



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

BEACONHOUSE AL KHALEEF INTERNATIONAL SCHOOL
11th to 14th November 2024

**Overall
Effectiveness
GOOD**

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PURPOSE AND SCOPE

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.



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
- 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
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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 INFORMATION

School	School ID	102
	School location	Al Azra, Sharjah
	Establishment date	29/06/2015
	Language of instruction	English
	School Curriculum	American: California Common Core State Standards (CCCSS)
	Accreditation body	Cognia
	Examination Board	US College Board
	External Assessments International and Curriculum Benchmark Assessments	Measures of Academic Progress (MAP) Cognitive Abilities Test (CAT4) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) Emirates Standardized Test (EmSAT) International Benchmark Tests (IBT) Advanced Placement (AP) Test of Arabic Language Arts (TALA)
	Fee Range	AED 15,000 to AED 25,000
Staff	Principal	Rania Amaireh
	Chair of board of governors	Rizwan Sheikh
	Total number of teachers	78
	Total number of teaching assistants	21
	Turnover rate	26%
Students	Teacher: student ratio	1:12
	Total number of students	956
	Total number of students per cycle/phase	KG:152 Elementary: 326 Middle: 248 High: 230
	Pre-KG: number and gender	Boys: 10 Girls:6
	KG: number and gender	Boys: 80 Girls:56
	Elementary: number and	Boys: 158 Girls:168



	gender	
	Middle: number and gender	Boys: 120 Girls:128
	High: number and gender	Boys: 111 Girls:119
	Total number of Emirati students	100
	Pre-KG: Emirati number and gender	Boys: 1 Girls:1
	KG: Emirati number and gender	Boys: 5 Girls:5
	Elementary: Emirati number and gender	Boys: 25 Girls:14
	Middle: Emirati number and gender	Boys: 11 Girls:14
	High: Emirati number and gender	Boys: 19 Girls:5
	Nationality groups (largest first)	1. Pakistani 2. Egyptian
	Total number of students with special educational needs	44



PROGRESS JOURNEY

Previous Review:2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 105 lesson observations, of which 43 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 visit. The establishment creates a safe, caring, inclusive, and respectful learning environment, enhancing student achievement across all phases. Leaders have strategically improved the quality of teaching, planning, and the alignment of assessments with students' learning needs driving good progress in all subjects and phases. The school's positive ethos promotes strong personal development among students. Opportunities for national and international collaboration stands out as a key strength.

KEY AREAS OF STRENGTH:

- Students' progress in almost all subjects across all phases.
- Students' greater involvement in volunteering activities and social contribution.
- The quality of teaching and learning in most subjects.
- The curriculum promotes enterprise, innovation, creativity, and global collaboration opportunities.
- The quality of health and safety, including child protection and safeguarding.
- The school's strong parental involvement and successful governance.

KEY AREAS FOR IMPROVEMENT:

- The school's full use of assessment information to influence strengthen teaching and the curriculum.
- The identification and support for students who are Gifted and Talented (G&T).
- Students' punctuality and attendance.
- The development of middle leaders' roles to improve the school's performance.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		KG	Elementary	Middle	High
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	Good
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good



Islamic Education

- Students' achievement in Islamic Education is good in Elementary, Middle and High. In lessons and in their recent work and over time, the majority of students make better than expected progress. This does not match the school's internal data, which shows outstanding progress overall. Islamic Education was not evaluated in KG.
- The school's internal data for the last academic year shows that attainment is outstanding overall. This does not match that seen in lessons and in students' recent work, which shows that the majority of students in Elementary, Middle and High attain above curriculum standards. There is no external data for Islamic Education.
- Overall, students make good progress in lessons. Students In Elementary and Middle phases demonstrate developed understanding of Islamic worships and manners from the Holy Qur'an and the Noble Hadeeth. For example, they can describe the proper ablution in Elementary. In Middle, they can demonstrate the congregational prayer. In both Elementary and Middle, students' correct performance of worship is adequate. By High, students become more skilled in the Holy Qur'an recitation and understanding of Islamic rules and purposes. Their skill in deriving rulings from verses or the Holy Qur'an or the Noble Hadeeth and applying it to real-life situations is less well developed.
- The majority of groups make better than expected. Low attainers make less progress than others. High attainers are not sufficiently challenged with what they are capable of. Boys and girls make the same progress. According to school data, Emirati students make less progress than non-Emirati which is not evident in lessons.

