

Inspection Report



The Winchester School

2014-2015



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School information



General information

Location	Jebel Ali
Type of school	Private
Opening year of school	2003
Website	www.thewinchesterschool.com
Telephone	04 8820444
Address	P O Box 38058
Principal	Ranju Anand
Language of instruction	English
Inspection dates	9 th - 12 th March 2015



Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	Foundation Stage 1 - Year 13
Number of students on roll	3591
Number of children in FS1	203
Number of Emirati students	70
Number of students with SEN	71
Largest nationality group of students	Indian



Teachers / Support staff

Number of teachers	210
Largest nationality group of teachers	Indian
Number of teacher assistants	79
Teacher-student ratio	FS-1:30 Rest of school 1:32
Number of guidance counsellors	2
Teacher turnover	9%



Curriculum

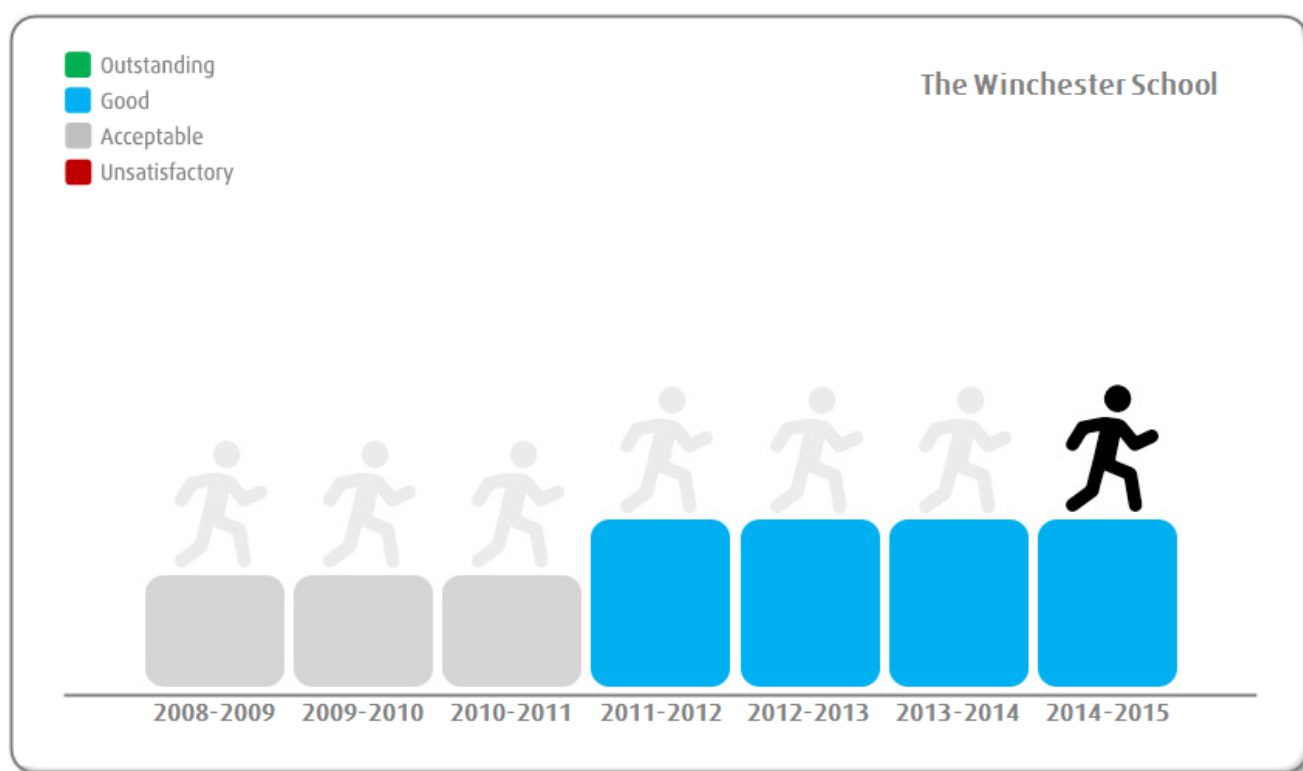
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	CIE, EDEXCEL
Accreditation	CIS



Dear Parents,

The **Winchester School** was inspected by DSIB from 9th - 12th March 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Teaching and learning in the Foundation Stage was outstanding.
- Students in post-16 made outstanding progress in English, mathematics and science, as a result of their excellent learning skills, personal responsibility and the support given by the school.
- Students had an excellent understanding of the community and their environmental responsibilities.

