



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

## ITQAN Programme School Performance Review (SPR) Report

**BEACONHOUSE AL KHALEEJ  
INTERNATIONAL SCHOOL**

**30 January - 02 February 2023**

**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-level 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-level scale.

<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	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, students' attainment data, 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

<b>School</b> 	School ID	102
	School location	Al Azra, Sharjah
	Establishment date	29/06/2015
	Language of instruction	English
	School curriculum	American
	Accreditation body	AIAA
	Examination Board	US College Board
	National Agenda Benchmark Tests/ International assessment	MAP, CAT4, PISA, TIMMS, PIRLS, IBT, RBT, EmSAT, PSAT
	Fee range	AED 15,000 to 25,000
<b>Staff</b> 	Principal	Ms Rania Amaireh
	Chair of Board of Governors	Mr Rizwan Shiekh
	Total number of teachers	61
	Total number of teaching assistants	15
	Turnover rate	16%
<b>Students</b> 	Main nationality of teachers	Syrian
	Teacher: student ratio	1:11.5
	Total number of students	739
	Number of Emirati students	126
	Phase 1: number and gender	Total 130: 62 Girls, 68 Boys
	Phase 2: number and gender	Total 284: 138 Girls, 146 Boys
	Phase 3: number and gender	Total 190: 89 Girls, 101 Boys
	Phase 4: number and gender	Total 135: 62 Girls, 73 Boys
	Nationality groups	1. UAE 2. Pakistani
	Total number of students with special educational needs	50

## PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
<b>ACCEPTABLE</b>	<b>GOOD</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 140 lesson observations, 37 of which were carried out jointly with school leaders.

The school's overall effectiveness is Good. This is an improvement since the previous inspection in 2018. The strategic establishment of rigorous systems has created a safe, caring and respectful learning environment for students, leading to improved achievement in most subjects and phases. The improving quality of teaching, planning and strategies to match the outcomes of assessments to the learning needs of different groups of students, are leading to good progress in most phases, with the exception of Phase 3, where progress is acceptable. The positive ethos created throughout the school results in good personal development for the students.

### KEY AREAS OF STRENGTH:

- The improvement in achievement in most subjects since the last inspection.
- Students' personal and social development, their understanding of Islamic values and the arrangements for their protection, care, guidance and support.
- Improved teaching and assessment, leading to enhanced levels in students' progress.
- The partnership with parents and the governors' oversight of, and support for the school.
- The vision, organisation and strategic direction of the principal and senior leaders, which is leading to improved provision in most subjects and phases.

### KEY AREAS FOR IMPROVEMENT:

- Continue to improve achievement across the school in all subjects and phases, particularly in Phase 3.
- Continue to improve teaching strategies to create active based learning that meets the identified needs of all groups of students.
- Further improve leadership accountability for improving learning, particularly in Phase 3, and in accelerating the improvements in external benchmark tests throughout the school.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement overall is Good.**

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 a Second 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	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Acceptable	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	Acceptable	Good





Islamic Education	<ul style="list-style-type: none"><li>Students' achievement in Islamic Education is good overall. In lessons and in their work, the majority of students make good progress in all phases. This does not match the school's internal data which indicates most students make outstanding progress across the school.</li><li>Internal assessment data indicates attainment as outstanding in all phases. This is not seen in lessons and in students' books where, overall, the majority of students attain above curriculum standards across all phases.</li><li>The majority of students make good progress. Phase 2 students demonstrate progress in memorising the before and after dua'a of eating effectively and in stating the main manners before eating. In Phase 3, students demonstrate progress in inferring the importance of justice in Islam. In Phase 4, students demonstrate progress in distinguishing between the Holy Qur'an and Sunnah. Students demonstrate progress in inferring the different types of Sunnah in Islam and the importance of Sunnah in Islam. Students' deep understanding of the Noble Hadeeth and their recitation skills with accurate and proper Tajweed rules, needs more practice.</li><li>Overall, the majority of groups of students make better than expected progress. High-attaining students do not always progress as well as they could across all phases.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' understanding of the importance of justice in Islam in Phase 3.</li><li>Students' understanding of the differences between the Holy Qur'an and Sunnah in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>Students' recitation skills with accurate and proper Tajweed rules in all phases.</li><li>Students' deep understanding of the main ideas in the Noble Hadeeth across the school.</li></ul>