Areas of Strength

- Students' understanding of Islamic worship in Elementary and Middle.
- Students' knowledge about Islamic rules and rituals from the Holy Qur'an and the Noble Hadeeth in High.

Areas for Improvement

- Students' understanding and correctly performed worship rulings in Elementary and Middle Phases.
- Students' ability to derive rulings from Qur'anic verses or the Noble Hadeeth and applying them in their everyday life especially in High.



Arabic

- Students' achievement in Arabic as First language (AFL) and Arabic as Second language (ASL) is good in Elementary, Middle and High. In lessons and in their recent work and over time, the majority of students make better than expected progress. This does not match the school's internal data, which shows outstanding progress overall.
- The school's data shows outstanding AFL attainment overall, with Elementary and High phases excelling and Middle phase achieving good results in ASL. This contrasts with lesson observations and recent work. Most AFL students in all phases exceed curriculum standards, though TALA results (2022/24) show weak attainment across phases. In ASL, most students surpass curriculum expectations, but IBT results reveal below-average attainment nationally and internationally, except for students in Grade 9, who performed well.
- In AFL and ASL, students make good progress overall. AFL Elementary students read age-appropriate texts and analyse settings but have less secure speaking skills. Middle students interpret poetry and grasp new vocabulary, while High Phase students excel in reading comprehension but show only adequate writing skills. Students' writing with proficiency with correct spelling and punctuation following grammar rules in Elementary, Middle and High. ASL Elementary students read confidently, Middle students understand grammar, and High students analyse texts well but struggle with accurate, meaningful sentence writing.
- The majority of groups of AFL and ASL students make better than expected progress. Low attainers make less progress than others. High attainers are insufficiently well challenged. Boys and girls make the same rates of progress. According to the school data, amongst the AFL students, Emirati students make less progress than non-Emirati students, this was not seen in lessons.

Areas of Strength

- Students' reading and listening skills in Elementary and High Phases in AFL.
- Students' reading skills are aligned with their language level across grades in ASL.

Areas for Improvement

- Students' writing with proficiency in AFL with correct spelling and punctuation following grammar rules in Elementary, Middle and High.
- Students' acquisition of vocabulary, enabling them to form correct, meaningful sentences in ASL.



Social Studies

- Students' achievement in social studies is good in Elementary, Middle and High. In lessons and in their recent work and over time, the majority of students make better than expected progress. This does not match the school's internal data, which shows outstanding progress overall. social studies was not evaluated in KG.
- The school's internal data for the last academic year shows that attainment is outstanding overall. This does not match that seen in lessons and in students' recent work, which shows that the majority of students attain above curriculum standards. There is no external data for Islamic Education.
- Overall, students in Elementary, Middle and High make good progress in lessons. Elementary, students show developed understanding of environmental issues. Their understanding and awareness of the importance of environmental organizations in preserving the environment is less secure. Middle, students' knowledge of individual rights and responsibilities in UAE community is well developed although they find it difficult to analyse, read and explain maps. High Phase, students demonstrate well-developed use of maps.
- The majority of groups make better than expected progress. Low attainers make less progress than others. High attainers are not sufficiently challenged with what they are capable of. Boys and girls make the same progress. According to school data, Emirati students make less progress than non-Emirati students. This is not observed in lessons.

Areas of Strength

- Students' understanding of their rights and responsibilities within the UAE community in the Middle Phase.
- Students' mapping skills for various purposes in the High Phase.

Areas for Improvement

- Students' understanding and recognition of the importance of organisations in environmental preservation in Elementary.
- Students' understanding of the importance of maps and ability to interpret map keys accurately in the Middle Phase.



