DUBAI
Knowledge المعرفة

ACCEPTABLE

2019-2020

INSPECTION REPORT

UK CURRICULUM

GEMS WINCHESTER SCHOOL

Contents

School Information

General Information

	Location	Oud Metha
	Opening year of School	2011
	Website	www.gemswinchesterschool-dubai.com
	Telephone	+9714 3374112
	Principal	Matthew James Lecuyer
	Principal - Date appointed	9/1/2017
	Language of Instruction	English
	Inspection Dates	20 to 23 January 2020

Students

	Gender of students	Boys and girls
	Age range	4 to 17
	Grades or year groups	Year 1 to Year 12
	Number of students on roll	3,955
	Number of Emirati students	50
	Number of students of determination	650
	Largest nationality group of students	Indian

Teachers

	Number of teachers	220
	Largest nationality group of teachers	Indian
	Number of teaching assistants	34
	Teacher-student ratio	1:18
	Number of guidance counsellors	1
	Teacher turnover	18

Curriculum

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	International General Certificate of Secondary Education (IGCSE)
	Accreditation	NA
	National Agenda Benchmark Tests	CAT4, GL

School Journey for GEMS WINCHESTER SCHOOL

Legend: ■ Outstanding ■ Very Good ■ Good ■ Acceptable ■ Weak ■ Very Weak

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
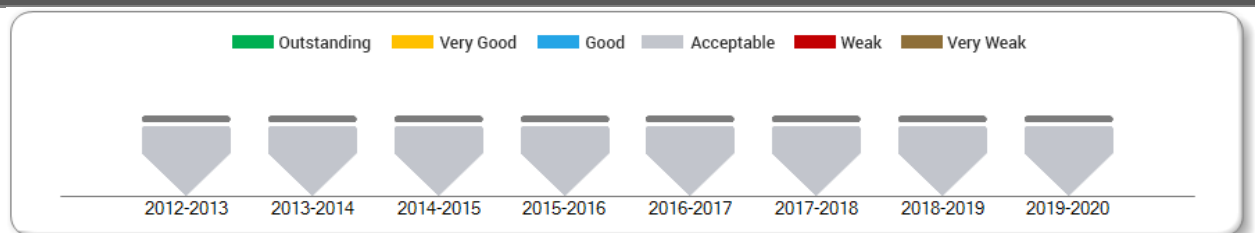
Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Student outcomes	• In mathematics and science, achievement remains acceptable except for science in the secondary phase, which is now good. Progress in English is good in all phases. Attainment in secondary English has also improved. Achievement in Islamic education is generally acceptable, although progress is better in secondary. Attainment is weak in Arabic as a first language in secondary and post-16, and in Arabic as a second language in secondary. Learning skills in the secondary phase are stronger than elsewhere in the school. • Students' personal development remains a strength of the school. Their understanding of Islamic values and awareness of Emirati and world cultures continues to be a positive and improving aspect of school life. Students' social responsibility and engagement in activities, both within and beyond the school community, are increasingly impressive, contributing to developing leadership skills in members of the school council and the learning ambassadors. Attendance is good.
Provision for learners	• Teaching is improving in the secondary phase and this is most notable in Islamic education, English, science and moral education. Most teachers in the secondary phase provide students with stimulating learning activities and promote a climate of enquiry, actively encouraging students to think for themselves. In the primary phase, a higher proportion of teaching is too teacher-directed and often lacks challenge. • School leaders regularly and effectively review the curriculum. In the Foundation Stage (FS), improvements to the curriculum enable children to learn in both the indoor and outdoor environment. The new post-16 curriculum affords students continuity of learning in a good range of subjects. The school's revised enrichment and extra-curricular programme caters well for students' needs and interests. The curriculum is not consistently modified to meet the needs of all students. • The attention given to students' health and safety, including arrangements for their safeguarding, is strong and promotes the well-being of all students. Staff awareness of students' needs contributes to an ethos of mutual respect. Most students report that they have very positive relationships with adults in the school. Appropriate counselling support, including educational and career guidance, is provided when necessary.
Leadership and management	• Since the last inspection, increasingly effective strategic planning and monitoring result in some noticeable improvements. Plans for school improvement ensure that priorities are identified accurately and increasingly effective action is taken to address these. Parents value the leadership of the principal and senior leaders, and the care provided by all staff for their children. Governance holds the school to account for its work, but governors are aware that resources are less than optimal and that some facilities need improvement.