Arabic	<ul style="list-style-type: none"><li>Students' achievement in Arabic First Language (AFL) and Arabic Second Language (ASL) is good overall. In lessons and in their work, the majority of students make good progress in all phases. This does not match the school's internal data, which indicates most students make outstanding progress across the school.</li><li>Internal assessment data indicates attainment as outstanding in all phases in AFL and in Phases 3 and 4 in ASL. This is not seen in lessons and in students' books in all phases where, overall, the majority of students attain above curriculum standards across all phases in both subjects.</li><li>The majority of students make good progress in AFL and ASL. In Phase 2, students demonstrate progress in extracting key information from a text, they communicate their answers and develop their speaking and listening skills. Students demonstrate progress in applying letters phonics effectively. In Phase 3, students demonstrate progress in writing the meaning of new vocabulary effectively and develop their handwriting skills. Students demonstrate progress in discussing the main ideas in the story and develop their communication skills effectively. In Phase 4, students demonstrate progress in putting the events of the story in the correct order and develop their speaking and listening skills. They demonstrate good pronunciation and develop skills to speak confidently. Students' extended writing skills using paragraphs with accurate punctuation and Tashkeel, and their comprehension reading skills, are less well developed across both AFL and ASL.</li><li>Overall, the majority of groups of students make better than expected progress. High-attaining students do not always progress as well as they could across all phases.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' speaking and independent handwriting skills across the school.</li><li>Students' listening skills and understanding of new concepts across the school.</li></ul>	<ul style="list-style-type: none"><li>Students' comprehension reading skills with correct Tashkeel and punctuation across the school.</li><li>Students' writing skills using paragraphs and correct punctuation across the school.</li></ul>



Social Studies	<ul style="list-style-type: none"><li>Students' achievement in social studies is good overall. It is good across all phases. In lessons and in their work, the majority of students make good progress in all phases. This does not match with the school's internal data, which indicates all students make outstanding progress across the school.</li><li>Internal assessment data for Phases 2 and 3 indicate attainment as outstanding. This is not seen in lessons and in students' books where, overall, the majority of students attain above curriculum standards.</li><li>The majority of students make good progress. Phase 2 students demonstrate progress in interpreting the arts, folklore and music and how these reflect on their lives within the UAE. Students demonstrate progress in determining the most important customs and traditions in Emirati society. However, a minority of students cannot distinguish between the types of cultural heritage. In Phase 3, students demonstrate progress in discussing the role of young people in the process of development and construction in the UAE as part of their citizenship. Students demonstrate progress in discussing the importance of the role of classified Ambassadors in reflecting the UAE values and ethics across the world. However, students' understanding of the importance of pioneering and the impact of poisonous currents on society are less well developed.</li><li>Overall, the majority of groups of students make better than expected progress. High-attaining students do not progress as well as they could, particularly in Phase 2.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' understanding of the most important customs and traditions in the Emirati society in Phase 2.</li><li>Students' understanding of the role of young people in the process of development and construction in the UAE in Phase 3.</li></ul>	<ul style="list-style-type: none"><li>Students' ability to distinguish between the types of cultural heritage in Phase 2.</li><li>Students' understanding of the importance of pioneering and the impact of poisonous currents on the society in Phase 3.</li></ul>