Areas for improvement

- Ensure all teachers, particularly those who teach Islamic Education and Arabic as a first language, have consistently high expectations of students' capabilities and what they can achieve in lessons.
- Ensure teaching in the primary, secondary and post-16 phases meet students' individual learning needs.
- Improve assessment and tracking systems to monitor the progress of all students. Ensure that they make rapid and sustained progress in relation to their individual starting points.
- Ensure all newly appointed staff have a clear understanding of the English National Curriculum and its expectations.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at The Winchester School



How well does the school perform overall?

Overall, The Winchester School provided a 'Good' quality of education for its students.


- Students' attainment and progress was mostly outstanding in the Foundation Stage and the post-16 phase, and mostly good in the primary and secondary phases. Students demonstrated at least good learning skills across the school because teaching promoted good learning outcomes and this was particularly of a high quality in the Foundation Stage and post-16 classes. Students' highly positive attitudes to their learning enabled them to succeed when challenged and inspired by teachers, particularly in the post-16 phase.
- Staff and student relationships were respectful and courteous as was evident in the mature relationships that existed between staff and students, particularly in post -16. Students received individual appropriate and timely support. Students showed respect in their behaviour and appreciation of the Islamic values in everyday life. They were responsible and contributed actively and extensively in the local and global arenas.
- Teaching in the Foundation Stage was outstanding because teachers put learning in a meaningful context and used probing questions to arouse children's curiosity. Elsewhere it was good, with a range of activities that developed students' independent and collaborative learning skills. Assessment data was used effectively for the monitoring of students' progress. It enabled the school to identify the performance of different groups of students and set individual targets for them.
- The curriculum provided students with the opportunity to experience a range of subjects as well as many opportunities for enrichment. Subjects were adapted to ensure that they were suitable for the needs of each student.
- All teaching staff received child protection training and they followed closely all the required procedures. Health and safety arrangements were outstanding. Students were well cared for and supported throughout the school.
- Leadership and management was strong throughout the school. Newly appointed teachers did not always have an understanding of the UK curriculum and how to teach it.

How well does the school provide for students with special educational needs?



- The majority of students with special educational needs made good academic progress in lessons.
- The curriculum was well modified to ensure students could access their learning. Most lessons were differentiated to support students' individual needs.
- The school very effectively identified the needs of students with educational needs and almost all students were given appropriate support to reach their targets.

1. How good are the students' attainment, progress and learning?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Good	Good ↑	Acceptable
	Progress	Not Applicable	Good	Good	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Good	Acceptable	Good ↑
	Progress	Not Applicable	Good	Acceptable	Good ↑
 Arabic as an Additional Language	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
 English	Attainment	Outstanding ↑	Good	Good	Outstanding ↑
	Progress	Outstanding ↑	Good	Good	Outstanding ↑
 Mathematics	Attainment	Outstanding ↑	Good	Good	Outstanding ↑
	Progress	Outstanding ↑	Good	Good	Outstanding ↑
 Science	Attainment	Outstanding ↑	Good	Good	Outstanding ↑
	Progress	Outstanding ↑	Good	Good	Outstanding ↑
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding ↑	Good	Good	Outstanding ↑



↑ Improved from last inspection

↓ Declined from last inspection


2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Good	Good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding 	Good	Good	Outstanding
Curriculum design to meet the individual needs of students	Good	Good	Good	Outstanding

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good	Outstanding

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Good

Overall school judgement

Good

Key strengths


- The Foundation Stage provided an outstanding education experience for children.
- Students demonstrated outstanding learning skills in the Foundation Stage and post-16 phase.
- In the post-16 phase, students' attainment and progress in English, mathematics and science was outstanding.
- Students demonstrated an excellent understanding of Islamic values, their cultural awareness, and sense of community and environmental responsibility.
- There was outstanding provision for ensuring health and safety across the school.
- The shared vision of the leadership team, inspired by the Principal to drive the school forward, was a key strength of the school.


