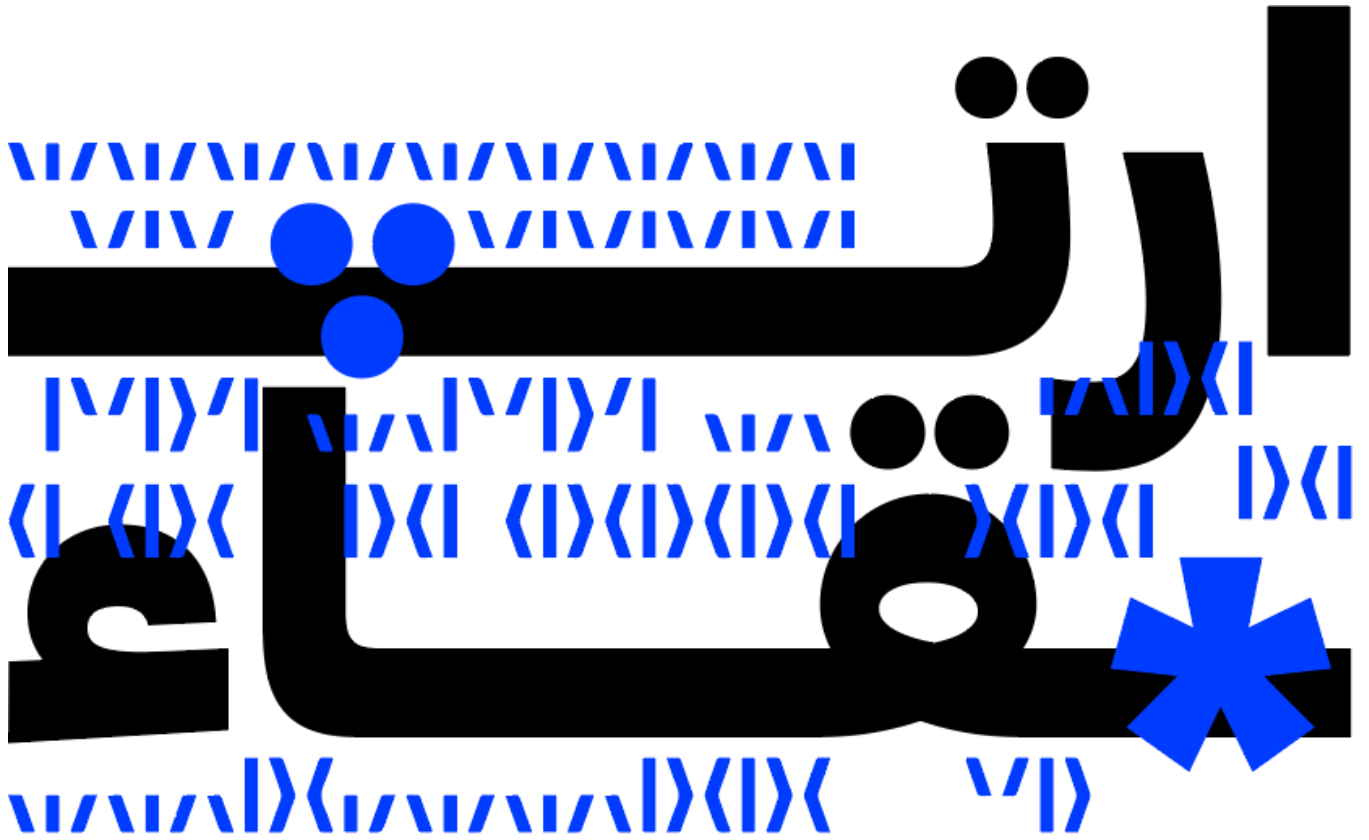




Irtiqa'a School Inspection

AY 2023/24

Beaconhouse Private School

Rating: Acceptable

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School Information

General Information		
	Name	Beaconhouse Private School
	Esis Number	9304
	Location	95, Ghabat Ghiyathi St, Falaj Hazza', Al Ain, 30064
	Website	https://beaconhouse-fhz.ac.ae/
	Telephone	037515678
	Principal	JAANA Marjo WILKKO
	Inspection Dates	28 to 30 May 2024
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - KG
Number of students on roll	421
Number of Emirati students	117
Number of students of determination	17
Largest nationality group of students	UAE - Pakistan - Egypt

Information On Teachers

Number of teachers	51
Nationalities	South Africa - Egypt - Philippines
Number of teaching assistants	8

Changes since the previous inspection

Since the previous inspection report, the school's overall judgment has remained acceptable.

Attainment and progress in Islamic education and Arabic as second language have regressed in the primary and secondary phases of the school and are now at a weak level, in part attributable to new leadership being appointed at HoD level. However, they remained acceptable in Arabic as first language and social studies in all phases. In English, both attainment and progress have improved from weak to acceptable in the primary and secondary phases, so all phases including the FS are now acceptable due to strategies put in place by the school to improve reading and other language skills. There is some improvement in science progress in the secondary phase, where a very experienced teacher is providing the knowledge of pedagogy and the emphasis on practical skills needed to reach a good level. In contrast, there has been regression in FS science attainment but progress remains acceptable. In mathematics there is also regression in FS both attainment and progress. In both science and mathematics all levels remain unchanged at acceptable, as the new middle leader in this level is yet to impact.

Students' social development, and their innovation skills, and curriculum are now acceptable, however students' personal development is good. Teaching and assessment have remained acceptable, despite an influx of new staff. There is no robust whole-school system for assessing students and tracking the progress of individuals and groups. The quality of teaching is extremely variable and not yet consistent across subjects in all phases of the school.

The health and safety of students, including child protection, continue to be strong features of the school and remain good. The well-being of the school community has been improved by providing more shaded areas and a

cooling system. Attendance and punctuality have been promoted, but there is still more work to do to ensure students realize the impact of absences on student achievement. Indeed, the care, guidance and support have regressed and are now at an acceptable level overall due to the identification of and provision for gifted and talented (G&T) and the students with additional learning needs (including students of determination) who are not yet making the progress they are capable of within lessons.

In terms of leadership, self-evaluation and improvement planning have improved by involving senior and middle leaders to support school improvement more effectively. The quality of self-evaluation processes has improved to an acceptable level. Self-evaluation is now more secure.

Relationships with parents are stronger, with greater involvement in school life resulting in a good level of partnerships with parents and the community. Links with local and international communities and schools have been established to support students' learning, achievement, and development and this has improved partnerships with parents, which is now good.

Governance has strengthened too, as the Board of Governors has been developed to include parental representation and a structure to access students' views, ensuring they are fully aware of the school's strengths and development needs. This is demonstrated by their support to enhance the leadership structure to include middle leaders. This should assist the principal in supporting and developing teachers, ensuring the full implementation of the school's improvement plans. With greater accountabilities and monitoring of the strategic plan KPIs, governance is now improved to be acceptable.

A middle leadership team with a strong understanding of the Cambridge curriculum standards has been formed, and the impact of professional development on teaching quality is monitored, but not yet effectively enough to impact overall quality. Teachers are encouraged to fully utilize specialist resources to enhance students' learning experiences, but this is an area that still requires further work. The professional development of teachers has been a priority, with a focus on understanding the Cambridge curriculum standards and improving open-ended questioning skills to foster critical thinking. Formative assessment processes have been a focus in professional development, including the use of self and peer assessment strategies and the use of constructive written feedback, but this work is yet to impact consistently.

Since the previous inspection, there have been significant changes in the staff complement, with a new senior leadership team (SLT) appointed in the last two years, and all middle leaders are also new, although a few were internal appointments. During the last fifteen months, the SLT has implemented a series of targeted actions to address identified areas for improvement and enhance overall student outcomes. The impact of their work is emerging in the improvement in achievement in English but is yet to impact other English-medium subjects significantly. The new HoD MoE has subject expertise but requires professional development to build the knowledge of how to make accurate judgments using the UAE Schools National Framework. Nearly half of the Arabic-speaking staff are new this academic year, which may explain the regression of some Arabic-medium subjects. English attainment and progress improvements are probably due to an increased emphasis on reading in early years that is having a flow on effect within that subject but has yet to impact other English medium subjects (EMS). The overall judgment, therefore, remains acceptable.

The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS

- The school has implemented a comprehensive strategy to ensure that its students perform well in international assessments such as TIMSS, PISA, and PIRLS. The approach involves aligning curriculum, enhancing instructional strategies, and fostering a supportive learning environment. There were no targets included in the school's assessment information.
- The Progress in International Reading Literacy Study (PIRLS) 2021 achieved a result of 530, placing the school in the Intermediate International Benchmark.
- In the 2022/23 academic year the school entered students for the TIMSS (Trends in International

Mathematics and Science Study) assessment and is awaiting the results.

