هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review

REPORT | **(SPR)**

WESGREEN INTERNATIONAL PRIVATE SCHOOL

11 to 14 November 2024

ITQAN إتـقـان

Overall
Effectiveness
Rating
GOOD

TABLE OF CONTENTS

Sharjah Private Education Authority (SPEA) is grateful to Sharjah private schools and their stakeholders including students and their parents, teachers and staff, school leaders and governors for sharing their views of the school and engaging with our review teams during this School Performance Review (SPR). This report shares the findings of this four-day review. It identifies strengths and areas for improvement along with strategic recommendations intended to help the school bring about its own improvement.

Purpose

The main purpose of this SPR is to assist schools in their continuous improvement journey through an external validation of their progress, quality and capacity to improve in the context of Sharjah Private Education Authority's (SPEA) vision to achieve *'Excellence in Education'* by 2024. SPEA has been a pioneer in supporting the private education sector in Sharjah, driven by its mission of *'Enabling the learner's community to grow and achieve aspiring outcomes through supportive and effective services'.* This new and innovative approach to school review is an important part of our strategy for achieving this vision because it supports continuous school improvement.

Scope

This review is guided by Performance Standards 1 to 6 and seventeen related Performance Indicators taken from the 2015-16 UAE School Inspection Framework. These Performance Standards relate to Student's achievement, Students' personal and social development, and their innovation skills, Teaching and assessment, Curriculum, The protection, care, guidance and support of students, and Leadership and management.

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-point scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

Where applicable, the SPR also gathered information about the provision for Arabic language, the school's use of international benchmarking data, and the provision for KG.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

THE SCHOOL PERFORMANCE REVIEW PROCESS

The SPR uses the six Performance Standards (PS) and seventeen Performance Indicators (PI) from the UAE School Inspection Framework issued in 2015, as follows:

Performance Standard 1: Students' achievement, comprising:

- PI 1.1 Attainment
- PI 1.2 Progress
- PI 1.3 Learning skills

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:
- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:
- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:
- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

- PI 6.1 The effectiveness of leadership
- PI 6.2 Self-evaluation and improvement planning

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

- PI 6.3 Partnerships with parents and the community
- PI 6.4 Governance
- PI 6.5 Management, staffing, facilities and resources

Judgements

The judgements stated in this report use the following six-point scale.

Outstanding	The quality of performance substantially exceeds the expectations of the UAE
Very good	The quality of performance exceeds the expectations of the UAE
Good	The quality of performance meets the expectations of the UAE
Acceptable	The quality of performance meets the minimum level required in the UAE
Weak	The quality of performance is below the expectation of the UAE
Very weak	The quality of performance is significantly below the expectation of the UAE

To gather the required information to inform these judgements, our team of reviewers carried out a wide range of activities during the four-day visit, including:

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **4** of **34**

SCHOOL INFORMATION

School	School ID	130
	School location	Moweilah Commercial
	Establishment date	1/1/1991
	Language of instruction	English
	School Curriculum	UK National Curriculum for England (NCfE)
	Accreditation body	British Schools Overseas (BSO) British Schools in Middle East (BSME) The Heads' Conference (HMC) High Performance Learning (HPL) The Alliance of Sustainable Schools (TASS) Duke of Edinburgh Award Scheme (DofE) Progress in International Reading Literacy Study (PIRLS)
	Examination Board	Pearson Edexcel / Cambridge International
	External Assessments International and Curriculum Benchmark Assessments	International General Certificate of Secondary Education (IGCSE) Advanced Subsidiary (AS) and Advanced (A) level Mubakkir TALA assessment, Trends in International Mathematics and Science Study (TIMSS) Programme for International Student Assessment (PISA) Progress in International Reading Literacy Study (PIRLS) Cognitive Abilities Test (CAT4) Granada Learning(GL) Progress Tests
	Fee Range	AED 22,971 to AED 50,906
Staff	Principal	James McDonald
	Chair of board of governors	Shafeeqa Al Shakri
	Total number of teachers	213

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **5** of **34**

Students	Total number of teaching assistants	63		
	Turnover rate	22%		
	Teacher: student ratio	1: 16		
	Total number of students	3,398		
	Total number of students per phase	Phase 1: 427 Phase 2: 1733 Phase 3: 1036 Phase 4: 202		
	Phase 1 (FS1): number and gender Phase 1 (FS2): number and gender	Boys: 63 Boys: 167	Girls: 66 Girls: 131	
	Phase 2: number and gender	Boys: 892	Girls: 841	
	Phase 3: number and gender	Boys: 486	Girls: 550	
	Phase 4: number and gender	Boys: 109	Girls: 93	
	Total number of Emirati students	846		
	Phase 1 (FS1): Emirati number and gender Phase 1 (FS2): Emirati number and gender	Boys: 15 Boys: 43	Girls:8 Girls: 35	
	Phase 2: Emirati number and gender	Boys: 270	Girls: 284	

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Phase 3: Emirati number and gender	Boys: 81	Girls: 100
Phase 4: Emirati number and gender	Boys: 7	Girls: 3
Nationality groups (largest first)	1. UAE	
	2. Egyptian	
Total number of students with special educational needs	317	

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	**GOOD**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of reviewers' 168 lesson observations, 63 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is the same as the previous review. Students' attainment and progress in MoE subjects have been maintained at a uniformly good level. These aspects improved to very good in science in Phases 2, 3 and Phase 4; English in Phases 1 and 2; and mathematics in Phase 4. Students' progress improved in Phase 3, and in other subjects in Phase 2. Students' personal and social development is now very good and they show outstanding appreciation of Islamic values, Emirati heritage and other world cultures. Within a very well designed and adapted National Curriculum for England (NCfE), most teachers plan and deliver good or even better-quality lessons. The quality of health, safety, child protection and safeguarding is very good and the quality of care and support for students is outstanding. The school is very well led and

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

managed, and governance is strong, with a positive influence on the school's work.