English	<ul style="list-style-type: none"><li>Students' achievement in English is good overall. It is acceptable in Phase 3. The majority of students make better than expected progress overall, with Phase 3 students making expected progress. This does not match the school's internal data, where progress is very good or better across all phases.</li><li>Internal assessments show outstanding attainment across all phases. External MAP data shows attainment as weak overall. EmSAT data indicates most students attaining UAE university entrance requirements. These do not match students' attainment in lessons and in their books, where the majority of students' attainment is above curriculum expectations overall, with most students in Phase 3 in line with curriculum expectations.</li><li>The majority of students make good progress overall, with most Phase 3 students making acceptable progress. In Phase 1, most children develop their understanding of letters, phonics and words. For example, they can identify the difference between upper and lowercase letters, letter sounds and sight words. Some children find writing a sentence more difficult and require teacher support. In Phase 2, students further develop their phonics and literacy skills when building sentences and paragraphs within type text construction. However, their reading fluency and comprehension skills are less well developed, particularly across Phases 2 and 3. In Phase 3, students learn to analyse and discuss story elements, characters and text in their own words, although some students lack confidence in expressing themselves orally. In Phase 4, the majority of students develop better than expected oral and communication skills. For example, when they discuss their opinions through structured text analysis, character reviews, non-fiction concept deconstruction and narrative dramatic elements. Across all phases, students' writing skills are less well developed than their other skills.</li><li>Overall, the majority of groups of students make good progress. Most groups make acceptable progress in Phase 3. Internal data indicates Emirati students performing lower than non-Emirati students and female students outperforming males across all phases.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' ability to read and comprehend complex passages in Phase 4.</li><li>Students' speaking and listening in Phases 3 and 4.</li></ul>	<ul style="list-style-type: none"><li>Students' skills in extended writing in all phases.</li><li>Students' reading fluency in Phase 2.</li></ul>



Mathematics	<ul style="list-style-type: none"><li>Students' achievement in mathematics is good overall. It is acceptable in Phase 3. The majority of students make better than expected progress overall in lessons and in their work, with most Phase 3 students making expected progress. This is not fully aligned to the school's internal data, where progress is very good overall and outstanding in Phase 1.</li><li>The school's internal assessment data shows attainment as very good overall and outstanding in Phase 1. External MAP assessment data in mathematics shows weak attainment overall. These are not aligned to what is seen in mathematics lessons and in students' work, where attainment is good in Phases 1 and 4 and acceptable in Phases 2 and 3.</li><li>The majority of students make good progress in mathematics overall. Most Phase 3 students make acceptable progress. Phase 1 children gain knowledge of number and are beginning to understand basic addition and subtraction. In early Phase 2, students begin to arrange numbers in sequence and to recognise place value. By the end of Phase 2, students make good progress in adding and subtracting fractions, but a minority of students are unsure about the strategies involved. In Phase 3, students develop knowledge of solving quantity and representing them on a number line. A minority of students find it difficult to understand how to deal with negative numbers in equations with inequalities. By the end of Phase 3, students learn to use the properties of kite shapes to find angles and sides. In Phase 4, Advanced Placement students develop a good knowledge of the graphical representation of a function and its derivatives.</li><li>Overall, a majority of groups of students make better than expected progress in mathematics, with most groups making expected progress in Phase 3. Emirati students make less progress in mathematics than non-Emirati students.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Number skills and operations in Phases 1 and 2.</li><li>The use of calculus methods in solving problems in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>Strategies for adding and subtracting fractions in Phase 2.</li><li>Solving equations with inequalities in Phase 3.</li></ul>





Science	<ul style="list-style-type: none"><li>Students' achievement in science is good overall. It is acceptable in Phase 3. In lessons and in students' work, the majority of students make good progress overall. In Phase 3, most students make acceptable progress. This does not match the school's internal assessments which show outstanding progress across all phases.</li><li>Internal assessment and external MAP data show attainment as outstanding internally and weak externally, across all phases. This is not seen in lessons and students' work, where attainment is acceptable overall, the majority of students attain above curriculum standards in Phases 1 and 4.</li><li>In Phase 1, children make good gains with learning about the seasons and life cycles of living things. They learn about the different weather conditions and names and stages of reproduction of insects. Phase 2 students gain secure understanding of sound and its vibrations to displace sprinklers. By the time students reach the end of Phase 2, they know theoretically about forms of matter and physical and chemical changes. For example, they know how ice changes to liquid and then to gas through evaporation. Less developed are their practical skills to draw inferences. In Phase 3, students know about the stars, but their understanding is based more on knowledge and less on enquiry and investigation. In Phase 4, students know about the dynamics of chemical reactions and gain good experiential knowledge of scientific facts and reasoning.</li><li>Overall, the majority of groups make better than expected progress. Emirati students make less progress than non-Emiratis.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Phase 1 children's knowledge of seasons and life cycles of living things.</li><li>Students' knowledge of scientific facts and theory in all phases.</li></ul>	<ul style="list-style-type: none"><li>Scientific thinking, enquiry and investigation in all phases, particularly in Phase 3.</li><li>Practical scientific skills in Phases 2 and 3.</li></ul>