- In 2025, the school will be taking part in the Program for International Student Assessment (PISA) for the first time.
- Targeted student preparation involves focusing on the specific requirements of each assessment, including dedicated practice sessions to familiarize students with the format, questioning styles, and terminology of the various international tests. Also included are training sessions to develop students' cognitive skills essential for success in the various assessments.
- There is an emphasis on core competencies required for each subject area, and lesson plans include practice questions, as well as the provision of additional support and intervention for students who require further assistance in mastering key concepts.
- Parents are provided with an orientation and given resources and guidance on how they can support their children's learning at home.

Performance in standardized and international assessments

The following section focuses on the school's performance in standardized and international assessments.

International Assessments: TIMSS, PISA, PIRLS

The school participated in PIRLS 2021 and achieved a result of 530, placing the school in the Intermediate International Benchmark. The school also participated in TIMSS 2023 but is still awaiting the results at the time of this submission. In 2025, the school will be taking part in PISA for the first time, having opened in 2019.

Reading

- There are two libraries in the school, one serving the foundation stage (FS) and years 1 and 2, which is well adapted to meet the needs of younger children with colorful displays, age-appropriate seating and options for children to lie down whilst reading. Both libraries are small but can accommodate a whole class, small groups, or individual study. Together, they house more than 5000 books, of which three-quarters are English and the remainder mostly Arabic, plus a small number of texts in other languages. In the English collection, most are non-fiction (70%), but in the Arabic division, there is an equal split between fiction and non-fiction. The Oxford Reading Platform is also available to students.
- Both libraries are extensively timetabled for scheduled reading sessions. The senior library allows for classes from years 2 to 6 to have a guided reading session in the library at least once every 2 weeks. In the junior library children are timetabled for whole class session on a daily basis.
- The librarian prepares appropriate extension topics and related reading packs for students and has initiated the involvement of a local book retailer to sell books in partnership with the school. To encourage reading, the school offers reading competitions. For example, three students (years 8, 4, and 5) came second in a national Arabic writing competition with a theme of sustainability, and another student from the school was awarded first place in the Sheikh Zayed Reading Competition. The school also initiated a 'reading in the park' event that attracted readers from the local community.
- A guided reading approach is taken in FS, and to encourage reading mileage, guided reading materials are sent home weekly, with records for parental sign-off.

- The libraries are well used by classes and individual students and there is a developing culture in English and other subjects of reading. While there is no dedicated reading plan to develop reading in English and Arabic, in order to improve attainment in all subjects, the school's development plan (SDP) contains a number of initiatives that include the purchase of an additional 600 Arabic texts, and an extended range of events to promote reading over the next year including the introduction of Arabic reading corners and 'secret parents reading'.
- Reading is assessed through the Progress Test in English (PTE) that assesses key aspects appropriate to the age of the students, from phonic knowledge to reading comprehension. The senior leadership team (SLT) are monitoring reading progress and planned interventions in the SDP include additional classes outside of school.

Strengths of the school

- Students' personal development is a strength, shown in their responsible behavior and courteous relationships with each other and their teachers.
- The school provides a safe, hygienic, and secure environment, conducting thorough checks on the premises to ensure that any dangers are identified and swiftly addressed.
- Partnerships with parents have strengthened with effective communications through a variety of media ensuring that they feel well-informed about their children's achievements, especially parents of children with additional learning needs, including students of determination.

Key Recommendations

Improve achievements to a consistently good or better level in all subjects and phases by:

- Implementing a whole school-literacy plan in both Arabic and English, reinforcing key strategies to improve language acquisition through an integrated focus on acquiring phonics and pre-reading skills more effectively in FS and years 1 and 2.
- Broadening students' situational language practice and vocabulary acquisition to enhance their speaking skills in Arabic and English, in different contexts, especially in the FS and years 1 and 2 of the primary phase.
- Strengthening students' reading skills in Arabic and English, especially in the primary and secondary phases, so that they can read fluently, with intonation and expression, to show their comprehension of text in different genres.
- Extending students' Arabic and English writing skills by having targets and writing for different purposes, including scientific reports appropriate to the year-level, with correct spelling and grammar.
- Enhancing the rigor of periodic curriculum reviews to identify and address any gaps in the knowledge and skills of students.
- Providing regular opportunities for students to apply learning skills in all subjects and phases, especially the use of technology to extend and apply their daily learning and students' critical thinking and problem-solving skills.

Improve the quality of teaching, and assessment by:

- Raising the quality of teaching, especially focusing on differentiation, questioning and the provision of opportunities to allow students to find things out for themselves and form a view which they can defend

through discussion.

- Providing more opportunities for students to develop their innovation, critical thinking, and problem-solving skills.
- Implementing a comprehensive whole school assessment policy which systematically outlines the coordinated processes underlying assessment across each phase and subject to enhance consistency and reliability.
- Using assessment data more rigorously to implement more effective differentiation in lessons and personalize learning to better meet the needs of all students.
- Increasing the regularity in the use of self and peer assessment, and quality of teacher's verbal and written feedback, so students know how to improve.
- Modifying the curriculum more extensively based on a range of data in order to meet the needs of all children in FS and those students of determination and of higher ability (including G&T) across the school to ensure all groups are sufficiently challenged.

Improve the school leadership to a consistently good or better level by:

- Reviewing the attendance policy to ensure it includes information relating to the promotion and management of punctuality in addition to attendance, then implementing it consistently with input from staff, students and parents on effective strategies to apply.
- Using a range of assessment data more rigorously in a cycle of self-review that leads to continuous improvement, with clear responsibilities and accountabilities assigned.
- Embedding fully the school's distributive leadership model, building middle leaders' capability by coaching and their capacity by ensuring adequate time allowance to monitor the quality of provision and outcomes in their subject areas.
- Ensuring that the governing board is provided with regular, detailed data of academic progress and personal development, to better hold the school leadership to account and enable provision of facilities, staffing and resources to redress any identified weaknesses.
- Establishing a performance management system for staff that better links the outcomes with personalized professional development and monitors the impact of agreed actions.

Overall School Performance: **Acceptable**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Weak	Weak	Weak ↓	Not Applicable
	Progress	Weak	Weak ↓	Weak ↓	Not Applicable
Arabic as a first language	Attainment	Acceptable	Acceptable	Weak	Not Applicable
	Progress	Acceptable	Acceptable	Weak	Not Applicable
Arabic as a second language	Attainment	Weak	Weak ↓	Weak ↓	Not Applicable
	Progress	Weak	Weak ↓	Weak ↓	Not Applicable
UAE Social Studies	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
English	Attainment	Acceptable	Acceptable ↑	Acceptable ↑	Not Applicable
	Progress	Acceptable	Acceptable ↑	Acceptable ↑	Not Applicable
Mathematics	Attainment	Weak ↓	Acceptable	Acceptable	Not Applicable
	Progress	Weak ↓	Acceptable	Acceptable	Not Applicable
Science	Attainment	Weak ↓	Acceptable	Acceptable	Not Applicable
	Progress	Acceptable	Acceptable	Good ↑	Not Applicable
Learning Skills		Acceptable	Acceptable	Acceptable	Not Applicable

PS2: Students' personal and social development, and their innovation skills

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Good	Good	Good	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Not Applicable
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Not Applicable

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Not Applicable
Assessment	Acceptable	Acceptable	Acceptable	Not Applicable

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Not Applicable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Not Applicable

PS5: The protection, care, guidance and support of students

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Not Applicable
Care and support	Acceptable ↓	Acceptable ↓	Acceptable ↓	Not Applicable

PS6: Leadership and Management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable ↑
Parents and the community	Good ↑
Governance	Acceptable ↑
Management, staffing, facilities and resources	Acceptable

Inspection findings

PS1: Students' achievements

Islamic Education

A number of areas are evaluated by inspectors when evaluating students' attainment and progress in Islamic Education. These include the following:



Holy Qur'an
and Hadeeth



Islamic values
and principles



Seerah (Life
of the Prophet
PBUH)



Faith



Identity



Humanity and
the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Weak	Weak	Weak ↓	Not Applicable
	Progress	Weak	Weak ↓	Weak ↓	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the MoE curriculum standards indicates that while most students attain above curriculum standards in the primary phase, in the secondary phase, only a large majority of students attain at that level. However, these high levels of attainment do not align with what is observed in lessons. The school does not analyze attainment data in Islamic education in the foundation stage (FS).
- The school has no external national or international assessments for Islamic education.
- In lessons and their recent work, less than three quarters of students in all phases demonstrate knowledge of Islamic teachings, etiquette, and Hadeeth in line with the curriculum standards.
- The internal assessment data analysis for the last three years shows that the large majority of students consistently attain above curriculum standards in the secondary phase, but in the primary phase, less than three quarters attain at least in-line with curriculum standards.
- The school's analysis of internal assessment data indicates that most students in the primary and the secondary phases make better than expected progress from their starting points at the beginning of the academic year. In FS, the school does not analyze children's progress in Islamic education.
- In lessons, less than three quarters of students make the expected progress in developing their knowledge of Qur'an, Seerah and Hadeeth.
- The school's analysis of progress data indicates that Emirati students and girls make outstanding progress in

both the primary and secondary phases, while boys make outstanding progress in the primary phase, in the secondary phase, their progress is weak. However, the school does not analyze assessment data to track the progress of groups of students in the FS, nor does it track the progress of low and high achievers, or the students of determination and gifted and talented (G&T) students in any phase across the school. In lessons in all phases, boys and girls make similar progress. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' understanding of prescribed Hadeeth.
2. Enhance students' knowledge of the Seerah across all phases.
3. Raise students' knowledge and application of Tajweed rules in all phases.