Changes since the last inspection

- Results in students' examinations had improved in the post-16 phase with students attaining well above international standards in English, mathematics and science, contributed to by students' outstanding learning skills
- Improvements to the quality of teaching, learning and assessment in the Foundation Stage had contributed to the outstanding attainment and progress in English, mathematics and science.
- In the post-16 phase, students' attainment and progress in Arabic as a first language had improved to good.
- Students' attainment in Islamic Education had improved to good in the secondary phase.

Recommendations







- Raise students' attainment and progress in Islamic Education in the post-16 phase, and in Arabic as a first language in the secondary phase.
- Improve the consistency of teaching and learning in the primary and secondary phases by:
 - ensuring teachers develop an effective range of strategies to fully implement lesson plans
 - improving the use of questioning to challenge and extend students' thinking.
- Ensure all teachers, particularly in the primary and secondary phases, use the attainment data to establish students' starting points and track their progress against their end of key stage targets.
- Ensure newly appointed staff are supported and trained to have a clear understanding of the English National Curriculum.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning?

Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding 	Outstanding 
Mathematics	Outstanding 	Outstanding 
Science	Outstanding 	Outstanding 

- Most children demonstrated levels of knowledge, skills and understanding in the five elements of reading that were above the curriculum and international standards. Information from assessments indicated that most children made better than expected progress in communication, reading and writing in relation to their starting points.
- Most children demonstrated a profound understanding and reasoning of fundamental Mathematics that were above the England National Curriculum standards. Children made better than expected progress as measured against learning objectives and in relation to appropriate starting points.
- Most of the children showed high levels of knowledge and inquiry skills such as hypothesising, investigating, recording process and outcomes in drawings, and using words that were above curriculum standards. In lessons, and over time, most children made better than expected progress in relation to their assessed starting points.


Primary

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good	Good
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, primary phase students demonstrated a good understanding of the believers' traits. The majority of students had a good knowledge of the rules of supplication for different occasions. Students understood the etiquettes of dealing with neighbours and that in Islam showing obedience to parents was the same as being obedient to Allah. They had good knowledge of moral Islamic values that were directly related to the behaviour and attitude of humans.
- In Arabic as a first language, the majority of students were able to understand and listen well. They could speak correctly and with expression. The majority of students made progress in developing their free writing skills and in reading texts from books.
- In Arabic as an additional language, the majority of students were able to speak with expression and use the correct grammar. Younger students were able to copy and match letters in words and sentences. Older students could write freely and most had good dictation skills.









- In English, by the end of the primary phase, the majority of students had developed their speaking, listening and reading skills to a good standard. Students' literacy skills were used to good effect, for example, in a year 6 debate they were able to present their opinions cogently. The majority of students made better than expected progress in writing. They used their well-developed skills to target specific improvements in their work through skillful self-assessment.
- Student's attainment in mathematics was good because the majority attained levels above the curriculum standards by the end of Year 6. Overall, students made good progress in mathematics with some variations across year groups. This was particularly the case for students in Year 1 and 2. Their progress was held back by a lack of access to challenging learning activities in lessons.
- In the early stages of the primary phase, science students were beginning to develop very good investigative skills and these were second nature by the end of Year 6. Numerous opportunities were given in class and across the school to develop the scientific skills of enquiry, investigation and exploration of students. Almost all students were adept in these skills. They wrote scientifically correct aims and understood the uses and implications of science in everyday life in the world around them.