The best features of the school:

- The effectiveness of senior leaders, who, in partnership with parents, are committed to providing high quality learning opportunities for students, in this improving school.

- Improvements in students' achievement in Islamic education, English and science.

- Students' improved understanding of Islamic values, awareness of UAE and world cultures and their sustained positive personal and social development.

- The curriculum design and its adaptation throughout the school.

- The improved provision for all students of determination to help them overcome barriers to learning, and the care provided for all students.

Key recommendations:

- Improve the progress and attainment in all subject areas, particularly where outcomes are less than good.

- Improve the quality of learning and teaching by providing consistently challenging activities that go beyond the expected curriculum standards.

- Ensure that governance raises the school's overall performance by improving resourcing and accommodation to support better learning outcomes.

Overall School Performance

Acceptable

1. Students' achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good	Acceptable
Arabic as a First Language	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
English	Attainment	Acceptable	Acceptable	Good ⬆	Good
	Progress	Good	Good ⬆	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good ⬆	Acceptable
UAE Social Studies	Attainment	Acceptable			

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Acceptable	Acceptable	Good	Acceptable

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ⬆	Very good	Very good ⬆	Good
Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Acceptable	Good ⬆	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good ⬆	Good	Good	Good
Curriculum adaptation	Good	Good ⬆	Good ⬆	Good

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Good ⬆	Good ⬆	Good ⬆	Good

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework.**

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

The school meets the registration requirements for the National Agenda Parameter (NAP).

The school's progression in international assessments	meets expectations.

- The school did not reach its targets in the most recent external NAP tests. In the 2015 Trends in Mathematics and Science Study (TIMSS) tests in Years 4 and 8, mathematics and science, and in the 2016 Progress in International Reading Literacy Study (PIRLS) test, the school achieved at the International Benchmark level. In the 2015 Programme for International Assessment (PISA) test, students' scores were below average. However, students attained in excess of expectations in English, mathematics and science when comparing NAP outcomes against their potential, as measured by cognitive ability tests (CAT4).

The impact of leadership	is approaching expectations.

- Leaders demonstrate in their many actions, their commitment to the UAE National Agenda. They implement a comprehensive action plan. Leaders use external attainment data to benchmark and moderate the school's internal assessment data. They evaluate the school's data and use this information to instigate intervention strategies and modifications to address identified weaknesses and gaps in the curriculum.

The impact on learning	is approaching expectations.

- Students' critical thinking, independent enquiry and research skills are emerging in the lower phases but are stronger in the upper phases. Increasing numbers of students use technological devices to harvest, evaluate and synthesise data. Older students use their oral skills to good effect.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

For development:
- Prioritise the school's planned strategies for enhancing the National Agenda outcomes to ensure continued improvements.
- Analyse external benchmark test data to identify and address gaps in the curriculum.
- Promote the development of critical thinking, problem-solving, independent enquiry and the development of research skills, particularly in the primary phase.

Moral education

- The moral education curriculum meets requirements. Lessons cover the key curriculum concepts from the required text books. Students in all year groups, from FS to Year 12, have a timetabled lesson each week.

- Specialists in moral education teach students from Year 5 upwards, and younger students are taught by form tutors. Although teachers receive curriculum guidance from subject leaders, there is inconsistency in the quality of teaching in the subject.

- The school carries out regular assessment of moral education as required. The students' development over time is recorded and parents are informed of their children's progress in written reports.

The school's implementation of moral education is meeting expectations.

For development:
- Provide support, especially to non-specialist teachers, to ensure that the teaching of moral education is of a high quality throughout the school.

Reading across the curriculum

- There is evidence of incremental gains in reading skills across both primary and secondary phases. This applies to the developing skills of girls, boys and Emirati students.

