



IQM International Inclusive School Award



School Name: The Pearl British Academy

School Address: Muscat Street
Muroor Road - أبو ظبي
Al Danad
Abu Dhabi

Head/Principal Ms Amy Coleman

IQM School Lead Mr Gregory Russell Briggs

Assessment Date 17th - 18th November 2025

Assessor Ms Natalie Waterman

Evidence:

- Learning walks across EYFS, KS1 and KS2
- Observations of inclusive practice across subjects and year groups
- Classroom visits to observe QFT, regulation strategies and pupil engagement
- Book looks and scrutiny of work samples across phases
- Review of learning environments, displays, regulation areas and shared spaces
- Observation of the Inclusion Hub, sensory room, and intervention rooms
- Review of documentation including: IEPs and LSPs, Inclusion referral pathways, Assessment information (GL, CAT4, NESSA, phonics screening, Lucid Rapid), Inclusion policies and provision maps and Curriculum plans and lesson frameworks
- Review of the school's International Self-Evaluation Report (ISER)
- Review of external agency reports and therapist recommendations
- Parent communication samples and modelling of home-school collaboration
- Observation of assemblies and whole-school routines
- Observation of breaktime provision and support structures
- Discussion of transition processes and inclusion pathways
- Evidence gathered from interviews and dialogue with pupils, parents, staff and leaders



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Meetings:

- Principal
- Head of Inclusion
- Governors
- Inclusion Teachers
- Inclusion Assistants
- Teaching Assistants
- Classroom Teachers
- EYFS, KS1 AND KS2 pupils (informal conversation)
- Peer Mentors / Play Leaders / Eco Club representatives
- Members of Pearl Parliament
- Parent focus group meeting
- Discussion regarding transition processes and parent communication

External Agencies

- Speech and Language Therapy representatives
- Occupational Therapy providers
- Individual Assistants



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Overall Evaluation

The Pearl British Academy is a co-educational international school located in Abu Dhabi. The school currently serves approximately 751 students from over 80 nationalities, reflecting the rich diversity of the local and wider global community. Provision runs from Early Years through to Year 6, with four-form entry across most year groups (three-form entry in Year 6). The school follows the National Curriculum of England, delivering the Early Years Foundation Stage for younger pupils and Key Stage frameworks throughout the primary phase. Attendance at the time of the visit stood at 95%, suggesting a generally positive level of engagement with school. Teaching staff are predominantly from the UK, bringing strong familiarity with the English curriculum, while the Inclusion Team reflects a wide range of cultures and nationalities, enhancing the school's ability to support its diverse pupil population. Within this context, The Pearl British Academy is committed to nurturing an inclusive environment that supports a wide range of academic, social and emotional needs, underpinned by a strong focus on wellbeing, belonging and high-quality relationships across the school community.

When you walk into The Pearl British Academy, the first impression is one of calm and familiarity. The Principal is at the gate greeting pupils, and members of the student leadership team help welcome younger children as they arrive. Inside the school, staff greet pupils by name, and children move through the building with a sense of ease. It becomes clear quite quickly that inclusion is not treated as a separate strand of the school's work; it is something that sits naturally within everyday routines. This came through consistently during the visit, both in classrooms and in the way pupils described their day-to-day experiences. Younger pupils spoke openly about the "Zones of Regulation" activities they use, and older pupils gave simple, honest examples of how they support each other when someone is finding something difficult.

Leadership at The Pearl is steady and thoughtful. The Principal brings a long-standing connection to the school, and her understanding of its journey allows her to speak with genuine insight about what has improved and what the school still wants to develop. She was open and pragmatic about next steps. The Head of Inclusion shows the same reflective approach, and in a short time, has already reshaped systems and processes to create more clarity around how pupils are identified and supported. Both leaders demonstrate a commitment to keeping inclusion practical and responsive rather than procedural.

Across the school, staff know their pupils well. In conversations, teachers were specific about the strategies that help individual children, and support staff spoke confidently about how they gradually build pupils' independence. One example that stood out was an Individual Assistant who positioned herself just outside an Arabic classroom, close enough to reassure the pupil, but far enough to allow the child to experience independence. It was a small decision, but a telling one, and representative of the school's approach. Many staff talked about the importance of teaching pupils how to manage challenges and emotions themselves, rather than stepping in immediately with an adult solution.

