoor areas with suitable markings to enhance learning and skills. Changing and washing areas are in place and well maintained.

BSR

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A separate service road provides a safe route for the school bus service. This is also the access point for all school deliveries.

ISK

Most features of the school's buildings and premises are satisfactory with some good features. Many features of the school's buildings and premises have seen improvements over the last few years. The school has recently renovated the science labs, which has seen a marked improvement in these facilities. The school has also invested in the development of the DT and art facilities, which provides the students with greater learning opportunities in those subjects.

The maintenance of the school is good and has significantly improved since the last inspection.

The vast majority of classrooms are well resourced and furniture is appropriate and meets the needs of the learners. The school has a auditorium and is utilised regularly by all year groups. ISK has a strong IT infrastructure with 3 IT labs and school wide 'bring your own device' provision. Many classrooms have interactive white boards. Students from grade 2/year 3 to grade 8/year 9 have Chromebooks; in grade 9 (year 10) to grade 12 (year 13), there is a 'bring your own device' (BYOD) policy.

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10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and the wider community is good.

Parents report that they are happy with RAKA and the provision it makes for their children. Many feel they have open access to leadership and teachers, and can request meetings whenever they want to raise any issues. The academy is fully committed to engaging parents in their children's learning: they are often invited in to the school.

The provision of information about school for parents, carers and others is under review and development. The school currently shares key information via an interim website. The launch of a new website is imminent. Curriculum plans for all year groups are available here. Policies regarding child protection and safeguarding policy, anti-bullying, attendance and punctuality, feedback and EAL can be viewed on the website. The admissions process is also available on the website.

BSH

Whilst the primary behaviour policy is provided, some parents and pupils reported that they were unclear about the process. Rewards and sanctions are logged on the school data management system software and shared with parents through the recently launched parent portal. Parents feel confident to raise any concerns informally through their child's class teacher. Parents are also able to have direct contact with the head if required. The *Dojo* system of messaging is used effectively across the school to share daily notices and maintain contact between home and school. A daily *padlet* link is shared with parents to provide information relating to the curriculum and news items.

Parents valued the vision of the new head and the open door policy that he has introduced. They receive termly reports via the parent portal and online parents' meetings. Parents would like more detailed feedback through the course of the year and are willing to give time to support activities in school. A few parents expressed concern about limited communication: not all had been able to access feedback surveys, for example: they recognised that at present, the school's approach is reactive, as new processes and systems are becoming embedded.

Parent webinars are offered to parents to share updates on curriculum development. The Grade 5/Year 6 to Grade 6/Year 7 transition process is carefully prepared in Term 2 for pupils and parents to include a weekly transition newsletter, visit to the secondary school and parent webinar. The school estimates that 85% of the cohort will move up to the school's secondary school in August 2022.

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BSK

Provision of information to parents and stakeholders meet the BSO requirements. All school information and policies re posted on the school website for RAK Academy.

Parents are happy with the level of communication provided by the school. They think that it is “the best school in Ras Al Khaimah”. They spoke highly of the school leadership team. Concerns and grievances are immediately and effectively attended to, especially during Covid-19 and distance learning. Parents think that the staff were friendly and supportive. Numerous tools of communication are used to keep the parents informed about their children’s progress at school like newsletters emails, WhatsApp and Class Dojo. They receive weekly progress reports from teachers and daily messages from the parent liaise officer/the headteacher’s PA.

The *Coffee Tuesdays* initiatives rolled out by the headteacher where the headteacher host informal parents social meetings to listen to their concerns and suggestions was highly praised by the stakeholders. Moreover, the headteacher allows the parents to attend some lessons virtually via zoom to give them a glimpse of their children’s learning experiment.

The students and parents are supported as students move from one key stage to another. They attend seminars with secondary leaders and teachers who explain the expectations from students and parents in the secondary school.

The school student council is highly regarded by parents and they believe that their children are learning a lot from the experience. They are gaining leadership skills and pushing many initiatives forward to the school staff. A good example of these initiatives is “Reading Ambassadors” where student council members go to the younger grades in early years and read to them. Student council members are conscientious about energy conservation and they try to spread awareness about it to the other students. That are always keen switching light and air conditioners off before leaving classrooms for breaks or at the end of the day.

BSR

Parents are happy with the school, its leadership and the provision made for their children. They are very satisfied with the quality and quantity of information provided by the school. Key school policies are available for parents on the school website.

The focus group of parents reported that the school is quick to respond with appropriate action when issues are raised. They can approach the class teacher with their concern and if it is not resolved appropriately they would go to the leadership team.