- Teaching supports younger students' English phonic awareness well. Students' subsequent development of reading skills is well-supported in Arabic and English lessons, and through online reading platforms.

- Arabic and English teaching consistently supports reading as a learning skill. In other subjects, reading support is not systematic or consistent.

- Leaders' promotion of reading for pleasure engages students' interest effectively. However, the reading policy does not drive systematic teaching of reading for effective learning.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For development:
- Ensure a consistent and coherent approach to teaching reading literacy across all subjects, and in all phases.
- Review and develop reading policy statements and appendices to make more explicit the roles, responsibilities and expectations of all teachers in all subjects and phases.

Innovation

- The minority of students can seek out information for tasks set by their teachers. They use digital devices to extend their learning when suggested by their teachers.

- Most students have a good work ethic and older students are involved in an adequate range of projects to develop their enterprise and entrepreneurship skills, such as working on a land-water vehicle.

- In English and science lessons in particular, teachers engage students in meaningful activities which encourage them to think for themselves and to take responsibility for their own learning.

- The curriculum for the core subjects identifies few opportunities to develop innovation skills. Activities provided enable students to appreciate the benefits of creative thinking and entrepreneurial skills.

- Leaders demonstrate a commitment to continuous improvement, for example by providing thorough induction processes and skilful coaching for new teachers.

The school's promotion of a culture of innovation is emerging.

For development:
- Promote further a culture of innovation within the school community and ensure that the concept of innovation is systemically incorporated into planning and development across all phases and subject areas.
- Provide increased opportunities for students across all phases, including students of determination, to be involved in projects that lead to innovative outcomes.

Main Inspection Report

1. Students' achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Good	Acceptable

- Students in the secondary phase develop a strong understanding of Seerah and the Holy Qur'an. They infer rules from divine revelations. Students in the primary and secondary phases acquire appropriate knowledge and skills in most Islamic concepts. Assessment information reflects students' current attainment levels.

- Students demonstrate a well-developed knowledge of Fiqh, alongside Islamic manners and etiquette. The recitation of the Holy Qur'an is strongest for Arab students. Students' application of new concepts and their analysis of authentic materials is slowly developing, in particular in the secondary phase. Aqidah and national identity are underdeveloped.

- As a result of the additional focus in Holy Qur'an recitation at the start of each lesson and their involvement in competitions, students across the school have improved their knowledge of the rules of Tajweed and their recitation is slowly improving.

For development:
- Challenge students in their oral or written responses.
- Ensure that students provide evidence from the Holy Qur'an and Hadeeth.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Weak	Weak
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Students in the primary phase typically reach age-related curriculum expectations. In both secondary and post-16 phases, students' writing skills and their use of classical Arabic remain underdeveloped.

- Across all phases, most students make sufficient progress in reading comprehension. In the best primary lessons, students make accelerated progress due to a better match of work to ability. Students can read accurately but not fluently. The writing skills of older students are underdeveloped due to low expectations, and because their work is sometimes copied, rather than being original and independently produced.

- Arabic teachers provide on-line reading sessions for some students before lessons start. However, the impact of these sessions upon students' reading remains inconsistent.

For development:
- Develop writing skills, particularly in the secondary and post-16 phases, by ensuring that students show their draft work, edited versions and improved work, with rigorous evaluation and comments from their teachers.
- Ensure higher expectations and levels of consistency in teaching to raise attainment of students in their use of classical Arabic.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Weak	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- The attainment of most students in the primary phase is broadly in line with the number of years studying the language. Internal assessment results show that students in years 7 and 8 perform below expected curriculum standards. Overall, across the school, progress is broadly in line with expectation.

- Most students acquire appropriate vocabulary and develop their basic comprehension skills well. They continue to develop their basic skills in structured writing. However, oral communication skills remain underdeveloped. Students struggle to understand or to engage in conversations in unfamiliar contexts, even when familiar words are used.

- Teachers in Arabic provide regular morning intervention sessions with a focus on grammar. This has a positive impact in consolidating students' basic sentence structure, such as how to address different genders in Arabic.