Secondary



Subjects	Attainment	Progress
Islamic Education	Good 	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Good	Good
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, students made good progress interpreting the Holy Qur'an verses when using different learning resources, for example, electronic devices such as laptops. They understood the virtues of Ramadan and the rules of fasting and what actions would nullify fasting. They had a good understanding of the spiritual and physical benefits of performing Salah. They knew the main Islamic etiquettes especially those related to social life.
- In Arabic as a first language, most students were able to answer questions about what they were learning. They were able to read and understand the content of a text. A minority of students were able to write freely on different topics using the correct grammar.
- In Arabic as an additional language, the majority of students listened well and responded to instructions from the teacher. They were able to read well from different texts and made good progress when writing on different topics.
- The majority of students in English were able to analyse text from a range of genre and contexts, from Shakespeare to contemporary speeches. For example, they could identify the use of literary techniques which had been used to emphasise specific points in a speech. Students made good progress in the development of their speaking skills and they could formulate their own opinions and justify answers.
- Students' attainment in mathematics was good because the majority reached a high standard in external examinations at the end of Year 11. Students' made good progress in problem solving and the application of mathematical knowledge to real life situations. For example, one group of students analysed the angles of airplane flight paths in Dubai.

- In science, students had opportunities to work both independently and collaboratively enhancing their scientific investigative skills, knowledge and conceptual understanding. They had many opportunities to develop their scientific research skills both inside and outside the classroom, in home-based tasks, science club, science festivals and science week.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Good 	Good 
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding 	Outstanding 
Mathematics	Outstanding 	Outstanding 
Science	Outstanding 	Outstanding 

- In Islamic Education, students made acceptable progress in understanding Haj rituals but arranging them into order was difficult for most of them. Students' knowledge of the Maryam story was acceptable. However, they were not fully aware of the lessons learnt from the story. Qur'an recitation skills were weak and students' ability to find the relevance and relate what they had learnt to everyday life issues was still developing.
- In Arabic as a first language, the majority of students listened well and responded to questions with understanding of what they had heard, they were able to speak and express themselves correctly. They made good progress when they were writing freely about different topics.
- In English, most students were able to demonstrate an outstanding level of analytical skill and understanding of metaphorical language used in fictional text and apply this knowledge to their writing. Students made outstanding progress in the development of their literacy skills. They were confident and articulate when contributing to class discussions and other forms of communication such as podcasts.
- Students' outcomes were of the highest standard at AS and A2 levels. Their progress was outstanding, they made rapid gains in knowledge and understanding linked to complex mathematical concepts. For example, in the mechanic module, students applied impressive problem solving skills and use of complex formulae to evaluate the effects of different forces acting upon objects in a fixed point in equilibrium. Students' progress was further enhanced as a result of their outstanding learning skills.
- Students' attainment and progress in science was outstanding at Advanced level. Students demonstrated knowledge, skills and understanding in the subjects of biology, physics and chemistry that were above international expectations. They conducted experiments independently and had many opportunities to develop concepts and apply their skills and knowledge.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding 	Good	Good	Outstanding 
<ul style="list-style-type: none"> • Post-16 students were highly ambitious, exceptionally well-motivated, and well prepared for the next phase in their education. They were ambitious for their future careers and equipped with the skills they needed to be successful in future learning and life. Children in the Foundation Stage learned independently and worked exceptionally well together, demonstrating high levels of engagement in their own learning. • Students' interactions and collaborations were evident in their discussions and in the peer assessment of their work, an integral feature of lessons across the school. Students were able to articulate their learning gains with each other, demonstrating a mature and meaningful dialogue. • Children in the Foundation Stage, and students' in the post-16 phase, were able to apply their learning in real life meaningful contexts. When given the opportunity, they could understand what they were learning and know how this related to real life. However, this was not consistently evident across the school. • Although improvements had been made, students' abilities to enquire, research and critically think were variable across the school. Students could work independently, however, they did not always have the opportunity to do so. This impeded their progress in some lessons in the primary and secondary phases. Students' knowledge and use of technologies to support their learning was outstanding in the Foundation Stage and post-16 phase and made a very positive impact on their learning and development. 				