English	<ul style="list-style-type: none">Students' achievement in English is good overall. In lessons and in their work over time the majority of students make better than expected progress across all phases in lessons. This does not fully align with the school's internal data, which shows outstanding progress across all phases.The school's internal data for attainment in English is outstanding for all phases. This does not match with what is seen in lessons and students' work, where attainment is good across all phases.Overall, the majority of students throughout the school make better than expected progress. Children in KG develop their phonics and reading skills. In Elementary, the majority of students learn to recognise and sound out letters, blending them correctly to read and write simple words. They can use their new vocabulary to describe or share experiences with increasing confidence. In Middle Phase, the majority of students focus well on developing their speaking and writing skills. They have confidence when presenting, reflecting the wider world in role play situations. Students can articulate personal responses to reading texts using inferences in Middle and High Phases. In the High Phase, the majority of students use their oracy skills to express opinions on a range of topics linked to the wider world, innovation and the UAE Students' independent extended writing skills are generally less well developed through school.All groups of students make better than expected progress in English.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' spoken English in all phases.Students' oral presentation skills in Middle and High.	<ul style="list-style-type: none">Students' independent extended writing in English across Elementary, Middle and High.



Mathematics

- Overall, students' achievement in mathematics is good. In lessons and in their work over time, the majority of students make better than expected progress across all phases. This is not fully aligned to the school's internal data, where progress is outstanding overall and very good in the High Phase.
- The school's internal assessment data shows overall attainment as outstanding, with very good in the High Phase. External NWEA-MAP 2023-2024 assessment data in mathematics shows weak attainment overall, with only acceptable results in KG. In PISA, the school performs below national and international expectations. These external results do not align with what is observed in mathematics lessons and students' work, where attainment is good in KG and High Phase, and acceptable in Elementary and Middle Phases.
- The majority of students make good progress in mathematics across all phases. KG children demonstrate strong skills in solving simple addition word problems with small numbers and effectively represent addition by counting objects. In early Elementary, students develop solid foundational arithmetic skills, enabling them to perform basic addition and subtraction operations effectively. By the end of Elementary, students show strong spatial awareness and foundational geometry skills, allowing them to identify and distinguish shapes based on their properties. By the end of Middle Phase, students have a good understanding of algebraic concepts, including working with exponents and solving equations. Students' mental mathematics skills across Elementary and Middle Phases are less well developed, and their mathematical reasoning and logical thinking skills in the Middle Phase need further improvement. In High Phase, Advanced Placement students build on their foundational knowledge, enabling them to work with derivatives and understand how they relate to both algebraic expressions and trigonometric functions.
- Emirati students tend to make less progress compared to non-Emirati students, and high-achieving students may not always be sufficiently challenged to reach their full potential. Grade 12 Advanced Placement students show stronger progress than those in the general stream.

Areas of Strength

- Children's and students' Foundational arithmetic skills in KG and Elementary.
- Students' understanding of algebraic concepts and expressions in Middle and High Phases.

Areas for Improvement

- Students' mental mathematics skills in Elementary and Middle Phases.
- Students' mathematical reasoning and logical thinking skills in the Middle Phase.



Science

- Students' achievement in science is good overall. It is acceptable in Middle Phase. In lessons and in their work over time, the majority of students make better than expected progress overall, and most students make expected progress in Middle Phase. This does not fully align with the school's internal data, which shows outstanding progress across all phases.
- The school's internal data shows that attainment in science is outstanding overall. This does not match that seen in lessons and students' work, where attainment is good in KG and High Phases and acceptable in Elementary and Middle Phases. External MAP data indicates that attainment is weak across Elementary, Middle and High Phases. There is no external data for KG in science.
- Overall, the majority of students make good progress in science. Most students make acceptable progress in the Middle Phase. In KG, children show a strong understanding of the solar system, being able to name the planets and explain how the sun is at the centre. Elementary students are able to compare and contrast the life cycle stages of plants and animals, analyse the causes and effects of acid rain, and evaluate the importance of scrubbers in reducing pollutants. In Middle Phase, students demonstrate understanding of energy flow in ecosystems, explaining the roles of producers, consumers, and decomposers. Scientific vocabulary and writing laboratory reports is less well developed. By High Phase, students investigate complex topics, such as the effect of temperature on photosynthesis, although they need further development in conducting scientific experiments and drawing conclusions independently.
- Overall, the majority of groups make better than expected progress. Emirati students make less progress than non-Emiratis.

Areas of Strength

- Students' understanding of physical and life sciences in High Phase, particularly girls in Grades 11 and 12.
- Children's understanding of the solar system in KG, including knowledge of planets and the sun's central role.