KEY AREAS OF STRENGTH:
- Improvements in students' attainment and progress in English, mathematics and science, and very good curriculum design and adaptation.
- Students' personal and social development, including outstanding awareness and appreciation of Islamic values, Emirati culture, and their own and other world cultures.
- The identification of, and support for students with special educational needs (SEN) and those who have gifts or talents (G&T).
- The strong, widespread and very effective leadership, including governors, which has created an inclusive school.
- The very well-developed partnership with parents that has resulted in improvements in many aspects of the school's work.

KEY AREAS FOR IMPROVEMENT:
- Students' attainment and progress in Islamic Education, Arabic as a first language, Arabic as a second language and UAE social studies.
- The consistency in the quality and effectiveness of lessons across subjects and phases.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **8** of **34**

MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	**Attainment**	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as an additional Language)	**Attainment**	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	**Attainment**	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	**Attainment**	Very good	Very good	Good	Good
	Progress	Very good	Very good	Good	Good
Mathematics	**Attainment**	Acceptable	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Science	**Attainment**	Good	Very Good	Very Good	Very Good
	Progress	Good	Very Good	Very Good	Very Good
Other subjects (Art, Music, PE)	**Attainment**	Good	Very Good	Good	Good
	Progress	Good	Very Good	Good	Good
Learning Skills		Good	Good	Good	Good

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Islamic Education	• Students' achievement in Islamic Education is good overall. The school's internal data shows that students make very good progress in Phases 2, 3 and 4. This does not match with what is seen in lessons and students' work where the majority make better than expected progress in these phases, demonstrating progress is good.	
	• The school's internal data shows that attainment is very good in Phases 2, 3 and 4. This does not match with what is seen in lessons and in students' work, which shows that the majority of students in these phases attain above curriculum expectations. There is no external data for Islamic Education.	
	• The majority of students make better than expected progress. In Phase 2, students appreciate Islamic values such as respecting all kinds of jobs and being kind to people and animals. They can interpret the Noble Hadeeth words although a few have difficulty with this. In Phase 3, students' progress in recognising some Islamic concepts such as the importance of having good intention in a Muslim's life is very well developed. They are aware of the teachings of the Noble Hadeeth although few can give examples of applying them to their daily lives. In Phase 4, progress in recognising the ruling on separation between spouses is also very well developed. Students can recite verses of the Holy Qur'an and interpret them. Few can follow Tajweed rules in their recitation correctly.	
	• The majority of students, including different groups, make progress in line with their peers.	

Areas of Strength	Areas for Improvement
• Students' understanding and appreciation of Islamic concepts and values across all phases. • Students' awareness of the Noble Hadeeth's teachings in Phase 3.	• Students' ability to give examples of applying the teachings of the Noble Hadeeth in their daily lives in Phase 3. • Students' ability to recite the Holy Qur'an verses following Tajweed rules in Phase 4.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **10** of **34**

Arabic	• Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is good overall. The school's internal data shows that students of AFL make very good progress in Phases 2, 3 and 4 over time. In ASL data shows good progress in Phases 2 and 3 and this matches with what was seen in lessons and students' work. The AFL judgements do not match with what is seen in lessons and in students' work where the majority of students make better than expected progress.
	• The school's internal data shows that attainment is very good in AFL in Phases 2, 3 and 4 and good in ASL in Phases 2 and 3. There is no externally benchmarked data for AFL or ASL. In lessons and students' work in both AFL and ASL, the majority of students attain above curriculum standards.
	• The majority of students make better than expected progress overall in AFL and ASL. In AFL, students in Phase 2 read age-appropriate texts and can deduce the meaning from a context. They speak and describe story events. They can write simple sentences, though a few make dictation mistakes. In Phase 3, students speak confidently about different topics; they read well although with a few pronunciation mistakes. In Phase 4, students speak fluently and express their points of view about stories. Extended writing is less well-developed. In ASL, the majority of students in Phase 2 can speak and read short sentences yet sometimes with pronunciation mistakes. They write very short sentences at times with some grammatical and dictation errors. In Phase 3, students can recognise word forms such as nouns, verbs and prepositions. They read and answer questions based on listening texts. Writing skills are less developed. Handwriting is typically neat.
	• Overall, the different groups of students make similar rates of progress.