Parents receive termly written reports through the parent’s portal on the school website and can request face to face meetings with their child’s teacher. They receive daily and weekly updates on their child’s learning by email, phone and class dojo. Teachers are accessible at the beginning and the end of the school day and have an open door policy. Parents are also informed of their child’s attendance.

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Parents have enjoyed being part of classroom activities and UAE events which have taken place this year. They would like to be invited to participate in other celebration days. Once a month the principal offers a 'drop in' morning for parents to meet and voice concerns. Parents are content with the after-school activities provided for their children and feel that the school is a positive fun environment.

ISK

Communication, including the provision of information for parents, carers and others, is a key priority for ISK. The school fully meets all aspects of the BSO standard in this respect; it is becoming a strong feature of the school. ISK parents stated enthusiastically that there had been "a tremendous improvement" in the way the school communicates with parents.

The information systems are developing an effective gateway towards transparency and understanding about school procedures. Reporting to parents on student progress and attainment is disseminated through termly online progress reports, parent consultation evenings; parents are invited to face to face or online meetings via email to communicate concerns about underachievement.

The school website publishes key policies including the RAK Academy grievance or complaints policy, detailed information about the curriculum, exam performance, important school dates, external exam schedules and news about the school. However, the short commentary on well-being understates the strong practice in the school.

Parental surveys offer valuable feed-back to the school. The school publishes weekly newsletters (they are currently on version 29) showcasing the vibrancy of students' activities in and out of the classroom. They are full of information on upcoming events. Importantly, they relay how local UAE culture is celebrated at school. Parent webinars have been introduced to support admission and transition arrangements. On the rare occasion that a parent's level of English is insufficient to comprehend essential information, the school provides a translator.

11. Standard 7

The school's procedure for handling complaints

RAKA has a clear complaints (known as 'grievance') policy, dated 28.05.2019, that establishes a procedure for dealing with concerns and complaints relating to any provision of facilities or services provided. It includes all stakeholders, regardless of their age or position.

It is transparent, open and effective, and gives due regard to local regulatory requirements and circumstances. It aims to ensure any concerns are dealt with openly, honestly, politely and in confidence. The procedure confirms that all concerns and complaints are looked into thoroughly, fairly and in a timely manner. In fact, one parent stated very enthusiastically that she reported a bullying incident that her son faced, the school took immediate actions and the incident was never repeated.

Complaints are rare and nearly always resolved informally. The class or subject teacher is consulted first, but if an issue is not resolved, it can be raised with the subject, year and senior leaders. All parents have easy access to class teachers and senior leaders at the start and end of the school day.

The academy understands that, on occasions, stakeholders may want to raise a grievance related to the school and its operations. The policy encourages communication between stakeholders and the school, to ensure that problems arising during the course of the school year can be expressed and quickly resolved. Most grievances are resolved through informal discussions with class teachers, tutors or heads of year. Parents/guardians are expected to approach their immediate school contact with any concerns they have. This can also be formally done in writing.

If the grievance remains unsettled, then the matter can be referred onwards in writing, to the head of school or the executive principal. If the grievance directly concerns the executive principal then the process is referred directly to the board level. Final appeal can be lodged in writing with the board.

Complaints are handled as quickly and fairly as possible. Initial responses at all levels are made within 7 working days. A final decision is reached, if necessary, not more than 2 months after the grievance arose, if the process moves to the third level.

The stakeholder has the right to be accompanied by a friend, colleague or professional representative at any meetings called to discuss the grievance. After all meetings, the chairperson will write to confirm the outcome of the grievance, normally within five working days.

All records are treated as confidential. Confidentiality is assured by all parties involved in the complaints process. All records are stored in the central offices where they can be accessed by the appropriate bodies at a later date, if required. In discussion with inspectors, parents stated they felt confident about raising concerns, should they have any.

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12. Standard 8 Leadership and management of the school

Leadership and management are good, with some excellent features. The energy, vision and direction provided by the executive principal and his team are exemplary. His hard work, along with that of the head of education, the head of inclusion, and the senior leadership team are having a significant positive effect.

The ownership of the school has not changed since the last inspection, and the vision for RAKA remains “A centre of excellence in learning at the heart of the community”: this drives the school’s thinking: but the board has been fully reconstituted and an almost entirely new team of leaders brought on board. The early signs are that this has been a remarkably successful strategy. The board oversee school policies as well as the strategic direction of the school: a number of major decisions taken in the last few years, which demonstrate that the board is both brave and shrewd. This means the future of the school is in good hands.

Newly appointed heads of schools are having a very significant impact already, in each different context. Supported by the RAKA SLT, the capacity for further improvement is great.

The urgent work on establishing a new identity: one academy, one group or one family of schools working collaboratively, each with its own identity, is ongoing. BSO re-inspection of all schools as one, in three years’ time, is not likely to give the level of detail that the leaders would want.