For development:
- Develop oral communication skills by engaging students in different role play situations to practice their use of Arabic.
- Improve students' achievement by reviewing behaviour management strategies and using engaging teaching strategies.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Good ⬆	Good
Progress	Good	Good ⬆	Good	Good

- The school's internal assessments of students further down the school presents a more positive picture of attainment than that seen in lessons and recent work. Secondary and post-16 attainment levels are stronger, and the progress of a majority of students is now typically above expectations in all phases.

- Listening and speaking skills are consistently stronger across the phases than reading and writing. Students' reading of fiction and non-fiction in the primary and secondary phases steadily extends in range and complexity. Albeit improving, students writing sometimes contains inaccuracies and it is not always presented well.

- Across all phases, students respond keenly to opportunities for reading, both online and in print. Older students are motivated by learning experiences, such as debating and the opportunities for sensitive creative writing. In daily lessons, students rely too heavily on informal speaking and writing styles.

For development:
- Provide more opportunities, especially in the primary phase, for students to engage in high-quality discussions with each other before commencing speaking or writing tasks.
- Support students' production of accurately-presented, high-quality writing, maintaining an appropriate style throughout, and inspire creative writing based on a wider range of literary models.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Children's ability to sequence numbers correctly develops steadily in the FS. Students' progress continues in line with expectations through the primary and secondary phases, because they are not typically challenged beyond age-related expectations. Assessment information indicates this is also the case in year 12.

- Most children in the FS know the difference between 2D and 3D shapes. Most students in the primary phase develop their skills in arithmetic successfully and learn about fractions, decimals and percentages. In the secondary phase, students' skills in mathematical reasoning are developing adequately.

- Although improving, student's external test results remain low. In all four phases they can solve the simple mathematical problems they encounter. In the primary phase, students do not think critically about their work because the activities to promote this are neither sufficiently demanding nor frequent enough.

For development:

- Accelerate students' progress across all phases by designing learning activities to routinely challenge them beyond the curriculum standards in every lesson.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good ⬆	Acceptable

- Most students in the lower phases develop knowledge, skills and understanding in line with age-appropriate expectations. Children in the FS develop the skills of investigating and exploring their environment. However, planned opportunities for enquiry in lessons remain underdeveloped.

- Students demonstrate some knowledge and understanding of scientific concepts. In the primary phase, they develop basic investigative skills. In the secondary phase, students' understanding of the application of the scientific method is developing. In the better lessons, students link new concepts to real-life situations.

- The majority of secondary phase students make better than expected progress. Their critical thinking skills are emerging. They use their understanding of scientific concepts to solve problems. Their use of technology and research skills are developing well.

For development:
- Enhance science provision across the school by planning consistent student-centered, enquiry-based learning.

UAE Social Studies

	All phases
Attainment	Acceptable

- Across the school, most students demonstrate an adequate knowledge and understanding of the subject's components. The school's internal assessment data indicates that most students are achieving at the expected curriculum standards, with students in the upper secondary phase attaining better.

- In the primary phase, students can identify and describe individuals' rights and responsibilities and present their understanding of children's rights. Younger students are confident when interpreting pictograms. In the secondary phase, students extend their learning through projects to identify issues in the local environment and UAE healthcare services.

- Teaching time exceeds the Ministry of Education (MoE) requirements and more carefully constructed assessments procedures illustrate improving attainment for secondary students.

For development:

- Improve students' application of social studies concepts in lessons and in their projects.

Learning Skills

	Foundation Stage	**Primary**	**Secondary**	**Post-16**
Learning skills	Acceptable	Acceptable	Good	Acceptable

- Students in the secondary phase take responsibility for their own learning and know their strengths and weaknesses. Children in the FS and students in the primary phase rely too much on their teachers for direction and have varied experiences of being independent.

- Across the school, students are positive about their learning. They make links between subjects and with their everyday experiences. They demonstrate these skills more overtly in the secondary phase, particularly in their Islamic education and English lessons.

- Students, and more consistently girls, collaborate well in group work when given the opportunity. They listen to their peers and exchange points of view. Students use digital devices effectively to support their learning in all four phases.