Arabic as a first language

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in Arabic language. These include the following:



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Acceptable	Acceptable	Weak	Not Applicable
	Progress	Acceptable	Acceptable	Weak	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the MoE curriculum standards indicates that most students attain above curriculum standards in both the primary and secondary phases. However, these high levels of attainment do not align with what is observed in lessons. The school does not analyze attainment data in Arabic as a first language (FL) in the foundation stage (FS).
- The school has no external national or international assessments for Arabic in the FS, primary, or secondary phases.
- In lessons and their recent work, most students demonstrate listening, understanding, speaking, and reading in line with curriculum standards in the FS and primary phases, but in the secondary phase, less than three-quarters of students attain this level. While children in the FS can read sight words, they struggle to read short sentences. In the primary phase, students can read and comprehend the overall meaning of texts at their year level, but they read with little intonation or expression. In the secondary phase, students can read longer texts and identify their main ideas but can not yet apply higher-order reading skills. Across all phases, writing skills, use of correct grammar, and knowledge of a broad vocabulary are less well developed.
- The internal assessment data analysis for the last three years shows that most students consistently attain above curriculum standards in both the primary and secondary phases.
- According to internal assessment analysis across the school, most students make better-than-expected progress from their starting points at the beginning of the academic year in the primary and secondary phases. In the FS, the school does not analyze children's progress in Arabic as a first language.
- In lessons, most students in the FS and primary phases make the expected progress in developing their listening, understanding, speaking, and reading skills, but less than three-quarters of students in the secondary phase make the expected progress. In all phases, students' writing progress is below that expected. In FS, while children are learning to read familiar words, they have not yet developed the skill to read short sentences. In the primary phase, students develop reading comprehension skills that enable them

to understand the overall meaning of the text but have not yet acquired the skill to read fluently and expressively applying correct vowel points, especially when reading different genre such as prose and poetry. In the secondary phase, students have learned to identify the main ideas in longer texts but have not yet learned how to apply higher order reading skills, such as using contextual and background information to make inferences and draw conclusions.

- The school's analysis of progress data indicates that girls and boys, and Emirati students make outstanding progress in both the primary and secondary phases. However, the school does not analyze assessment data to track the progress of groups of students in the FS, nor does it track the progress of low and high attainers, or the students of determination and gifted and talented (G&T) students in any phase across the school. In lessons, boys and girls make similar progress. Low attainers and students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Higher-attaining students, including G & T, do not always make the progress they are capable of.

Next Steps:

1. Strengthen students' higher-order reading skills, particularly in the secondary phase, including their ability to use contextual and background information to make inferences and draw conclusions.
2. Enhance primary students' reading fluency and their ability to apply expressive reading for different genres, including prose and poetry.
3. Improve students' writing skills across all phases, including their ability to write at length using a broader vocabulary and correct spelling, grammar, and punctuation.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Weak	Weak ↓	Weak ↓	Not Applicable
	Progress	Weak	Weak ↓	Weak ↓	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the MoE curriculum standards indicates that most students attain above curriculum standards in both the primary and secondary phases. However, these high levels of attainment do not align with what is observed in lessons.
- The school has no external national or international assessments for Arabic SL in the primary or secondary phases.
- In lessons and their recent work, less than three-quarters of students demonstrate understanding, speaking, reading, and writing in line with curriculum standards in the primary, and secondary phases. Their listening skills are stronger across the school, and most students attain in line in listening. Students across all phases understand the overall meaning of short documentaries and standard spoken Arabic. In the primary phase, students cannot confidently convey ideas using a diverse vocabulary and they lack the ability to select appropriate language registers for effective communication. In the secondary phase, students cannot read fluently nor comprehend age-appropriate prescribed texts. Writing skills are underdeveloped across all phases. While students across phases cannot write short paragraphs with correct spelling and use of grammar.
- The internal assessment data analysis for the last three years shows that most students consistently attain above curriculum standards in the primary phase, but in the secondary phase, less than three-quarters attain in line with curriculum standards in Arabic SL.
- According to internal assessment analysis across the school, most students make better-than-expected progress from their starting points at the beginning of the academic year in the primary and secondary phases.
- In lessons, while less than three-quarters of students across all phases make the expected progress against their starting point in reading, writing, and speaking, most students make expected progress in listening. Students across all phases, make limited progress in speaking out their thoughts using an appropriate choice of vocabulary. In the primary and secondary phases, they have not yet developed reading fluency nor the comprehension skills to understand prescribed texts, especially in different genres. Additionally, students across all phases make minimal progress in developing writing skills with correct spelling and accurate application of grammar rules. Their writing for specific purposes is underdeveloped.
- The school's analysis of progress data indicates that girls and boys make outstanding progress in both the primary and secondary phases. However, the school does not analyze assessment data to track the progress of groups of students, low and high attainers or the students of determination and gifted and talented (G&T) students in any phase across the school. In lessons, boys and girls make similar progress. Low attainers and students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Higher-attaining students, including G&T, do not always make the progress they are capable of.

Next Steps:

1. Broaden students' situational language practice and vocabulary acquisition to enhance their speaking skills in different contexts.
2. Strengthen students' reading skills, especially in the primary and secondary phases, so that they can read fluently and comprehend passages in different genres.
3. Improve students' writing skills for different purposes, across all phases, including their ability to express their thoughts using simple, compound and complex sentences appropriate to the year-level, with correct spelling and grammar.

UAE Social Studies

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in social studies. These include the following:



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the MoE curriculum standards indicates that most students attain above curriculum standards in both the primary and secondary phases. However, these high levels of attainment do not align with what is observed in lessons.
- There are no external, national, or international social studies assessments for the primary or secondary phases.
- In lessons and their recent work, most students in both the primary and secondary phases demonstrate knowledge and skills in line with MoE curriculum standards. In the primary phase, students are aware and appreciative of the role of the founding fathers in establishing the UAE union. However, they have limited knowledge of the fundamental needs of individuals and citizens and their responsibilities in society. In the secondary phase, students have secure knowledge of the modern history of UAE but their knowledge of the national economy and its impact on the global economy is limited. Moreover, students in the secondary phase have insecure knowledge of the important events in the history of the Gulf region and their impact in shaping current societies.
- The internal assessment data analysis for the last three years shows that most students consistently attain above curriculum standards in the secondary phase, but in the primary phase, less than three-quarters attain in line with curriculum standards in UAE social studies.
- According to internal assessment analysis across the school, most students make better-than-expected progress from their starting points at the beginning of the academic year in the secondary phase. In the primary phase, internal assessment data indicates that less than three-quarters of students make the expected progress over time.

- In lessons, most students in the primary and secondary phases make the expected progress in developing their understanding of the elements of national identity and the modern history of the UAE. However, in the primary phase, students make less progress in their understanding of citizenship and the responsibilities of individuals in society. In the secondary phase, students make limited progress in their learning about the national economy and the important events in the history of the Gulf region.
- The school's analysis of progress data indicates that Emirati students make outstanding progress across all phases and that boys and girls make similar outstanding progress in the secondary phase, but in the primary phase, girls make acceptable progress better than boys, whose progress is weak. However, the school does not analyze assessment data to track the progress of low and high attainers, or the students of determination and gifted and talented (G&T) students in any phase across the school. In lessons, boys and girls make similar progress. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve primary phase students' knowledge and understanding of citizenship, the fundamental needs of individuals, and their responsibilities in society.
2. Enhance progress and attainment across all phases.