Areas for Improvement

- Students' use of scientific vocabulary and their writing laboratory reports, particularly in Middle Phase.
- Students' ability to conduct scientific experiments and draw conclusions independently in High Phase.



Other subjects

- Students' achievement in other subjects is good overall. In lessons and in their work over time, the majority of students make good progress in all phases.
- Internal assessment indicates that the large majority of students attain above curriculum standards. There is no external assessment data for other subjects.
- The majority of students make good progress. In physical education (PE), students participate in basketball, they shoot the ball in the hoop with the correct arm and hand position and secure their stance before aiming. In the High Phase, students enjoy swimming lessons. Using the kicking motion, students are beginning to synchronise leg movements although they need to practice focus on leg strength and flexibility. Middle Phase students practice their vocals in music. They learn to read and perform solfege and sing using solfa syllables, students show enthusiasm and enjoyment singing in harmony. A few students support their peers by playing the piano alongside the singing. In the Elementary Phase, art students can identify mood colours from a pallet. They talk about warm and cool colours; some discuss the emotions related to the colours and are able to articulate why they have chosen particular colours in their work. Students do not use techniques such as shading and blending to create more complex images. They do not always have confidence in their creative and technical ability. In computing, Grade 1 students understand how to handle the mouse accurately, they are confident in moving around the screen.
- Overall, the majority of groups of students make better than expected progress.

Areas of Strength

- Students' participation in physical education across phases.
- Students' skills in music across phases.

Areas for Improvement

- Students' skills in kicking techniques during swimming to build strength, flexibility, endurance and stamina.
- Students' skills in developing confidence in their creative and technical abilities.



Learning Skills	<ul style="list-style-type: none">Students' learning skills are good across all phases. The majority of students participate and have positive attitudes towards learning. This is particularly evident in Elementary, Middle and High Phases. They know and understand what they have learned and are able to apply their learning in other contexts.Children in KG and students across all phases are taking responsibility for their own work although this is still an area for development. Generally, most students engage well in lessons, work effectively in pairs and groups, and communicate their ideas and findings clearly to others. For example, in KG2 phonics lessons, children confidently explain how combining certain letters forms different sounds.Across the school, students make clear connections between learning areas and apply their knowledge to real-life situations. In Grade 12 PE, for instance, students provide personal examples on the importance of exercise and discuss how playing basketball supports their health.Students ask questions, participate in fundraising enterprise events to support others, and have some opportunities to be innovative in art, music, and drama lessons.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' engagement in lessons and their work in pairs and groups.	<ul style="list-style-type: none">Students' ability to take responsibility for their own learning in lessons.



PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

Indicators:	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">Students' personal and social development and their innovation skills are good overall. Students' personal and social development is good overall. Students across all phases have a positive attitude towards learning, responsible behaviour, and respect for school policies. They respond very well to critical feedback and are beginning to become more self-reliant in their learning.Relationships among students and between students and staff are respectful and supportive. Assemblies and homeroom sessions focus on values education, setting clear behavioural expectations. The Student Council plays a role in reinforcing school policies and encouraging responsible behaviour, especially in the Middle Phase.The school promotes healthy lifestyles through yoga clubs, the 30/30 challenge and a Health and Nutrition elective for students in the High Phase. Regular communication with parents, including letters about healthy food choices and programmes such as Spinneys for KG students, reinforces health awareness. PE sessions in Middle and High Phases cover nutrition, and a healthy diet is encouraged during school events, for example, bake sales.Attendance is acceptable, and at least 92%. Most students arrive at school and to lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good