For development:

- Improve students' ability to take responsibility for their own learning by engaging them regularly in activities which require them to work collaboratively and without the direction of their teachers.

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Good	Good

- Students have positive attitudes to learning and they usually behave well with their teachers and peers. On occasion, however, a few students in the lower primary and lower secondary phases, particularly the boys, do not show appropriate levels of self-discipline.

- Relationships are generally positive between students and their teachers. Girls and most boys are respectful, motivated and sensitive to the needs of others. Most children in the FS behave well but, on occasion, some become boisterous, especially when expectations are not made clear.

- As they move around the school, the majority of students respond well to adult supervisors and student leaders. Attendance is good, as is punctuality, except in the secondary phase where students are sometimes late arriving at lessons.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ⬆	Very good	Very good ⬆	Good

- Most students demonstrate a secure appreciation and awareness of Islamic values. Post-16 students apply some of these values in their daily lives, such as helping others in the mentoring programme and caring for the needy.

- Across the school, students contribute to impressive displays of UAE culture and heritage. The school's 'heritage heroes' have a positive impact on promoting UAE culture and traditions by planning and organising cultural celebrations. However, post-16 students do not participate as much as others in these activities.

- Children in the FS demonstrate improving awareness and knowledge of UAE culture, Islamic values and the cultures of other children in their class. Students in the secondary phase show greater participation in various cultural events, including those of their own and other cultures.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good	Good	Good	Good

- Across the school, most students possess a positive work ethic and show strong environmental awareness. There are insufficient opportunities for students in the primary phase to be actively involved in volunteer work, enterprise and entrepreneurship projects or initiatives.

- Students are involved in a range of environmental activities, such as the Eco Club and the environmental safety teams. They are aware of the United Nations' (UN) sustainability goals. Secondary students are involved in a range of projects, including selling cakes, using social media and an innovative land-water vehicle.

- The school is successful in engaging a wide range of students in multiple artistic projects that reflect their innovation and creativity, evident in the many paintings and murals around the school.

For development:
- Improve students' behaviour by ensuring that the behaviour management system is consistently applied.
- Provide more opportunities for students in the primary phase to engage in projects that develop their innovation, enterprise and entrepreneurship skills.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Acceptable	Good ⬆	Acceptable

- Most teachers in the secondary phase plan provision which motivates students. They promote a climate of inquiry by actively encouraging students to think for themselves. However, in lower year groups, a higher proportion of teaching remains too teacher-directed and often lacks challenge.

- The best teaching offers opportunities for active learning that is well matched to specific needs. In physical education lessons, teachers use their coaching skills effectively when modelling and supporting learning, and science teachers encourage students to ask their own questions and come to conclusions based on their results.

- Teachers' inconsistent development of critical thinking and independent learning skills in lessons has a negative impact on students' academic achievement.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- A comprehensive and increasingly accurate range of internal and external assessments is used to measure students' attainment across the curriculum. Children in the FS are also tested when they start at the school, and subsequently, on a regular basis. However, in the lower phases, internal assessments are not always accurately linked to the school's curriculum standards.

- Assessment results are carefully analysed to identify the strengths and weaknesses of most groups of students and trends over time. Leaders rigorously and accurately interpret assessment information, resulting in an increasingly secure knowledge of students' progress.

- Teachers use this information to plan learning for different groups of students. This practice is beginning to meet the learning needs of more students but is inconsistent. A few teachers write comments on students' work to enhance future progress. Students rarely assess their own or others' work.

For development:
- Ensure that assessment procedures are linked to the school's curriculum standards, particularly in FS and the primary phase.
- Improve the use of assessment information to influence teaching, the curriculum and students' progress.
- Improve teachers' knowledge of the strengths and weaknesses of individual students and provide greater classroom challenge, support, feedback and follow-up.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good ⬆	Good	Good	Good

- The curriculum has a clear rationale and ensures a broad, balanced and age-appropriate approach in all phases. Improvements in FS enable children to learn in both the indoor and outdoor areas. The lack of opportunities for practical work in primary science constrains students' learning when they reach the secondary phase.