The learning environments across the school further reinforce this inclusive culture. Classrooms and shared spaces are clearly organised, calm, and purposeful, with visual



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supports, displays and resources that reflect both the curriculum and the diversity of the school community. Quiet spaces and sensory areas are used appropriately, and pupils demonstrate an understanding of when and how these spaces support their regulation and wellbeing. The Inclusion Hub in particular, offers a flexible space for targeted support, reflection, and calm, and is used in a way that complements, rather than replaces, classroom learning.

There is also a clear sense that staff at The Pearl view inclusion as an evolving process rather than a fixed endpoint. Professional dialogue is encouraged, and staff spoke openly about how they refine practice based on pupil need, observation and reflection. This willingness to adapt is evident not only in strategic and longer term planning, but in day-to-day decisions, where teachers respond thoughtfully to individual pupils needs. This culture of continuous improvement, grounded in honest self-evaluation and shared responsibility, supports the school's ongoing development in a measured and sustainable way.

Parents described the school as approachable and easy to talk to, often sharing concrete examples rather than general praise. They spoke about the progress their children had made, particularly in confidence and communication, and the extent to which they felt included in their child's education. Several mentioned the practical benefits of open communication between teachers, therapists and carers, including a shared WhatsApp group that helps keep everyone aligned. External agencies also spoke positively about their work with the school, commenting on the staff's willingness to collaborate and the useful access they have to inclusion spaces for targeted support.

Pupil leadership and pupil voice are well-established, with groups such as the Eco Club, Pearl Parliament, play leaders and peer mentors taking on meaningful roles. Pupils gave examples of decisions they had contributed to and spoke with a sense of ownership rather than formality. This reflects the school's broader emphasis on developing independence and agency. Across discussions, pupils described feeling safe and known, and there was a shared sense that adults listen to them.

Transition processes are another strength. Staff described these with care, highlighting how academic, pastoral and social factors are all taken into account. Information is shared thoughtfully with receiving teachers or schools, and the process goes beyond paperwork; staff take time to talk directly with colleagues about pupils' needs, friendships and classroom dynamics. This reflects the wider relational culture that runs through the school.

While the school demonstrates many strengths, leaders are open about the areas they want to refine. Their willingness to name these provides reassurance that the improvements described are grounded in reality rather than aspiration.

Across the school, pupils demonstrated curiosity, politeness, and a willingness to participate. They asked questions, engaged in discussions, and showed respect towards visitors and peers. This reflects a culture in which personal development is prioritised and in which pupils are encouraged to take responsibility for their learning and interactions. The school's emphasis on emotional literacy, leadership, and community involvement



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supports pupils' development into thoughtful, confident individuals who understand the value of kindness, resilience, and self-reflection.

Overall, The Pearl British Academy is a school where inclusion is woven into daily life. Strengths lie in relationships, in the way staff speak about pupils, and in the way pupils describe their school experience. Parents feel heard, external professionals feel welcomed, and pupils show confidence in both their learning and their place in the community. The school's direction is clear, and it is well positioned to continue developing its practice in a thoughtful, measured way.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in three years' time.

Assessor: Ms Natalie Waterman

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Chief Executive Officer
Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

Inclusion at The Pearl British Academy does not sit off to the side as a separate initiative; it is woven into the day-to-day life of the school. From the start of the visit, there was a calm, steady feel to the building. Staff greeted pupils by name, and pupils moved around with a sense of ease that suggested they are comfortable here. Children across different phases spoke about their school in a warm, matter-of-fact way. One pupil said, “Everyone helps you here. No one gets left on their own,” a simple comment that captured much of what was observed throughout the school. This sense of belonging came through in classrooms, corridors, and communal areas and reflected the school’s ethos in practice rather than in words alone.

Staff demonstrated a genuine understanding of the pupils they work with. Teachers and inclusion staff spoke about children with a level of detail that suggested long-term relationships built on observation and care. This aligned closely with the ISER, which emphasises the school’s commitment to knowing each child as an individual. A Year 2 teacher shared a moment that stood out to her: “When we met with [pupil name removed]’s father at a parent teacher meeting, we both became emotional about the progress that she had made.” Throughout the visit there were quiet examples of this same approach, such as a TA modelling breathing strategies with a child after break or a member of the Inclusion Team helping a pupil to explain what they needed before offering support. These small interactions, which were not staged or highlighted, suggested a culture where pupils feel understood rather than managed.