- Students have a clear understanding and appreciation of Islamic values and how they influence life in the UAE. Students share these values across the school. Students memorise and recite verses from the Holy Qur'an. Middle and High Phases students participate in Islamic competitions.
- Students demonstrate a clear respect for the heritage and culture of the UAE through activities such as, Flag Day, National Day celebrations and Yolla team performances for Grades 7, 8 and 9. Students attending the Cultural Club design Emirati cultural corners, helping students across the phases deepen their appreciation of UAE heritage and cultural values.
- Students develop a global cultural perspective through events such as Global Day, which includes representation from numerous countries. This initiative, along with intercultural events such as International Peace Day, helps students build a well-rounded understanding of global diversity. Awards and letters of recommendation recognise students' contributions to these events.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students actively engage in community service and social responsibility projects. The Student Council organises an anti-bullying campaign and hosts events such as sports tournaments, academic events and bake sales.
- Students are socially responsible; they participate positively in projects across all phases. Innovation skills are developed through the choice of electives and extracurricular clubs, such as Beaconhouse Talks, Beaconhouse Writes, Model United Nations (MUN), and Robotics. Grade 11 students organise the MUN, managing budgets, marketing, and logistics and High Phase students design the school yearbook. Their innovation skills are less evident during lessons.
- Students actively promote environmental awareness and sustainability through initiatives such as, Recycling Week and the Environmental Club. Students also participate in interdisciplinary projects that encourage sustainable practices such as community art projects led by student volunteers.

Areas of Strength:

- Students' attitudes and relationships across all phases.
- Students' respect for the culture and heritage of the UAE.

Areas for Improvement:

- Students' innovation skills across the school, particularly during lessons.



- Students' attendance and punctuality to school.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good

- The quality of teaching and assessment is good overall. Teachers understand how students learn. They provide a calm learning environment and plan lessons that generally motivate students to learn. Teachers share learning objectives with students to help them to be clear about expectations and use the available materials and time well to support students' learning, especially in the High Phase.
- The majority of teachers ask questions to gauge students' understanding and to encourage dialogue and discussions especially in Higher phases. For example, in a Grade 12 Physics lesson, the teacher shared a question on the translation of kinetic energy with a choice from multiple answers. The majority of students engaged well in dialogue with their teachers and peers to find the correct answer and explain their reasoning.
- The majority of teachers use strategies to meet students' needs although there is not consistent challenge for G&T students.
- The promotion of critical thinking, problem-solving, and innovation is inconsistent. Opportunities for independent learning and for students to explore concepts on their own are sometimes missed across the school.

Assessment	Good	Good	Good	Good
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- Internal assessment processes are coherent and provide a suitable measure of students' progress. Externally, MAP, CAT4, AP, EmSAT, SAT, TALA, IBT and IELTS assessments are administered, ensuring alignment with UAE priorities and benchmarking against international standards. Results are analysed to give a clear picture of students' attainment and progress at different points.



- Teachers' use assessment information to monitor students' progress. They make good use of data to sharpen teaching and to help group students according to their abilities. They do not always use the information well enough to precisely match group work in lessons to students' needs. Further training on the use of CAT4 for new teachers is required.
- The school has a marking policy and students' work is generally marked regularly. The marking does not always provide sufficient feedback to students to explain how they can improve. In English, students participate in self and peer-assessment to improve their work although this is not consistent across all other subjects.

Areas of Strength:

- Teachers' preparation of interesting and purposeful learning which engages students.

Areas for Improvement:

- The provision of further opportunities for students to develop and demonstrate independent learning, cross all subjects.
- Teachers' use of assessment data, including CAT4, to ensure that all groups have a good level of challenge, specifically high attaining students.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The overall quality of the curriculum is good. The curriculum has a clear rationale and is broad and balanced. It follows all statutory requirements aligned to the CCSS and the MoE curriculum.
- Through planning and implementation, the curriculum ensures continuity and progression supported by the use of computer-based systems across Elementary Middle and High. The addition of a range of new electives including biotechnology, anatomy, thermodynamics and



drama enables students to have choices. The introduction of accelerated programs offered in pre-KG to Grade 8 students enhances provision. Cross-curricular links are planned and made clear in most lessons.

- Every term, grade teachers and section heads conduct comprehensive curriculum reviews within departments and across all phases, with required adjustments made annually. Teacher feedback and review meetings ensure that adjustments remain practical. Insights from these reviews help leaders to make informed decisions about school priorities and resources to support the academic and personal development needs of most students.

Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">• Curriculum modifications are generally well-planned to meet the needs of most student groups. Students with special educational needs (SEN) are well catered for, although adjustments do not consistently provide sufficient challenge for lower attaining or G&T students in core subjects.• The school offers a wide range of extra-curricular activities and competitions to further develop students' personal and broader interests. Curriculum adaptations outlined in lesson plans do not consistently promote innovation, creativity, and critical thinking across Elementary, Middle and High Phases.• Learning experiences that adopt a clear understanding of UAE values, culture, and society are integrated throughout the curriculum for the majority of students, especially during community events such as Flag Day and National Day celebrations.				
Areas of Strength:				
<ul style="list-style-type: none">• Curriculum provision across the school.• The wide range of extra-curricular provision.				
Areas for Improvement:				
<ul style="list-style-type: none">• Curriculum modification that meets the needs of lower achieving and G&T students.• The promotion of students' enterprise and innovation skills in lessons.				