- The new post-16 curriculum affords students' continuity of learning in a good range of subjects. It offers older students both current academic and planned vocational pathways. The school's revised enrichment and extra-curricular programme caters well for students' needs and interests.

- Teachers ensure that they plan opportunities for students to make links across the curriculum. Effective curricular review has focused well on promoting students' positive attitudes to reading for pleasure, and increasingly as a tool for effective learning across the curriculum.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good ⬆	Good ⬆	Good

- The curriculum is adapted effectively to meet the personal and academic needs of most groups of students. The post-16 curriculum has been adapted successfully to meet the educational and career aspirations of students who started their advanced level courses this year.

- The curriculum in all phases motivates most students. Activities that promote the development of students' entrepreneurial and innovative skills are provided in the core curriculum areas. A wide range of extra-curricular activities promotes students' personal, social, creative and physical development.

- Appropriate learning experiences, increasingly integrated into most subjects, develop students understanding of the values, culture and history of the UAE. Islamic education, social studies, and students' participation in a range of national festivals and cultural events also contribute to their understanding.

- Arabic is taught in two 40-minute lessons each week in the FS.

For development:
- Ensure that primary science offers regular practical learning experiences that support their understanding and use of the scientific method of enquiry.
- Expand provision in the post-16 phase to ensure that the curriculum continues to meet all students' needs and aspirations in this inclusive environment.
- Ensure that activities to develop students' entrepreneurial and innovative skills are promoted in all curriculum areas.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- This is a very positive area of the school's provision. Staff are vigilant in their care for and protection of students. The attention to detail in record-keeping, systems and procedures is robust. The school is a safe and secure learning environment that is accessible to all students.

- At the beginning and end of the school day, all staff work closely together to ensure that school transport arrangements are safe and efficient.

- The safeguarding policy ensures that students understand how to use social media responsibly. The school encourages all students to express their opinions. They talk confidently about their uniqueness and the importance of emotional well-being.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good ⬆	Good ⬆	Good ⬆	Good

- Staff are well aware of the needs of the students and there is an atmosphere of mutual respect between them. Expectations for behaviour are clearly defined and students are rewarded accordingly. On occasion, however, the behaviour of some students, in lessons, is not constructive.

- Procedures for the identification of students of determination and those who might have gifts and talents have been introduced recently. However, on too many occasions, the curriculum is not appropriately modified, and teachers do not adapt their strategies to meet the needs of all students.

- Most students report that they have positive relationships with adults in the school. Assemblies are increasingly used to promote the values of the school. Students' well-being is monitored and counselling support, including educational and career guidance, is readily available.

For development:
- Take action to remediate the situations where ineffective behaviour management in a few lessons limits students' achievement.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- Governors and senior leaders are effective in promoting inclusion within the school. Recently, there have been significant investments to support the inclusion of students of determination. The inclusion team are well-qualified and demonstrate the skills required to both organise and provide support for students.

- There have been recent improvements in the processes for identifying, assessing and developing appropriate intervention plans for students of determination.

- The school has established procedures and activities to promote communication with parents. They report that the inclusion staff are approachable and responsive to inquiries.

- Class teachers are more confident in supporting students of determination, although their ability to modify the curriculum and vary their teaching strategies is inconsistent. Consequently, some students are not effectively supported.

- Assessments demonstrate that at least a majority of the students of determination achieve their personal targets and are moving closer to age-related expectations in many subject areas.

For development:
- Ensure that all teachers are confident in modifying the curriculum and adapting their teaching so that all students of determination are effectively supported and make good or better progress.