Emotional literacy appears to be part of the natural rhythm of the school day rather than an add-on. In KS1, children make use of the Zones of Regulation, and in EYFS this is adapted through the ‘Colour Monsters’ framework. Leaders plan to introduce an age-appropriate version for KS2. Strategies are introduced through assemblies, where pupils learn techniques such as five-finger breathing, and pupils were confident in describing how these help them. This awareness extends beyond their own regulation; several pupils explained how they support each other when needed. One peer mediator described the 5-step ‘GLIDE’ approach they use when helping to resolve conflicts, which they spoke about with a level of clarity that suggested regular practice.

Leadership plays a significant role in shaping this ethos. The Principal described inclusion as “part of who we are and not just something we talk about,” and her long association with the school gives her a grounded view of its development. She was open about the school’s strengths and the areas they are still working on. The Head of Inclusion mirrored this thoughtful perspective, explaining that “the goal is independence, not dependence,” particularly in relation to reducing unnecessary one-to-one support. Parents echoed these beliefs. One parent described how the school had helped her child become more independent socially as well as academically, and how this had made a noticeable difference at home.

The physical environment also reflects the school’s inclusive values. The Inclusion Hub has been redesigned to include quiet rooms, intervention spaces and a developing sensory room, all of which pupils use with clear purpose. Visual cues, Makaton signs, and accessible displays contribute to a predictable and reassuring atmosphere. Parents



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commented on the impact of these spaces, with one parent noting, “It feels like they see the whole child, not just the label.”

External therapists and parents were consistent in describing the school as open and easy to work with. One ABA therapist said, “The staff here genuinely want to learn. They ask questions, they follow up, and we work as a team.” Parents echoed this, with one parent explaining, “I never feel like I’m bothering anyone. They listen, they understand, and they do what they say they’ll do.” These comments reinforced the sense that inclusion at The Pearl is based on partnership and shared responsibility.

In summary, The Pearl British Academy presents as a school where inclusion is part of everyday practice rather than a standalone agenda. The relationships between staff, pupils, families and external agencies all point to a culture in which children feel known, supported and encouraged. As one pupil put it simply, “It just feels like everyone belongs here.” The visit provided plenty of evidence to support that impression.

Next Steps:

- Continue to embed the shared emotional-literacy language, rolling out the Zones of Regulation into KS2.
- Continue developing the Inclusion Hub environment to maximise its use for targeted regulation and proactive support.
- Continue to offer targeted professional development to enhance staff expertise in inclusive education and evolving learner profiles.



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Element 2 - Leadership and Management and Accountability

Leadership at The Pearl British Academy shows a steady and sincere commitment to inclusion. The Principal speaks openly about the school's journey, the improvements already made, and the areas the school is still working to refine. Her long association with the school, having previously held leadership roles before returning as Principal, means she knows the community well, and she often referred to the blend of long-standing staff, newer colleagues, and those pursuing SEN qualifications. This gave a clear sense of a leadership culture that values professional development and sees inclusion as a shared responsibility rather than the remit of one team.

The Inclusion Team is partway through a restructuring phase, with an additional Inclusion Teacher joining in January. The Head of Inclusion provides calm, thoughtful leadership, supported by the current Inclusion Teacher and a diverse group of staff whose linguistic and cultural backgrounds reflect the school's international community. Staff spoke about how the restructure has brought greater clarity: clearer systems for identification, more even distribution of intervention work, and increasing alignment across phases. While the team is still evolving, the direction of travel feels purposeful.

The way the school works with Individual Assistants (IAs) is an area where leadership decisions have had noticeable impact. Although IAs are employed directly by families, they are treated as part of the school community and included in weekly meetings with the Head of Inclusion. These meetings ensure alignment in expectations and provide space to review IEP progress, raise concerns and share successes. During the visit, IAs spoke warmly about feeling valued. One commented, "Every adult in the school helps me and the child I am supporting," which reflected the collaborative tone that leadership has worked to build. The system results in a degree of coherence that is not typical, given their employment arrangement.

Leadership has also made deliberate decisions about the level of one-to-one support offered. The move to reduce around half of the IA roles was explained with clarity and honesty, rooted in a belief that too much adult dependency can hold pupils back. As the Inclusion Support Teacher put it, "If a child becomes dependent on us, we aren't doing our job." Small examples observed during the visit supported this mindset, for instance, an IA positioning herself outside an Arabic classroom to give a high-needs pupil space to work independently while remaining available if needed. These were modest but telling moments that illustrate the school's approach.