PERFORMANCE STANDARD 5: THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The protection, care, guidance and support of students are very good overall. The school has thorough safeguarding and behaviour management procedures. Policies are accessible to parents through the school's portal and staff have received safeguarding training. Regular checks by the health and safety committee ensure effective student supervision with extensive camera coverage, secure electronic doors and clearly marked evacuation routes. School buses are thoroughly checked and monitored for safe transport. Fire drills occur on a regular basis, and health and safety policies are regularly reviewed. Early dismissal procedures for KG children are managed effectively.The school maintains accurate, secure records for maintenance. The clinics are staffed by a certified nurse who keeps records securely and the disposal of medical waste is outsourced for safety. Health and safety checks are conducted regularly, with comprehensive incident and accident records. The premises, including playgrounds, sports areas, inclusion rooms, library and laboratories, are well maintained. Recent improvements include hiring an additional maintenance staff member for daily needs and installing electronic doors for enhanced control and security.The school systematically promotes safe and healthy lifestyles through health education, regular hygiene checks, and obesity monitoring led by the clinic. PE lessons, sports clubs, shaded outdoor areas, and healthy food options in the cafeteria support wellbeing. Events such as, Mental Health Day and sports competitions further engage students in active, healthy living.				
Care and support	Good	Good	Good	Good



- Staff have positive relationships with students. This is supported by effective behaviour management systems, a clear behaviour policy, and the 'MERIT' system to encourage positive behaviour in the boys' section of the Middle Phase. Comprehensive guidelines promote self-awareness. These include behaviour marks, identifying students' learning dispositions and what intrinsically motivates them, the social work department and various committees ensure consistent monitoring and support.
- The school encourages attendance and punctuality through a clear policy that is shared with parents. Daily attendance recording, proactive absence follow-ups, and regular reports help to maintain the high profile of the need for good attendance. Positive reinforcement activities support improving attendance although attendance is stronger in the boys' Elementary, Middle and High phases compared to KG and the girls' sections. The systems in place have not had a consistently positive impact on students' attendance.
- The school has a rigorous system for identifying both students with SEND and those who are G&T. Identification for SEN is supported through comprehensive assessments and case histories. G&T students are identified through CAT4 results, teacher feedback, and parental input. Both SEN and G&T identification processes comply with UAE national standards ensuring accuracy and thoroughness. Students with SEN also undergo regular evaluations with Individual Education Plans (IEPs) created collaboratively by staff and shared with parents.
- To support students with SEN, the school provides full or partial inclusion with tailored interventions based on individual needs. IEPs are regularly reviewed and updated, and parents are actively involved in the process. The school's certified inclusion centre offers specialised support, promoting achievement for students of all abilities. For G&T students, while the identification process is appropriate, further enhancement of the support system is necessary to better meet their needs and ensure consistent progress in lessons.
- The school effectively monitors students' wellbeing and personal development, providing academic, personal, and career guidance. The Career Guidance Counsellor supports senior students with university readiness, SAT/IELTS mock sessions and psychometric tests ensuring timely EmSAT registration and progress tracking

Areas of Strength:

- The rigorous procedures for care, welfare and safeguarding of students including child protection.
- The quality of guidance and support for all students.

Areas for Improvement:

- The promotion and management of students' attendance and punctuality.
- The identification and support for G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The quality of leadership and management is good overall. The principal and senior leaders are committed to improving the school. They set a clear direction based upon the school's vision which is shared by all stakeholders. They create a positive learning culture driving achievement for most groups of students.
- Senior leaders have a clear understanding of how to improve the school and work collaboratively with the principal to secure this, although, it is not yet fully integrated through the school to maintain and sustain a measurable impact. The role of middle leaders is not yet fully established to further improve school performance. Leaders have been successful in developing aspects of the school and being accountable for maintaining school performance at a high level and ensuring the school is compliant with statutory and regulatory requirements.