6. Leadership and management

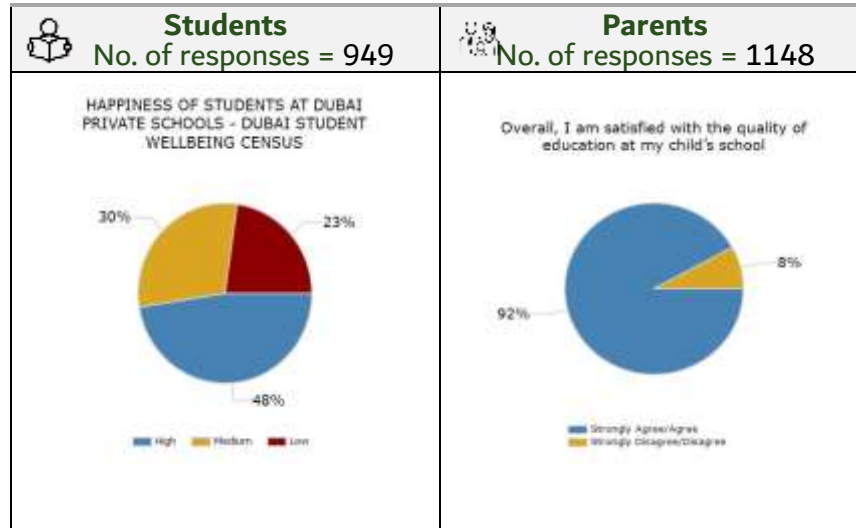|	
The effectiveness of leadership	Good ⬆
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

- The principal and vice-principal are supported well by the strategic leadership team. They have a coherent vision embracing inclusivity and student-centred learning, aimed at equipping young people for the future. Effective strategic planning and monitoring results in noticeable improvements since the last inspection, particularly with regard to post-16 learning programmes. Leadership is delegated to individual leaders at all levels. As a result, they feel empowered, able to make decisions, show initiative, and take responsibility for improving students' learning outcomes.

- The evaluation of school performance is based upon increasingly reliable information relating to most aspects of the school's work. School leaders are diligent in collecting data to measure the impact of actions on student outcomes. School improvement plans ensure that priorities are accurately identified and appropriate action is taken to address these. School leaders' monitoring and evaluation of the quality of teaching is established and, together with a coaching model, leads to some improvement in the secondary phase.

- Supportive parents value the leadership of the principal and senior leaders, and the care provided by all staff for their children. Parents of students of determination in particular confirm this in respect of the support and guidance provided for their children's needs, and the effective communication between home and school. National agenda and benchmarking information is not consistently shared with parents or students. Effective links with the wider community are in place.

- Governors monitor the school's performance regularly and hold leaders to account for students' achievement. The Local Advisory Board knows the school well and has effective processes for consulting and communicating with stakeholders. Corporate governance has responded to most of the recommendations of the last inspection report. They are aware that the school needs more resources, and that some accommodations need improvement.

- The school buildings are bright and welcoming. High-quality displays celebrate the work of students. Team teaching is used effectively to enhance teachers' knowledge and skills. Recent developments optimise the limited space for learning in some classrooms. The new primary library helps to promote a reading culture, but its impact is limited because the librarians have had little opportunity for professional development. There are insufficient resources in the primary school, particularly for the teaching of science.

For development:
- Improve the school's resourcing and accommodations further in order to enhance students' learning outcomes.

Views of Parents and Students

Before the inspection, the views of parents and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

Students No. of responses = 949	Parents No. of responses = 1148
HAPPINESS OF STUDENTS AT DUBAI PRIVATE SCHOOLS - DUBAI STUDENT WELLBEING CENSUS 30% 23% 48% ■ High ■ Medium ■ Low	Overall, I am satisfied with the quality of education at my child's school 8% 92% ■ Strongly Agree/Agree ■ Strongly Disagree/Disagree

Students	• Students surveyed express their feeling of belonging to the school although a minority report having low levels of happiness. Tenacity to pursue goals, overcome challenges, and have the ability to manage both positive and negative feelings are qualities demonstrated by almost all students. A tendency to worry about life has increased slightly and is above the average levels experienced by students in schools in Dubai. The inspection confirms students' positivity.
Parents	• Almost all who responded to the survey are satisfied with the school, feel it provides good value for money, and believe that school leaders and teachers know their children well. Some parents express concern about the quality of spoken English by some teachers, class sizes, the length of the school day without an outdoor break and the quality of Arabic teaching. The inspection confirms most of parents' views.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae