" THE RACE FOR EXCELLENCE HAS NO FINISH LINE. "

— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM
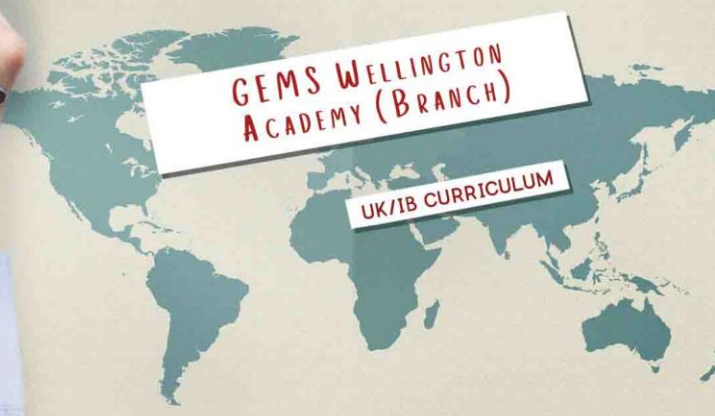
VERY GOOD

DUBAI
Knowledge المعرفة

INSPECTION REPORT

2017-2018

GEMS Wellington Academy (Branch)

Celebrating 10 years of inspections

GEMS WELLINGTON ACADEMY (BRANCH)

UK/IB CURRICULUM

Contents

School information

General information

Location	Dubai Silicon Oasis
Type of school	Private
Opening year of school	2011
Website	www.gemswellingtonacademy-dso.com
Telephone	045159000
Address	PO Box 49746
Principal	Michael Hall
Principal - Date appointed	26/01/2017
Language of instruction	English
Inspection dates	06 to 09 November 2017

Teachers / Support staff

Number of teachers	324
Largest nationality group of teachers	British
Number of teaching assistants	166
Teacher-student ratio	1:13
Number of guidance counsellors	4
Teacher turnover	16%

Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	4179
Number of children in pre-kindergarten	0
Number of Emirati students	146
Number of students with SEND	403
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	UK
Main curriculum	UK, IB
External tests and examinations	GCSE, IGCSE, IBDP, IBCP
Accreditation	BSO, IBO
National Agenda benchmark tests	GL

School Journey for GEMS Wellington Academy (Branch)

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Good	Good	Good	Very Good	Very Good	Very Good
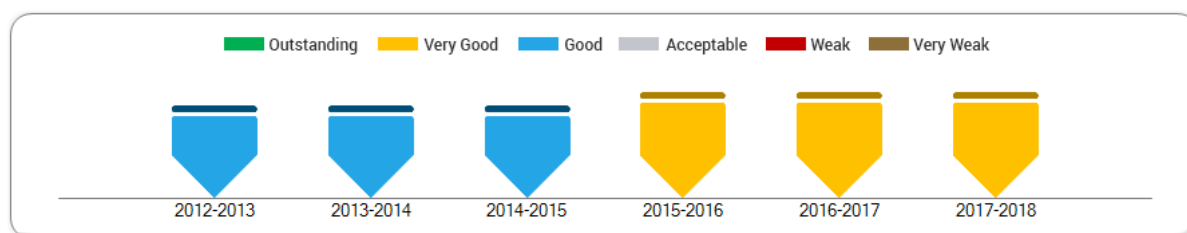
The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

GEMS Wellington Academy (Branch) was inspected by DSIB from 06 to 09 November 2017. The overall quality of education provided by the school is very good. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The new principal and other senior leaders provide very strong leadership. The school has the capacity to continue improving. Leadership is distributed very well but the impact of middle leadership is not consistently strong. The day-to-day today management of the school, governance and links with parents and the local community are key strengths of leadership.

Students' achievement

In the Foundation Stage, children achieve outstanding standards across the curriculum. Primary, students' attainment and progress are very good in English, mathematics and science but not as strong in Arabic and Islamic education. The attainment of secondary and post-16 students varies from very good to weak and progress varies from outstanding in English to acceptable in Arabic.

Students' personal and social development, and their innovation skills

Students' personal and social development remains a strength across the school. Students have positive attitudes to work, behave well and build supportive relationships with each other and with staff. Students' understanding and awareness of their own, UAE and other cultures is very strong. They respect Islamic values. Students show initiative in establishing a range of projects that benefit both the school and wider community.