Other subjects	<ul style="list-style-type: none"><li>Students' achievement in other subjects is good overall. The majority of students make better than expected progress in Music, French, History, Geography, Computer Studies (ICT), and Business Studies, with most students making expected progress in Art and Physical Education (PE).</li><li>The school judges students' attainment in other subjects as good across all phases. In lessons and in their work, students' attainment in Music, French, History, Geography, ICT, and Business Studies is good and in Art and PE is acceptable.</li><li>In Phase 3 Music, students can tap out a rhythm and know when to use their wooden sticks or shakers to respond to the original musical phrases. They can use what they know to clap out a 4-note phrase and record this in musical notation form. Music appreciation develops well across the school because students listen to and join in with a good range of musical genres, including good quality guitar demonstrations. In Phase 2 French, students recognise and name four main colours and make good progress in pronouncing the colours correctly. In Phase 4, students develop a good awareness of some of the social and economic factors that influenced America to become more involved in World War 1. In Art, students in Phases 2 and 3 do not improve their drawing skills well enough to produce consistently high-quality work that shows technical improvement. In PE, students do not make the progress they could because they often have to share 1 basketball between the class and spend too much time waiting to use the ball.</li><li>Across the school, the majority of groups of students make better than expected progress.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' skills in using percussion instruments to make 'call and respond' musical phrases.</li><li>Students' knowledge of activities and influences in the course of world events during World War 2 in Phase 4.</li></ul>	<ul style="list-style-type: none"><li>The development of students' skills in developing throwing, catching and shooting skills in basketball in all phases.</li><li>Students' skills in drawing accurately and imaginatively throughout the school.</li></ul>



Learning Skills	<ul style="list-style-type: none"> <li>Students' learning skills are good in Phases 1, 2 and 4, and acceptable in Phase 3. Students enjoy learning and take increased responsibility for their learning throughout the phases, except in Phase 3. For example, in Phase 1 English, children move between tasks and undertake additional learning stations, students in Phase 2 undertake challenge activities. Students in Phase 4 participate in meaningful discussions and support each other well in a range of learning situations. For example, in Phase 2, students share resources relating to a text type and in Phases 3 and 4, students discuss and analyse text with set questions together. Collaboration in the lower phases is less well developed.</li> <li>Older students make more successful links between areas of learning and in making links to the world, as they discuss topics and have a broader understanding from insightful topics, such as current world events and human rights. In the lower phases, the use of learning technologies in lessons is limited and innovation skills are underdeveloped. However, Phase 4 students use technology and resources more frequently to support learning, research, and on occasions, innovation and critical thinking skills in science, mathematics and Information Technology.</li> </ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Students' enjoyment of learning and increased responsibility for their own learning.</li> <li>Students' learning related to understanding of the real world in the Phase 4.</li> </ul>	<ul style="list-style-type: none"> <li>Students' interaction and collaboration in all phases.</li> <li>The use of technologies to support learning and develop research, innovation, and critical thinking skills in the lower phases.</li> </ul>

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>The overall quality of students personal and social development and their innovation skills is good.</li> <li>The behaviour and attitudes of students are good. They usually respond well to staff and their peers and there is little evidence of bullying. Relationships are good across the school. Staff and students are considerate of each other. Students understand their own responsibilities for self-</li> </ul>				



discipline, although a minority of Phase 3 boys demonstrate lower levels of engagement with their learning.

- The adoption of safe and healthy lifestyles is acceptable. Students have a general understanding of safe and healthy living, although their awareness of their own and others safety in activities is at times inconsistent.
- Attendance is acceptable; however, many students arrive late to school. The school is at an early stage of identifying why there is such lateness and what can be done to address this, including the impact it has on learning.