BSH

The day-to-day running of the school is effective. The current leadership structures have developed a distributive leadership model resulting in a collaborative approach to the work of the school at a management level. There is a clear vision in place to further enable middle leaders to develop their roles as a pivotal part of this process. This has already been actioned and would benefit from further accelerated development. There is an intended restructuring to reduce the number in middle leadership roles is intended to further support the quality communication and impact of the shared vision.

The leadership has a very clear vision. The head of school has an excellent understanding of the school’s current position and has successfully established clear systems and processes to enable future development.

The school has accurately identified the required next steps, both short and longer term, as represented in the school’s SIP however the impact is not currently seen directly in teaching in the classrooms yet. Staff morale is currently low, something partly impacted by staff changes over the last and upcoming year and some large class sizes. The implementation of planned change needs careful, staged implementation to enable teaching staff to grow professionally, accumulate and

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embed the required developments resulting in the expected raised standards. The school has great potential for growth.

Quality assurance systems are in place. The school uses the performance management program *Blue Sky* to triangulate data and this is well established. CPD is supportive of the school's developmental needs at all levels including researched-based professional reading. The introduction of Learning Ladders will further support the staff's understanding of the role of data in teaching and also enable accountability of performance. The leadership team has a very clear understanding of the school and staff's potential and is actioning decisions based upon this information.

The vision of a community school is well established and tangible. The parents recognise the impact of the current leadership team and are supportive of their intentions. They are keen to be involved to contribute to the further development of the school.

BSK

The head of school, supported by the deputy head and assistant head, have effectively identified several priority areas for the school: they are enthusiastic and driven in their determination to address these areas. They are currently supported by a middle leadership team of subject and year leader positions, however this will change for the next academic year in line with the overall academy directive to streamline middle management positions. The SLT feel well supported by the education team across the academy and meet regularly to discuss school improvement initiatives.

Data is tracked effectively and there is a variety of documentation to support this. However, there is as yet more limited evidence of the impact on this on teaching and learning. Student data is included in weekly planning, but little evidence to show direct impact on differentiation or modifications for students in the classroom. The school is rich with data but not yet impact on teaching and learning.

Communication remains a priority for senior leadership and much improvement is evident in the quality and consistency of this. The Head of School provides regular updates and invitations to engage with parents and staff feel that messages are clear and appropriate to support their roles. Existing systems, such as Class Dojo, have now been implemented consistently across the school and are effective in providing regular updates and reminders to parents.

Staff morale has improved this year, as evidenced by the academy wide staff voice survey. Staff identified the clearer lines of accountability and open door policy as two reasons behind this. The culture of the school, driven by the head of school, is one of openness, transparency and solution focussed. The school aims to celebrate successes and is self-aware of development areas.

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BSR

The school runs well on a day to day basis. The newly appointed head of school and her deputy have developed an effective understanding of the school's strengths and areas for development. The team has successfully conveyed a drive and passion for continuous improvement and the highest possible standards: this is already having impact.

Structures and procedures are currently being updated to reflect this new leadership vision. Developing leaders who have the skills and qualities to impact on the quality of outcomes is a key priority for this newly established team. The school has begun implementing a robust recruitment process to secure teachers who are highly effective and can embed best practice to positively impact pupil progress and attainment.

Interviews with middle leaders of Key Stage 1 and Key Stage 2 highlighted a desire to be more involved in school improvement plans and have a drive to raise students' progress and attainment across all areas of the curriculum. Both senior and middle leadership are aware of the need for a baseline assessment for EAL in EYFS and more effective data tracking of pupils in reading, phonics and oracy from Key Stage 1 into Key Stage 2.

The developing stability of the leadership within the school is recognised and valued by parents as a key factor in the continued development of the learning for their children. The school has a positive impact on pupil behaviour, in addition to their social, moral, spiritual and cultural education.

ISK

The new head of school and her team have had an obvious positive impact on the secondary school, especially how it looks, how well the students attain and on the behavioural expectations. This is highly commendable. The strategic thinking behind the changes has been highly effective.

The SLT has an open door policy and are both visible and available for school community members. Thanks to support from the RAKA leadership team, they have already developed a good understanding of the school's strengths and areas that need to be addressed: but they have gone beyond just 'reaction', and are setting some clear and appropriate targets from their own visions and passions.

Many staff are appreciative of the developments and are working hard to make them successful. Heads of department were positive about the line management structure and felt that it was supportive of their role.

ISK is managed well on a day to day operational basis, and this in itself is having a positive impact on the achievement of students. The academy actively seeks to recruit quality staff and ensures safeguarding procedures are in place.