Assessment and referral systems are well organised and increasingly embedded. Staff spoke clearly about the tiered model, Tier 1 (quality first teaching), Tier 2 (additional support), and Tier 3 (diagnosed needs), and how pupils move between tiers depending on need. Screening tools such as GL Rapid, Lucid, NESSA, CAT4, and phonics assessments are used alongside teacher observations and ongoing assessment, helping staff build a rounded view of each learner. This triangulation appears to strengthen decisions about when intervention is required.

Much of the school's leadership strength sits in its relationships. Inclusion leaders know pupils and families well, and this came through strongly in conversations with parents. One parent said, "They don't just tell me how my child is doing, they understand her as a



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person.” The fact that the Inclusion Team speaks multiple languages supports this relational approach and makes communication easier for many families. External agencies described the school in a similar way, open, responsive and willing to engage in two-way dialogue. As one ABA therapist noted, “It’s a genuine partnership. They listen, they follow up, and everyone stays in the loop.”

Accountability structures are in place and appear to be working effectively. IEP targets are SMART and also include goals linked to MOE subjects. These are reviewed through meetings involving teachers, parents, inclusion staff and external specialists where appropriate. Termly tracking captures academic, social, emotional and behavioural progress for pupils on the inclusion register. The Head of Inclusion emphasised that teachers are trusted to deliver inclusive practices in their own style within a shared framework, and this balance between consistency and professional autonomy was reflected in staff conversations.

Overall, leadership at The Pearl comes across as thoughtful, measured and committed to continuous improvement. The team has already strengthened systems, invested in staff, and taken decisions that prioritise long-term pupil independence over short-term ease. Leaders speak honestly about their ambitions and the work still ahead. As one staff member reflected, “We’re always trying to be better, not because we have to, but because the children deserve it.”

Next Steps:

- Continue developing leadership consistency in adaptive teaching expectations, ensuring whole-school alignment in practice as well as philosophy.
- Strengthen internal monitoring cycles to capture variation in classroom practice and offer tailored coaching where beneficial.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum at The Pearl British Academy is broad and balanced, and it is clear that leaders and teachers think carefully about what they want pupils to experience and learn. When staff spoke about the curriculum, they did so with a sense of purpose rather than formality, describing how academic challenge sits alongside personal development. The ISER reflects this intention, noting that the curriculum aims to “support the development of the whole child” and to represent the school’s diverse international community. This was echoed in the lessons visited, where pupils engaged with content that was sequenced logically and adapted to different needs. Teachers explained how the three levels of differentiation in each lesson give pupils an element of choice, allowing them to stretch themselves when they feel ready.

The school’s tiered support model fits neatly alongside day-to-day curriculum delivery. In lessons across EYFS, KS1 and KS2, teachers used a range of adaptive strategies, visual prompts, chunked instructions, structured vocabulary scaffolds, worked examples, often in small, unobtrusive ways that helped pupils access learning without drawing attention to their needs. Pupils with additional needs were seen participating fully in whole-class learning, supported by planned resources rather than frequent withdrawal from lessons. One teacher put it simply: “We try to keep everyone in the learning as much as possible. It’s about adjusting the task, not the expectation.” This approach was reflected in the calm and confident way pupils responded to learning activities.

Communication and language development are clearly prioritised across the curriculum, which feels appropriate given the school’s diverse pupil population. Teachers made frequent use of discussion, modelling, repetition of key vocabulary and, in EYFS and KS1, Makaton signing. These strategies were mirrored in the classroom environments, where dual-coded displays, word banks and visual timetables supported understanding. Pupils were able to recognise how these tools helped them. A Year 3 pupil shared, “Sometimes I forget the words, but the pictures help me get back into the work.” Comments like this indicated that pupils understand the purpose of these supports, rather than seeing them as decorative. In several lessons, particularly in maths, teachers provided clear pre-teaching of key concepts to ensure pupils with processing or language needs could access the main teaching without feeling overwhelmed.

In EYFS and KS1, the curriculum maintains a strong focus on early literacy, phonics, and foundational skills. Teachers described how they work closely with the Inclusion Team to identify gaps early and adjust teaching as needed. SEND and EAL pathways are well mapped within curriculum plans, and specialist assessments feed directly into the next steps in teaching. Teachers meet regularly with the Inclusion Team to reflect on IEP targets, behavioural observations and assessment outcomes, and this connection between planning and provision was evident in the lessons visited.