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

**Good**

**Good**

**Good**

**Good**

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. Students participate in donating food and clothes to the Red Crescent. They also participate in different Ramadan's recitation competitions. Students participate in an event for selling products and collecting money to support Cancer patients inside the Emirates, as a form of religious worship.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They participate in a range of cultural activities, including Flag Day, National Day and other important cultural events in the UAE. In Phases 1 and 2, students participate in a fashion show to present the UAE culture and heritage values. Students also link their learning in other subjects by giving examples from their real life in the UAE regarding culture and heritage.
- Students demonstrate a clear understanding, awareness, and appreciation of their own and other world cultures. The school has more than 40 nationalities from across the world and students have a clear understanding of most of these cultures. Arab students are volunteering in teaching other international students the Arabic language and culture.

**Social responsibility and innovation skills**

**Acceptable**

**Acceptable**

**Acceptable**

**Acceptable**

- Students are active in volunteering within the school, but not in the local community. They have occasionally visited outside agencies and organised events within school.
- Students show a positive work ethic. They enjoy lessons and sometimes take the initiative to organise activities themselves, particularly in Phase 4 through the Student Council. However, their innovation and enterprise skills are less well developed across Phases 3 and 4.
- Students demonstrate an understanding of the benefits of sustainability. They participate in Environmental Science activities to promote sustainability and conservation within the school community by recycling and gardening.

**Areas of Strength:**

- Students' positive attitudes, behaviour, relationships and self-discipline.



- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.

#### Areas for Improvement:

- Students' attendance and punctuality.
- Adoption of a healthy lifestyle for a few students.
- Students' innovation and enterprise skills.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Acceptable	Good
<ul style="list-style-type: none"><li>The quality of teaching and assessment is good overall. It is acceptable in Phase 3. Teachers have a good knowledge of their subjects. Most teachers understand how best to teach students of different ages, although this is not as strong in the teaching of Phase 3 and in PE and Art.</li><li>Teachers' lesson planning, the learning environment and the use of time and resources is good overall with resources used particularly effectively in Phase 1. However, teaching assistants are underused to support learning. Occasionally in Phase 3, lessons are not planned with sufficient consideration for the needs of different groups of students.</li><li>Teacher and student interactions are good overall and are often warm and supportive. Questioning is used successfully to find out what students know and can do. Students are usually expected to answer in full and accurate sentences, including in Public Speaking lessons. In Phase 3, questions are not always as probing, and teachers do not consistently require students to answer in detail.</li><li>Teaching strategies to meet the needs of individuals and groups of students are good overall. Teachers usually provide a good level of challenge to bring about consistently good progress. In Phase, 3 teachers do not always make clear to students exactly what they need to do to improve their work even further.</li><li>Teachers promote critical thinking, problem solving and innovation skills well, particularly in Phase 4, although this is not as strong in other phases. Across the school, the opportunities for independent learning and for students to find things out for themselves are sometimes missed.</li></ul>				
Assessment	Good	Good	Acceptable	Good
<ul style="list-style-type: none"><li>Internal assessment processes are good and widely used across the school. Baseline tests at the start of each year informs teachers' planning and curriculum adaptation. Most teachers use assessments well to target activities for different groups of students, although not always as</li></ul>				

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effectively in Phase 3. The school benchmarks student outcomes against national and international averages in all core subjects.

- The school analyses in some depth all the available assessment data to measure individual and groups of students' progress over time. However, in Phase 3, teachers do not use assessment information well enough to influence teaching, and at times, students are not sufficiently challenged in their work. The school uses the data information well to track progress, analyse the performance of different groups and to plan curriculum modifications when appropriate.
- Most teachers know their students' strengths and weaknesses. However, the marking of students' work is inconsistent, with limited evidence of constructive feedback.

#### Areas of Strength:

- Staff and student interactions, including the use of questioning.
- Assessment procedures to check and track student progress.

#### Areas for Improvement:

- The teaching of students and the use of assessment information in Phase 3.
- Support staff engagement in activities built on an understanding of how younger children learn best, particularly in Phase 1.

### PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none"><li>• 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 Common Core State Standards (CCSS) and the Ministry of Education Arabic curriculum.</li><li>• Through planning and implementation, the curriculum ensures continuity and progression through the support of the Atlas and other resources. Several vacancies, in particular curriculum areas, have slightly hampered progress in curriculum development. Older students in Phase 4 have more opportunities to make choices and design curriculum pathways that include wider subjects, better suited to their interests.</li><li>• Cross-curricular links are planned in some instances. For example, an integrated unit was designed across core subjects last year. In Phase 1, the program is fully integrated and linked to</li></ul>				



areas of development. In lower Phase 2, homeroom teachers have the ability to develop a programme linking various curriculum areas. Overall, there is scope to improve the links made between subjects, particularly in Phases 2 and 3, as they build these units further.

- The school conducts periodic reviews each term and more formally each year, including teacher feedback and review meetings. These enable leaders to identify development priorities, update resources and meet the academic and personal development needs of most students.

**Curriculum adaptation**

**Good**

**Good**

**Acceptable**

**Good**

- The school is successful in ensuring that the curriculum is modified to meet the needs of all groups of students, however, this is less effective in Phase 3 lessons.
- There are a range of enhancements and extra-curricular activities to motivate students, such as speaking and listening club, environmental recycling, Model United Nations, Student council and volunteer groups. This is further enhanced through Sport, Art, Drama, Robotics, the Yearbook Designers and a range of competitive and awareness events. Enhancements to the curriculum are not yet supporting students' innovation and creativity skills, except for IT in Phases 3 and 4.
- The curriculum is successful in raising students' awareness of the UAE and Emirati culture, particularly in Phase 2 Arabic studies through assembly, Holy Qur'an recitals, national day and international festival celebrations across all phases. This is extended in Phases 3 and 4, with the integration week focused upon the UAE and World Cultures through all subjects.

**Areas of Strength:**

- Curriculum provision across the school.
- Curriculum adaptations through regular reviews and audits.

**Areas for Improvement:**

- More consistency in the modification of the curriculum to meet the needs of lower achieving and more able students.
- Cross curricula implementation across all phases and subjects, particularly Phases 2 and 3.



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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>The protection, care, guidance and support of students is good overall. All staff follow rigorous procedures for safeguarding students on issues of child protection. The school clearly communicates its policies and procedures to staff, parents and students, including those for protecting students from bullying and potential dangers of the internet and social media. Policies are reviewed regularly, and staff receive frequent training about updates or changes.</li><li>The school conducts regular and thorough checks and effectively supervises students around the school and on school transport. It conducts regular emergency evacuation drills.</li><li>Buildings and equipment are very well maintained, and all records are secure and comprehensive. Any incidents affecting students' health, safety or wellbeing are systematically logged and stored along with detail of any resultant action taken.</li><li>The learning environment fully supports students' learning. The school is clean and well-maintained. Promotion of healthy living is important but not systematically woven into all phases of the school.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>Relationships between staff and students are positive and policies to manage student behaviour are successfully applied. The school adequately promotes attendance and punctuality but has a significant number of students arriving late every day.</li><li>The school has rigorous systems to identify special education needs and provides help in the Rehabilitation Centre. It provides appropriate support to most students with SEN in lessons, but the identification and quality of support to the Gifted and Talented is developing.</li><li>The wellbeing of all students is routinely monitored, they get effective personal and academic guidance and support. Senior students are provided with effective career guidance for future career or further education opportunities.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Rigorous procedures for safeguarding students.</li><li>Maintenance of the building and equipment with secure records.</li></ul>				
<b>Areas for Improvement:</b>				



- Promotion of health and management and of attendance and punctuality.
- Support provided to SEN students in lessons and identification and support to G&T students.

## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

**The effectiveness of leadership**

**Good**

**Self-evaluation and improvement planning**

**Good**

**Partnerships with parents and the community**

**Very Good**

**Governance**

**Very Good**

**Management, staffing, facilities and resources**

**Good**

- The overall quality of leadership and management is good. The principal and leaders at all levels set a clear strategic direction for the school which is shared with all stakeholders. They are fully committed to the UAE national and Emirati priorities. The certificated Students of Determination Centre creates a warm, friendly, and caring environment for students with specific needs. School leaders have a secure knowledge of the curriculum and of effective teaching, learning and assessment. They are effective in establishing a positive and supportive environment which promotes quality learning and personal development.
- Relationships and communications are professional and effective. The delegation of leadership responsibilities ensures that accountabilities for outcomes are clearly defined. There are a few inconsistencies in middle leadership accountability, particularly in raising standards in Phase 3 English, mathematics and science. Although leadership are taking measures to improve the students' outcomes in external MAP tests, a more strategic approach is required to accelerate those improvements. School leaders demonstrate good capacity to innovate and improve. The school is fully compliant with statutory and regulatory requirements.
- Self-evaluation and school improvement planning embraces the views of all stakeholders. A committee structure of teachers and leaders, play a key role in developing an in-depth analysis of all elements in the performance standards, together with plans to deliver improvements in achievement across the school. Senior leaders undertake regular lesson observations and walkthroughs. The school's analysis of the quality of teaching shows significant improvement



over the past two years. There is presently insufficient focus in observations on the effectiveness of students' learning. The School Improvement Plan (SIP) effectively focusses on the areas from the previous review report. There has been sustained improvement in almost all areas identified in the previous full inspection report.

- The school is effective in engaging parents in all aspects of the life of the school and as supportive partners in their children's education. Parents, particularly those whose children have special educational needs, are extremely positive about the quality of education and the safe and caring environment the school provides. The school regularly takes account of the views of parents when shaping improvement priorities. The Parents' Council contributes regularly to school activities and celebratory functions. Communications between the school and parents are effective. Parents have immediate access, through a variety of online communication systems, to information about their child's academic and social development. Formal reports at the end of each term, and meetings with teachers provide parents with good opportunities to discuss their children's progress. The school has effective partnerships with local and international organisations, universities, and schools. Community links facilitate students' charity and volunteer work. Being part of the Beaconhouse partnership enables the school to benefit from educational links with schools in different countries.
- The local governing body has representation of all stakeholders, including parents, students, teachers, education consultant and a director of the Beaconhouse Group. They meet regularly and the principal reports weekly to the governors. The Governors regularly seek the views of all stakeholders. They monitor progress in delivering the SIP improvements and that all leaders are meeting their agreed goals. The governors ensure good staffing levels and resources are made available to effectively support learning. They make sure that all statutory requirements are met and have a positive impact on the overall performance of the school.
- Almost all aspects of the management of the school are well-organised on a day-to-day basis, with procedures and routines that are effective. The school has recently recruited a head of primary school, but still has several vacancies in key leadership roles. Staff are suitably qualified and have regular professional development matched to their own goals and those linked to the school's SIP priorities. There are good facilities, specialist rooms and a wide range of resources to support students' learning, although some classrooms are limited in size for larger classes.

#### **Areas of Strength:**

- The principal and senior leaders' strategic impact on raising achievement.
- The partnership with parents and governors' oversight of and support for the school.

#### **Areas for Improvement:**

- Consistency in middle leadership accountability, particularly in raising standards in Phase 3 English, mathematics, and science.
- A more strategic approach to accelerate improvements in students' external test outcomes.





## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The ratio of Arabic teachers to students is 1:15 and drops to 1:8 in Arabic for non-Arab classes. There are 13 Arabic teachers in the school teaching both AFL and ASL to all grades from KG to Grade 12.
- The school has two libraries, one for the Phase 3 and 4 students & one for Phase 1 and 2 students. Both libraries include 1847 book out of which 549 are Arabic books that cover a wide range of Arabic literature from poetry and novels to short stories and fiction. Students are allowed to borrow books from the school library.
- The school uses online platforms to encourage reading such as Nahla & Nahl. In the daily reading routine in classes, teachers encourage students to read an unseen text in every class for 5 minutes.
- The school extra-curricular activity (ECA) class has a reading club for elementary students. The school is conducting Arabic week during the period of February 20 to 23, which includes 6 competitions. Students were part of Sharjah reading festival and they won in "My character in a book" competition. The school participated in "Together we read competition" and students won the first place in public speaking on a national level. The school registered all students in a reading challenge competition. Diagnostic tests are completed twice a year to follow up with the students' progress in order to analyse students' skills.
- Parents are informed about all competitions and events through paradigm and Google classroom. Parents are invited to join different celebrations of their children's achievement in any competition or event.