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Good	Good	Outstanding
<ul style="list-style-type: none"> • Students' highly positive attitudes and confidence enabled them to succeed well in their learning and development across the school. • Students' behaviour in lessons was mostly good. However, some learning activities did not always adequately motivate and engage students. As a result, there was disengagement of some students in some lessons in the primary and secondary phases. • Students demonstrated highly positive relationships with each other and adults, and offered mature and well-reasoned responses in relation to all aspects of their learning. • The school effectively promoted healthy living, and students adopted a healthy lifestyle that included exceptional knowledge about the importance of healthy eating and exercise. • Students' attendance at the school was good as was their punctuality to lessons at all times. 				


	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students understood and fully appreciated the expectations of an Islamic society. They showed respect in their behaviour and appreciation of the Islamic values in everyday life. The school had a practical approach to helping students appreciate the Islamic culture. The simulation of a Hajj, specialist speakers, Qur'an competitions and assemblies provided students with many opportunities to gain more understanding of what they were learning.
- Displays, models, and traditional corners were available all around the school to raise awareness of students about Islamic architecture, the society of Dubai, and the culture of the UAE. Formal and informal discussion with students indicated that most of them, particularly older students were very articulate about different aspects of life in their own community and in Dubai.
- Students had opportunities to learn about diverse aspects of world cultures, for example, in art and literature. They were able to appreciate with maturity the differences as well as the similarities between them. The whole school environment reflected and celebrated the wide range of cultures within school and the wider community.


	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

- Students across all levels were responsible and contributed actively and extensively to school life, and to the local, global, national and international communities.
- Students demonstrated an excellent work ethic. They lead others confidently through well-planned projects and enterprise activities.
- Students demonstrated a very good understanding of environmental sustainability. The whole school was actively involved in seeking ways to support conservation of energy in Dubai. Students initiated many schemes in the school that had impacted positively on the local environment.

3. How good are teaching and assessment?

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

- Almost all teachers demonstrated good subject knowledge. Their expertise was particularly evident in the post-16 phase, enabling students to achieve exceptionally well. Most understood that students learned best when they carried out meaningful and engaging activities, independently and collaboratively. In the Foundation Stage, teachers demonstrated sound early childhood expertise and implemented developmentally appropriate, integrated approaches to learning.
- In a few lessons the quality of delivery in the classroom did not always match up to the quality of the planning. The purpose of lessons was always clear, so that students knew the objective of the lessons and could review their learning when given the opportunity. The pace of learning was usually appropriate, but in some English and Islamic education lessons, timed activities were often unrealistic for students to complete the task.
- In the Foundation Stage, children's interactions with teachers were outstanding, and teachers used probing questions to arouse children's inquisitiveness. Some teachers were particularly adept at using questions to encourage students to think more deeply. However, in other lessons there was insufficient questioning to challenge and extend students thinking. Students occasionally questioned their teachers but were rarely encouraged to question one another or discuss their ideas.
- Teachers generally had high expectations of their students. However, some teachers' expectations were at times too low, particularly in some secondary boys' lessons. In the majority of lessons, and in work shown in students' books, learning activities were generally well matched to the different abilities of individuals.
- The development of students' critical thinking, reflection and independent learning was inconsistent across subjects. The promotion of these skills was especially effective in A-level lessons, particularly in mathematics. The use of IT, including iPads and laptops, for research was a feature in some lessons. Students across the school, including in the Foundation Stage, were encouraged to take responsibility for their own learning.
- In Arabic as a first language, the majority of teachers knew their subjects well, how to teach them, and how their students learnt best. Teachers' interactions with students ensured they were active participants in achieving meaningful and relevant learning.


	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding 	Good	Good	Good

- The school used a variety of formative, summative and assessment for learning strategies. This data was used effectively to modify the curriculum, identify groups of students at either end of the educational spectrum, and to set personalised targets for individual students, thereby encouraging them to be actively involved in their own learning.
- Since the last inspection the school had introduced additional international benchmarking tests including TIMSS, PIRLS and PISA. These tests were designed to give the school leaders predictors for students' future achievements against international standards.
- The school used assessment data effectively to identify strengths and weaknesses in students' attainment, but the tracking of progress in the primary and secondary phases was less well developed. The full impact of the predictive data from the recently introduced tests was still to be

seen. Ongoing professional development training and departmental moderations minimized the risk for potential inaccuracies in the validity of the data.

- The school had analysed the data from the previous TIMMS, PISA and PIRLS reports and prioritised an action plan to ensure that they met or exceeded the targets set by the UAE Agenda for school improvement. This included modifications to the curriculum and targeted teaching.
- Teachers knew their students well and their planning reflected they used appropriate strategies to meet the needs of different groups of students. Students knew what was expected of them, and the clear focus made on promoting the stage they were at in their learning served as an indicator to how they could make further improvements. In the best lessons, this was achieved through the regular use of plenaries and peer evaluation.

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding 	Good	Good	Outstanding

- The school followed the National Curriculum for England from the Early Years Foundation Stage (EYFS) programme through to Advanced Level, and it reflected the aims of both the school's mission and the vision. The curriculum was broad and provided students with opportunities to experience aesthetic, creative, physical and vocational subjects as well as the more traditional academic route.
- The use of assessment data ensured that teachers were fully aware of the ability levels of all their students. Well-planned transition days for students made their movement between key stages easier, and improved students' readiness for the next stage of their education.
- Enrichment was a strong feature of the curriculum. Plentiful opportunities for extra challenge were provided for the students in activities, trips and external competitions. Curriculum enrichment was a key feature in the display work around the school.
- Cross-curricular links were well planned and there was a clear focus on them in the schemes of work. Thematic based work was based around a number of subject areas that made students more aware of how their learning was inter-linked.
- The curriculum committee met on a monthly basis to systematically review any new initiatives and to consider future modifications. They took into account the views of all the stakeholders when planning future developments. This was particularly evident in the way in which the curriculum at IGCSE and A level was planned to meet the needs of the students.
- In Arabic as a first language, the curriculum was based on Ministry of Education requirements. The curriculum had a clear rationale. It was broad and balanced and complied with all regulations.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Good	Good	Good	Outstanding

- In the Foundation Stage, the curriculum provided learning opportunities for all groups of children. Differentiation strategies were systematically embedded in every lesson plan along with identified target goals for every child. In the primary and secondary phases, differentiation of the curriculum was not consistently well planned. In the post-16 phase, the modification of the curriculum to meet the needs of all students was carried out effectively allowing individual students to learn in their own ways. This was of particular benefit to students' with special educational needs.
- A range of curriculum options were provided, some especially for students with special educational needs. For example a 'Work skills' programme, primarily aimed at students with special educational needs, had just started in the school.
- Children in the Foundation Stage had many opportunities to choose areas where they wanted to work and apply their skills in a meaningful and interesting context. However, music and the arts were not planned features of the curriculum. A broad range of extra-curricular activities were available, particularly at post-16. A variety of student led clubs were established for fitness, art, drama, mathematics and science. Based on the interests of the students, clubs included many sports, film-making and musical activities.
- In the upper Foundation Stage, the teaching of Arabic language was provided for 70 minutes each week as an extra-curricular activity, and all Arabic children took part in this activity.

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding

- All teaching staff had received appropriate training to support the full implementation of the Child Protection Policy. Digital citizenship had been added to the curriculum which included a section on cyber safety to ensure that all students were aware of how to stay safe when using the internet.
- Students using school transport were extremely well protected. Their attendance was recorded using an electronic registration system and the on board camera monitored their safety during the journey.
- Medical staff have thorough measures in place for the safe storage of medication and their administration. Meticulous records were kept relating to student's health and care.
- There were effective policies and systems in place to maintain a safe learning environment. The premises included a lift and ramps to enable easy access for every student to all parts of the school.
- The school canteen offered a range of healthy food and drink options. The medical team supported the whole school promotion of healthy living. For example, by giving presentations to students which followed the Dubai Health Authority guidance.

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Good	Good	Good	Outstanding
<ul style="list-style-type: none"> Respectful and caring relationships between staff and students was evident across all phases but was outstanding in the post-16 phase, reflecting their mutual respect, trust and confidence. Classroom and behaviour management in the Foundation Stage were based on children's understanding of their rights and development. Effective classroom rules, relationship in lessons, behaviour management and responsibility allocation charts, were effectively in place. The school kept accurate records of student's attendance and punctuality. There were effective systems for the accurate monitoring and reporting on late arrivals and absences. The school had detailed processes and procedures for the accurate identification of students with special educational needs. There was a rigorous system of early intervention in place, with a baseline assessment of children's skills and abilities on entry to the Foundation Stage. The school's 'Achievement Centre' provided on-going support to students and teachers. However, the lack of a consistent approach to differentiation in all lessons impacted negatively on a few students' progress. The school supported students well through a variety of initiatives. The welfare of all students was monitored closely by teachers, who paid close attention to their well-being. The school provided individual advice and guidance to all students to ensure appropriate improvements in their performance. 				

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> The commitment and dedication of the Principal, vice-principal and the special educational needs coordinators for the primary and post-16 phases provided a very strong leadership team. They successfully looked after the day-to-day management of special educational needs in the school. Appropriate strategic plans had been informed by effective monitoring and evaluation of the quality of provision The identification of students with special educational needs was carried out in a thorough and detailed manner, with five levels of identification. Accurate screening and diagnostic processes, carried out in partnership with a range of external specialist agencies, resulted in students' needs being accurately identified early. Modification of the curriculum to meet the needs of all students was carried out effectively for older students but there was a lack of differentiation for some students in the primary and secondary phases which negatively on their progress. Parents were kept informed about the progress of their children through regular reporting, including daily updates from specialist support staff. Parents were very appreciative of the support received for their children, and also for themselves to better support their children in their learning at home. They were included in all stages of the planning and reviewing of individual education plans (IEP). The students continued to acquire knowledge, skills and understanding to prepare them for the next stage in their education. Some identified students had an individual learning plan or an individual education plan (IEP). The careful tracking of their progress against their IEP targets ensured that they made good levels of sustained progress across the school. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> The senior leaders were all dedicated and had high expectations of where they wanted the school to be. Inspired by the Principal, they set a clear direction and provided a continuous drive for improvement that had been shared throughout the school community. Through the 'Extended Development Group' there were very strong links with parents, students and other parties who all worked with the school in its aim for higher standards. Leaders across the school were skilled and committed to school improvement and had a clear understanding of their roles and responsibilities. They were very effective in driving the school forward towards improvement and had particular success in raising standards of learning in the Foundation Stage and post-16 phase, but understood there was more to improve in the primary and secondary phases. The school worked collaboratively with all stakeholders to review and share their vision. As a result there was a strong sense of purpose and an ethos of collective responsibility and mutual support among all students, parents and staff. Relationships and communication between all leaders were professional and effective. All staff understood what was expected of them. Leaders were receptive to external evaluation of the school and managed the process professionally and efficiently. They were able to initiate, prioritise and lead activities to secure further improvement. A termly internal review provided the school with evidence of what was successful and what needed further improvement. Leaders were successful in making improvements to important areas of the school including improving levels of attainment and the quality of teaching and learning, particularly in the Foundation Stage and post-16 phase. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> The views of senior leaders, teachers, students and parents helped to identify the school's strengths, development needs and planning priorities. For example, the Student Voice Group, Extended Development Group and Parent Representatives were all involved in this process. The school knew itself well at all levels, and key priorities were identified. Rigorous monitoring of the quality of learning and teaching was a high priority for the school. Senior leaders monitored teachers' planning, evaluated lessons, tracked students' attainment, and evaluated their progress towards meeting achievement targets using assessment data. They had taken part in a number of reviews of other schools, and this had supported the senior leadership team to improve their own school. Staff monitored the progress of implementing the improvement plan and in meeting targets. Performance management processes addressed the professional needs of staff, and this was a strong focus for the school. Improvement plans were based on reliable evidence collected from monitoring, as well as data gathered from external sources. The improvement plans included actions that were clearly linked to students' attainment and progress. Senior leaders quickly responded to managing any changes in the school. Appraisal of all aspects of performance had led to improvement in attainment and progress, but leaders understood that there was more to do to ensure that improvements were consistently observed across all phases. 	