Across the curriculum, pupils demonstrated positive engagement and could talk about what they were learning in a grounded, age-appropriate way. Many pupils were able to explain how they knew they were improving or describe strategies that supported them. One Year 5 pupil, for example, used dictation to verbalise his ideas before writing a story, and could explain why this helped him. This suggests that metacognitive



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strategies are beginning to take root, aligning with the school's wider work around independence and self-regulation.

Overall, the curriculum at The Pearl British Academy appears thoughtfully planned and increasingly adaptive. Staff understand the needs of their diverse cohort and work to ensure that pupils, including those with additional needs, can access learning in meaningful ways. The approach balances ambition with care, and the examples observed during the visit suggest that the curriculum continues to evolve in a way that supports both academic progress and pupils' wider development.

Next Steps:

- Further develop continuous provision in KS1 to promote greater independence, exploration, and child-initiated learning.
- Continue embedding adaptive planning so that all teachers routinely reflect EAL, SEND and diverse learner needs in lesson design.



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

Teaching and learning at The Pearl British Academy is underpinned by calm, purposeful classrooms and strong relationships between staff and pupils. During the visit, there was a noticeable consistency in the way teachers established routines and expectations, creating learning environments where pupils felt secure and ready to engage. Teachers were confident in the use of age-appropriate language for behaviour, emotional regulation, and transitions, and pupils responded positively to this consistent approach. Across EYFS, KS1 and KS2, pupils were typically attentive and able to articulate what they were learning or what they had been working on earlier in the day.

Quality First Teaching was evident throughout the school, with teachers making thoughtful adjustments to ensure pupils could access the learning meaningfully. In a number of lessons, visual scaffolds, modelled examples, chunked instructions and structured vocabulary supports enabled pupils to remain engaged and understand the next steps in their tasks.

Teachers drew on a range of tools, mini whiteboards, sentence stems, dual-coded displays, which pupils used naturally within the flow of the lesson. Staff spoke confidently about adapting tasks “without changing the expectation,” and this philosophy was visible across many classrooms.

Questioning was a strong feature in several of the classes visited. Teachers used open prompts, explanation requests, and opportunities for pupils to reason aloud, helping them articulate their thinking. Pupils were generally comfortable sharing answers and building on one another’s ideas. This collaborative, discussion-based approach was observed most prominently in KS2, where pupils’ confidence in verbal reasoning contributed positively to the learning atmosphere.

The Individual assistants and Teaching Assistants described strong working relationships with class teachers and the Inclusion Team, enabling them to contribute meaningfully to pupils’ learning. Several Individual assistants shared examples of how they intentionally promote independence rather than reliance, supporting pupils academically and socially while stepping back at appropriate moments. A particularly thoughtful example was seen when an Individual Assistant of a child in Y5, positioned herself just outside the classroom during an MOE lesson, so that a pupil could work independently, knowing support was available if needed. Another Individual Assistant who supports a Y1 child with ASD, proudly showed a personalised pre-teaching book she had created on her own initiative, demonstrating the reflective and proactive mindset encouraged within the school. Teaching Assistants also spoke about the sense of community within the team and the kindness that underpins interactions with pupils. Their insight into individual learner needs and their confidence in adapting support contribute positively to the overall quality of teaching and learning observed. Many assistants referenced the ongoing training they receive and were able to articulate how they support pupil confidence and self-regulation.

Pupils made good use of regulation strategies embedded across the school. In EYFS, children used colour monsters and in KS1, Zones of Regulation with ease, and older



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pupils were familiar with the breathing exercises modelled during assemblies. Several pupils mentioned that these tools “help you get your thoughts straight before you go back to learning.” This shared language of wellbeing created a calm tone in many classrooms and contributed to pupils’ ability to return to task after moments of challenge or transition.

Book looks and discussions with pupils, showed that learning is structured and organised, with clear learning objectives and logical progression. Pupils talked confidently about what they were improving in their work and how teacher modelling or success criteria supported them. There were examples of well-sequenced tasks, purposeful feedback, and opportunities for pupils to apply their learning, particularly in KS2 where pupils were keen to share how their work had developed over time.

Overall, teaching and learning at The Pearl British Academy is anchored in strong relationships, clear routines, and an evident commitment to supporting all pupils in accessing the curriculum. Teachers and support staff demonstrate a shared understanding of adaptive practice, and pupils benefit from environments that encourage confidence, participation, and a sense of belonging. These strengths, coupled with staff reflections and professional dialogue during the visit, show a community that is both thoughtful and proactive in its approach to inclusive teaching.