English

A number of areas are evaluated in the inspection framework when judging student’s attainment and progress in English language. These include the following:



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Acceptable	Acceptable ↑	Acceptable ↑	Not Applicable
	Progress	Acceptable	Acceptable ↑	Acceptable ↑	Not Applicable

Findings:

- The school’s analysis of internal assessment data at the end of the 2022/2023 academic year against the National Curriculum for England (NCfE) Standards in the primary and secondary and the Early Years Foundation Stage (EYFS) curriculum standards indicates that a majority of students attain levels that are above curriculum standards overall. In the foundation stage (FS) most children attain levels in line with EYFS curriculum standards, which aligns with that observed in lessons. However, in the primary phase, the attainment results indicate that most students attain above NCfE standards, but in the secondary phase, only a majority attain above NCfE standards. These high levels of attainment in phases 2 and 3 do not align with the levels of students’ knowledge and skills observed in lessons.
- The school administers the Granada Learning Progress Test in English (GL-PTE) standardized assessments in English Reading in years 4 to 10. Results in these tests for the last academic year 2022/2023 show less than seventy-five percent of students attaining in line with curriculum standards in both the primary and secondary phases, and the current year’s results (2023/24) indicate the same attainment levels for the secondary phase, but no results are yet available for the primary phase. In reception and years 1 to 3, no external testing for English is completed. The Progress in International Reading Literacy Study (PIRLS) 2021 achieved a result of 530, placing the school in the Intermediate International Benchmark. In 2025, the school will be taking part in the Program for International Student Assessment (PISA) for the first time.
- In lessons and their recent work, most students in all phases demonstrate listening, understanding, reading, and comprehension skills in line with curriculum standards. However, children in the FS find it difficult to pronounce unfamiliar words, and work scrutiny indicates that less than three quarters are able to communicate their learning in writing at the expected level. In the primary phase, students speak more fluently, applying a limited vocabulary, and in short texts, correct sentence structure is inconsistently applied. In the secondary phase, students speak more fluently but lack confident presentation skills, and lack the skills to produce accurate extended writing.
- The internal assessment data analysis shows that most children attain in line with EYES standards in the FS. Most students consistently attain above curriculum standards in the primary phase, but in the secondary phase, less than three-quarters attain in line with NCfE curriculum standards.

- According to internal assessment analysis across the school, most students make better-than-expected progress from their starting points at the beginning of the academic year in the secondary phase. In the primary phase, internal assessment data indicates that less than three quarters of students make the expected progress over time. In the FS no data to track the amount of progress made by children was available.
- In lessons, most students in the FS, primary and secondary phases make only the expected progress in developing their listening, reading and comprehension skills. In the FS, children are developing the ability to blend sounds in a word and trace them, but while they can copy words, only a few are able to write a simple sentence. By the primary phase, students read with a little help, and when presented with a new story, most enjoy listening to short excerpts being read, and can answer questions to show adequate understanding. A few students can predict where the story might go next, but a minority do not make better progress in oral communication because of a limited range of vocabulary and not enough time allocated in lessons for discussions. By the secondary phase, students' communication skills are developing adequately, but not all are confident in forming opinions and making presentations because of insufficient opportunities. In all phases, students make limited progress in developing their writing proficiency, with a lack of extended writing in a range of genre, and inconsistent adherence to correct spelling, punctuation and grammar rules especially in the primary and in secondary phases.
- The school's analysis of progress data indicates that boys and girls make similar very good progress in both the primary and secondary phases. Emirati students also make very good progress in the primary phase, but in the secondary phase, their progress is weak. The school does not analyze assessment data to track the progress of children in the FS, nor of low and high attainers, or the students of determination and gifted and talented (G&T) students in any phase across the school. In lessons, the progress of students with additional learning needs, including students of determination and lower-attaining students, is inconsistent. Higher-attaining students, including the G&T are challenged in the better lessons, but this is inconsistent.

Next Steps:

1. Develop children's and students' phonics skills, especially in the FS and early years of the primary phase.
2. Increase the range of writing opportunities and set personalized targets in all phases so that students can improve their extended writing proficiency in a range of genres.

Mathematics

A number of areas are evaluated in the inspection framework when judging student’s attainment and progress in the language. These include the following:

Number and quantity and their use

Space and shape

Change relationship, algebra and trigonometry

Uncertainty, chance, data and data display

Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Weak ↓	Acceptable	Acceptable	Not Applicable
	Progress	Weak ↓	Acceptable	Acceptable	Not Applicable

Findings:

- The school’s analysis of internal assessment data at the end of 2022/2023 academic year against the National Curriculum for England (NCfE) Standards in the primary and secondary and the Early Years Foundation Stage (EYFS) curriculum standards indicates that a majority of students attain levels that are above curriculum standards overall. In the foundation stage (FS) less than three-quarters of children attain levels in line with EYFS curriculum standards, which aligns with those observed in lessons. However, in the primary phase, the attainment results indicate that most students attain above NCfE standards, but in the secondary phase, only a majority attain above NCfE standards. These high levels of attainment in phases 2 and 3 do not align with the levels of students' knowledge and skills observed in lessons.
- The school administers the Granada Learning Progress Tests (GL-PTM) standardized assessments in mathematics in years 4 to 10. Results in these tests for the last academic year 2022/2023 show less than seventy-five percent of students attaining in line with curriculum standards in both the primary and secondary phases, but the current year’s results (2023/24) indicate outstanding attainment levels for the secondary phase, but no results are yet available for the primary phase. In reception and years 1 to 3, no external testing for mathematics is completed. In the 2022/23 academic year the school entered students for the TIMSS (Trends in International Mathematics and Science Study) assessment and is awaiting the results. In 2025, the school will be taking part in the Program for International Student Assessment (PISA) for the first time.
- In lessons and their recent work, most students in the primary and secondary phases demonstrate levels of mathematical knowledge, understanding and skills in line with curriculum standards overall. However, less than three-quarters of children within FS demonstrate levels of numeracy and concepts of space and shape in line with the EYFS curriculum. Children in the FS can count objects, but discussion of concepts such as weight and measure are limited by language fluency. In the primary phase, students can identify complex shapes and adequately understand the concept of measurement. However, they are not yet confident in the use and quantity of numbers, with only a few able to work confidently with multiples and factors. In the secondary phase, students can perform mathematical calculations adequately, such as interest rates, but their mathematical thinking to formulate and interpret data is not as strong.
- The internal assessment data analysis shows that less than three-quarters of children attain in line with EYES standards in the FS. Most students consistently attain above curriculum standards in the primary phase, but

in the secondary phase, less than three-quarters attain in line with NCfE curriculum standards.

- According to internal assessment analysis across the school, most students make better-than-expected progress from their starting points at the beginning of the academic year in the primary phase. In the secondary phase, internal assessment data indicates that less than three-quarters of students make the expected progress over time. In the FS, no data to track the amount of progress made by children was available.
- In lessons, most students in the primary and secondary phases make only the expected rates of progress and in the FS, less than three-quarters make the expected progress in developing the expected levels of mathematical knowledge, skills and understanding. In the FS, less than three-quarters of children are developing an adequate concept of numbers, but a minority are not yet secure in their application of numbers in practical ways. Because they are not given enough opportunities to calculate and compare, to create patterns, and explore shape, and space, these concepts are insufficiently developed. By the primary phase, students are developing adequate skills in calculation and numbers, as in mental mathematics, although their ability to use their mathematical knowledge to solve complex word problems using the appropriate operation and order are insufficiently developed skills. By the secondary phase, students are developing mathematical reasoning skills adequately and can formulate, but they are not yet fully competent in interpreting mathematical problems in a variety of tasks, both independently and as part of class debate.
- The school's analysis of progress data indicates that Emirati students and boys make similar very good progress in the primary phase, but in the secondary phase, their progress is weak. The progress of girls is less in the primary phase, with most making acceptable progress, but in the secondary phase, a majority make good progress at above-expected rates. The school does not analyze assessment data to track the progress of children in the FS, nor of low and high attainers, or the students of determination and gifted and talented (G&T) students in any phase across the school. In lessons, students with additional learning needs and higher-attaining students do not make the progress they are capable of.

Next Steps:

1. Accelerate children's progress in the FS by providing more regular, hands-on opportunities to independently explore the concepts of shape, space and measurement, and to discuss their learning with an emphasis on practicing the use of new mathematical vocabulary.
2. Strengthen primary students' understanding of the practical application of mathematical concepts, such as number and quantity.
3. Improve students' ability to apply mathematical reasoning to solve a more complex range of problems, especially in the secondary phase.