Areas of Strength	Areas for Improvement
• Students' speaking skills in AFL and ASL in all phases. • Students' ability to describe and analyse story events in AFL in Phase 4.	• Students' writing skills in AFL and ASL in Phases 2 and 3, and extended writing skills in Phase 4. • Students' reading skills in AFL and ASL in Phases 2 and 3.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **11** of **34**

Social Studies	- Students' achievement in social studies is good overall. The school's internal data shows that students make very good progress in Phases 2 and 3 over time. This does not match with what is seen in lessons and in students' work where the majority of students make better than expected progress. - The school's internal data shows that attainment is very good in Phases 2 and 3. This does not match with what is seen in lessons and in students' work which shows that the majority of students attain above curriculum expectations in these phases. There is no external data for social studies. - The majority of students make better than expected progress overall. In Phase 2, students know about social study concepts such as the ancient cultures of the Arab world, including Egypt, Iraq, Syria and the Gulf countries. Few can make comparisons between these cultures. In Phase 3, students' progress is good in recognising geographical features of the Arab world, such as the geographical importance of the Gulf Cooperation Council, countries, climate elements, the concept of Indianisation and population. Few can analyse and connect the importance of studying population growth on improving the quality of people's life. Few can use maps to research historical facts about the Arabic world. - Overall, there is no significant variation in the rates of progress made by different student groups.

Areas of Strength	Areas for Improvement
- Students' understanding of ancient cultures in the Arab world in Phase 2. - Students' awareness of importance of the geographical features of in the Arab world in Phase 3.	- Students' ability to compare and contrast old cultures in the Arab world in Phase 2. - Students' mapping skills to research, analyse and connect facts in Phase 3.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **12** of **34**

English	• Students' achievement in English is very good overall. The school's internal data shows that students make very good progress. This matches with what is seen in lessons and in students' work in Phases 1 and 2. In Phases 3 and 4, the majority of students make better than expected progress in both phases over time. This represents an improvement in progress in Phase 4. • The school's internal data for attainment is good in Phase 2 and very good in Phase 3. This does not match with what is seen in lessons and in students' work, which shows that a large majority of students attain above curriculum standards in Phase 2 and the majority of students attain above curriculum standards in Phase 3. External IGCSE, AS and A level data shows that attainment is good in Phases 3 and 4. Students' performance in GL assessments is outstanding in Year 6. There is no external data for Phase 1. • A large majority of children in Phases 1 and 2 make better than expected progress. In Phases 3 and 4, the majority of students make better than expected progress. Children in Phase 1 are developing their phonics skills well. They understand a range of words and sounds. Some of the higher attaining students write short sentences and read these aloud with confidence. In Phase 2, students' skills develop further, and they can use descriptive language and similes to create atmosphere in their short stories, for example, when describing the rain forest. Students in Phase 3 use a thesaurus effectively to help them find alternative words to produce imaginative, persuasive and creative writing. In Phase 4, students use persuasive writing for and against an issue to convince the reader to believe either argument. Reading comprehension is not fully developed in Phases 2 and 3. Extended creative writing and comprehension is less well developed across Phases 3 and 4. • Overall most groups of students make similar rates of progress. Lower attaining and higher attaining students do not always make the progress of which they are capable.

Areas of Strength	Areas for Improvement
• Children's phonics skills, knowledge and understanding of letters and sounds in Phase 1. • Students' descriptive language skills in Phase 2.	• Students' reading comprehension in Phases 2 and 3. • Students' skills in extended and creative writing in Phases 3 and 4.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **13** of **34**

Mathematics	• Students' achievement in mathematics is good overall. In Phases 1, 2 and 3, the majority of students make expected progress, and in Phase 4, a large majority make better than expected progress over time. • The school's internal data indicates outstanding attainment in Phase 1, and very good attainment in Phases 2 and 3. This does not match with that seen in lessons and students' work where most children in Phase 1 attain in line with curriculum standards and the majority of students in Phases 2 and 3 attain above curriculum standards. A large majority attain above curriculum standards in Phase 4. The majority of students in Year 11 take Cambridge IGCSEs and achieve better than expected results. A-level results in Year 13 are good. • Progress is good in Phases 1, 2 and 3 and very good in Phase 4. In Phase 2, students can understand place value when multiplying by multiples of 10. Their use of mathematical terminology when describing 3-dimensional shapes is inconsistent across the phase. In Phase 4, students use and apply Venn diagrams effectively. Across all phases, students' use of mental mathematics' strategies to calculate quickly and solve simple numerical problems is underdeveloped. • Overall, most groups of students make similar rates of progress .

Areas of Strength	Areas for Improvement
• Students' understanding of place value movement when multiplying by multiples of 10 in Phase 2. • Students' use and application of Venn diagrams in Phase 4.	• Students' use of mathematical language when describing the properties of shapes in Phase 2. • Students' use of mental mathematics' strategies to solve simple numerical problems across all phases.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **14** of **34**

Science	• Students' achievement in science is very good overall. In Phases 2, 3 and 4, a large majority of students make better than expected progress over time. This very good progress results in very good attainment in these phases. Progress and attainment are good in Phase 1.