Next Steps:

- Strengthen whole-school consistency in adaptive teaching approaches so evidence-based strategies are used reliably across all classes.
- Continue to support Teaching Assistants in proactively anticipating need and maximising learning impact during whole-class teaching.



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Element 5 - Assessment

Assessment at The Pearl British Academy is well-structured and purposeful, with staff demonstrating a clear understanding of how assessment informs teaching, intervention, and wider provision. Across the visit, teachers spoke confidently about how they use ongoing formative strategies to identify misconceptions, plan next steps, and ensure that pupils remain on track. Pupils themselves were able to talk about their learning in relation to success criteria or teacher modelling, suggesting that assessment for learning is embedded in daily practice rather than treated as a separate exercise.

A range of assessment tools is used thoughtfully across the school to build a holistic picture of each learner. Teachers referred to GL assessments, NESSA, phonics screening, Lucid Rapid, observational notes, and ongoing in-class monitoring as part of their decision-making. Assessment sits at the heart of identification and intervention planning. Staff explained how these tools help them triangulate understanding, particularly for pupils with language, processing, or emerging SEND needs, and several teachers shared examples of how assessment outcomes had prompted adjustments to seating, grouping, or task scaffolding. Parents also recognised this responsiveness, noting that teachers “notice small changes quickly and act on them.”

In discussions, inclusion staff described how assessments contribute to shaping IEPs and learning support plans. They spoke with clarity about how targets are reviewed, how progress is tracked, and how they ensure that pupils’ emotional and behavioural needs are considered alongside academic measures. IEP reviews involve teachers, parents, inclusion staff, and external therapists where relevant, allowing for a joined-up understanding of pupil progress. Staff highlighted that the review meetings, held three times per year, are a key moment for resetting targets, sharing observations, and celebrating progress.

Assessment practices observed in lessons also supported learning effectively. Many teachers used mini whiteboards, hinge questions, verbal checking, and quick practical demonstrations to gauge understanding before moving forward. This helped pupils feel supported and enabled teachers to adjust pace and modelling.

The links between assessment and intervention were evident throughout the visit. Staff described clear processes for identifying when a pupil may require additional support beyond Quality First Teaching. The referral process is designed to give teachers an accessible, structured way to document emerging needs and request targeted support. Inclusion staff cross-reference these teacher insights with assessment results, classroom observations and external advice to plan interventions that are specific, timely and proportionate. Many examples were shared of pupils whose progress had accelerated, or whose confidence had increased, as a result of these carefully coordinated approaches.

Pupils were also able to articulate how assessment helps them understand their learning. Several spoke about checking success criteria, using model texts or examples, or comparing their work with previous pieces to see how they had improved.



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Overall, assessment at The Pearl British Academy is increasingly cohesive and used meaningfully by teachers, inclusion staff, and pupils. There is a strong emphasis on knowing the child as a whole learner, with assessment helping to inform teaching decisions, tailor interventions, and communicate clearly with families. The school's relational approach to assessment, combined with the consistency of tools used and the reflective stance of staff, creates a strong foundation for ensuring that pupils' progress is understood, shared, and celebrated across the community.

Next Steps:

- Ensure assessment information is used consistently to inform planning, particularly for pupils requiring targeted scaffolds or pre-teaching.
- Continue supporting teachers in linking IEP/LSP targets more visibly to lesson delivery and daily classroom routines.
- Strengthen moderation opportunities to ensure shared expectations of progress and pitch across phases.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behaviour and attitudes at The Pearl British Academy are calm, respectful, and rooted in strong relationships between staff and pupils. Across the school, pupils demonstrated a sense of security and belonging, moving confidently through routines, and responding positively to teachers' expectations. During the visit, pupils were seen supporting one another, collaborating well in shared spaces, and showing genuine pride in their contributions to the school community. Staff interacted with pupils in a warm but purposeful manner, offering clear guidance while maintaining a tone that preserved pupils' dignity and confidence. This relational approach underpins the school's consistent behaviour culture and contributes strongly to the inclusive ethos observed throughout the visit.

Emotional regulation strategies are embedded across phases and used naturally by pupils. In EYFS, colour monsters, and in KS1, the Zones of Regulation were evident and had clearly become part of children's everyday language. Staff used Makaton and simple regulation prompts to help young pupils identify emotions and choose suitable strategies. In KS1 and KS2, pupils referred confidently to breathing techniques and reflective routine that are reinforced in assemblies and classrooms. One child explained, "I know I can always take some time and then come back," demonstrating an age-appropriate understanding of wellbeing. These shared tools help create an environment where emotional development is prioritised alongside academic learning.