A number of areas are evaluated in the inspection framework when judging student’s attainment and progress in science. These include the following:



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Weak ↓	Acceptable	Acceptable	Not Applicable
	Progress	Acceptable	Acceptable	Good ↑	Not Applicable

Findings:

- The school’s analysis of internal assessment data at the end of 2022/2023 academic year against the National Curriculum for England (NCfE) Standards in science indicates that a large majority of students attain levels that are above curriculum standards overall. In the primary phase, most students attain a level that is above curriculum standards, whilst in the secondary phase, a large majority attain a level that is above NCfE standards. These high levels of attainment in phases 2 and 3 do not align with the levels of students’ knowledge and skills observed in lessons. There was no data provided for children’s attainment against the Early Years Foundation Stage (EYFS) curriculum standards.
- The school administers the Granada Learning Progress Tests (GL-PTS) standardized assessments in science in years 4 to 10. Results in these tests for the last academic year 2022/23 show less than seventy-five per cent of students attaining in line with curriculum standards in the primary phase, but in the secondary phase most students attain in line. The current year’s results (2023/24) indicate a very good attainment level in the secondary phase, with a large majority attaining above the standard, but no results are yet available for the primary phase. In reception and years 1 to 3, no external testing for science is completed. In the 2022/2023 academic year the school entered students for the TIMSS (Trends in International Mathematics and Science Study) assessment and is awaiting the results. In 2025, the school will be taking part in the Program for International Student Assessment (PISA) for the first time.
- In lessons and their recent work, most students demonstrate levels of scientific knowledge and understanding that are in line with NCfE standards in both the primary and secondary phases. However, less than three-quarters of children in the early years attain levels that are in line with EYFS curriculum standards, with application and understanding of key vocabulary limited by lack of fluency in the medium of instruction. In all phases, students’ ability to make predictions and record observations is better than their practical investigative skills and their application of science to the environment and to society.
- The internal assessment data analysis for the last three years shows that most students consistently attain above the curriculum standards in the primary phase, but in the secondary phase, less than three-quarters attain in line with NCfE curriculum standards. There was no information about children’s attainment levels

against the EYES standards in the FS.

- According to internal assessment analysis across the school, most students make better than expected progress from their starting points at the beginning of the academic year in the primary phase, but in the secondary phase, only a large majority of students make the expected progress over time. In the FS, no data to track the amount of progress made by children was available.
- In lessons, most students in FS and the primary phase make the expected progress in developing scientific knowledge, skills, and understanding, while in the secondary phase, a majority make above-expected rates of progress. While most children develop an understanding of farm animals, and they can observe the different shading of cows, only a few develop the scientific skills of predicting and recording because of limited language skills. Children's inquiry skills are insufficiently developed because of a lack of opportunity to use their curiosity to explore their environment. Overall, students' investigative skills and application of their science knowledge to solve the problems of the environment and society are less well developed. However, in the secondary phase, a majority of students make better than expected progress in researching the effects of monoculture in agriculture, demonstrating growing confidence in using technology to extend evidence-based scientific thinking during class discussions. Students' ability to record their learning using age-appropriate scientific reports based on scientific methods is limited by language fluency in the primary and secondary phases.
- The school's analysis of progress data indicates that Emirati students and girls make similar very good progress in the primary phase, but boys' progress is outstanding. The school does not analyze assessment data to track the progress of students in the secondary phase, children in the FS, nor of low and high attainers, or the students of determination and gifted and talented (G&T) students in any phase across the school. In lessons, students with additional learning needs, including students of determination, make the expected progress toward their individual goals.

Next Steps:

1. Enhance children's inquiry skills, especially in the FS, by providing more opportunities to explore the environment, follow their curiosity, and reflect on the application of what they have learned to the real world and their own lives.
2. Strengthen students' abilities to carry out and confidently present the results of scientific investigations using their own ideas to solve real problems, especially in the primary and secondary phases.
3. Encourage students to write age-appropriate scientific reports following the scientific method, ensuring that key scientific words and concepts are clearly understood.

Learning Skills

Students learning skills and the impact on academic achievements are evaluated across all phases. Points taken into consideration when evaluating expected learning skills in all phases are as follows:

- Engagement and the responsibility students take, for leading their own learning.
- Interactions and collaboration with others to achieve shared learning goals.
- Successfully connect learning to other subjects and real life as global citizens.

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Across all phases, children and students have positive attitudes to learning, and they engage adequately in learning, working for short periods without teacher supervision. However, in the foundation stage (FS) they can become passive over longer periods without teacher intervention. When asked, students can articulate their learning with some general areas for improvement. Self-reflection is not an embedded feature of student learning, especially within the foundation stage.
- When given the opportunity, students across the school can work productively in groups and adequately communicate their learning. However, this still requires teacher support to ensure there are meaningful interactions. As a result, the quality of student collaborations is not always effective in ensuring students make progress. Younger children also require close supervision as the concept of completing activities and sharing ideas is underdeveloped.
- Students make a few real-world connections, especially in the Arabic-medium subjects, where links to daily life, such as prayer times, are embedded in the curricula. Students make adequate links between different subjects and occasionally transfer their literacy and numeracy skills. This is particularly evident within secondary. Within FS, children rarely apply what they have learnt or make connections between what they are learning and the world beyond them without the support of the teacher.
- Students rarely develop their critical thinking skills or provide alternative viewpoints. When given the opportunity, older students demonstrate a range of skills to solve problems, however this skill is generally underdeveloped across the school along with innovation, enterprise and research and independent inquiry skills. Although seen in the upper years of science, the use of learning technologies to research and support learning is infrequent.

Next Steps:

1. Improve students' engagement and self-reflection so they can take targeted actions to improve through active learning and constructive feedback, especially in the FS.
2. Improve students' collaboration skills by gradually reducing teacher support and encouraging more meaningful interactions through the allocation of roles.
3. Promote students' innovation, enterprise, research and independent enquiry skills through a range of initiatives focused on developing these skills in all subjects and in all phases.

PS2: Students' personal and social development, and their innovation skills

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Good	Good	Good	Not Applicable

Findings:

- Students have responsible attitudes in all phases. They respond well to staff instruction, and when given the opportunity, students in the upper primary and secondary phases are able to take responsibility for their own learning. Younger children in FS are more reliant on teacher support. Students in all phases rarely get the opportunity to respond to critical feedback.
- Students in all phases behave well in the class and throughout the school. They are courteous to each other and the staff and contribute towards making the school a safe and orderly place to learn.
- Students and staff in all phases have courteous relationships. In lessons, students are often supportive of students with additional learning needs.
- Students in all phases are generally aware of the importance of staying fit and healthy and most enjoy participating in PE. However, a few students do not make healthy choices in the snacks and meals they bring from home, with the result that pastoral staff confiscate banned snack items such as chips and carbonated and sugary drinks.
- Attendance is reported at 93.77% for the year to date. However, this good level of attendance was not seen in all lessons observed, especially in Year 11, where a few students took unsanctioned study leave in preparation for external examinations, and in the FS. Students are punctual between lessons, but some children in FS are delayed at the start of the day by the late arrival of buses.

Next Steps:

1. Enhance students' awareness of their responsibilities in making healthy nutrition choices, to improve their health and wellness, especially in the primary and secondary phases.
2. Increase students' understanding of the importance of attendance to their achievement and future career goals in all phases

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Students in all phases demonstrate adequate understanding and application of major Islamic values such as tolerance, respect, generousness and honesty. This is shown in their courteous relationships and behavior. They listen in silence and with respect when Qur'an is being recited and Hadeeth are being read in assemblies and in lessons. They participate in celebrating Islamic events but cannot elaborate at length and provide clear evidence on the relevance and impact of these values on everyday life in the UAE.
- Students across all phases demonstrate respect and appreciation for UAE culture and heritage. They stand still with respect whenever they hear the national anthem being played. They participate in a few national celebrations, such as National Day and Flag Day, but only a few take part in organizing them. Students understand the value of Emirati heritage and culture, which is evident in their work and displays around the school. However, their knowledge of the influence of UAE heritage and culture on contemporary life in the UAE is limited.
- Students across all phases are aware of the most important elements constituting their own culture and occasionally celebrate it. The cultural diversity of staff and students has resulted in an adequate understanding of other world cultures. However, this valuable feature at the school has not yet been effectively used to extend students' knowledge of other world cultures beyond basic levels.

Next Steps:

1. Improve students' knowledge and understanding, in all phases, of heritage and culture that influence contemporary life in the UAE.
2. Improve students' knowledge and understanding of other world cultures across all phases.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Students are aware of their responsibilities in the school community. A few students from different phases have been involved in volunteering for projects such as AOUN with Red Crescent and supporting community involvement in the 'Reading in the park' initiative. Students in the Student Council are elected from years 9 and 10 and they meet regularly to discuss school matters and propose ideas, but this is a developing feature of student leadership.
- Students across all phases enjoy their learning and their enthusiasm is evident in the displays of creative work in corridors and classrooms and in lessons observed. Student Council members are showing initiative by proposing projects such as school yearbooks photos and proposals for building a swimming pool. However, the school would benefit from extending its membership and the involvement of students from all phases.
- Students across all phases are aware of environmental issues and the importance of sustainability. A few students have been involved in sustainability projects, such as the sustainability conference at Wales School in Abu Dhabi and classes in Science and English where students sometimes focus on the environment and sustainability. Students support the school by taking care of their immediate surroundings.