### The school's use of external benchmarking data

- The school makes use of a variety of external testing including: CAT4, MAP, EMSAT, IBT AP, SAT, PISA, PIRLS, TIMMS & PSAT.
- Assessment policies and all external exam lists are shared with parents at the beginning of the academic year. Regular messages are shared when time for MAP windows are applied. All MAP and CAT4 results are shared regularly with parents and students. PISA training sessions are provided with assigning tasks as homework. The school shared a presentation on PISA on paradigm and google classroom to get parents involved.
- MAP & CAT4 results are shared with the students online via class dojo and google classroom. MAP goal setting sessions are assigned for students, so they set their new targets for the next window MAP. MAP walls are designed and displayed in classrooms, so the targets are visual for students.

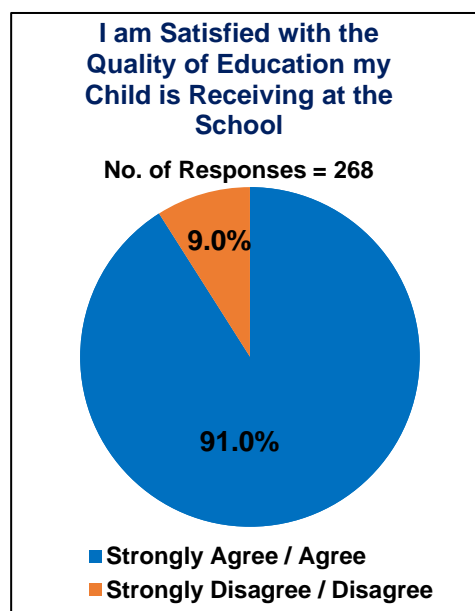
### Provision for KG

- In Phase 1, there are 6 teachers and 6 teacher assistants and several cleaners (who also assist students in bathrooms.) The teacher to student ratio is 1:22 (excluding classroom assistants).
- In the Phase 1 section, classrooms are spacious, with good facilities and resources. All classes are well equipped with smartboards, Smart tablets (on rotation), resources and furniture are organised in centres for thematic learning. Resources include manipulatives, plastic bricks, clothes pegs and paints. Children are using online resources such as literacy planet & ABC kids. The Phase 1 section includes a library for students. The children have ECA, such as recycle club.



- There is an indoor soft playground and outdoor play area with slides and climbing frames and tricycle area. These are used during cooler months. PE lessons are well-resourced with balls, cones, hopscotch and other equipment. Yoga classes are conducted in ECA too.
- New children and their parents are invited to an orientation session when the academic year starts. KG2 students have meet the teacher sessions to prepare them for Grade 1. Visits are arranged for KG2 students to the Phase 2 section by the end of the academic year to have a better orientation of their new learning environment.

## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Continue to improve achievement across the school in all subjects and phases, particularly in Phase 3 by:
  - improving achievement in English, mathematics, and science in Phase 3
  - Improving attainment levels in mathematics and science in Phase 2
  - improving the consistency of the development of innovation, critical thinking, and problem-solving skills
  - undertaking themed paired observations to target specific areas of provision, particularly in Phases 1, 2 and 3.
- Continue to improve teaching strategies to create active learning that meets the identified needs of all groups of students by:
  - ensuring that lesson planning creates opportunities for all students to be actively involved in every stage of the learning process.

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- ensuring that all classroom activities are aligned to the learning needs of all groups of students.
- using assessment of prior knowledge and skills to identify the starting point for each Phase 1 child in every aspect of their learning.
- Improve leadership accountability for improving learning, particularly in Phase 3 and in accelerating the improvements in external benchmarked tests throughout the school by:
  - creating a strategic team with responsibility and accountability for raising the quality of learning and the achievement levels in Phase 3.
  - ensuring that all lesson observations are fully focussed on the effectiveness of learning for every student in every classroom.
  - raising the profile of the importance of external test outcomes, with a significant inclusion in the end of year assessment score and regular exposure to the type of questions appearing in the tests.
  - setting challenging targets for students and teachers aligned to the external test 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 [schools.review@spea.shj.ae](mailto:schools.review@spea.shj.ae) within three weeks of receiving this report.