- Students' achievement in science is very good overall. In Phases 2, 3 and 4, a large majority of students make better than expected progress over time. This very good progress results in very good attainment in these phases. Progress and attainment are good in Phase 1.
- Internal examinations, students' recent work over time show that a large majority of students in Phases 2, 3 and 4 attain levels above curriculum standards. In the IGCSE examinations, a majority of students attain levels above expected curriculum standards. In A-level chemistry and physics, a majority of students attain above curriculum standards and in biology most students attain above curriculum standards.
- In Phase 1, children's progress is good and very good in Phases 2, 3 and 4. In Phase 1, the majority of children make better than expected progress in their knowledge and understanding of life sciences. For example, they can discuss different features in mammals, find minibeasts and make bug hotels. In Phase 2, when learning about physical, life, and earth and space sciences, a large majority of students can explain adaptations of animals to suit particular habitats, and functions of the skeleton. They also hone their practical skills during investigations into physical and chemical reactions, and in the study of voltage in simple electrical circuits. In Phase 3, students' practical and laboratory skills are developing well, for example, while investigating acids and alkalis and neutralisation reactions, osmosis in potato cells, and refraction through glass. Overall, their scientific investigation and enquiry skills are not fully developed. In Phase 4, a large majority of students develop the ability to draw conclusions and communicate ideas. For example, in life sciences when evaluating and debating the advantages and disadvantages of vaccinations. Their skills in linking science to the environment and society are not as well developed.
- All groups of students make similar rates of progress.

Areas of Strength	Areas for Improvement
• Students' ability to draw conclusions and communicate ideas across all phases. • Students' scientific thinking and problem-solving skills, particularly in Phases 3 and 4.	• Students' independent scientific inquiry and investigation skills in Phase 3. • Students' ability to apply science to technology, the environment and society in Phase 4.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Other subjects	- Students' achievement in other subjects is good overall. The majority of children and students in Phases 1, 3 and 4 make better than expected progress as seen in lessons and their work. In Phase 2, a large majority of students make better than expected progress over time. - Internal assessment data indicates that a large majority of students attain above curriculum standards in humanities, information and communication technology (ICT), art and design, business and accounting. External assessment in IGCSE and A levels match the internal assessment data in almost all subjects. - In physical education (PE), students learn how to control a soccer ball in terms of speed and direction. In art, students know how to paint using different tonal values. Their sketching and painting skills are underdeveloped. In Phases 3 and 4 business and accounting subjects, students show well developed understanding of financing and the importance of market demography and infrastructure. In ICT, students in Phase 2 can create documents and use software to draw images, while in Phase 3, they can write code to create websites to promote their virtual business ventures. In Phase 4, students' coding skills are well developed. In environmental studies, students understand disadvantages of air pollution. In Phase 3, they can discuss the Cold War, the Domino theory, and the rise of communism in Asia. In Phase 4, students can apply the motivation theories of Maslow and McClelland to analyse how one's action is driven by the different needs of individuals. Generally, students' deeper understanding of the climate change phenomenon and its impact on countries such as the UAE is underdeveloped. - Overall, there is no significant variation between the progress made by different groups of students. .

Areas of Strength	Areas for Improvement
- Students' coding and programming skills in ICT in Phases 2, 3 and 4. - Students' ability to make strong links with their knowledge and skills in business to ICT, in humanities to science, and in psychology to daily life in Phases 3 and 4.	- Students' fine motor skills to paint watercolour in sketches with greater precision in Phase 2. - Students' deeper understanding of the climate change phenomenon and its impact on countries such as the UAE across all phases.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **16** of **34**

Learning Skills	- Students' learning skills are good overall across the school. Children and students are eager to learn and demonstrate responsibility for their learning. Students are focused on their lessons and work very productively on their own, performing tasks and activities with minimal supervision from their teachers. Students are very well aware of their progress and what they need to do to improve. - Students collaborate well with others, and benefit from working with each other productively across all phases when opportunities for collaborative work are planned for by their teachers, which are more evident in the upper phases in science and English. Students respond well to the ideas of others and react thoughtfully so that they are able to contribute and be helpful to the group. - Children can connect their learning to what they see around them in Phase 1. In most subjects, students demonstrate that they understand and can explain links to real-life contexts. - Students demonstrate positive critical thinking skills when given opportunities. By themselves they are resourceful and frequently make reference to books and the internet, using learning technologies with ease in lessons. Opportunities for innovation and enterprise are strong in science and other subjects such as in ICT in Phase 4 where students program the path of an unmanned vehicle or where they create a website for a business venture in Phase 3. Such opportunities are not as frequent in English, mathematics and MoE subjects.

Areas of Strength	Areas for Improvement
- Students' eagerness to learn, ability to engage with minimal supervision and take responsibility for their learning across all phases. - Students' collaboration skills across all phases. - Students' ability to link learning to real-life contexts across all phases.	- Students' further development of innovation and enterprise skills in English, mathematics and MoE subjects across all phases. - Students' critical thinking skills across all phases.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

PERFORMANCE STANDARD 2:

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

Students' personal and social development and their innovation skills are very good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	**Very Good**	**Very Good**	**Very Good**	**Very Good**

- Students' personal and social development and innovation skills are very good overall. Children and students have positive attitudes towards their learning. They are self-reliant and they like to receive critical feedback, to which they respond very well. Students enjoy coming to school and they demonstrate a positive attitude towards the school. Bullying is very rare.
- Teacher, student and peer relationships in all phases are very positive. Students are sensitive to the needs and differences of others and always respect and help each other. As a result, relationships amongst students and with staff are highly respectful and considerate. All students are cooperative and respectful of each other.
- Students demonstrate a secure understanding of safe and healthy living. Most make wise choices about their own health and safety. They initiate and participate in activities that promote safe and healthy lifestyles, giving presentations in morning assemblies. In lessons, students learn about healthy eating and the food pyramid. Most students bring their own snacks from home. The canteen provides some healthy food.
- Attendance is very good at 97%. Students almost always arrive on time to lessons. Students are aware of the importance of high attendance and recognise the link between attendance and achievement.

Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

- Students demonstrate an excellent appreciation and understanding of Islamic values and how they influence life in the UAE. For example, in the morning assembly and in Islamic lessons, students listen attentively to the Holy Qur'an. They respect and recite the UAE national anthem with pride. Students benefit from many displays on corridor walls promoting understanding and awareness of Islamic values and Emirati culture. Students do well in the Holy Qur'an competitions and visit the Islamic Museum in Sharjah. They provide food to charities during the Holy Month of Ramadan and collaborate with the Emirates Red Crescent Society.
- Students fully respect and appreciate the heritage and culture of the UAE. They participate in numerous cultural activities including National Day, Martyrs' Day and Flag Day. They celebrate the anniversaries of His Highness Sheikh Dr. Sultan bin Muhammad Al Qasimi. Students can talk in detail about the cultural activities in which they have taken part.
- Students demonstrate an excellent understanding, awareness and appreciation of their own and other cultures. They participate in events which deepen their understanding of other cultures. They have experience and knowledge of cultural diversity and breadth, including music, art, clothes, food and language from around the world.

Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

- Students are responsible and contribute actively to the life of the school and wider communities. They take on key roles and participate enthusiastically in competitions with other schools, for example, debating and such activities as community clean-up operations. They learn from participation in activities about sustainability. They help local charities, contribute to clean drinking water around the globe, and they can list many other projects they have been involved with. As volunteers, students purposely and frequently initiate and lead activities.
- Students have very positive work ethics. They successfully initiate and manage projects which promote innovation across the school. They hold innovation exhibitions, and many students take part in science, technology, engineering and mathematics (STEM) and robotic projects. Students have built an electric racing car and race against those built in other schools. The development of students' enterprise and entrepreneurial skills is a developing feature of the school.
- Students care for their school and look for areas that they can improve. They are aware of environmental concerns and take part in activities to promote sustainability and conservation locally and in the wider world. The school organises recycling workshops and it encourages students to be actively involved in similar initiatives.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **19** of **34**

Areas of Strength:

- Students' attitudes to others and to their work across the school.
- Students' understanding of Islamic values and Emirati and world cultures across the school.
- Students' community involvement, volunteering and social contribution across the school.

Areas for Improvement:

- Students' further development and adoption of safe and healthy lifestyles in all phases.
- Students' wider opportunities to develop their enterprise and entrepreneurship skills across the school.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	Good

- The overall quality of teaching for effective learning is good across all phases. Most teachers have a thorough knowledge of their subjects and can convey this clearly and confidently to the children and students. Teachers plan interesting lessons and provide a range of learning activities, including group work, to ensure the effective engagement of students in learning. Time and resources are used creatively, and learning environments are positive and conducive to students' academic and personal development.
- Teachers' interactions with students, including the use of questioning, promote considered responses and engage students in meaningful discussions. For example, in a Year 5 science lesson, the teacher asked the class to discuss this question 'for a burning candle are the changes reversible or irreversible?'. This led to students' high-level critical thinking and responses.
- Most teachers use effective strategies to ensure that the individual needs of students are met. Teachers are well aware that students have different needs and lessons are planned

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **20** of **34**

which take account of all groups of students. This approach is not consistently demonstrated across lessons and phases. Differentiation of learning for students with different levels of ability is less effective than other aspects of teaching across the school.

- Teachers encourage students to take responsibility for their own learning by providing opportunities for them to reflect on their work and think for themselves. They do not consistently promote critical thinking, problem-solving, innovation and independent learning skills across the school. The use of ICT resources to support learning in the classroom remains insufficient and inconsistently used as a result.

Assessment	Very Good	Very Good	Very Good	Very Good

- Internal assessment processes provide comprehensive and consistent information on students' achievement across all phases. The school effectively uses a range of external assessments related to the National Curriculum for England (NCfE) and Arabic language as well as international benchmarking tests, the results of which are used to gauge the overall achievement of students, particularly in each phase of the curriculum.
- The school's robust system enables teachers to accurately evaluate students' achievement. External and internal assessment data are tracked rigorously and analysed well to adapt the curriculum to improve learning outcomes. The modified curriculum and adaptation plans for lessons in all subjects and in particular, the MoE subjects, are not consistently implemented so that differentiation and challenge to support all learners remain variable.
- Teachers provide constructive feedback and suggestions to extend learning generally and in more detail as students move through the phases. They clearly identify students' strengths and developmental needs. In some of the students' work, teachers and self-assessment processes use a framework, including colour-coded written feedback to students. Individual progress data using the academic and personal development progress tracker provides very valuable information for teachers to understand their students' needs.