Pupils spoke openly about the support they receive from peers as well as adults. The school's various pupil leadership roles, such as Peer Mentors, Play Leaders, Eco Club, and members of the Pearl Parliament, provide meaningful opportunities for pupils to take responsibility for themselves and others. During discussions, pupils described how they help younger children resolve disagreements or join games at breaktime, and how they contribute to decision-making around sustainability and community activities. Their reflections showed a genuine understanding of service, empathy, and teamwork. One pupil commented, "Everyone tries to look out for each other. If someone is having a tough day, people help without making a big deal of it," which echoed the inclusive culture observed in lessons and communal spaces.

Discussions with individual assistants revealed how deeply invested they are in promoting pupils' independence and confidence. They described supporting children to navigate both social situations and learning challenges, always with the aim of enabling pupils to feel capable rather than dependent. Their pride in the children's progress, particularly in social interaction, self-regulation and communication, was clear throughout the conversations. Teaching Assistants also reflected on the school's strong culture of kindness, explaining that empathy, patience and mutual respect guide their everyday practice. This shared ethos contributes significantly to the calm, inclusive atmosphere observed across the school.

Break and transition times were handled calmly, with staff presence balanced between supervision and supportive interaction. Pupils appeared comfortable seeking help when needed, and staff were alert to signs of dysregulation or anxiety. There were several thoughtful examples of staff positioning themselves intentionally, for instance, an Inclusion Assistant who stays near a Year 1 pupil during break to provide reassurance while still allowing the child freedom to play independently. These subtle strategies contribute to a



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safe and predictable environment and demonstrate the team's understanding of proactive behaviour support.

Parents were positive about the school's approach to wellbeing and behaviour. They described the school as caring, consistent, and responsive, and highlighted the strong communication between home and school. Parents commented on improvements in their children's confidence and emotional resilience, noting that staff "see the whole child, not just the label." External agencies made similar observations, describing pupils as comfortable around adults, supported by staff who model regulation strategies and reinforce them in a calm, measured manner. These perspectives reinforce the sense that personal development is woven through the school's routines and not confined to isolated sessions.

Next Steps:

- Continue embedding Zones of Regulation strategies into KS2.
- Enhance the consistency of wellbeing language across all classes to maintain shared understanding for pupils moving between staff.



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Element 7 - Parents, Carers and Guardians

Parents at The Pearl British Academy speak with warmth and clarity about their experiences of the school. Throughout the focus group discussions, parents described feeling welcomed, listened to, and genuinely understood. Several parents shared that the school “feels like a second home” and that staff show a consistent willingness to work in partnership, not only when challenges arise but also in celebrating progress and small successes. This sentiment mirrors the ISER, which emphasises the school’s strong communication structures and commitment to ensuring that all families feel connected to the school community. Parents were particularly keen to highlight how approachable staff are, noting that concerns are addressed “quickly and kindly,” and that they always feel there is someone available to support them.

Communication between home and school came through as a notable strength. Parents described a variety of channels, face-to-face conversations, scheduled meetings, WhatsApp groups with teachers and therapists, and formal reviews for pupils on the inclusion register. Many families shared examples of how communication had helped their children settle, build confidence, or navigate a difficult period. One parent explained, “Whenever something changes or my child needs a bit more support, I know straight away. They don’t wait for a meeting; they tell me.” This reflects a relational approach to communication, where transparency and trust are prioritised. Parents also expressed appreciation for the diversity within the Inclusion Team, noting that having staff who speak multiple languages helps bridge communication gaps and makes families feel understood on a cultural level as well as a practical one.

The school’s partnership with external agencies further strengthens its community relationships. Therapists described their work with the school as collaborative and respectful, explaining that staff follow up on recommendations, ask thoughtful questions, and ensure that strategies are implemented across both the classroom and home environments. This teamwork allows parents, teachers, and specialists to share a consistent message and approach with children, which families say has had a tangible impact on progress and emotional wellbeing. One therapist commented that staff “want to get it right and will always ask if something isn’t clear,” which reinforces the school’s commitment to meaningful, well-informed partnership.

Parents also spoke positively about the school’s efforts to build community beyond the classroom. Events such as workshops, cultural celebrations, and wellbeing initiatives help maintain strong links with families and create opportunities for parents to engage more deeply with the school’s values. Several parents referred to the “feeling” they get when they visit the school and the sense that the community is genuinely inclusive, not in name but in practice. This was echoed by discussions around transitions, where parents shared that communication is clear, sensitive, and personalised, whether pupils are moving into a new year group or preparing for secondary school.