Next Steps:

1. Improve students' creativity and raise their commitment to take an active part in innovation and enterprise projects in lessons and school-wide initiatives.
2. Strengthen students' environmental awareness and active participation in a wider range of activities.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Most teachers demonstrate secure subject knowledge, but their understanding of how students learn in their lessons is less well-developed. Lessons are often teacher-led for large sections of the lesson, with insufficient opportunities for active engagement and independent learning, especially in phases 1 and 2.
- Lessons are planned in detail with learning outcomes that are based on curriculum standards and shared with students. However, plans are rarely fully implemented and consequently student progress is held back because not enough time is allocated for student activities. Classroom environments are generally conducive to learning, with displays of wall-mounted learning aids and some student work. Resources are sufficient in most classes, however the use of resources to differentiate learning and encourage research and enquiry is limited, particularly in FS science and mathematics, and Arabic as second language in all phases. Resources are better used to encourage research and promote critical thinking in secondary phase science. The planning of IEPs does not consistently provide sufficient challenge to extend the learning of students with additional learning needs.
- In most lessons in all phases, but particularly in FS and years 1 and 2, teachers' interactions ensure most students are willing learners. However, in the majority of lessons teachers spend too much time talking and instructing students. Occasionally, questioning is used to check on learning, but it is not sufficiently effective in challenging students to think more deeply or to encourage dialogue.
- Whilst teachers generally plan activities to meet the needs of different groups of students, these are insufficiently personalized and rarely used effectively to extend learning progress. More able students rarely get the opportunity to be fully challenged within lessons.
- Teachers sometimes encourage students' critical thinking, problem-solving and innovation skills, but this is inconsistent across subjects and phases. In a few lessons, students were encouraged to develop independent learning skills, but this was inconsistent. For example, in science in the secondary phase, teachers give responsibility to the students to set their own research goals and encourage them to think critically and challenge themselves and others through peer assessment.

Next Steps:

1. Apply a more student-centered learning approach to teaching and learning in all subjects and phases.
2. Implement more effective differentiation in lessons, using a range of resources and activities to fully extend the diversity of learners.
3. Provide more hands-on opportunities within lessons for students to develop their innovation, critical thinking, and problem-solving skills.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- Internal assessment processes are generally linked to the National Curriculum for England (NCfE) Standards in the primary and secondary phases and the Early Years Foundation Stage (EYFS) curriculum standards in the English-medium subjects, and to the MoE Curriculum in the Arabic-medium subjects, as appropriate, and assessments are scheduled regularly. While students' achievements are reviewed against their learning journey and the standards, in the form of success criteria, to ensure that they are ready for the next stage in their learning, there was no data made available in the FS in any subject to show progress. The school's pre- and post-moderation procedures do not yet achieve consistency across all areas of the school, with the result that external and internal assessment results are not well-aligned.
- The school benchmarks students' academic outcomes against external, national, and international expectations, but this is inconsistent. The school administers the Granada Learning Progress Tests in English Reading (GL-PTE), mathematics (GL-PTM) and science (GL-PTS) in years 4 to 10. The Progress in International Reading Literacy Study (PIRLS) 2021 achieved a result of 530, placing the school in the Intermediate International Benchmark. The school also administers the CAT4 Cognitive Abilities Test, also from GL, and uses the indicators to identify students' potential and preferred learning styles. The school compares the outcomes of these assessments and indicators with internal data, but the analysis is not rigorous enough to enable the level of curriculum modification and degree of personalized lesson planning required to raise performance. In the 2022/23 academic year, the school entered students for the TIMSS (Trends in International Mathematics and Science Study) assessment and is awaiting the results. In 2025, the school will be taking part in the Program for International Student Assessment (PISA) for the first time. There is no benchmarking to cover Arabic-medium subjects.
- Assessment data are analyzed but information about students' progress as groups is underdeveloped. The school's analysis of progress data provides information about girls and boys, and Emirati students in the primary and secondary phases, but there is no tracking of the progress of groups of students in the FS, nor does the school track the progress of low and high attainers, or the students of determination and gifted and talented (G&T) students in any phase.
- Teachers use assessment information adequately, particularly the standardized test scores and CAT4 data, to inform teaching strategies to meet the learning needs of some groups of students but this is not done consistently. The needs of other groups, such as low- and high-attainers, are not well considered, although, in the better lessons, teachers identify areas where students may need additional support or challenge, making occasional adjustments to planned teaching. This is inconsistent, however, in most lessons. The needs of students with additional learning needs, including students of determination, are generally more clearly identified and used to inform teaching adaptations.
- Teachers have a reasonable understanding of students' individual strengths and weaknesses. However, there is a lack of focused academic personalized support to address individual students' academic needs across the school, although their personal needs are better met. Teachers generally offer simple feedback to students. Students are not often encouraged to participate in assessing their own learning and that of their peers. Therefore, the range of feedback is not always comprehensive enough that students know how to improve.

Next Steps:

1. Develop a coherent assessment policy that covers the whole school, including the FS, with clear guidelines covering roles and responsibilities for the analysis and use of data for identified groups.
2. Extend benchmarking to cover Arabic-medium subjects.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- The school follows the National Curriculum for England (NCfE) Standards in the primary and secondary phases and the Early Years Foundation Stage (EYFS) curriculum standards in the English-medium subjects, utilizing the Cambridge Curriculum resources, which provide an international adaptation. The Arabic-medium subjects of Arabic as first and second language, Islamic education, and social studies follow the MoE curriculum. The curriculum is reasonably broad and balanced but focuses more on the development of knowledge than skills, especially in FS. The FS curriculum is more focused on knowledge and does not provide sufficient opportunities for the acquisition of skills appropriately. However, overall, the curriculum mainly follows the requirements of the school's authorized curricula and the national statutory requirements.
- The curriculum is planned, and there is adequate progression in most key subjects and phases, except in FS where the pacing of the curriculum does not sufficiently meet children's development needs to promote consistent progress in all subjects. In the primary phase, the curriculum provides adequate progression in most key subjects. Overall, the curriculum meets the needs of a large majority of students. Curriculum mapping is a developing feature of the school. The senior leadership team has begun to complete medium-term planning for each subject to ensure all standards are covered throughout the school year. There are more English lessons taught than other core subjects because the school has recognized the impact that language skills have on the attainment of all the English-medium subjects. Assessments are used to monitor students' achievement levels; however, they are not sufficiently well-analyzed to identify learning gaps. Consequently, students are not always fully prepared for the move to the next year's level.
- The curricular choices provide older students with some choices that develop their interests, talents, and career aspirations. The curriculum includes additional subjects such as Art, PE, music, and ICT. Children in FS and students in the primary phase study subjects that are mandatory parts of the curriculum, and while within the activities, there is a small element of choice, the school recognizes the need to provide a greater range and more regular opportunities for students to extend their interests. The school plans to implement more project-based learning next academic term to provide children and students with more autonomy in the direction of their learning.
- Cross-curricular links are planned but not yet fully embedded. Curriculum mapping procedures in the school are not effective in allowing teachers to plan cross curricular links to facilitate students transfer of knowledge across subjects. In the FS, there is a lack of cross-curricular learning to allow children to practice and embed their learning skills. Links are stronger in the Arabic-medium subjects where they are well-embedded as part of the MoE curriculum and within the prescribed texts. Teachers are not encouraged to think about and add their own cross-curricular links within lesson plans in English, mathematics, and science as the curriculum is workbook-driven following the Cambridge approach in the English-medium-subjects (EMS). Consequently, planning across subjects is not implemented to promote greater coherence in all subjects across the curriculum.
- Annual reviews of the curriculum are conducted with reviews of curriculum content alongside assessment data. Results from GL-PT and discussions with teachers result in the identification of learning gaps that need

to be addressed, but as assessment data is not yet rigorously analyzed according to groups, the curriculum review process lacks rigor. However, the school's reviews are sufficient to ensure adequate provision for most subjects and to meet the academic and personal development needs of most students. For example, the provision of more language periods in English is a response to identified weakness in language skills that affects achievement in all EMS.

Next Steps:

1. Adjust the balance within the school's curricula design to emphasize skills, especially learning and language skills in the FS.
2. Embed more extensively cross-curricular links to assist students in transfer learning.
3. Increase the rigor of review by using more extensive sources of assessment information, including the results of international benchmarking, to ensure at least good provision in all subjects.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Not Applicable

Findings:

- The school makes adequate modifications to meet the needs of most groups of students. The curriculum is planned appropriately to meet the learning needs of most students in the primary and secondary phases. However, in FS the curriculum is not always effective in adequately catering for the educational and development needs of early years children. Although there is some recognition of the different abilities and learning needs of students, the modifications of the curriculum are not extensive enough to extend all students' learning. For example, differentiated learning comprises of different activities rather than individualized support to promote their learning. The inclusion team modifies the curriculum and provides support for students with additional learning needs, including students of determination, in the form of pull-out intervention sessions. However, within lessons, these modifications are not built on effectively to further develop students. Opportunities in lessons to challenge high attainers and gifted and talented (G&T) students are rare.
- The curriculum is functional and designed to engage the majority of students, but it is not consistently effective in promoting students' enterprise, innovation, and creativity skills. The curriculum provides a few opportunities for students to develop these skills within lessons, for example, in science in the secondary phase. In FS, this dimension is weaker because teaching is too prescriptive and does not fully support students to develop their own learning styles and practice their natural creativity. The school is aware of its place in the community, although links to enhance students' learning through visits are limited. There is an extensive extracurricular program, which includes creative arts like crafts and drama, sports such as football and basketball, academic clubs for subjects like science and math, and other clubs such as coding, music, and public speaking. However, this was not in operation during the inspection.
- The curriculum provides some appropriate learning experiences for students to develop their appreciation of the culture and heritage of the UAE. The curriculum enables students to establish links between their subject learning and Emirati and UAE culture. For example, throughout the whole school, students stop wherever they are and stand proudly to join in with the national anthem. Students show an appreciation for their heritage and culture and discuss this within lessons.

Next Steps:

1. Modify the curriculum further to meet the needs of students with additional learning needs, including students of determination, and of higher ability (including G&T) across the school to ensure they are sufficiently challenged.
2. Further embed opportunities within the curriculum to consistently support students' enterprise, innovation and creativity skills within lessons.
3. Enhance opportunities for extracurricular opportunities within the school day to fully promote students' academic and personal development.

PS5: The protection, care, guidance and support of students

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Not Applicable

Findings:

- The school has effective procedures in place for the safeguarding of students, including child protection. Staff attend safeguarding and child protection training, and all staff, parents and students are aware of these. Photos of staff responsible for child protection are displayed in all areas of the school including the reception area. Alongside these posters are flowcharts of the steps students should take if they are concerned or worried about anything. In FS, these posters are displayed at lower levels to ensure they are visible to children. Staff deal sensitively and effectively with students' needs and concerns. Children and students know how to keep themselves safe. They attend assemblies led by the police to promote their awareness of personal safety including how to stay safe online.
- The school provides a safe, hygienic, and secure environment for the whole school community. The school has effective policies and procedures in place to ensure that children and students are kept safe during the school day. These are reviewed regularly, and staff receive regular updates to brief them on changes. Health and safety personnel carry out risk assessments and complete thorough safety checks on all areas of the premises, including school transport. Bus ambassadors are in place on school buses to support student safety on the journey to and from school. Supervision schedules are in place to monitor children's safety and well-being when entering and leaving school, as well as at break and lunchtime.
- Secure and accurate records are kept for all maintenance completed on the school building. Weekly and monthly audits of all areas, including the school clinic, are completed with actions taken clearly stated. Evacuation procedures such as routine fire drills are completed on a termly basis and evaluated to recognize any areas that require improvement. The school has a well-equipped clinic staffed by one full-time nurse who carries out essential medical care. The nurse maintains accurate records and ensures medicines are locked in a secure cupboard.
- The premises and facilities provide a safe physical environment for all students, and the school is accessible for most students with physical disabilities or mobility issues. Regularly serviced elevators are in place and stairwells provide evacuation chairs to ensure the safe dispersal of these students in the event of an emergency. However, the first floor in FS and years 1 and 2 building does not have adequate access to its indoor sports area on the first floor for children with impaired mobility. It also does not provide an environment that meets all children's personal needs, with resources in FS not always appropriate to meet the differing learning needs of children.
- The school plans some opportunities for students to develop an awareness of healthy lifestyles. Although students learn about the importance of nutrition and fitness with lessons and assemblies, they do not have systems in place to develop student's awareness of wider health issues, such as the importance of positive mental health. The students bring their own food and staff are diligent in checking the food is healthy and

nutritious. Staff remind them of the importance of a healthy lunchbox and reward their healthy choices with house points. However, a few students still insist on bringing fizzy drinks which are confiscated. Measures are taken to protect students from the heat and sun and students only use the outdoor area for very short periods of time during the hotter months. Students are reminded to stay hydrated and have access to fresh drinking water throughout the day.

Next Steps:

1. Assess regularly the physical environment and resources in FS to ensure they consistently meet the changing learning and development needs of all children.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Acceptable ↓	Acceptable ↓	Acceptable ↓	Not Applicable

Findings:

- The school operates in an atmosphere of mutual respect and staff and students demonstrate courteous relationships with each other. A clear code of conduct is in place for students which is effective in promoting acceptable behavior across the whole school community. Behavior management policies are defined, understood and implemented by staff. Although instances of poor behavior are rare, consistent action is taken when necessary. Parents are informed of the school's expectations for behavior and advised immediately if any concerns arise.
- The school has policies and procedures in place to promote children's and students' attendance. However, they have not yet been effective in promoting students' attendance to a high level and attendance levels remain acceptable. Although issues with punctuality are addressed and students are awarded points for arriving on time, the procedures for supporting punctuality are not clearly defined in the attendance policy. Staff keep comprehensive records of punctuality and attendance, and follow-up calls to parents are made when students arrive late or have unauthorized absences.
- The school has procedures in place for identifying students with additional learning needs, including students of determination (SoD), although these students form only 4% of the roll. The school's identification of students as gifted and/or talented is still in its infancy. The school has staff with sufficient expertise to lead identification processes and train other staff on early identification procedures. The school's entrance procedures are inclusive, and modifications are made for most students to attend, with adaptations put in place to cater to their additional learning needs.
- The school's support for students with additional learning needs is appropriately managed. In classroom support is offered, in addition to pull-out sessions to promote students' progress towards learning goals identified on individual education plans (IEPS). IEPs are prepared electronically and made available to teachers so they can provide inclusive classroom activities. However, these plans are not effectively incorporated in the planning of lessons to allow learning to be accessible to all students. The school has identified a few students who are gifted and/or talented, but steps taken do not consistently and effectively meet their needs. Support offered does not always provide the levels of challenge required to help them to make the progress they are capable of.
- Pastoral support staff and school counsellors provide students that require personal guidance with appropriate levels of support. Students know who they can discuss their concerns with and feel well-supported by the school's staff team. The school is developing systems to ensure students are provided with guidance and information about future learning opportunities and careers.

Next Steps:

1. Enhance systems to identify students who are gifted and talented and provide them with additional learning plans, to support them to make the high levels of progress they are capable of.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

Findings:

- The senior leadership team, comprised of the principal, three heads of key stage and an MoE subject lead, shows that they are fully committed to the UAE's national priorities. The principal has spent time developing a clear direction, in conjunction with parents' input, which emphasizes the importance of every student deserving to be taught well, a safe and caring environment, national priorities, particularly sustainability, tolerance and promoting UAE identity. While the leadership promotes inclusion, the FS, years 1 and 2 staff do not seem as aligned with this vision as the rest of the school.
- Most senior and middle leaders demonstrate an appropriate understanding of the curriculum, assessment and best practices in teaching and learning. Nevertheless, their impact on raising students' standards is not yet sufficiently evident. Senior leaders know that a more consistent approach to teaching is needed. The principal and senior leadership team have established a culture of sharing effective practices, and this is an important part of their efforts to build the school's capacity and they are supported by staff in this endeavor.
- Positive and professional relationships and communication are evident in the school. The principal adequately delegates leadership responsibilities, ensuring students receive the appropriate care and support. Not all, however, have yet reached the stage where their judgements about students' achievement are consistently accurate. Leaders at all levels are aware of their roles and responsibilities. Middle leadership in the school currently guides subject areas, but not across the whole school. Accountability is collectively shared, but the coordination of middle leaders is not yet well-established. The FS and years 1 and 2 are housed in a separate facility, which makes effective communication across two buildings key to delivering a common approach on important strategies, such as inclusivity across the whole school. Morale is positive.
- The principal and senior leadership team know the school's improvement priorities and lead decisions to achieve these. The senior leadership team understands the importance of enhancing the skills of middle leaders in accurately evaluating teaching quality and monitoring students' attainment and progress in classrooms. Nevertheless, this is an underdeveloped area. Senior leaders show sufficient capacity to improve the school further.
- Recent significant staff changes have impeded the pace of improvement. Leaders have improved some aspects of the school's performance, such as students' reading and science, and attendance. Furthermore, there have been improvements in the process of self-evaluation, the representation of stakeholders in governance and the partnerships with parents. The school has maintained overall adequate school performance. The school is compliant with statutory requirements.

Next Steps:

1. Fully embed the distributive leadership model, refining the coordination and accountabilities across the leadership levels to maximize the impact on student achievement.
2. Ensure all middle leaders can identify best teaching and assessment practices and effectively communicate these expectations to their teams.
3. Revise the effectiveness of communication strategies across the two buildings, to ensure that there is a common approach to inclusivity and strategies to ensure every child reaches their potential across the whole school.

School self-evaluation and improvement planning

Performance Indicator	Quality judgement
School self-evaluation and improvement planning	Acceptable 

Findings:

- Senior leaders, in consultation with committees of staff members, carry out the self-evaluation process (SEF) and produce the school's development plan (SDP). The SEF uses both internal and external assessments, which leads to judgments that broadly represent the students' actual achievement, although are a little generous because the school does not yet have access to a wide range of international benchmark results. Mechanisms for involving a wider representation of stakeholders' views, such as satisfaction surveys, may also add rigor to the self-evaluation process. However, the senior leadership team is reasonably aware of the school's strengths and areas requiring improvement.
- The monitoring of teaching and learning is systematic and senior and middle leaders are involved. Three formal classroom visits are undertaken annually for each teacher and leaders offer constructive feedback. Learning walks occur regularly, particularly for new teachers along with a 'walk and talk' session, where reflection occurs at the end of term 1. The observation forms include relevant criteria, with adequate emphasis on children's progress and the impact of teaching on their learning. However, a need to develop expertise within the middle leaders, coupled with time constraints, has slowed the impact of monitoring on students' achievement. Targets for teacher improvement following this process are insufficiently focused.
- The school development plan is based on the school self-evaluation and highlights areas for improvement and outlines suitable strategies. The targets are insufficiently SMART (Specific, Measurable, Achievable, Relevant, and Time-bound), although the plan includes a clear assignment of responsibilities. The timeline for review is too loose in places. It contains a strategic vision, which pinpoints where the school could be in a year or more. The improvement points could also be more effectively prioritized.
- The school has been successful in raising attendance, and improving achievement in some subjects, although these still need greater focus. Improvements are noted in parental partnerships, self-evaluation and governance.

Next Steps:

1. Use more extensively a range of assessment data (including an extended range of external benchmarks) and stakeholder satisfaction measures in an annual review cycle to strengthen the accuracy of the outcomes of the self-review process.
2. Improve the timelines and target-setting in the school's development plan, which would enable tighter monitoring of progress towards success.
3. Ensure that lesson observations of teachers produce quantitative targets which focus on student achievement and specific improvement points in the teacher's practice.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good 

Findings:

- The school ensures that there are regular opportunities for parents to be actively engaged in the life of the school. Parents are invited to take part as partners in learning. However, the school has not been successful in partnering with parents to improve some aspects of the school, such as students' healthy lunches, early morning punctuality and regular attendance (for FS and year 11 recently).
- Parents are aware of the school's plans for development. Their views are sought through surveys and meetings. The school responds to requests from parents and encourages them to participate in events and workshops such as sports events and reading in the wadi park. The number of parents taking part in these activities is increasing steadily, but there is still room for further participation.
- The school communicates with parents through a variety of means to ensure that they are informed about their children's achievements, such as text messages, phone calls, emails and face to face meetings. The Special Educational Needs team effectively communicates with parents of children with determination and provides regular updates on their children's progress. Parents are welcomed into the school, and the school promptly addresses any concerns. Parents are satisfied with the extent of communication from the school.
- A report card is shared with parents each term. These provide detailed information about academic progress and personal development. The reports cover students' attainment and progress, strengths, areas for improvement, and next steps in learning. Parents say that they appreciate the detail in these reports and that they comprehend the report and act on the recommendations.
- The school have ensured that students have had opportunities to take part in events such as BISC (Beaconhouse International Student Convention) in Thailand and sporting and other events within Abu Dhabi emirate, as well as a group attending and contributing to the COP-28 event in Dubai. However, the school's partnerships, especially on an international level, could be raised to enhance opportunities for student learning enrichment.

Next Steps:

1. Offer parents more opportunities to be involved in school events and workshops as partners in learning.
2. Consult with parents widely on issues of concern, such as early morning punctuality, attendance and healthy lunches, to gain their insight into more effective strategies.

Performance Indicator	Quality judgement
Governance	Acceptable 

Findings:

- The governing board does not include representation from all stakeholders. The board includes the school's operator, Beaconhouse, and teaching staff, parents, and students have been included since the last report. The governing board effectively communicates information with stakeholders and seeks their input and views. Suggestions put forward by stakeholders are discussed in the meetings of the board.
- The governing board regularly monitors the school's actions and holds senior leaders fully accountable for both the performance and quality of services, including the academic and personal development of all students. The governing board meets regularly to discuss issues and review policies. In regular meetings, the senior leaders' accountability is considered, particularly that of the principal, and is judged using a number of KPIs. They also seek assurances that the school is operating effectively and compliantly on a day-to-day basis, and they ensure that all statutory requirements are being met. However, the board is not fully aware of the academic performance of students, and was not aware, for example, of the relative decline in Arabic-medium subjects with the change in leadership in the MOE area. The governing board acts as a constructive critic and support for the school. The governing board seeks parents' views through regular contact and by hearing from the parent representatives on the board. Parents can also directly contact the board if they have any concerns.
- The governing board influences the school's overall performance in a positive way. The governing board directly provides resources to ensure that the school is adequately equipped. The school can, therefore, offer a diverse range of learning experiences for students. This aids in the learning process, enhances students' experiences, supports effective interaction between students and teachers, and addresses various learning needs. However, as students' achievement levels remain overall only acceptable, there is a need to review whether resources and staffing are available to redress identified weaknesses. The school does not have a suitable space for extracurricular activities, which limits the school's ability to run the range of options that students are interested in.

Next Steps:

1. Ensure that the Board of Governors includes members of the school's community, so that a more objective view of the school results.
2. Monitor the school's performance more rigorously, ensuring that the board is provided with regular, detailed data of academic progress and personal development, to better hold the school leadership to account.

Management, staffing, facilities and resources

Performance Indicator	Quality judgement
Management, staffing, facilities and resources	Acceptable

Findings:

- Almost all aspects of the school operations are adequately organized and foster an environment conducive to learning. Routines and procedures are in place enabling the school to safely operate during the day. These procedures and routines ensure that the school has a calm and welcoming learning environment, where staff and students work respectfully. The lesson timetable is relatively well structured and has been somewhat adapted to meet the needs of different phases and shared facilities. However, some subjects such as science and mathematics are always timetabled at the end of the day, which does not provide students with an equal opportunity to learn all core subjects effectively.
- Almost all staff are suitably qualified, holding appropriate qualifications for the areas they teach with the necessary approvals in place. All staff, including support staff, benefit from regular professional development (PD) matched to the school's priorities, though there is no mechanism to link the PD to performance management or individual staff development plans. Consequently, there is still more to be done for leaders and teachers to consistently understand what effective teaching and learning looks like, particularly in terms of improved student outcomes, use of assessment to differentiate, more effective use of resources to challenge the diversity of learners, and extend critical thinking, and improved middle management capability to monitor the quality of teaching and learning.
- The premises and facilities provide a clean and safe environment for learning and teaching. Classrooms and other teaching areas are of an acceptable size and furniture and fittings are well maintained. Some specialist facilities such as an indoor sports area and IT room are provided, however the school would benefit from a large indoor area that could be utilized in all weathers and specialist sports facilities to encourage more extracurricular activities. The corridors of the school showcase the colorful artwork of the students and this is replicated in many of the classrooms. The school has ramps and lifts to provide accessibility and accommodate those with mobility challenges, though the FS and years 1 and 2 building does not have adequate access to its indoor sports area on the first floor for children with impaired mobility.
- The school's resources are adequate and support curriculum delivery. Almost every classroom has a smart board, which teachers actively use in their teaching. Teachers primarily rely on worksheets for lesson delivery. The FS and years 1 and 2 teaching and learning environment does not promote opportunities for children to engage in enquiry-based learning in science, or hands-on activities to compare, create patterns, and explore shape, space, and number in practical ways. Teachers do not always know how to best use local resources available to differentiate learning activities sufficiently and extend the diversity of learners.

Next Steps:

1. Review the timetable to ensure all subjects get a balance of morning and afternoon periods.
2. Establish a performance management system for staff that better links the outcomes with personalized professional development.
3. Monitor the effectiveness of staff professional development programs to ensure that they are closely aligned to priorities, such as improved student outcomes, more effective teaching, and improved middle management capability, that support the school in achieving its strategic targets.

If you have a question or wish to comment on any aspect of this report, please contact irtiqa@adek.gov.ae