Areas of Strength:

- Teachers' knowledge of their subjects across the school.
- Teachers' use of questioning and dialogue across the school.

Areas for Improvement:

- The consistency in teaching to meet the needs of individuals and groups of students in all phases.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

- The consistency in teaching to develop students' critical thinking, problem-solving, innovation and independent learning skills systematically across the school.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **22** of **34**

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is very good overall.				
Indicators:	**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Curriculum design and implementation	**Very Good**	**Very Good**	**Very Good**	**Very Good**

- The overall quality of curriculum design and implementation is very good across all phases. The school's curriculum is broad and balanced and successful in preparing students for IGCSE and AS and A level examinations. The curriculum meets statutory requirements including the MoE curriculum requirements.
- In the previous 18 months, the curriculum has been reviewed and now includes Edexcel examinations in Phases 2, 3 and 4 which ensures a consistently integrated literature and language curriculum in Phase 3 which aligns with the NCfE. The outcomes of baseline assessment and transitional meetings at the beginning of the academic year and the analysis of school-based examinations ensure continuity and progression across the curriculum.
- Students in each phase are prepared well for transition to the next phases of learning. Transition support for students after leaving school to careers or universities is a very positive feature.
- As a result of regular reviews of the curriculum, it now offers a range of language choices in Phase 3 and a wide range of subject choices in Phase 4, aligning well with the NCfE and Emirati and national priorities. While teachers plan cross-curricular links, they do not always implement them consistently in lessons across phases.

Curriculum adaptation	**Very Good**	**Very Good**	**Very Good**	**Very Good**

- The overall quality of curriculum adaptation is very good across all phases. Regular departmental and cluster meetings, including students and parental views help the school to modify the curriculum systematically. More recently, the curriculum has been modified to integrate innovative teaching strategies, relevant academic skills and additional curricular

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

choices such as coding and STEM, which enrich the curriculum. Other leadership initiatives are focusing on enterprise projects including the Duke of Edinburgh Award Scheme and students' leadership roles.
- Other initiatives include the Forest Farm and Green Planet room which are regularly visited and enjoyed by children, and United Nations Day, involving over 700 students from across neighbouring schools.
- The school effectively integrates UAE culture and heritage through the daily Holy Qur'an recitations and the celebrations of the Flag Day, National Day, and Martyrs' Day, which contribute strongly towards students' appreciation of Islamic values.

Areas of Strength:

- The curriculum choices, particularly in Phase 4, and preparation for subject choice in Phase 3.
- The progression and continuity in the curriculum, with transition support across all phases, particularly in Phase 4.
- The strong links with the local and international communities for enhancement of the curriculum across phases.

Areas for Improvement:

- Teachers' implementation of the planned cross-curricular links in their lesson plans across the school.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

The protection, care, guidance and support of students are very good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good

- Staff, students and their families are fully aware of the rigorous procedures for the protection, safeguarding, supervision and safety, including anti-bullying and on-line safety. The school is highly effective in communicating all aspects of students' wellbeing through the school's website, newsletters, information sessions and workshops. Students have initiated various programmes to support their wellbeing such as peer mentorship and mental health first aiders. The school won the Times Educational Supplement's Mental Health Initiative of the Year in 2024.
- Leaders have implemented very effective policies and procedures to ensure that buildings and equipment are maintained to a high standard and that comprehensive records are kept, including routines for evacuation and fire drills. Access to all areas is through the use of security pass cards. New play areas including the route through to the school farm area benefit from soft flooring. Finger guards are on all doors in the Phase 2 area and assistants monitor all washrooms at all times. There are school clinics, nurses in all four buildings and two doctors who move between them. All medications are securely stored and meticulously administered in each clinic.
- Students' healthy lifestyles are promoted well throughout the school, although students' daily food choices do not always reflect these. The school promotes sporting and enrichment programmes such as the Duke of Edinburgh and Sheikh Sultan Awards.

Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Relationships between staff and students are very positive. Effective systems and

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

procedures are in place to monitor and promote good behaviour.

- The management of students' attendance is robust, resulting in very high levels. Students' punctuality is also very high.
- The school is totally inclusive and has a comprehensive and rigorous system to identify students with SEN and those who have G&T in a timely manner. A three-tier system is in place starting with assessments, teachers' referral and finally specialist assessment procedures.
- The school provides highly effective, graduated and levelled support to all identified students, including through individualised educational programmes (IEP), support with a shadow teacher, and, for G&T students, enrichment programmes including STEM, performing arts and robotics.
- Staff monitor the personal wellbeing and development of all students. There are peer mentorship and Family First programmes, HPL ambassadors and wellbeing champions. Some of these roles are led by students and involve student presentations and class votes to nominate representatives. In Phase 4, students benefit from very good guidance and support in making choices for their future careers and university.

Areas of Strength:

- The procedures and training in safeguarding students including child protection, anti-bullying and on-line safety across the school.
- The identification and support of students with SEN and G&T students in all phases.
- The personal and academic guidance and support for the wellbeing of all students throughout the school, including careers.

Areas for Improvement:

- The further promotion of healthy lifestyles across the school so that students make healthy food and understand the benefits of regular exercise.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **26** of **34**

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good overall.