Overall, relationships with parents and the wider community are a significant strength of The Pearl British Academy. Families feel valued and included, external professionals describe a highly collaborative environment, and communication is both proactive and personalised. These partnerships reinforce the school’s inclusive ethos and ensure that pupils experience consistency, care and support across both home and school contexts. The



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sense of trust expressed repeatedly by parents reflects the quality of these relationships and highlights the school's success in building a genuinely connected and supportive community.

Next Steps:

- Maintain ongoing work with families of pupils requiring additional support, ensuring communication remains proactive and aligned across staff.
- Continue building parent workshops that deepen understanding of SEND, emotional regulation, and how learning is supported at home and school.
- Strengthen opportunities for parents to contribute to evaluation and planning of inclusion provision throughout the year.



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Element 8 - Links with Local, Wider and Global Community

The Pearl British Academy benefits from a strong network of external partnerships that enrich its provision and extend the school's impact beyond its own community. Throughout the visit, it was clear that the school values collaboration with external agencies and recognises the importance of drawing on wider expertise to meet the diverse needs of its pupils. Therapists described their relationship with the school as positive, respectful, and genuinely collaborative. They spoke of staff who are proactive in seeking guidance, consistent in following up recommendations, and committed to ensuring that strategies are implemented in meaningful and sustainable ways. One therapist commented, "Working with Pearl is a real partnership, you can see that everyone is pulling in the same direction for the child."

Although Individual Assistants are privately employed by families, the school has created a structure where they feel fully part of the community. Parents clearly value this arrangement, and the school ensures these assistants are supported, trained and aligned with whole-school expectations. Individual Assistants themselves spoke about the strength of the partnership between home, school and the Inclusion Team, noting how well class teachers communicate and how welcomed they feel within the wider staff group. This joined-up approach benefits families and reinforces a seamless experience for pupils, who see all adults working together on their behalf.

These partnerships are purposeful rather than symbolic. External agencies, including speech and language therapists, ABA consultants and occupational therapists, play an active and meaningful role in supporting pupils. They have regular opportunities to observe, advise and work directly with staff, and are able to use the school's Inclusion Hub and sensory spaces for targeted intervention that complements classroom-based strategies. Parents expressed their gratitude that the school facilitates therapy sessions during the school day, and noted that communication and follow-up between therapists, teachers, families and the Inclusion Team is consistently strong.

The school's engagement with the wider community extends beyond specialist provision. Pupils are encouraged to see themselves as contributors to the broader world, with opportunities to participate in leadership initiatives, sustainability projects, charitable events, and community outreach. The school is part of the Sustainable School Alliance, and the Eco Club has led a range of initiatives that connect pupils to global citizenship themes, while the Pearl Parliament provides structured opportunities for pupils to voice their ideas and influence school life. These experiences were spoken about with enthusiasm by pupils, who described feeling that their contributions "make a difference" and that adults "listen and take us seriously."

The school also maintains positive relationships with local networks and neighbouring schools, particularly through Aldar Academies. Leaders participate in cross-school discussions, training and moderation activities that help maintain shared standards and contribute to broader professional learning. Staff described these links as an important part of their development, offering opportunities to learn from others, share emerging practices and refine their own approaches. This outward-facing mindset supports the school's continued growth and reflects the emphasis on professional connectedness.



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Families benefit from these external connections as well. Parents noted that the school helps them access specialist advice, signposts them to relevant support services and maintains consistent communication between school, home, and therapists. This reinforces the sense of shared responsibility that characterises the school's inclusive culture. As one parent reflected, "It doesn't feel like separate services, they all talk to each other, and that really helps my child feel supported."

Overall, the school's work beyond its own walls enhances the quality of provision and strengthens its community. The Pearl British Academy demonstrates a thoughtful and intentional approach to external collaboration, using partnerships to expand opportunities, deepen expertise, and ensure that pupils benefit from a truly holistic support network. These connections enrich both teaching and learning and help sustain the school's inclusive ethos in ways that are meaningful for children, families, and staff alike.

Next Steps:

- Continue developing shared systems for communication between external therapists, teachers, and inclusion staff to streamline follow-up actions.
- Build on partnerships with other Aldar schools to share Quality First Teaching practices and expand staff learning networks.