	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> • Parents were very active in the life of the school. They were full partners in their children's learning, including home learning and 'Family Learning Newsletter' activities. The school had initiated a 'parent teaching parent' English and Arabic programme that helped parents support their children. Many parents attended school consultation days, assemblies, competitions, sports days and special themed days. The 'Aim High' programme involved parents and challenged students to think in greater depth. • The school used a wide range of methods to communicate with parents including planners, circulars, SMS, emails, blogs, video messaging and information communication notebooks for students with special educational needs. These methods took full account of their home language. Parents' views were valued and influential in the development of new policies and priorities for school improvement planning. • Parents received regular written reports of their children's attainment, progress, achievements and targets as well as four parent consultation meetings each year. Parents of students in the 'Target Assistance Programme' were monitored closely and invited to a one-to-one meeting to help them understand how they could support their children. • The school had a very strong partnership with the local community that helped to make a clear and positive impact on students' development. They had many links with external partners and community organisations to enhance and improve learning experiences for students as well as to enrich the curriculum. Students were regularly broadcasting on the radio, for example, talking about books for the 'Emirates Festival of Literature'. 	

	Overall
Governance	Good
<ul style="list-style-type: none"> • The school had a governing body that included the owners and was fully representative of the school community. There were systems in place to seek the views of stakeholders, especially parents, as part of the decision making process. This helped governors, with the school, manage change and school resources efficiently. • The board of governors closely monitored the school's performance and held leaders to account. Regular surveys provided information of the views of parents. A school development group including staff, parents and students met monthly and provided opportunities for of all parties to express their views. The Principal was monitored by a performance management system that included surveys from teachers and parents. • The school was well supported by the GEMS team of professionals who provide specific advice and guidance for the school and this made a good contribution to school improvement. Although there were plans in place to reduce the size of classes in the Foundation Stage and across the school, these had yet to be realised. Even though all staff were qualified, not all the newly appointed staff had an understanding of how to teach the National Curriculum of England. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • There were excellent administrative procedures supporting the smooth running of the school. All lessons were organised so that students lost little time during the school day. Assessment for learning displays informed parents of the standards across each phase. Information boards and displays had sufficient information to keep the school community up-to-date with developments at school. • There were sufficient qualified teachers to provide a broad and appropriate curriculum for all students, including provision of support from specialists with additional learning needs. There was a good balance of expertise among staff including a wide range of professional development for all staff. Staff were deployed effectively including some with innovative roles. Newly appointed teachers had an induction programme but many needed a greater amount of time in order to meet the high expectations necessary to teach the UK curriculum. • The premises provided an attractive learning environment with colourful displays and the libraries were well stocked with books. The teaching areas were of an acceptable size for most students but for some of the students, there was little space for movement. The Foundation Stage had organised their day for groups to be spread in and out of the classroom but when they worked in class groups there was limited room for active learning. • Resources were plentiful across the school and well matched to the needs of all students in all subjects. Various software tools were available for teachers and students to ensure that students were fully up-to-date in learning how to use a range of learning technologies. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	455	18%
	Last year	386	17%
 Teachers	78		37%
 Students	194		63%

- A minority of parents and teachers and a majority of students responded to the survey.
- Of those who responded to the survey, parents, teachers and students agreed that students made good progress and reached good levels of attainment.
- A high proportion of parents were very happy with the range of learning skills and all agreed that teaching was good and that school provided a wide range of subjects and extra-curricular activities.
- Almost all parents stated that their children were safe and enjoyed school and that they were informed about how well they were progressing.
- Most parents and students believed that the school listened to them and acted on their views.
- The majority of parents felt that the fee increases had contributed to improving school facilities and their child's learning experiences.
- Almost all parents, most students and all teachers agreed that the school was well led.
- There were many written comments from parents about excessive homework and increasing fees that for some parents were difficult to pay.

*The percentage of responses from parents is based on the number of families.

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

How to contact us

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

Knowledge and Human Development Authority

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