Indicators:	
The effectiveness of leadership	**Very Good**

- The principal provides strong leadership with a sustained and consistent drive for improvement. He is ably supported by the vice-principal and a restructured extended senior leadership team. Leaders have worked well with middle leaders to implement improvements in several aspects of attainment and progress in English, mathematics and science to very good levels. Achievement in MoE subjects remains uniformly good. They have enhanced aspects of students' personal and social development, and several key processes including assessment, the curriculum and care and support for students. Leaders are committed to the UAE national priorities. They often take innovative approaches to securing improvement.
- Senior leaders have a very well-developed understanding of the NCfE and awareness of best practice in teaching, learning and assessment, demonstrating their ability to develop the school, raise standards and improve the school's performance. Leaders at all levels successfully work to secure improvements in students' achievements. The school is inclusive, and leaders ensure that students with SEN are supported very well. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Self-evaluation and improvement planning	**Very Good**

- Staff successfully employ a wide range of appropriate processes for rigorous self-evaluation, including analysis of assessment data. The executive head of learning and teaching leads the monitoring and evaluation of the quality of lessons very systematically. This process would be even more effective with closer evaluation of students' progress in lessons. Evaluations are used to draw up a suitable school improvement plan, the implementation of which has led to many improvements in the school's work and students' achievement since the last review.

Partnerships with parents and the community	**Very Good**

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **27** of **34**

- The school offers a wide range of opportunities for parents to be involved in the life and work of the school. For example, a recent reading initiative involved parental volunteers reading with students in the excellent Forest Farm facility. Parental views are gathered through surveys and the parent council, the results of which are acted upon. Parents value the high quality of communication from the school and its open-door policy. They receive frequent helpful information on their children's progress through reports and parents' evenings.
- Students make many social contributions to the local community and benefit from international trips. Many staff benefit from contributing to local, national and international partnerships. Partnerships with other schools and participation in sporting and cultural events help students to develop socially and academically.

Governance	Very Good

- Governance includes a team of officials from headquarters and a local advisory body (LAB) which has parental representation and collaborates very closely with the officials. A staff member oversees Family First. LAB members undertake learning walks and the board receives reports from the school, while the headquarters' team undertakes a series of rigorous audits of key aspects of the school and carries out the performance appraisal of the principal. Governance has a very positive influence on the school, ensuring it is compliant with regulatory requirements. Greater collaboration between governors and senior leaders would assist the school in making further improvements in the quality and effectiveness of teaching and outcomes in MoE subjects.

Management, staffing, facilities and resources	Very Good

- The school runs very smoothly on a day-to-day basis. Procedures and routines are highly effective. The school is appropriately staffed with well qualified teachers who benefit from excellent, customised professional development programmes. The environment is very conducive to learning, even better now with the addition of the Forest Farm and Green Planet areas. The facilities and specialist areas are of high quality. The school is working hard to provide all students with access to learning technology, such as tablets.

Areas of Strength:

- The strong lead and drive from the principal for improvement, and the educational leadership of the extended senior leadership team.
- Governance and school leaders working together successfully to evaluate the school's work

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **28** of **34**

and exert a positive influence.
- The strong partnership with parents.
- The wide range of facilities that enable children and students to learn and make good progress.

Areas for Improvement:
- The greater collaboration between governors and senior leaders to assist the school in making further improvements in the quality and effectiveness of teaching and outcomes in MoE subjects. - Partnership working between governors and leaders to improve the quality of lessons across all subjects and phases.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **29** of **34**

Provision for Arabic Language

- The Arabic language department is staffed with 32 qualified Arabic teachers, with additional teaching assistants in Phase 1 and Year 2 to support differentiated instruction and to provide a range of help to students who require targeted intervention.
- The ratio of teachers to students is 1:106 designed to allow personalised attention, with smaller group settings for differentiated learning when needed. This is particularly beneficial in supporting non-native speakers and students with varied language proficiency levels. Each group has 25 to 30 students. The focus is the students' teaching and learning and learning environment.
- The library offers a varied range of Arabic books, including contemporary fiction, classic literature, poetry, and age-appropriate non-fiction of approximately 1,000 books. This collection is curated to include materials for different reading levels, from beginner readers to advanced. Topics range across genres and themes, catering to students' varied interests. Phase 2 Library Arabic Books: 2,783. Phase 2 Library Islamic Books: 1,032. Phase 3 Library Arabic books: 3,644. Each classroom includes a mini library of Arabic books, with books selected for their relevance to the curriculum and suitability for students' reading levels. Teachers use these resources during reading lessons and to encourage independent reading during students' free time.
- Technology Integration: Digital resources are incorporated into Arabic language learning through educational platforms such as the KUTBEE platform, the BravoBravo platform, and Treasure, which allow students to gain access to a wide range of reading materials on tablets and computers. Interactive reading applications, equipped with audio support, aid in pronunciation and comprehension, beneficial for all learners of Arabic, especially those for whom Arabic is a second language. Parents are guided on how to support their child's reading at home.

