



**British School  
Overseas**  
Inspected by Penta International

## **Inspection report**

# **RAK Academy**

**Ras Al Khaimah  
United Arab Emirates**

Date 28<sup>th</sup> – 30<sup>th</sup> January 2019

Inspection number 20190128

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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 Fatima Al Zayani, Sage Ball, Nicholas Gunn, Tamsin Harris, Phil Holden, Laura Miller, Brett Neilson, Garry Russell, Daryl Sims, Sheila Smith, Jaime Thistledown and Julie Troy.

The school is split over five separate sites. All were visited and some inspectors visited all or a selection of the different locations

## 2. Compliance with regulatory requirements

RAK Academy (RAKA) meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

RAKA is a large and complex organisation that provides a quality of education and care that is usually at least satisfactory, and often good or excellent. Students' behaviour is generally good and they have a strong sense of fairness and morality. Relationships between staff and students are good. Recently appointed senior staff are already having positive impact. The leadership is appropriately focussed on further school improvement, in key areas like the use of attainment. Progress has been made on the issues identified in the previous report.

#### 3.1 What the school does well

There are many strengths at RAKA:

- The curriculum is broad, balanced and appropriate for the students.
- The moral education programme has been a positive improvement to the quality of education being provided.
- In the best lessons, students are motivated, enthused and challenged in their learning; the use of data to set targets is notable in these classes.
- Teaching in early years is strong.
- There have been excellent improvements in the last few months to the manner with which students' attainment and progress data is analysed, especially in the secondary school.
- Spiritual, moral, social and cultural development across the academy is good.
- Some of the recent initiatives to further improve standards are already having a positive impact.
- All five sites run very well on a day-to-day basis.
- Many of the administrative staff offer excellent support to the teachers, parents and students.
- There is a real culture of school improvement – the impact of the school improvement partners and coaches is already notably positive.
- Workshops for parents are a popular and useful initiative.
- Parents are very positive about the school, on all sites – one reported that '...we are an international family...'

## 3.2 Points for improvement

In a school the size and complexity of RAKA, it is not surprising there are many things to do. Wherever relevant, these are highlighted in the body of the report.

There is however, one overriding recommendation that covers all sites and all ages:

- Improve the quality of learning and teaching of English as an additional language (EAL), for example by considering:
  - ✓ maintaining clear accurate and useful information on data that is relevant to EAL learners and their teachers, including:
    - age
    - length of time in RAKA
    - first language educational history
    - first language literacy
    - English language proficiency
    - English-medium schooling experience
    - academic track record
    - family and community circumstances
    - at least an initial profiling system
    - objective rating scales of EAL performance, over time
  - ✓ ensuring it is a key focus in all lessons, no matter what the subject is
  - ✓ focussing strongly on the specialist provision for EAL students who speak English at a low level, including the appointment of specialist leaders and teachers
  - ✓ strengthening the early support for students who have EAL needs
  - ✓ auditing and acting upon the needs of all staff who teach EAL students

## 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	steven.geraghty@rakacademy.org				
Head	Executive principal: Steven Geraghty				
Chairman of Board of Governors	Her Highness Sheikha Amneh Saud Al Qasimi				
Age range	3 - 18 years old				
Total number of students	3,857	Boys	2,191	Girls	1,666
Numbers by age	0-2 years	0	12-16 years	777	
	3-5 years	1,015	17-18 years	78	
	6-11 years	1,968	18+ years	19	
Total number of part-time students	n/a				

**RAK Academy – British Primary School, Khuzam site**

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	steven.geraghty@rakacademy.org westley.hughes@rakacademy.org				
Head	Executive principal: Steven Geraghty Head of school: Westley Hughes				
Chairman of Board of Governors	Her Highness Sheikha Amneh Saud Al Qasimi				
Age range	3 - 11 years old				
Total number of students	1,409	Boys	803	Girls	606
Numbers by age	0-2 years	0	12-16 years	0	
	3-5 years	377	17-18 years	0	
	6-11 years	1,032	18+ years	0	
Total number of part-time students	n/a				

**RAK Academy - International Primary School, Khuzam site**

Full name of school	RAK Academy (International 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	steven.geraghty@rakacademy.org wayne.richardson@rakacademy.org				
Head	Executive principal: Steven Geraghty Head of school: Wayne Richardson				
Chairman of Board of Governors	Her Highness Sheikha Amneh Saud Al Qasimi				
Age range	3 - 11 years old				
Total number of students	1,188	Boys	665	Girls	523
Numbers by age	0-2 years	0	11-16 years	0	
	3-5 years	371	17-18 years	0	
	6-11 years	817	18+ years	0	
Total number of part-time students	n/a				



**RAK Academy – International Secondary School, Khuzam site**

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	steven.geraghty@rakacademy.org edward.bantrywhite@rakacademy.org				
Head	Executive principal: Steven Geraghty Head of school: Edward Bantry White				
Chairman of Board of Governors	Her Highness Sheikha Amneh Saud Al Qasimi				
Age range	12 – 18+ years old				
Total number of students	874	Boys	509	Girls	365
Numbers by age	0-2 years	0	12-16 years	777	
	3-5 years	0	17-18 years	78	
	5-11 years	0	18+ years	19	
Total number of part-time students	n/a				

**RAK Academy - British School, Al Hamra site**

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	steven.geraghty@rakacademy.org dairne.fitzpatrick@rakacademy.org				
Head	Executive principal: Steven Geraghty Head of school: Dairne Fitzpatrick				
Chairman of Board of Governors	Her Highness Sheikha Amneh Saud Al Qasimi				
Age range	3 – 7 years old				
Total number of students	212	Boys	112	Girls	100
Numbers by age	0-2 years	0	12-16 years	0	
	3-5 years	157	76-18 years	0	
	6-11 years	55	18+ years	0	
Total number of part-time students	n/a				

**RAK Academy - British School, Al Rams site**

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	steven.geraghty@rakacademy.org andrew.lewis@rakacademy.org				
Head	Executive principal: Steven Geraghty Head of school: Andrew Lewis				
Chairman of Board of Governors	Her Highness Sheikha Amneh Saud Al Qasimi				
Age range	3- 7 years old				
Total number of students	174	Boys	102	Girls	72
Numbers by age	0-2 years	0	12-16 years	0	
	3-5 years	110	17-18 years	0	
	6-11 years	64	18+ years	0	
Total number of part-time students	n/a				

Ras Al Khaimah Academy (RAKA) is the oldest and largest international school organisation in the Emirate. Founded in 1975, it opened as RAK English Speaking School with 20 primary school-aged, expatriate students. The academy is now comprised of 5 schools, educating almost 4,000 students from 102 different countries. The schools offer 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.

RAKA is now on 5 different sites, although the three largest are on the same block: the British Primary School, the International Primary Years Programme (PYP) school and the International British secondary school provide for 90% of the students on roll.

## 4.1 British nature of the school

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

- The language of instruction is English; signage and much communication amongst students, is also in English.
- Parents suggest that they choose RAKA because they seek a British education and reported that UK values and pedagogical style are amongst the reasons for their choice.
- Many suggested that they would like their students 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 curricula, especially the English, Welsh and Scottish.
- Many other aspects of school life also demonstrate the British heart of the school, from the house system, the strong pastoral care and the school uniforms – though the rigour with which uniform policy is applied varies significantly, site to site.
- 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 sites that provide the English national curriculum also use English-based providers such as *Talk4Writing*.
- In years 7, 8 and 9, a modified version of the English National Curriculum is provided; in years 10 and 11, students study IGCSE courses and are entered for the final examinations at the end of year 11.
- In years 12 and 13, students follow the IB Diploma Programme or the GCE AS and A levels.

## 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 satisfactory. It is broad and balanced, primarily based on the national curriculum of England or on the PYP from the International Baccalaureate Organisation (IBO). 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 meets and reflects the needs of the diverse community of Ras Al Khaimah.

There is full-time supervised education for students of compulsory school age, meeting local regulations. The principal language of instruction is English. The school has a written curriculum policy which is supported by appropriate plans and schemes of work. The policy is implemented effectively, enabling students to acquire skills in speaking, listening, literacy and numeracy. It takes into account common practice in UK schools. This enables students to enter, or re-enter the UK educational system at an appropriate level, if that is what they wish to do.

The overall number of students identified as EAL is 92%. Currently the number of students receiving specialised EAL support does not match this percentage. The distinction between EAL students and those who have additional learning needs (ALN) is not as clear as it should be. The frameworks around special educational needs are not sufficiently robust: limited information from external specialists is a particular issue.

The curriculum is age appropriate and follows UK standards in assessment and external examinations and could allow first language and the stronger second language students to re-enter, or enter, the UK education system if necessary.

There is a programme of moral education which supports student development. This is backed up in assemblies and supported by activities arranged by the child protection officer.

#### **RAK Academy – British Primary School, Khuzam site**

The curriculum is satisfactory, with some elements that are good. The school offers broad coverage of the National Curriculum across all year groups and planning to support was evident. The curriculum also takes into consideration the statutory requirements for the UAE and the challenges of having to offer students an education out of their regular year group and the wide range of abilities and needs the school provides for.

Overall, planning offers students a wide range of learning experiences across the broad range of subjects offered by the school. There were also examples of learning taking place beyond the school environment. Provision for specialist teaching provision across the school is a strength. Teachers in all departments have a strong knowledge of learning and positively work hard towards enhancing the development and welfare requirements of students. The planning observed offered progression across the age range but the implementation of this was not always consistent. For example, in many lesson plans, there was evidence of differentiation but this was not consistently applied in practice with a more whole class approach being adopted. As such, the needs of the lower and higher ability students were not always fully met. The recent appointment of English and mathematics coordinators has made a positive impact on bringing more consistent provision and attainment: more robust systems are now in place. An example of this is the introduction of the teaching of mental maths at the beginning of every lesson and a new maths workbook. The roles are presently advisory, with the intention to incorporate them into a line management structure that will ensure greater impact and accountability.

The provision and implementation of the curriculum in the Early Years and Foundation Stage (EYFS) is a strength of this school. Lessons were well planned and there was evidence of flexibility to adapt to students needs within a relatively short day. Students were encouraged to initiate their own learning and were provided with effective challenge through some high-quality activities that encourage exploration in a personalized learning environment. Both teachers and teaching assistants offer a good understanding of the needs of students and this is reflected in the activities and support offered in lessons. Across Key Stages (KS) 1 and 2, the curriculum offers students experiences in a broad range of subjects. Specialist lessons are well planned and offer provision and instruction that is well received by students. Throughout the school, there were good physical resources in place to support learning in terms of books, equipment and technology.

The school has systems in place to highlight students with ALN and there was evidence that interventions are put in place to support this. Support for students with EAL is evident, but not consistently implemented, and very limited specialist staffing.

As yet, the EAL programme is not strong enough to significantly improve the ability of students to access the curriculum fully and, as such, their progress as a whole is sometime hampered.

#### **RAK Academy - International Primary School, Khuzam site**

The curriculum is at least satisfactory, with elements that are good.

This school offers the PYP. There is a written curriculum policy as well as plans and schemes of work which take into account the age and learning needs of the students, including those with ALN. The PYP curriculum ensures coverage of all areas of study, including languages (English and Arabic), mathematics, scientific study, technology, human and social units of inquiry, with physical, aesthetic and creative units, through PE, music and art. Curriculum

coverage also caters for the requirements of the Ministry of Education for UAE. PYP learner attributes are referred to with varying degrees of commitment across the school.

Students acquire language and numeracy skills from pre-kindergarten (aged 3) through to grade 6 (aged 11). Personal, social, health and economic education are offered through a range of subjects, assemblies, themes and events. These reflect the schools aims and ethos and encourage respect for self and others.

Teaching enables students to acquire new knowledge and make reasonable progress. However, teaching assistants are not always utilised to their full potential. More focussed targeting of their support would better ensure that students can progress according to their ability by differentiating more effectively.

### **RAK Academy – International Secondary School, Khuzam site**

The curriculum being taught is satisfactory, with some good elements. It provides a broad and balanced education to the students. The UAE Education Ministry requirements are met for this year and are planned to be met for next year. The school has a pathway for GCSE options based, from the Guided Pathways booklet, on the CAT 4 assessment at the beginning of this academic year. However, More time is needed to triangulate against other benchmarking measures.

The pathway at AS/A level/ IB for students is based on GCSE results.

In-class EAL support is provided by 2 teaching assistants (TAs). This support is vital, but is a limited resource. There were positive examples of in-class differentiation for EAL students observed e.g. the display and reflection of a small amount of key vocabulary in year 9 global studies. There were a small number of lessons where the ratio of student activity engaged talk time was significantly higher than the amount of teacher talk time, e.g. the year 10 physics lesson observed on thermal dynamics. Support for EAL students by TAs was viewed to be variable and not always properly directed by teaching staff in the classroom.

The impact of EAL learners on the curriculum is not yet fully explored. It is currently not the key priority in the development of the written and taught curriculum.

There are currently six curriculum relevant documents at the draft level, including EAL, Teaching and Learning, and Assessment and Marking, waiting to be ratified by the board.

The quality of the written curriculum viewed was variable, ranging from satisfactory to very good. Schemes of work provided were complete for some subjects, partially complete for some subjects, and non-existent for other subjects. The template style was not consistent. The information and the depth of information, e.g. differentiation for EAL students, varied from scheme of work to scheme of work. It is, without completed and consistent schemes of work, covering the whole curriculum hard to measure the impact of the written curriculum and the impact of EAL language learning on student development and to match it to the data.



The leadership team recognises the importance of the need for a written and centrally saved curriculum and schemes of work for each department. They recognise the importance of the involvement of the heads of department, in a consultative manner, in the process of curriculum development. The line management meetings are a good opportunity for curriculum-based discussions. Once the written curriculum is completed and stored centrally, it should underpin and maintain the continuity of the student learning experience from year 7 to year 13.

All students enjoy a full-time teaching curriculum, with excellent student:teacher ratios. There are a range of after-school activities though students tend to focus on a few activities based on which teacher is taking the activity.

Support for higher learning students was contained in some schemes of work and was observed in a small number lessons observed of the taught curriculum. Careers guidance is provided by a careers guidance counsellor.

#### **RAK Academy - British School, Al Hamra site**

The curriculum is fit for purpose in the core subjects and meets the needs of students. Progression and continuity is planned into the schemes of works that are being written. The introduction of mathematics 'No problem' has provided consistency of approach, but perhaps needs some adaptation to provide appropriate stretch and challenge.

As yet there are no specialist teachers for art and DT, ICT and music: and the addition of these would bring the curriculum provision in line with the largest British primary curriculum school

Many students speak English as an additional language: the curriculum is not yet fully adapted to meet these needs.

According to the parents, there is no curriculum Arabic B. This is a concern as progression of skills seemed to them to be limited.

#### **RAK Academy - British School, Al Rams site**

English national curriculum is taught across the year groups, from Pre K (FS1) to Grade 2 (year 3).

Long term plans and schemes of work are used to create a 'planning web' then weekly planning for all subject areas. PreK and KG1 plan together whilst KG2, Grade 1 and Grade 2 plan together on a weekly basis.

The lead teacher of students with ALN withdraws 5 students from across the school as well as supporting in class. Each class has a minimum of 2 adults to support learning.

Almost all students at Rams speak English as an additional language: the curriculum is not yet fully adapted to meet these needs, or allow them full access to the wider curriculum.

## 5.2 Teaching and assessment

Teaching and assessment are satisfactory: some teaching is good or excellent, and very small number of lessons are unsatisfactory.

The academy has been developing teaching and assessment to best meet the needs of learners. Teachers enable students to acquire new knowledge and make progress according to their ability. In most lessons, they increase their understanding and develop their skills in the subjects taught. The best teachers foster in students' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. Most lessons are underpinned by securely planned lessons and effective teaching methods. Management of class time is sound. Nearly all teachers utilise classroom resources well, and the equipment is of a good quality, quantity and range.

In the best lessons, teaching shows a good understanding of the aptitudes, needs and prior attainments of the students, and ensures that these are taken into account in the planning of lessons. Data on prior attainment and progress is used effectively where it is available, mainly in secondary. In the primary schools, this is as yet, relatively undeveloped. These teachers demonstrate good knowledge and understanding of the subject matter being taught.

In most instances, teachers utilise effective strategies for managing student behaviour and for encouraging them to act responsibly. Teaching supports, in the context of the law of the UAE, the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. There is no evidence that students are discriminated against for any reason.

Some teacher assistants offer good support for learning, in the primary and secondary schools. But sometimes they are not well managed by the teachers, and so the impact is lost.

In the less good and in the few unsatisfactory lessons, teachers do not use data on prior learning and therefore the students struggle to learn. In many lessons, there is not enough emphasis on supporting students who speak English as their second or third language.

RAKA has put in place a framework that supports teachers in their attempts to assess students' work regularly and thoroughly, and use information from that assessment to plan teaching so that pupils can progress. The success of this is not yet embedded. The framework for the evaluation of student performance makes reference both to the school's aims, and against UAE norms and international norms. It is beginning to be successful.

### **RAK Academy – British Primary School, Khuzam site**

The teaching throughout is at least satisfactory, with some good or outstanding; a very small number of lessons were unsatisfactory.

The EYFS teaching is planned carefully, is objective-led around the early learning goals and consistent between classes. The provision both inside and outside the classroom reflects this. Students were engaged and happy to take part in the activities. Positive behaviour was reinforced and high expectations were expected. Students were able to be independent and think for themselves. Where teaching was good or better, teachers used good assessment for learning strategies and questioning to move learning forward. Where teaching was satisfactory, pace was slow and whole class inputs were not differentiated.

In KS 1, some lessons displayed students being engaged and making some progress. Evidence of differentiation was rarely visible and pace was slow and one pace for all. EAL students struggle to access the learning and the lack of provision in this area hinders progress. Where lessons were good or better, differentiation had been planned, hands on resources were used and assessment for learning techniques used. Marking and feedback is inconsistent and does not meet the requirements of the school's marking policy.

In KS2 lessons, the focus is more on whole class activities. Students did not have enough opportunity to develop language through discussion with peers. In most lessons, most students are not sufficiently challenged and engaged with their learning which can lead to low level behaviour issues. Where lessons were good or better, there was clear differentiation and assessment for learning. Students understood what they were learning and why. In some classes, there was evidence of prior learning. This was evident in a year 5 music class, for example, where students had ownership of a class composition with the goal of performing to an audience in 10 lessons time. During a year 4 English lesson, students had an opportunity to critically discuss how to improve an advertisement using the rules and vocabulary designed by the students themselves. Appropriate vocabulary was modelled and encouraged. The teaching observed was not consistent from class to class, within the same year group.

Behaviour issues are dealt with in an inconsistent manner and teachers were not aware of the behaviour policy of the school. When lessons lacked pace, and there were no clear strategies to support EAL and differentiation, poor behaviour became an issue.

Across the key stages, a significant amount of work in students' books remains unmarked. Assessment for learning techniques, for example peer and self-assessment, use of plenaries and targeted high order questioning, have yet to be embedded and differentiation was rarely observed. There is limited evidence of teachers using data to raise individual student attainment, at least in part due to limited tracking and attainment data sets.

Most teachers demonstrate appropriate knowledge and understanding of the subject matter being taught. Classroom resources are of a satisfactory quality, quantity and range, although not always used effectively. Many students are not being given sufficient opportunities to master independent learning skills. Planning to specifically meet the needs of the EAL and most able students is under-developed. In lessons where teaching assistants are effectively used to support learning, students make better progress. The contribution to students' learning by teaching assistants is inconsistent across the school.

The school has identified the need to implement standardised assessments, especially for EAL, and has begun to use GL and CAT4 data that is triangulated with teacher assessment. While this data has been captured and communicated to teachers, the data is not yet being used with impact: it is at present only used in a limited range of year groups and subjects. There are inconsistencies in the way assessment and progress data is captured throughout the school.

### **RAK Academy - International Primary School, Khuzam site**

The teaching at least satisfactory: some is good or outstanding.

Teaching enables students to acquire new knowledge and make reasonable progress. Most lessons are well-planned and effective teaching methods used. They demonstrate good knowledge of the subject matter being taught. The quality and range of resources available are good. Teachers use a range of behaviour management strategies and the school has a policy to this effect. Reward systems are used regularly to encourage students to be positive and take responsibility.

EAL strategies are not utilised consistently during lessons: this hinders students from accessing the curriculum and making progress in some lessons.

Teachers do not currently ensure that all students can progress according to their ability by differentiating more effectively. Use of TAs assistants to their full potential is not consistent.

There is a framework in place to assess students' work regularly. A new system of tracking attainment and progress has been introduced recently. However, it is a home-grown tracker which does not allow auto-generated data analysis of specific groups. Most teachers are using it effectively to record and analyse data and set new targets for students' development by class or department. Currently, the impact of the targets set by the leadership team for year groups and specific cohorts of students is not strong. Internal moderation of assessments is done between colleagues in the early years, but has not yet been adopted in the primary years.

Behaviour issues are sometimes dealt with inconsistently: teachers did not consistently show awareness of the RAKA behaviour policy. When lessons were slow, and there were limited strategies to support EAL and differentiation, poor behaviour was an issue.

Across the school, a significant amount of work in students' books was not marked. Assessment for learning techniques, for example peer and self-assessment, use of plenaries and targeted high order questioning, have yet to be embedded and differentiation was not observed consistently. There is limited evidence of the use of data to raise individual student attainment: this is likely to be due to weaknesses in the current tracking system.

The school is aware that a significant attainment gap exists between girls and boys. They have further identified that this gap also exists on entry into pre-kindergarten and kindergarten. Many students, mainly boys, have poorly developed mother-tongue (Arabic) language skills. Interventions have been launched to develop memory and early reading skills for these groups in early years.

### **RAK Academy – International Secondary School, Khuzam site**

The quality of teaching and assessment is satisfactory, though there is good teaching too.

There are pockets of excellent practice and ample evidence of a wide range of staff development activities: there are mandatory after-school sessions every week and voluntary lunchtime 'sharing bite-size' activities. A succession planning programme also runs for middle leaders and a coaching one-on-one initiative for those teachers in need of further development.

In the best, lessons are well structured with a variety of engaging activities that challenge the students. The available data is used to inform differentiation and a range of assessment for learning strategies are used to monitor progress in the lesson.

An example was seen in a physics lesson which required three activities to be completed. These were clearly displayed on the white board. Students' understanding of the tasks was checked by the teacher using a range of open and closed questions. The pace of the lesson was snappy with clear time frames. Real life scenarios were used. Key vocabulary was reinforced. Books were marked in accordance with the marking policy.

However many lessons lacked pace and challenge. A large proportion were teacher led and offered few opportunities for students to learn collaboratively or to engage in and take responsibility for their own learning. The lessons lack pace and challenge. TAs were seen in some classes, but were not included in the teachers' lesson planning: this is a missed opportunity. Teachers are secure in their subject knowledge but the use of assessment for learning strategies to maximise the progress of every student was not consistent. Marking and feedback were often not up to date. Most students are compliant and respectful to each other and the staff.

There was little evidence that the new assessment procedures and the accompanying data that they generate have had real impact on most classroom practice, so far. Leadership team members are using the data in their line management meetings to hold middle leaders accountable for the progress of students in their departments and to analyse student progress across the school. For example, 27 students in year 11 were identified as requiring extra support to reach their targets. This was successfully actioned. However, the system is currently complicated for use as a classroom tool, and is being improved and simplified.

The improvement in the quality of learning, teaching and assessment to maximise student achievement is a vision shared by all senior leadership team members. However the professional development programme provided by the school is in its infancy and has yet to make an impact on what is happening in the classroom. Nevertheless, in-school staff surveys testify to the burgeoning effectiveness of the programme, with over 85% 'extremely satisfied' with in-service professional development. Given that the school identifies 92% of the students as EAL a comprehensive plan of support to tackle this major issue, which is affecting student progress, has yet to be developed.

Several heads of department reported that on arrival at the beginning of the academic year, there were no schemes of work for their subject. They are in the process, with their departments, of producing them. Most noticeable from the evidence provided was the absence of a mathematics scheme of work. It is currently not clear how CAT4 data would impact on the development of the RAKA curriculum.

#### **RAK Academy - British School, Al Hamra site**

The quality of teaching and learning in Al Hamra is mostly of a good standard. Questioning techniques were effective, students were all engaged in learning and teachers showed good knowledge of students' needs. Where outstanding lessons were seen these typically had more pace, challenge and more explicit differentiation. Early years practice was varied but mostly good with lively learning environments and structured play opportunities.

Professional development for supporting EAL students is underway and some examples of effective EAL support were seen, but this was inconsistent. Higher level TAs have received training in this area: supporting EAL and SEN learners is their main focus.

There are internal assessments in place for English, mathematics and reading which inform the teacher assessments that are recorded in the tracker on a termly basis. Time is made for moderation between teachers. In early years, the tracker is used in a more formative way as teachers update it based on weekly observations.

The trackers provide snapshots of current attainment but the capacity to analyse and use data to inform practice is limited, as is the capacity for it to give information on individual student progress.

#### **RAK Academy - British School, Al Rams site**

Teaching and assessment was mainly satisfactory, with many good lessons and a very few excellent or unsatisfactory lessons. Early years practice was varied but mostly good with pleasant effective learning environments and good structured opportunities for play.

Planning and assessment does take into account the 100% EAL learners. Initiatives that have been implemented are, whole school phonics (un-streamed), *Talk4Writing* and *MathsNoProblem*. Teachers mostly have good subject knowledge and some support is in place for learners but rarely enough challenge.

The learners do not have sufficient opportunities for talking and would benefit from longer thinking time. Marking is not consistent throughout the school, but verbal feedback is common.



## 5.3 Standards achieved by students

The academic standards achieved by students at RAKA are satisfactory; progress is often good, but given the lack of data over any significant period of time and the newness of the CAT4 tests and some teething problems with its introduction, long term judgements are not possible.

### **RAK Academy – British Primary School, Khuzam site**

Attainment in English against international standards is weak with less than 75% of students achieving in line with expectations for their age. With a majority of students starting the school with little or no English and many at a very young age, it is understandable that the school has a challenge in getting students to reach appropriate levels in line with UK expectations.

In the EYFS social language and routine is developed relatively quickly and there is good progress by students in developing basic language and the ability to follow basic instructions. A large minority of students (31-49%) achieve early learning goal expected levels in reading and writing after completing 2 years at the school.

In KS 1 and 2, evidence was taken from student work in addition to talking and listening to students suggests that a majority of students are working below UK standards. Based on the current evidence available, attainment can be seen as weak to satisfactory. In KS2, SATs results show an improvement in reading over the last 2 years with around half students meeting expected standards.

Achievement in other areas is below expected standards, with evidence of some quality assessment in specialist subjects. Where students are working well below expected levels of attainment, the school has systems in place to identify such students and offer support.

EAL provision within the school was evident but, based on lessons observed did not significantly improve attainment. A stronger and wider reaching EAL department is highlighted as a paramount to improving school-wide attainment.

Attainment in mathematics is stronger than in English. In EYFS, a large minority (31-49%) achieved expected levels in line with the early learning goals. SATs scores reflect an improvement in attainment with 63% (2017/18) compared to 54% (2016/17) achieving the expected level. The implementation of a new mathematics strategy is a positive addition to the school to approve attainment and in meeting the needs of the abilities of all students.

Attainment in science shows a large minority (31-49%) of students achieving expected early learning goal expectations. In KS1 and 2, evidence suggests most students are working towards expected levels.

It is a positive step to appoint heads of mathematics and science to lead improvement in these areas: senior leaders to line-manage these areas to greater effect, would encourage further progress.

The platform for assessment across all ages and subjects is not yet embedded; there is need to consider urgently a school-wide computerised tracking system.

### **RAK Academy - International Primary School, Khuzam site**

The school is aware that progress is less than expected for a significant number of students and that measures need to be in place to ensure that EAL students are able to make better progress. A marking policy exists, but it is inconsistently applied in different areas of the school. Where it works well, it gives formative feedback to students with targets and next steps for development.

Too often, there is little evidence in students' books of any acknowledgement of effort, feedback or improvement targets. Other barriers to progress have been identified. Low attendance impacts on progress for many students and the school is mapping these correlations and following up with parents. The allocation of 30% of the timetable to Arabic and Islamic studies also limits progress in Core Subjects. Plans have been submitted to change the structure of the timetable by reducing lesson times from 50 minutes each to 40 minutes. This will give 90 minutes per week back to the core subjects – primarily English.

Lack of effective differentiation also impacts of progress negatively. Evidence from book scrutiny, shows that higher ability students are not sufficiently challenged and lower ability students lack support.

The platform for assessment across all ages and subjects is not yet embedded; there is need to consider urgently a school-wide computerised tracking system, similar to that already established in the secondary school. .

### **RAK Academy – International Secondary School, Khuzam site**

Standards are satisfactory.

A new assessment system has been introduced, with the aim of gathering robust data to drive up standards in the classroom, but this is still in the early stages and therefore it is difficult to measure its impact. In KS3, the use of CAT4 as a baseline assessment is now being used to set individual targets, but the impact of this on attainment levels is still to be seen.

In areas where middle leaders understand and use the information from the new assessment system, lesson planning is starting to be effective in driving up standards; however, this is not consistent across the curriculum. Lesson observations highlighted that the proportion of EAL students making progress is consistently low across the curriculum. Withdrawal support for literacy and numeracy is available for some students, and although teacher support was available in many classes, it was not always used to good effect.



In KS4, students taking English First Language make good or better progress in comparison to national and international standards, with 92% gaining A\*-C at IGCSE; however, the number gaining English as a Second language was 36%, significantly below the national average. Very recently, to improve attainment in English, the decision was made to enter the vast majority of students for English First Language in the upcoming GCSEs. In mathematics, 89% of students gained a GCSE at E or above, which is significantly beneath both UAE and UK averages.

At KS5, 39% of students achieved A-C in 2 AS subjects. Results in English Language and mathematics are not in line with UK, national or international standards. 31% of students taking English Language gained A\*-C and 36% in Maths. In the International Baccalaureate Diploma Programme, 50% of students achieved an average point score of 30 or above, with the average English score at 4.78 and Maths 3.67, both below international averages.

A mentoring programme has been established for students at risk of not gaining 5 GCSE grades at A\*-C. They are supported in their “golden subjects”.” This is having a positive impact on results, as out of the 27 students being supported now nearly 50% have made improvements.

In the most effective lessons, where there are a range of activities targeted at the needs of all students, behaviour is very good. Students are compliant and courteous, but in lessons which lack pace and challenge, students become disengaged and low-level disruption can negatively impact the learning process.

The school has taken measures to improve attendance and they are close to meeting their target of 94%. But the school’s strategies are not yet having the desired effect overall, with pockets of very low school attendance; there are formulated policies or strategy in place to combat this. School leaders are engaging with parents and the new reward system is having some effect, but it is still developing: it lacks coherence and has a low profile.

Provision of training for staff on how to support EAL students in their classrooms is not yet having sufficient impact. Similarly, professional development on how to use the new assessment system to maximise progress has not yet had enough impact. Not all middle leaders are confident using data to drive intervention for groups of students. Teaching assistants sometimes provide excellent support, but this is not consistent.

#### **RAK Academy - British School, Al Hamra site**

Baseline teacher assessments from the start of the year show the majority of students to be working below age related expectations. However, teachers are pleased with the progress the students have made since the start of the year. Although the internal assessments still indicate a large spread of attainment across most year groups, particularly in reading, the end of Term 1 data shows a marked increase in the percentage of students now working within the expected attainment band for reading, writing and mathematics.

Teachers are beginning to use results from internal assessments in order to group students, and target interventions and support staff more effectively, which is monitored by the lead teachers.

**RAK Academy - British School, Al Rams site**

Attainment is low due to the starting points of many of the learners, but progress is good in the 5 months that the school has been open.

Throughout the school there is clear modelling of language and support and training from the EAL lead teacher. The school is correctly continuing to focus on learner skills including independence which they are trialling in the SOLE (Self Organised Learning Environment) room.

Students are not yet fully involved in target setting. The assessment process is not developed to the same extent amongst all teachers.

## 6. Standard 2

### Spiritual, moral, social and cultural development of students

The spiritual, moral and social development of the students is good: cultural development is particularly strong.

RAKA actively promotes tolerance of and respect for human differences. Respect for each other and for different cultures is good, but there remain inconsistencies in behaviour management. Some low level disruption is seen to be a feature of some lessons across the schools.

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. They therefore gain confidence as they take on extra responsibilities.

#### **RAK Academy – British Primary School, Khuzam site**

The spiritual, moral, social and cultural development of the students is good.

The school creates a warm and supportive environment which is based on values of community, respect and tolerance. They develop the student understanding of spiritual, moral, social and cultural awareness through the informal PSHE system and the formal moral education and social studies lessons. Weekly assemblies are held which follow a schedule to approach areas such as kindness, charity, relationships etc. Additionally each student has one forty-minute period a week of moral education. During this period the students learn about honesty, tolerance, empathy, character development, ethics etc. Muslim students also receive moral and spiritual support in their Islamic Studies lessons.

Students are mainly honest and respectful. They understand right and wrong. They care for their classmates and feel comfortable approaching teachers to highlight misbehaviour such as occasional bullying. Students are encouraged to be socially responsible, such as recycling bins, recycling challenges and competitions, as well as a charity day, where students raise money for the Red Crescent. Students are encouraged to take responsibility for their actions, as the school offer opportunities such as prefect and head boy and girl.

Teachers encourage the development of the students' moral and social skills. Students are praised well and encouraged to try, mistakes are encouraged and not punished. Students are encouraged to work as a team and respect the input of others. Teachers enforce rules that are based on respect and kindness; kind hands, kind feet and kind words. This is supported with the rules having British values at the core. Students are encouraged to be accepting of all people and that everyone is equal, with regards to race, gender etc. Social Studies also develops the British understanding of the students, as the curriculum looks to link British topics with Arabic topics, for example the mining of coal vs the mining of oil.

### **RAK Academy - International Primary School, Khuzam site**

The spiritual, moral, social and cultural development of students is good.

The school teaches Ministry of Education Islamic Studies curriculum in Arabic for native speakers and in English for non-native speaker Muslim students. Moreover, the non-Muslims students are given activity-based programmes that focus on extra studying in English, mathematics and social studies. The students also work on some projects related to the lessons taught. After-school activities/clubs are in place. The school provides a range of after-school activities, which include the arts, life skills, languages, sports, academic and indoor pursuits.

Annual competitions in sports and Quraan recitation are held in addition to morning assembly, charity day, Islamic and national events and research activities. Additionally, the school celebrates Islamic and national celebrations such as Eid El Fitr and UAE National Day as a recognition of Arabic, UAE and Islamic culture. However, the bus schedule does not always accommodate students' transportation needs, which affects the number of attendees in the different activities.

There are new initiatives which aim to reinforce positive behaviours. Last year, moral education, which focuses on values such as peace, forgiveness and coexistence, was introduced for grades one to six as a mandatory curriculum requirement from the Ministry of Education. Parents are actively involved in certain activities conducted in this subject, wherein the concerned coordinator communicates with them prior to organizing workshops as part of the induction process. The coordinator also participates in the morning assembly and plans the subject units in close consultation with the concerned teachers. Moreover, students are assessed periodically and also encouraged to reflect on their learning.

A number of students acknowledge that they have gained new knowledge and that they enjoy their learning experiences. In addition, the school has also initiated monthly themed events that focus on issues such as bullying, cyber security, kindness, well-being and child appreciation to spread awareness and encourage good behaviours. School students are encouraged to actively participate in these themed events. However, students acknowledge that these initiatives impact on their behaviour positively only for a short period. Generally, the students display respectful behaviours and attitude during the school hours, and the teachers also reinforce good behaviour and attitude among the students through a rewarding system.

However, during lesson observations and between lessons, there were misbehaviours, due to limited supervision. The school has clear policies and procedures in place to deal with inappropriate behaviour and misconduct, which are also shared with the parents in the family handbook. Generally, the school has good initiatives in place. However, their impact on students is not fully embedded, for example because the moral education subject has only recently been introduced.

### **RAK Academy – International Secondary School, Khuzam site**

The spiritual, moral, social and cultural development of students is satisfactory, with some aspects being good. The lack of coherent support frameworks means that it could be better, quite easily.

Overall, the students are respectful to one another and to staff: nevertheless, several instances of low level disruption were observed. Staff did not always have a clear idea of sanctions or how the school's behaviour process works in such cases. They are given opportunities to develop their self-knowledge and self-esteem through a range activities embedded within the pastoral programme. 'Random Acts of Kindness' day was particularly successful. Each student has a tutor who they see every morning and time is dedicated to allow students to complete breathing exercises and reflect. Students say that this does help them, especially during examination periods. A weekly assembly promotes the theme of the week, as does the daily e-newsletter.

Students follow the Ministry moral education programme and understand the concepts of tolerance and democracy. These are also supported through the sub committees of the school council system. Although students enjoy this aspect of school, they would like their voice to not only be heard but acted upon. Tolerance is also supported through Blue Ribbon month, when students are given the opportunity to acquire an appreciation for other cultures. Participation in National Day enhances the students understanding of the diversity of cultures within the school.

The House system has just been re-introduced. As yet, few events have taken place to allow students a sense of belonging to their house, and house points are not yet embedded as part of the reward programme. House Captains have been appointed by the teachers and they have promoted their house at assemblies. A Prefect system is also well established, but students feel that this role could be developed further. They would like more opportunity to run events for charity.

In cases where conflict does arise between students, the pastoral team use a restorative approach for support students. A focus room allows students who need some time away from the curriculum, to have dedicated teacher support. The pastoral team's approach to dealing with instances of poor behavior is not always clear and systematic. Guidance and implementation in this area is in need of review, leading to more effective frameworks for teachers to follow.

There is a wide range of student extra-curricular activities and take-up, particularly for sports, is good. Students are proud of their Model United Nations and younger students aspire to be part of this group. Students are currently preparing for the school production.

The house system is having some positive impact but is not yet fully embedded. The behaviour policy is not applied consistently. There is little sense as yet as to what a 'RAKA student' is.

**RAK Academy - British School, Al Hamra site**

The spiritual, moral, social and cultural development of students is good, and developing well.

The students at Al Hamra have a positive and happy disposition, and standards of behaviour are generally very high both in class and in the playground. Students were polite, respectful and keen to talk about their learning. Teachers award 'Dojo points' for good behaviour and effort, and give student of the week certificates. The school is truly multinational which gives a spirit of Internationalism. British values of tolerance, citizenship, environmental awareness and health and wellbeing are promoted through whole school assemblies.

A small range of extra-curricular activities are available and there are plans to increase this as the school grows.

**RAK Academy - British School, Al Rams site**

The spiritual, moral, social and cultural development of students is good, and developing well.

Students are encouraged to think about wellbeing with an upcoming events week and a previous child appreciation week. There are upcoming plans for a 'secret garden' and recycling on the beach. The UAE national anthem is sung every morning in each class whilst looking at the UAE flag. Students are learning about cultures around the world and the upcoming International Day will support this.

Learner skills are being supported well including developing independence and confidence in oral English. There are opportunities for paired/group work. A positive behaviour management approach has been adopted by the school: it is successful.

## 7. Standard 3

### The welfare, health and safety of the students

The welfare, health and safety of students is satisfactory, with some good practice. There are a few inconsistencies, however. A number of health and safety issues were discussed with the executive principal and the heads of schools

Effective policies and procedures are in place to safeguard and promote the welfare of students in the school. The school has appropriate policies in place, though not all have been ratified by the board. Not all teachers are fully clear about the policies: there is no health and safety specialist who can drive policy and process, which is a serious flaw.

#### **RAK Academy – British Primary School, Khuzam site**

The welfare, health and safety of students is promoted to a satisfactory standard, with several areas of good practice but also some concerns.

There is mainly good behaviour in lessons, between classes and during break and lunch times. A comprehensive record of behaviour-related incidents is maintained, but teachers were less aware of the contents of the behaviour policy and of the anti-bullying policy. Nevertheless, they are effective in their maintenance of good standards of behaviour and in dealing with occasional bullying. Parents commend the school for creating a happy learning environment and students feel safe and can identify bullying behaviour and know what to do in such cases. At the same time, some commented on guidelines being ignored or inconsistencies on school matters such as behavior or uniform. Support posters relating bullying issues, promoting kindness and how to contact the school counsellor are visible around the school.

Students play in segregated outdoor areas and have access to shaded areas, drinking water and fixed tables and seating. Some play areas become quite crowded and with overlap between ball games, running, static games, sitting and eating, there is potential for bumps and collisions. The play areas are patrolled by teachers and staff, circulating vigilantly, as part of a duty rota.

Regular inspections from the local authorities occur and local health and safety laws are met. Fire prevention equipment is present and regularly checked. Fire and earthquake instructions and evacuation procedures are clearly labelled in all rooms. Documentation which records and reviews drills, including lockdown procedure, is kept, circulated to staff and recommendations are acted upon promptly.

Students' medical care is well-catered for. A significant proportion of teachers are trained in first aid and several staff are additionally trained to use defibrillators. First aid boxes are located and signposted across the school. Students can access the medical office where nurses and a shared doctor have good facilities to administer care via a dedicated area, treatment table and secure storage area for medicine and treatment materials.

Attendance registers and data are maintained appropriately. However, attendance itself, and access to the school is unsatisfactory. Too many adults (parents or their representatives) enter



the school unchallenged and a significant proportion are prepared to enter classrooms and remove their students during lessons. The presence of unidentified adults and the loss of education notably at the start and end of the day and each school week is acknowledged and bemoaned by teachers. Disappointing attendance impacts on student progress. The safety of students is compromised by the ability of individuals including an inspector, to enter the school and circulate unchallenged. The installation of lanyard pass security doors in corridors in the last two years has helped. But with time, these doors often fail to self-close and are often left deactivated.

Risk assessment is conducted well with onsite records fully maintained. Staff report that maintenance concerns are dealt with efficiently especially where they are judged priorities. Offsite risk assessment is submitted to the ministerial authorities.

Only minimal promotion of healthy eating exists. Posters suggesting healthy eating were stacked in the canteen but not on display. Parents of KS 2 students express concern that students who chose to bring food to school rather than buy at the canteen could not sit in the canteen and sat in unclean outside areas.

A student council has been activated with students promoting themselves for the role and being selected by the school leadership team, though it is unclear whether they have contributed to any school development in practice. Students requiring special or additional educational needs receive some weekly support outside the classroom on a limited basis and those on tier 3 work from an individual educational plan. However, there is only limited and sporadic evidence of the stretching of the most able students in lessons.

### **RAK Academy - International Primary School, Khuzam site**

The welfare, health and safety of students is promoted to a satisfactory standard, with some areas of good practice but also some concerns.

There are several policies covering all aspects of welfare, health and safety and there is a full-time child protection officer and health and safety coordinator employed by the school. There is a pastoral system in place, which follows a similar pattern to the school hierarchy, but with the use of a school counsellor between year group leaders and senior leaders.

Blue ribbon week at the start of each year, highlights child appreciation and raises awareness of culturally sensitive issues such as child abuse or neglect. Access to support services in RAK are limited. Parents may be referred to counselling services in Dubai if required. Child protection services are based in Abu Dhabi.

Good behaviour is defined by policy and the school keeps records of all serious incidents of negative behaviours. Good behaviour is promoted through a system of reward points, collated on the school management system. The school has an anti-bullying policy which is applied across the whole family of schools. Annual anti-bullying week is held in the first term of each year. A recent survey indicates that 30% of the student body feel that they have been bullied



verbally or physically in the past year. However, staff believe that students often describe a single event of argument or altercation as bullying.

The school has a written health and safety policy. There is a lifeguard on duty for all swimming lessons. Between lessons, the pool area is locked. Canteens are light, clean and have adequate seating for the number of students. A rota system ensures they are never crowded. Healthy eating is promoted in the school, but lunchtime choices do not always match the message. Maintenance services ensure that all necessary precautions are taken to make work sites safe when students are on the campus. Contracts with external providers cover all, cleaning, pest control, garden maintenance, lift services, fire alarms and equipment, hygiene and sanitary materials.

Bus supervision is adequate, but attendants leave students unsupervised when they check the class register at the gate once buses are loaded. Drivers complete daily checklists, but these are inconsistent and there is little evidence of follow up happening.

The school has a fire drill procedure detailed in the policy. Drills are regularly carried out and a report follows each drill. Fire equipment and alarms are regularly inspected and are generally up to date. One extinguisher was found to have not been refilled following an inspection in December.

First aid and medical care provision is good. The school clinic has adequate staffing, including a doctor 4 days per week. Incidents are clearly recorded, with copies of records sent home. School data is collected on spreadsheets and nurses clearly understand what incidents may be prevalent at different times of the year, but the spreadsheets do not reflect this knowledge in the data.

Students are appropriately supervised during most parts of times of the school day. At the end of the day, there are lower levels of supervision as students leave the premises, which results in some rowdy and boisterous behaviour. Parents suggested that misbehaviour which are not consistently tackled by common behaviour policies, was also a problem, sometimes. An example of this was students wearing unsuitable footwear.

The admissions and attendance registers are maintained and kept in the central academic office. Written risk assessments are submitted when and where required, but are not consistent in quality or coverage of risk analysis. CCTV cameras give 24-hour surveillance coverage of all internal and external public areas of the school, but not inside classrooms.

### **RAK Academy – International Secondary School, Khuzam site**

The welfare, health and safety of students is satisfactory, with several areas of good practice but also some concerns.

Child protection training is undertaken by all staff. Staff sign to acknowledge the training. Clear child protection systems, process and records are in place. Drivers, cleaners and caterers have police checks. The concept and importance of child protection has been presented at a whole school level.

The health and safety officer has a relevant UK qualification dated 2016. There are clear health and safety documents and records. The health and safety officer meets every two to three weeks with leadership and the site manager for a walk-through of the school. But the magnitude of the job suggest strongly that the role is potentially too demanding for a person who is also teaching.

The school has new clear signposts, both in the corridor and the classroom, to first aid kits. There is a rolling programme to ensure that teaching staff are adequately first aid trained. The science labs have eye wash units attached to the walls. Gas bottles are stored outside and only technicians have the required keys. Design and technology complies with health and safety standards, including tape marking regions on the floor and kill switches. Chemicals and solvents are stored appropriately.

Fire drills and evacuation procedures are clear and practised, with the lock-down policy being rolled out this year. The health and safety officer is researching an earthquake procedure. Fire drills are carried out as required and feedback sought to improve further evacuations. The attendance register is printed and updated with late students each day at 8.30.

Fire extinguishers are numerous around the school and have maintenance checks.

Swimming PE staff demonstrated safe practice during lessons. There was no Senior School lifeguard supporting the swimming teacher.

There is one student in year 7 who is in a wheel chair but has to access lessons on the second floor in the S2 building. There is no lift in the S2 building and he relies on crutches and the support of peers to move up and down the stairs. His wheelchair is left on the ground floor.

The nurse clinics are well resourced with trained staff and a doctor is a shared resource with other schools in the family. The child protection officer's counselling room/ office is being re-designated as a second medical clinic so that boys and girls can be treated separately.

The exit of the students at the end of the school day is monitored by a guard. The students are supported across the first part of the road outside the school exit. The guard's responsibility appears to end with many students on the non-barriered edge of a main road. There was a lack of visible supervision for students taking school busses, which are located outside the school grounds.

Toilets were clean. The taps produced only cold water.

There is a clear anti-bullying policy and students report that they feel safe from bullying.

#### **RAK Academy - British School, Al Hamra site**

Students' health , welfare and safety is satisfactory, with some good features.

The school site is secure and access to classrooms requires a security pass once students have been dropped off in the morning.

There is a well-equipped medical centre with a full-time nurse and records are kept. In case of absence, a substitute nurse is provided. Medications are locked away and administered by the nurse. There are effective child protection policies and safeguarding checks in place and all staff receive training in this area. The building is new and of a high standard and fire drill procedures are in place. Promotion of healthy living is a current theme in the school and they held a parent talk during 'Child Appreciation Blue Ribbon' week in order to raise awareness.

#### **RAK Academy - British School, Al Rams site**

Students' health , welfare and safety is satisfactory, with some good features.

The building is secure. It is fully fenced in, security managed and door access system in place. Visitors are signed in but parents are not. Bus provision is good – it is fully supervised with a higher-level TA helping students onto buses, then bus supervisor and driver are on the bus. There is a whole school bus coordinator for the 5 buses.

The child protection officer is clearly identified across the school and a school counsellor is available on request from shared campus. There is a school nurse and assistant on site.

The canteen is fully equipped with sinks, toilet facilities to the side and an outsourced company currently delivers lunches.

Attendance and punctuality is a current issue for the school as well as parking areas and drop off. There are minutes and actions noted for fire drills and exits are clearly sign posted. There are rigorous records kept for all medical records.

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

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 and the strategic direction of the school: there are currently a number of policies waiting for endorsement by the board. They understand that it is not their role to interfere with the management of the school.

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.

There is a list of all staff who currently work in the school. This is regularly updated and shows when they started and stopped working in the school. The school does not employ supply teachers.

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 year leaders, teachers and support staff were not.

Staffing levels are more than adequate for the successful delivery of the curriculum. Teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development.

RAKA maintains and made available to inspectors, a single comprehensive list of all staff and volunteers 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 satisfactory with some good features.

### **RAK Academy – British Primary School, Khuzam site**

The premises vary in quality: broadly, they are good, but some features are just satisfactory while others are excellent.

There are many purpose built, specialist teaching areas. The auditorium is well-maintained and utilised and IT suites, dedicated music, DT and art rooms serve the students well, alongside adequately equipped classrooms gathered into year groups in a logical way. There is a canteen, a small medical centre and segregated key stage play areas.

Classrooms are equipped with smartboards. While specialist classrooms possess a good range of subject-specific capital, regular classrooms have limited IT facilities. Year 3 has eleven iPads shared by seven classes.

The facilities for students' physical education are excellent, with a variety of spaces utilised. These include a swimming pool, indoor gymnasium and various open areas with suitable markings to enhance learning and skills. Changing and washing areas are all in place and well-maintained.

Toilets and washing facilities for students are well-located on classroom corridors although there was no hot or warm water when checked. Nevertheless, the toilets are cleaned regularly through the day; boys and girls are appropriately separated with lockable cubicles.

The school shares a medical base with the adjoining PYP primary school: there is an adequate treatment area, the facility to communicate with parents and to store the basic medicines in a secure cupboard.

Ventilation in rooms throughout the school is effective, with air-conditioning keeping rooms at a suitable temperature. However, in several classrooms air-conditioning is noisy, occasionally excessively so, including one year 4 classroom where the noise competes with the teacher's and students' voices. Otherwise, sound insulation is effective, and extremely good in the production suite of the computer science area. The quality of lighting varies. It is very good in some areas, notably in specialist subject classrooms and common areas while in some classrooms lighting was dimmer and less effective. Several classrooms, notably in the years 3 and 4 corridor, appear tired with drab paintwork.

Access into and out of the school buildings is clearly signed. Students and staff enter and leave easily both at the start and end of the day, and in emergency situations. Local fire standards are met and fire-fighting equipment is accessible throughout the premises and serviced regularly.

Access within the school is satisfactory. Stairwells are well-lit and floor surfaces are well-maintained. Locked glass doors are present at the front and end of corridors which open following the swipe of lanyard passes. However, many of these doors remain open during the day and fail to self-close once used. An elevator delivers access across all three floors and was accessible for individuals with mobility issues.

Drinking water is fully accessible, with dispensers available in classrooms and in other areas of the school and students can access these independently when they need to.

Play areas are good. Shade is provided to a fair proportion of areas and there are areas, under shade for students to sit at tables or on carpets. There is insufficient fixed play equipment available for the youngest students. The premises allowed effective supervision of students by teachers and staff in break and lunch times.

#### **RAK Academy - International Primary School, Khuzam site**

The premises and accommodation overall are good.

The school premises include 3 storeys. The ground floor is dedicated for early years (pre-kindergarten and kindergarten) and grade one, the first floor for the grades two, three, four and five and the second floor for grade six. The premises are well-maintained, clean with adequate ventilation and lighting and conducive to learning.

The school has sufficient number of classrooms (97) including classrooms dedicated for Arabic and Islamic Studies and a food technical room, sufficient number of toilets for staff and students including those dedicated for students with physical disabilities. The premises include offices including an Arabic Language staff office, an administration office, an accountant office, support rooms such as a network room, maintenance rooms, work areas, storages, electrical rooms, a telephone room, two canteens, two playgrounds, a football yard, two swimming pools, a small mosque, a clinic and a reception.

In addition, there are rooms for the purpose of supporting students' learning such as for EAL and ALN, music rooms, activity rooms, an ICT lab, a gymnasium, a theatre, a meeting room, a resource room, staff rooms and a library. All the classrooms are equipped with the necessary furniture and tools such as chairs and tables for the students and teacher, white board, data show, hand washbasin, cupboards, book shelves, carpet. In addition, the clinic, the ICT lab and the theatre are fully equipped with sufficient devices and tools.

One classroom is split in two: half is used for KG students and the other for ALN support. In addition, a small room within the music section is also used for supporting EAL. Staff acknowledge that they need more classrooms, due the number of EAL sessions. In addition, a few classrooms were slightly small and lighting was an issue. The classroom walls are over-crowded with students' work.

### **RAK Academy – International Secondary School, Khuzam site**

Most features of the school premises and accommodation are satisfactory and provide a safe environment for students. There is no lift in the S2 or DT buildings. There are adequate outdoor spaces and indoor facilities for students to learn and play. Shaded areas exist outside for the students. The newly painted wall displays and the use of colour on the walls is positive and motivational in regards the quality of the environment.

The site is adequately maintained. The quality of furniture in the classrooms is variable. Lighting (both natural and artificial) meets the needs of the school. All classrooms have black-out blinds. All rooms have interactive whiteboards to support the learning. Air conditioning systems throughout are quiet, well maintained and serviced. Sound quality is variable in classrooms: a selection of classrooms have acoustics which result in an increase of volume. Flooring is appropriate and in good condition. There are examples of broken concrete, in external areas, around the borders to sanded areas.

Washrooms are adequately located throughout the school. Washrooms are clearly identified as being adult or student. Water from the taps is only cold.

Food quality is adequate. The available selection is limited and included chocolate and strawberry milk, mini pizzas and biscuits – not very healthy. An upcoming menu was not visible and nutritional information on food was not clear.

Specialist facilities support learning. DT and science areas are adequately equipped. The sports hall looks ‘tired’. The new sports hall floor surface is peeling off revealing areas of the older surface presenting a possible slipping hazard. The basketball nets are stuck in position and hinder the play of badminton, meaning that only the central two of the four courts can be used. The library is thought out and sufficiently sized. The library has sufficient study desks and chairs but no visible relaxation reading area. There are mother tongue collection for both Arabic and non-Arabic books. The English fiction collection is separated into years 7-9 and 10-13. There is a ‘fast read’ section for EAL students.

Displays are plentiful, though in places the work is old and borders are peeling away. The new painted permanent wall displays are colourful and celebratory.

The school is internally clean and litter free. There are few obstacles in the corridor, though student place bags on the corridor floor in the S2 building. New lockers were in the corridors of the buildings. No students were observed using the lockers. Cleaning staff responded quickly to spills and mess. A high regard for cleanliness is evident throughout the large campus. Staff were deployed to supervise students at break and lunch-time and wore high visibility jackets. The site is large, with many nooks and crannies.

**RAK Academy - British School, Al Hamra site**

The premises and accommodation is satisfactory, although some parts are excellent.

This is a brand-new school. Buildings, fixtures and fittings are finished to a high standard. The school is still currently awaiting the delivery of all of the furniture for certain areas of the school but the classrooms are all fully furnished and functional. There is large outdoor playground which has sun shade.

Currently, there is no swimming pool on site but there are plans to install one. There is a facilities manager and detailed records are kept of maintenance issues, visitors, fire drills and procedures.

Fire exits, fire exit plans, extinguishers and medical kits are identified and easily located. The premises are kept very clean and there are numerous cleaners on site.

**RAK Academy - British School, Al Rams site**

The premises and accommodation is satisfactory, although some parts are excellent.

The school is purpose built with a good outdoor space (pitch, play areas, equipment), canteen, ICT suite, indoor sports hall, theatre, spacious classrooms, good toilet facilities. It is well resourced with smart boards for each class and computer lab and indoor and outdoor learning equipment.

There is currently no swimming pool, which they hope to have built next academic year. There is a facilities manager on site. Detailed records are kept of maintenance issues, visitors, fire drills and procedures. Fire exits, fire exit plans, extinguishers and medical kits are identified and easily located. The premises are kept very clean and there are numerous cleaners on site.



## 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.

Contact details of the school are provided to parents and prospective parents on the website. The British and international ethos, values, vision and mission is explained and shared with parents also through the website, as well as at the admissions stage. This ensures that parents can make an informed decision about enrolment for their child.

Information about the school's policy on and arrangements for admissions, misbehaviour and exclusions are provided clearly for parents. Parents and prospective parents are made aware of the education and welfare provision for students with special educational needs.

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.

#### **RAK Academy – British Primary School, Khuzam site**

Parents are happy with the communication they receive from of the school and the channels they have available on which to communicate. Due to *Class Dojo*, they feel they are informed quickly and their questions are responded to by their child's teacher very promptly. Parents receive information also through email, letters, phone calls, meetings and SMS.

Parents feel very well informed on policies and performance of the school. They receive three parents' evenings a year and three written reports go home. However, they do feel the information they receive at parents evening and what they see in the report can contradict each other, where the parents evening gives a much more positive image of attainment. Parents fully understand the report and are aware of procedures such as behaviour, this was made clear at a parents' information evening at the start of the academic year. However, a parent handbook is not given to parents, although the parents feel they receive all the information they require, but not as one booklet. Some parents did comment on the inconsistent approach to common requirements such as uniform code and suggested that more emphasis on common expectations would be helpful.

Parents are invited into the school for additional events throughout the year, for example National Day, Flag Day, Charity Day, Sports day and musical events.

#### **RAK Academy - International Primary School, Khuzam site**

The provision of information for parents is good.

The school communicates regularly and by different means. The primary sources of information are *Class Dojo*, Whatsapp groups (controlled by the school), newsletters and the website. Some policies and overview of the curriculum is available to parents on the website, but no previous inspection reports. Full contact details for the school are provided on the website.

Parents have daily access to the school as well as teachers and school leaders, by virtue of the school's open door policy. A parent handbook gives new parents a good insight into processes and procedures in the school.

The school provides reports on students' progress and attainment twice annually, for all registered students.

The school's ethos, aims and vision are clearly communicated. Many parents believe that the guiding statement – 'a centre of excellence in learning at the heart of the community' is a true reflection of the school's attitude. They feel that their voice is heard in the school and that school leaders react well to criticism and act quickly on parent concerns or suggestions.

Many chose this school specifically because of the PYP curriculum and the international nature of the school. They are pleased that the school does not have a technology-based approach: rather the students are allowed to explore the world through books and the natural environment, as well as using technology from time to time.

#### **RAK Academy – International Secondary School, Khuzam site**

The RAKA vision and mission statement are clearly visible on the school website. Contact details are available and there is the opportunity to contact the school through the website, out of hours.

Prospective parents are provided with the school's admission policy and guidance for the application process on the school website, but most other key school policies are available from the office, only on the request. The previous BSO report is not on the school's website. Parents are informed via e-newsletters, but feel that an alert to inform them that a new newsletter had been published would be useful.

The school communicates with parents through letters, emails, social media and the school website. Parents also have the opportunity to discuss their child's progress through scheduled parent-teacher meetings. Some parents felt that it was easy to arrange informal meetings with teachers when they had a concern, but others felt the need for an appointment did not support their needs. Parents have been invited to attend information evenings, but some parents felt that this was not always at the most convenient time and that the school should consider additional methods to disseminate information. *Class Dojo* is still used in Year 7 and some parents feel that it would be useful for older year groups.

Regular reports are sent home and some parents feel that they have been informed well regarding the new assessment system. An information sheet is attached to each report in English and Arabic. Parents are also informed of their child's attendance. Guided pathways

booklets are provided to parents to explain the subject option choices in KSs 4 and 5. The school calendar depicts key dates, but some parents felt that it would be useful to give more advance notice of school events that effect the school day, such as trips.

Regular parent-teacher coffee mornings were cited as a strength by parents. This gave them the chance to voice any minor concerns in an informal setting, which added to the community feel of the school. One parent said that she had chosen to live in this Emirate just to send her students to RAKA.

#### **RAK Academy - British School, Al Hamra site**

Parents are very satisfied with the quality and quantity of information provided by the school. The school uses *Class Dojo* as its platform for communication which is effective for sharing information, photos and comments on their students' learning. It allows them to message the teachers directly and they report that they receive prompt responses. The reports on each child are detailed, and teachers make themselves readily available should parents wish to discuss anything.

The school has planned a number of parent workshops in order to further promote parental engagement and community spirit.

#### **RAK Academy - British School, Al Rams site**

Parents are very satisfied with the quality and quantity of information provided by the school. They have access to *class dojo* for information regarding targets, upcoming dates and events and photos. There is a parent handbook available as well as letters about parent consultation and special events. However, some feel communication over *class dojo* is not consistent between teachers.

Parents have access to personal WhatsApp numbers for the Arabic staff and WhatsApp groups have been created. Most believe communication to be good and manageable for teachers, and suggest all is formal and professional. Many are involved in taking a lead for UAE events such as National Day and Flag Day. Parents are not involved in governance but they would like this option to be open to them. Parents feel confident that the school deals with complaints efficiently. They would speak to the class teacher and if it is not resolved they would go to the head's personal assistant or the leadership team.

Parents are happy with the location of the school, the bus transport, the English national curriculum, the development in English and Arabic language skills in their children, the care taken and the facilities. Some would love to see even more family workshops and after-school activities. The school is currently using an outsourced agency for evening and weekend activities.

## 11. Standard 7

### The school's procedure for handling complaints

RAKA has a clear policy that establishes a procedure for dealing with concerns and complaints relating to any provision of facilities or services provided. It is transparent, open and effective. It has 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.

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.

## 12. Standard 8 Leadership and management of the school

Leadership and management are satisfactory with some good and some excellent features. The energy, vision and direction provided by the executive principal are excellent. His hard work, along with many senior and some middle leaders, are having a significant positive effect. They see it as very important to maintain a positive and productive partnership with the staff, parents and friends of the school. In this respect, they try to be readily available and approachable, and to communicate well with the parents.

Appropriate policies and procedures are in place, although there are some that are still technically in draft.

Currently the vision for RAKA is based on “A centre of excellence in learning at the heart of the community”. However with the opening of two new schools, bringing the total in the family of schools to five, the board are working to establish a new vision and identity: one academy or a family of schools working collaboratively, each with its own identity. This work is urgent.

The new executive principal is driving a number of initiatives in the academy, starting in the secondary school. These include:

- a new assessment procedure
- schemes of work in all subjects
- policy creation
- three school improvement posts
- the introduction of an academic deputy post
- an appraisal procedure
- a more rigorous self-evaluation process
- clearer line management
- a new EAL co-ordinator
- revamping of the house system

Many of these initiatives are already having a positive impact, although it is early days.

### **RAK Academy – British Primary School, Khuzam site**

Leadership and management are satisfactory with some good features.

The leadership team has identified a number of areas for school development and written these into a strategic plan. Staff interviewed were not able to articulate the strategic plan moving forward and felt they lacked clear direction of where the school is going.

The school has correctly identified the leadership structure of the school as needing needs further development. The implementation of a literacy and numeracy leader has had a positive impact already. Plans for a science leader and further leaders in the areas of English and

mathematics may well assist with the implementation of planning, assessment, teacher training, moderation and quality assurance of these subjects.

The two deputy principals, and the literacy, maths and inclusion leaders are enthusiastic and driven to improve their areas. They have a strategic vision for their subject and key stages, are aware of strengths and areas for development and have action plans in place. These action plans have not been communicated consistently to staff.

Year leaders know their staff and deal with pastoral issues well: however, this is inconsistent across year groups. Year group leaders do not have sufficient time to ensure quality learning and teaching from their year groups. Some complete peer observations and book scrutinies, but there is no consistent cycle, or time to feedback and complete professional discussion with their team, due to lack of meeting time.

A range of policies are in draft form, but not all are not visible in daily practice. For example, staff were not aware of a behaviour policy or quality assurance policy. Staff were aware of a marking policy: however, this was not evident in student workbooks.

A quality assurance policy is in draft form: this needs to be implemented rigorously to ensure staff accountability and high standards of learning and teaching. This is currently not consistent across classes.

There is limited baseline assessment, although it is written into the strategic action. This and other attainment data is being captured and communicated to teachers: however, there is no clear understanding of how to use this data to improve student progress.

There is a variety of documentation which indicates that some data analysis and tracking is taking place. However, there is little evidence to show how formative and summative analysis is being used effectively to inform planning in lessons and for the whole school and what the impact has.

#### **RAK Academy - International Primary School, Khuzam site**

Leadership and management are satisfactory with some good features.

There is a positive relationship between leadership team and the staff. The school runs well on a day-to-day basis and senior leaders are visible and accessible. They are well supported by an extensive non-teaching staff, such as the community liaison officer. The staff feel valued and are appreciative of the good support given by the head. The senior team meet regularly and meetings have an agenda and are minuted. A shift in focus from operational to more strategic matters was noted.

Middle leaders have job descriptions and are clear about the purpose of their roles. However, their involvement in the development of their teams, such as through performance management, learning walks and book scrutinies, is inconsistent.

The formal monitoring of teaching is appropriate though it is predominantly carried out by the leadership team. A performance management process is in place and targets are appropriate, monitored and evaluated. Key policies are in place and accessible though some need updating. There are school-wide and departmental action plans, which have been created though consultation with staff. Impact measures are included, which is good, though it is too early to say whether these will be met.

The curriculum is largely embedded and there is extensive support for the PYP philosophy. A new focus on phonics in the early years has been welcomed by staff. Collaborative planning takes place on a weekly basis and is led by the PYP coordinator. Training is extensive, both within the school and externally, though a need to focus more on developing middle leadership capacity was acknowledged. A new tracking process is in its infancy and will take some time before its impact is felt. Behaviour in lessons is generally good, though some low-level disruption was not adequately addressed.

#### **RAK Academy – International Secondary School, Khuzam site**

Leadership and management of the secondary school are satisfactory with some good features.

The new initiatives started this academic year are already having some success, although naturally there are teething problems too. It is planned that some of these initiatives, once successfully established within the secondary school will flow into the primary schools.

The new board hold the executive principal and senior leadership team fully accountable for outcomes relating to student success, strategic planning and day to day operational issues.

Most of the leadership team are recent appointments. The head has been in post just over a year and there is a newly appointed academic deputy who has been responsible for the introduction of a new assessment procedure and is also responsible for reviewing the curriculum. Three school improvement partners (SIP) posts are in place focusing on standards, transition and support, and staff development. Currently all three SIPs are working in the secondary school to support the establishment of the new initiatives. Through its recent self-evaluation, which takes into account the views of all major stakeholders, the senior leadership team is developing a good understanding of the school's strengths and weaknesses.

Many staff are appreciative of the developments and are working hard to make them successful. Heads of department were positive about the new line management structure and felt that it was supportive of their role. Other middle leaders were concerned that the new assessment procedure might prove too complicated to have a real impact in the classroom and that so many new developments in a short space of time might prove overwhelming.

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



#### **RAK Academy - British School, Al Hamra site**

The leadership and management of the school is good.

Currently there is a head of school and two lead teachers in place, although only one of these is an official appointment. This team work closely together and meet regularly. As the school grows in size this structure will need to grow with it in order to maintain its level of effectiveness. There is a positive relationship between the head of school and the staff with a strong culture of professionalism and strive for improvement.

Through observations, learning walks and book scrutinies the management monitor the quality of the teaching and learning. Any unsatisfactory practise has been addressed by the lead teachers through a coaching approach.

Raising of attainment standards is being addressed through professional development sessions on challenge, EAL support, questioning, differentiation and lesson starters. Lead teachers are closely monitoring the strategies in place to raise attainment and maximise progress.

#### **RAK Academy - British School, Al Rams site**

The leadership and management of the school is good.

The headteacher, acting deputy/EAL lead and lead teacher, work well together to recognise the success of the school so far and what needs to be further developed. They are developing a good professional development programme to address training needs of their staff in order to best develop the learning of the students.

They have a daily morning briefing which is documented. Middle management (grade 2 teacher/ lead teacher and KG teacher and coordinator) are not fully supported in their role. This would be an area to focus on – further developing the staff and involvement in decision-making. The school improvement plan is clear but is probably too detailed. Plans are in place on how to develop the staff further, in regard to the expansion of the school next year.

### *13. Standard 9*

#### The quality of provision for boarding

Not applicable.