Self-evaluation and improvement planning

Good

- Senior leaders work collaboratively with the principal to lead the self-evaluation process consulting with stakeholders on areas for improvement. Stakeholders' feedback is reviewed and targets are set based on triangulated findings. Improvement plans are developed within departments and leaders monitor and evaluate their influence on teaching and learning, assessing the impact on student achievement. Interventions are implemented to support students and close learning gaps resulting in a positive and steady impact on student outcomes. Leaders demonstrate significant progress in strategically improving the quality of teaching, planning, and the alignment of assessments with students' learning needs and driving good progress in all subjects and phases, over time. The role of middle leaders is not yet fully developed to ensure the maximum impact of improvement planning and current evaluation systems are not fully integrated across the whole school to ensure a consistent and measurable approach.

Partnerships with parents and the community

Very Good



- The school effectively engages parents as partners in their child's learning, making them feel involved and well-informed. A variety of communication platforms are used to keep families updated on their child's learning and development by providing regular updates and reports. A large majority of parents speak highly of the school leaders' open-door policy, particularly those with children with SEN. For example, one family received school support in applying to the Roads and Transport Authority for a designated parking bay outside the school.
- The school maintains extensive and effective partnerships locally, nationally, and internationally, which have a highly positive impact on students' academic, social, and emotional development. Parents report that children are eager to compete in events such as the Beaconhouse debating competition, an inhouse competition that has now spread across the wider community.

Governance

Very Good

- The governance team includes representatives from almost all stakeholder groups. Governors actively monitor student achievement and overall school performance through a systematic approach., each governor is assigned a specific performance standards to monitor, which helps to support improvements in teaching and learning across the school and to hold leaders accountable for improvements in their area of responsibility. Governors hold termly meetings and monthly visits to hold subcommittee discussions.

Management, staffing, facilities and resources

Good

- Leaders ensure the school's day-to-day operations are well managed and organised. The premises meet students' needs, particularly within the inclusion department and in KG, which was purposefully designed following leaders' visits to international sister schools. The school actively promotes student achievement, especially in the new section, and is appropriately staffed to support this goal. The skills of middle leaders are developing, although, they are not fully equipped to support senior leaders by expanding their areas of responsibility.

Areas of Strength:

- The school's strong parental involvement and successful governance.
- The clear strategic direction set by the principal and senior leaders.

Areas for Improvement:



- The development of middle leadership so that it can contribute more effectively towards improving the school's performance.
- The integration of the current evaluation system school-wide for consistent measurable impact.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- In the AFL department there are 8 Arabic language teachers and approximately 495 Arab students, with a ratio of teachers to students of approximately 1:62. The ASL department has, 4 Arabic language teachers and the number of Non-Arab students is 308. The ratio of teachers to students is 1:77.
- There is a library in KG and another one shared by other sections of the school. Both libraries contain Arabic language books aimed at supporting the development of students' reading skills and language development. There are 1,361 Arabic books in total, with 450 fiction and 350 non-fiction titles.
- Reading is addressed as one of the four language skills through a weekly library lesson for AFL. The school provides a Kutubee platform which is available for digital reading support with recent data showing 619 books read, 627 listened to, and 636 challenging tasks completed across all grades this academic year. Parents are involved in reading activities in Elementary Phase.
- The implementation of activities and competitions support students' learning. These include Arabic Language Week and the Together We Read Competition. They are implemented together with writing competitions and participation in the international Reading Challenge Competition. Parents are encouraged to read to their children.

The school's use of external benchmarking data

- Nearly all students participate in a variety of international tests and examinations, including PISA (2022, 17 students), TIMSS (2023, 103 students in Grades 4 and 8), PIRLS (2021, 34 Grade 4 students), TALA (354 students in Fall 2023 and 292 in Spring 2024 for Grades 3 to 11), IBT (64 non-Arabic students), SAT (all Grade 11 students), AP (57 students in Spring 2024), IELTS (Grade 12 students), EmSAT, and CAT4 (Grades 3, 5, 7, 9, and new admissions). The school is compliant with SPEA regulations.
- The school prepares students for assessments through booklets detailing MAP-style questions, mock exams for AP, and sample exams for IELTS and SAT. A PISA committee has been formed, and PISA-type questions are embedded into lessons. Additionally, the curriculum has been modified to address areas where students struggle, with a particular focus on reading.



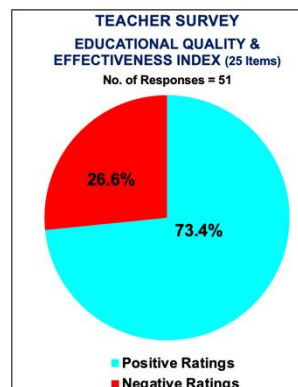
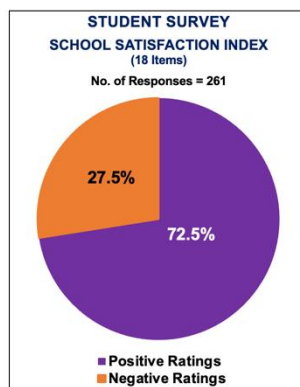
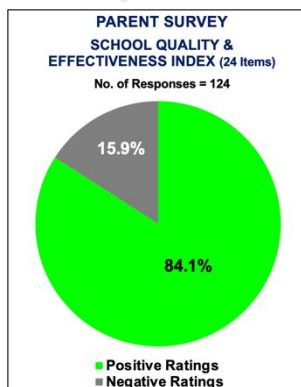
- Awareness is raised through workshops for parents on understanding results and supporting students. Information for students in High Phase is shared by the school counsellor and high achieving students are recognised and celebrated during assemblies.
- External assessment results are shared with students and parents with progress sheets and individual results available through online systems, and report cards. MAP and CAT4 results are available to students and parents and MAP Goal-Setting Worksheets and report cards include MAP data.

Provision for KG

- In KG, there are 8 homeroom teachers, 8 teaching assistants, 2 Arabic teachers, one Islamic Education teacher, 4 shadow teachers, and 1 learning support assistant from the SEN department. The teacher-to-student ratio is 1:19, excluding classroom assistants. The curriculum includes English, mathematics, science, Arabic, Islamic Education, art, music, and PE. Extracurricular activities such as dance, cooking, art and craft, yoga, football, and theatre are also available.
- KG classrooms are spacious, well-equipped, and feature smartboards. Resources such as, manipulatives, plastic bricks, and paints are readily available. Children have access to a library, where they can read quietly, explore cozy nooks, and enjoy a diverse range of books in different languages. Each classroom has reading corners and stations set up to encourage literacy.
- KG children benefit from three playgrounds, an indoor soft play area, an outdoor play space with a slide and climbing frames, and a tricycle zone accessible during cooler months. PE lessons are well-resourced with equipment such as balls and cones, while yoga classes are offered to help develop motor skills. Children can also participate in the community garden group, where they can grow vegetables, and KG has registered for the Spinneys Farm-to-Table programme.
- At the start of the school year new children and their parents are invited to an orientation. KG2 students take a tour of the Elementary phase to prepare for Grade 1. By the end of KG2 students visit the Elementary section to familiarise themselves with their upcoming learning. KG teachers share social, emotional, and academic information to support the transition.



VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement across all phases and subjects, particularly in the Middle section by:
 - planning and implementing targeted teaching to address Middle school students' achievement gaps.
 - enhancing subject-specific teaching strategies for improved student outcomes.
 - monitoring progress regularly and consistently adjusting approaches to maximise achievement.
- Improve the quality of teaching across all subjects and phases and modify teaching methods through enhancing the curriculum by:
 - implementing consistent, research-based teaching strategies across all subjects.
 - providing targeted professional development based on students' assessment data.
 - evaluating and adapting teaching to address learning gaps regularly.
- Improve achievements of G&T students and provision to ensure good attendance, and punctuality by:
 - providing enriched learning opportunities to challenge higher ability students.
 - offering personalised support for skill development and goal achievement.
 - monitoring, recognising and rewarding consistent good attendance and punctuality.
- Improve leadership capacity to positively impact on student outcomes by:
 - providing targeted middle leadership training focused on student achievement and personal development.
 - setting very clear and measurable goals to strengthen students' successful achievement.
 - improving data-driven decision-making to enhance learning outcomes.



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.