The school's use of external benchmarking data

- The school makes use of a variety of external testing including: CAT4, PISA 2022, PIRLS in 2019, TIMSS in 2021, IGCSE, AS and A levels, GL Progress tests for English, mathematics and science for Years 7 to 10; Mubakkir for pre- and early literacy skills assessment for Phase 1, and Years 1 to 3. In 2022, 89% of students selected by SPEA participated in the PISA examination. The school also assesses the skills in Arabic language through TALA from Years 4 to 12 with 1,462 students taking the examinations rather than just the Years 4, 6, 8 and 10

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **30** of **34**

as mandated by SPEA. Full results of the TALA tests results have yet to be received by the school particularly in the written part of the test with just around 20% of the results coming from the computer-based part already received. PISA 2022 scores fall within the level 3 category of good and is above the UAE average scores received scores of 502-521 range in mathematics, English, and science. AS and A level subjects in mathematics and science for 2022-23 were good and very good external results in English.
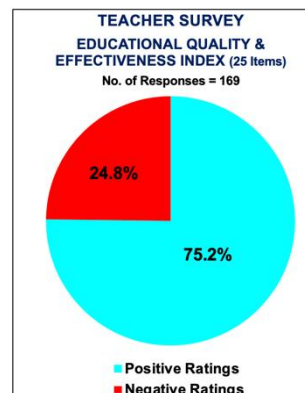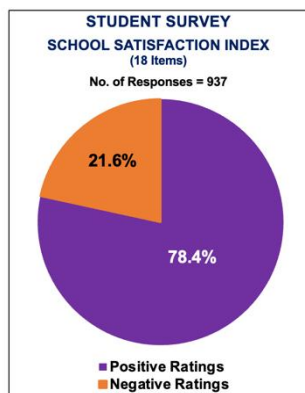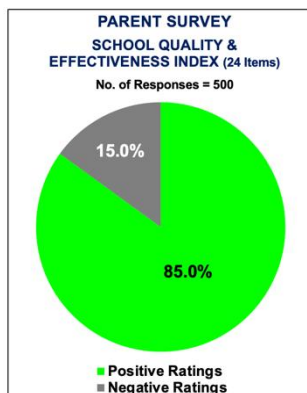
- The school notifies parents about upcoming examinations and international benchmarking tests including the testing procedures and they are provided with supporting materials online. The curriculum is adapted, and students are coached by subject teachers on questioning such as word problems in PISA and the use of technology to prepare for tests, and by including previous test questions termly, in summative examinations or in lessons. Students are given sufficient time to answer practice questions and teachers are trained in test administration.
- Assessment information is shared with parents, students and teachers. Students are given individual feedback on areas that they need to make progress in. Teachers use assessment information to adapt their planning to differentiate and meet the needs of students to monitor baseline, attainment and progress and in the case of CAT4, the potential of the students in various learning areas.
- Parents receive the results once the results are published and individual CAT4 and Progress Test reports are shared with parents through the GEMS Connect Portal.

Provision for KG

- The school's EYFS provision is for Phase1. In FS1 there are 5 classes with a total of 129 children. In FS2 there are 13 classes with 298 children. The teacher: child ratio is 1:25. There are 18 classroom assistants in total. Staff from other parts of the school teach some Arabic and PE. There are 10 learning support assistants for children with SEN.
- Indoor learning is supported by two sensory rooms, nurturing learning environments in all classes, two STEM rooms, the Green Planet animal exploration room, and a library. Outdoor learning is supported by the Forest School, the farm with gardens, and extensive outdoor areas for exploratory play.
- Parents are regularly invited to the school throughout the school year to meet teachers and to see their children, explaining how they learn in different areas of the curriculum. They are informed about their children's progress along learning pathways, their unique learning experiences, and about the school's expectations, policies and procedures.
- Preparation for transition from FS2 to Year 1 starts early in the school year for parents and children. Discovery time supports the transition into Year 1 to ensure continuity of provision and children's wellbeing.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **31** of **34**

VIEWS OF STAKEHOLDERS

PARENT SURVEY
SCHOOL QUALITY & EFFECTIVENESS INDEX (24 Items)
No. of Responses = 500

85.0%
15.0%
- Positive Ratings
- Negative Ratings

STUDENT SURVEY
SCHOOL SATISFACTION INDEX
(18 Items)
No. of Responses = 937

78.4%
21.6%
- Positive Ratings
- Negative Ratings

TEACHER SURVEY
EDUCATIONAL QUALITY & EFFECTIVENESS INDEX (25 Items)
No. of Responses = 169

75.2%
24.8%
- Positive Ratings
- Negative Ratings

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise attainment and progress in Islamic Education, Arabic as a first language, Arabic as a second language and UAE social studies by:
  – setting higher expectations of what students can achieve and supporting them so that a greater proportion of students achieve above curriculum expectations and standards and make better than expected progress.
  – addressing promptly the areas in need of improvement in these subjects.

- Improve the consistency in the quality and effectiveness of lessons across subjects and phases by:
  – monitoring the progress students make in the lessons observed so that action can be taken to improve progress where necessary.
  – sharing best practice in using data to meet students' needs and in promoting critical thinking, enquiry and independent learning.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024

Page **32** of **34**

In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on quality.assurance@spea.shj.ae within three weeks of receiving this report.

School Performance Review of Wesgreen International Private School. LLC
11 to 14 November 2024