Teaching and assessment

Most teachers have strong subject knowledge and an understanding of how students learn. The large majority of lessons are planned carefully. Internal assessment data in primary, secondary and post-16 phases can lack reliability. Managers and teachers analyse thoroughly external benchmarking data to identify strengths and weaknesses. Teachers make insufficient use of data to match teaching to students' learning needs.

Curriculum

The curriculum meets the relevant UK, International Baccalaureate (IB) and Ministry of Education (MoE) requirements. All students benefit from an extremely broad range of enrichment activities. The outstanding curriculum provides smooth transitions between key stages and subjects. Teachers adapt the curriculum very well to meet students' needs.

The protection, care, guidance and support of students

The school's health and safety policies and procedures are outstanding across all phases. The school promotes a healthy and active lifestyle. A caring and supportive atmosphere pervades the school. Teachers skilfully identify and meet the learning needs of almost all students who have special education needs and disabilities (SEND) and many of those who have gifts and talents.

What the school does best

- The school provides a rich curriculum with opportunities for students to excel in a wide range of academic subjects, in sports and in the performing arts.

- The school provides inspiring and innovative experiences at the Foundation Stage which help children to make outstanding progress and attain very high standards.

- The school provides a learning environment and ethos which enable students to develop outstanding personal and social skills, appreciate Islamic values and Emirati culture, and develop a sense of social responsibility.

- The school places a strong emphasis upon students' well-being and safety, inclusion and equity.

Key recommendations

- Improve the consistency of middle leaders in evaluating the work of their departments and the quality of teaching and learning.

- Improve the quality of assessment data, and use it to adapt teaching and to modify the curriculum; especially in the primary and secondary stages and its use in teaching.

- Improve rates of progress of students, in Arabic and Islamic education

Overall School Performance

Very good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ⬆	Good	Acceptable
Arabic as a first language	Attainment	Not applicable	Acceptable	Weak ⬇	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable ⬇
Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable ⬇	Good	Not applicable
English	Attainment	Outstanding	Very good	Very good	Very good ⬇
	Progress	Outstanding	Very good ⬇	Outstanding ⬆	Outstanding
Mathematics	Attainment	Outstanding	Very good	Very good	Good ⬆
	Progress	Outstanding	Very good	Very good	Good
Science	Attainment	Outstanding	Very good	Very good	Good
	Progress	Outstanding	Very good ⬇	Very good	Very good

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Very good	Very good	Outstanding

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Very good ⬇
School self-evaluation and improvement planning	Very good ⬇
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of
UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment as measured by the National Agenda Parameter tests meets expectations in science and mathematics but is not secure in English.

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).Leaders at all levels in the school, including the board, clearly understand the N.A.P. data. An action plan addresses key steps that are needed to be taken, to meet and exceed N.A.P. targets.

- Benchmarking and profiling data are analysed appropriately to gain an understanding of the strengths and weaknesses of individuals and what might best be done to address these.

- The sequencing and depth of the curriculum has been adjusted to ensure students have the best possible chances of success in upcoming PISA and TIMSS testing.

- In some subjects, data are widely used to modify teaching and to assign appropriate challenges for students, especially in the primary phase.

- Students are aware of their individual targets following National Agenda testing. Research skills are sufficiently well developed to use the resources available, including information and communication technology (ICT).

Overall, the school's provision for achieving National Agenda targets meets expectations

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements):
i) Governance and Leadership.
ii) Learning and Intervention.
iii) Personalisation

- Governors and leaders understand the current achievement levels of Emirati students. Targets are set for all students using data and other information and, in the best cases, Emirati students are significantly challenged and stretched by them. Engagement with Emirati parents is a strength, and is continuing to build.

- Teachers use available assessment data when designing activities, particularly to develop Emirati students' learning skills. In most lessons, staff understand the needs and aspirations of the Emirati students and often enable effective learning to lead from sound assessment. Assessment of prior learning contributes less effectively in Arabic, where lessons are less challenging and engaging.

- The school has effective systems for using analysed data to adapt provision. In most lessons, the Emirati students are encouraged to self-select challenging tasks and are targeted for activities that focus on developing verbal reasoning. These include discussing their learning with others alongside the use of increasingly complex texts from which they draw inferences.

The school's provision for raising the achievement of Emirati students is meeting expectations.

Moral Education

- Moral education is taught from Years 2 to 10, as a discrete subject as well as elements which are included within other subjects. It is a significant part of school life.

- Lessons are in both English and Arabic from Years 7 to 10. Teachers focus lessons on students' personal lives alongside current and global affairs.

- In lessons, students are keen to share their knowledge and understanding. They actively participate in discussions and collaborate with others to compare views.

- Students' learning in moral education is assessed and reported to parents. The school is further refining assessments, to include targets for next steps of learning.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The social studies curriculum, taught for at least 60 minutes each week, ensures that students from Year 2 to 10 acquire knowledge and skills in the subject.

- Teachers plan purposeful and engaging lessons to enable students to be successful learners. Teachers use up to date resources to make connections to students' prior learning and personal experiences.

- Students interact and collaborate well while exploring social studies concepts. Critical thinking, problem-solving and use of digital technologies are developing features of learning.

- Assessments against curriculum standards provides appropriate measures of students' progress. The use of assessment information to inform teaching and curriculum planning is developing steadily.

The school's implementation of the UAE social studies programme is developing.

Innovation in Education

- Students are developing as independent learners. Teachers encourage students to reflect upon what they are learning and seek out connections and deeper meaning.

- Through their participation in a range of 'ambassador roles' across all phases and by organising events, students are demonstrating and developing skills in innovation entrepreneurship.

- In each phase, there are a growing number of lessons where students make excellent and varied use of digital technology both to enhance and to communicate their learning.

- Imaginative enrichment classes are available to students each week and these often provide opportunities for students to be creative and develop skills of innovation.

- School leaders and the talented innovation team are providing a stimulus for teachers to develop more innovative approaches to help students to learn more effectively.

The promotion of the innovation agenda is developing.

Main inspection report

1. Students' achievements

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

- Students across all phases acquire knowledge and show their age-appropriate understanding of most aspects of Islam. Progress varies between phases. Primary and secondary students make strong progress, while students in Post-16 make acceptable progress although the progress in the lessons seen, suggested that they were capable of better.

- In all phases, Arab students make progress in understanding and memorising chapters of the Qur'an. Students in the secondary and post-16 phases can extract relevant rulings from Hadeeth and Qur'anic verses.

- Students' recitation skills in the primary phase have improved because of dedicated Qur'an lessons. Their knowledge and application of Tajweed rules are above curriculum expectations. Recitation in secondary and post-16 phases among Arab students is strong.

For development

- To improve students' progress and attainment in all areas of Islamic education ensure students are given more opportunities to work independently and to apply their learning to real-life scenarios.

Arabic as a first language		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Not applicable	Acceptable	Weak ⬇	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable ⬇

- Students' in the primary phase make acceptable progress in their reading and writing skills, due to the wider range of opportunities provided. However, in the secondary phase, most students attain below MoE standards in reading, writing and speaking, with progress that is not yet good.

- The main strengths in the primary phase are students' listening and comprehension skills. The writing of the most able students is developing well. However, the writing tasks set for the lower ability students do not always allow them to make sufficient progress, and not enough students attain at a high level.

- Students in Post-16 are developing their writing skills, but this is not consistent and errors are repeated in consecutive pieces of work. Their speaking and listening skills are stronger.

For development

- Ensure that writing and reading activities meet the needs of individual students, and provide clear and attainable expectations that show progress.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 📖	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable ↓	Good	Not applicable

- Across the school, students' attainment in the four skills of Arabic is in line with curriculum expectations. Their listening skills are strongest. However, independent reading and writing remains a challenge and most students habitually rely on aides for writing.

- In the primary phase, more-able students are keen to explore the language and their writing and speaking skills are developing well. However, a large minority of students in the middle and lower sets have underdeveloped reading and writing skills. This is mostly evident in their independent work.

- Students' good progress in the secondary phase is largely due to their well-developed learning skills. However, their attainment is limited by the over ambitious targets set in lessons that do not sufficiently meet their individual needs.

For development

- Ensure that students across the school make steady and consistent progress in reading and writing, by setting attainable targets that are based on their individual needs.

- Ensure that all teachers accurately assess students' work, and understand how to use assessment information to improve students' progress.

English		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Outstanding	Very good	Very good	Very good ⬇
	Progress	Outstanding	Very good ⬇	Outstanding ⬆	Outstanding

- By the end of the Foundation Stage 2, most children reach a very high level of development in language and communication skills. Attainment and progress is strong across all phases, with almost all students acquiring literacy competencies of readers, writers, talkers and independent thinkers.

- Primary students learn how different writers construct texts to influence readers or capture their imagination. Secondary and post-16 students make significant progress in exploring a range of literature with a focus on developing their ability to respond independently and critically.

- Students acquire age-appropriate, discrete skills and use ambitious vocabulary. They successfully meet the demands of external assessments.

For development

- Evaluate the impact of the improved Key Stage 3 curriculum on raising attainment.

- Ensure that skills and competencies are sufficiently developed throughout Key Stage 4 to prepare students for the rigours of the International Baccalaureate Diploma Programme (IBDP).

Mathematics		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Outstanding	Very good	Very good	Good ⬆
	Progress	Outstanding	Very good	Very good	Good

- Students in Foundation Stage and Primary are active enquirers, exploring links between mathematics and the world. In the secondary and post-16 phases there is a stronger emphasis on technique and less on application. Critical thinking is best explored in Foundation Stage and Post-16.

- Students' understanding of mathematical concepts begins well in Foundation Stage and is built upon in later years. Almost all groups of students across the school make better than expected progress from initial starting points. Teachers in all phases use open questioning effectively, to develop students' understanding.

- Students' thinking skills in mathematics are developing from Foundation Stage through to Post-16. Differentiated tasks have been developed in all classes but these are not always sufficiently well targeted to maximise the progress of some individuals and groups.

For development
- Use the rich assessment information available from external and internal sources to direct students to the most appropriate activities and tasks to provide appropriate challenges and improve their achievement.

Science		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Outstanding	Very good	Very good	Good
	Progress	Outstanding	Very good ⬇	Very good	Very good

- In science, a large majority of students make better than expected progress in all phases. Most attain above curriculum standards in primary and secondary phases. Almost all Foundation Stage children demonstrate excellent skills and understanding and make progress above expectations.

- A large majority of students make better than expected progress against their CAT4 predictions in the primary and secondary phases. Results in external benchmark tests are above expectations especially at GCSE, but many find the transition from GCSE to the IBDP demanding.

- In the primary phase, the use of the outdoor adventure area, linked to science learning has a positive impact on the younger students. Most students demonstrate confidence as communicators of their science knowledge, although their inquiry-based scientific investigation skills are less well developed. This is restricting their understanding.

For development
- Provide more opportunities for students to develop at a higher level, the investigative and problem-solving skills associated with science.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Outstanding	Very good	Very good	Outstanding

- The large majority of lessons are characterised by attentive, enthusiastic students who enjoy learning. Beginning in the Foundation Stage, teachers successfully place an emphasis on developing skills in independent learning.

- Students are provided with a variety of well-planned opportunities to work together and to share ideas. Students co-operate well and have regard for the ideas and views of others.

- Linking of learning across subjects and using real applications is a feature of many lesson plans. In mathematics, for example, salary scales in Dubai were used for a data analysis exercise. Still developing are students' abilities to make curriculum links for themselves.

- In the secondary phase English and across most post-16 subjects, teachers plan successfully to develop students' research and critical thinking skills.

For development
- Extend the opportunities for students to develop and use their inquiry and critical thinking skills across all subjects of the curriculum, particularly in Arabic and Islamic education.

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

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

- Students' personal development remains a strength across all phases of the school. Their behaviour, attitudes to work and relationships are exemplary.

- Students across the school appreciate the need to adopt and always maintain a healthy lifestyle. They make healthy life choices and enjoy a wide range of sports activities in the school.

- Overall, the attendance of students is very good across the school.

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

- Students' awareness and understanding of their own culture and that of other cultures are very strong features in the Foundation Stage and in Post-16. Primary and secondary students show they are mindful and have regard for the many cultures represented in school.

- Students' rich experience in everyday school life helps them develop a deep understanding of many aspects of UAE culture. They show respect for the National Anthem when it is played and can make connections between different areas of the curriculum and UAE culture.

- Students understand and have regard for Islamic values. They also have a respect for Muslim beliefs and enjoy learning about Islamic practices. Most students are active participants in a range of religious and cultural celebrations.

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

- Students initiate and take part in a range of projects that benefit both the school and wider communities. These include volunteering and fund-raising for charitable causes. Most students have a clear understanding of their responsibilities as members of a school community and enjoy having a leadership role.

- Students behave well, consider carefully what it means to be a good citizen and act accordingly. Across all phases, children and students take initiative and make decisions for themselves.

- Students are proud of their school. They also develop a clear awareness of wider environmental issues and both within and beyond the school. They promote the sustainability of natural resources and the preservation of natural spaces.

3. Teaching and assessment

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

- Almost all teachers, particularly in the Foundation Stage, have strong subject knowledge and an understanding of how students learn. They use this to plan and implement effective learning opportunities for students. In Arabic and Islamic education, teachers' knowledge about how students learn effectively is not as evident as in other subjects.

- The large majority of lessons are planned carefully with differentiated learning outcomes and success criteria. Plans refer to the development of critical thinking skills. This planning is developed and implemented well across the Foundation Stage, in secondary English lessons and in IBDP, but not as well in Arabic and Islamic education.

- Improvements in professional development for teachers, and a constructive team approach to planning are beginning to have a positive impact on the learning environment. However, not all teachers provide sufficient opportunities for students to use their transferable learning skills.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Very good	Very good	Very good

- Separate and appropriate assessment processes are used in each phase of the school. Internal data in primary, secondary and post-16 phases is mostly reliable, although occasionally assessment tasks do not match curriculum expectations.

- External benchmarking data are thoroughly analysed across the school to identify strengths and weaknesses. Some appropriate curriculum changes have resulted from these analyses.

- The assessment systems in use, provide rich and appropriate information for teachers and leaders. The use of data is a strength in the Foundation Stage. In other phases, the effective use of these attainment data to plan lessons to meet individual students' needs is emerging.

For development
- Ensure internal assessment data are as valid as possible, and used explicitly and consistently to influence teaching for individuals and groups across all phases.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is broad and balanced and compliant with the English National Curriculum, International Baccalaureate programmes and the requirements of the MoE. In Foundation Stage and the primary phase, child-designed 'super heroes' introduce learning skills that make students successful learners in preparation for the IBDP.

- The enrichment activities provide very good opportunities for students to excel in the performing arts and in sport. The curriculum choices prepare students exceptionally well, and in a variety of ways, for their adult lives.

- The annual review process analyses students' assessment information. This highlights essential skills and gaps in learning. The school plans well for the competences students require for their next phase. The curriculum provides a smooth transition between key stages and subjects.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The school ensures that effective adaptations are made to the curriculum so that the work students undertake in class, closely matches their needs, especially for those with SEND. Effective adaptations to provide further challenge for gifted and talented students are beginning to be seen.

- An extremely wide range of subjects is available to students through the enrichment programme. Students' personal development is also greatly enhanced through charitable initiatives such as the entrepreneurial enrichment fair in the primary phase.

- The school extends students' appreciation of the UAE by providing a wide range of special events and through integrating topics into the curriculum. Teachers use pertinent cultural and topical examples very well, to illustrate learning points in many lessons.

- Arabic is provided for children in Foundation Stage for one hour every two weeks. Children learn the Arabic alphabet and begin to acquire a simple vocabulary helped by their teachers and enthusiastic Arabic speaking classmates.

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

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

- School staff review and update health and safety policies and procedures on a regular basis. This includes the arrangements for child protection. Entrances and exits to the school are supervised effectively.

- Staff carry out rigorous and frequent checks in all areas of the school ensuring that the buildings are well maintained. The transport systems are very efficient and effective.

- A caring and supportive atmosphere pervades the school. The current anti-bullying campaign utilises an innovative plant display in the entrance to the secondary school.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Students' behaviour in lessons and around the school is exceptionally good, being underpinned by clear procedures that are applied efficiently and consistently by all staff. Any rare incidents of unacceptable behaviour are carefully reviewed by pastoral staff and effective guidance is provided for students.

- Students' attendance and punctuality are monitored with meticulous care. When problems are identified, prompt contact is made with home and generous support is provided for families when a need is recognised.

- Almost all students who have SEND are accurately identified and diagnosed, in many cases by pre-entry screening. The school uses data to augment diagnosis and highlight those students who are the very able or who possess specific talents.

- Students who have SEND receive a high level of support from the inclusion team and most class teachers. Specialists provide clear advice on meeting needs, which is used skilfully in lessons. Although not yet wholly consistent, in the very best lessons, the most able students are offered challenges to deepen their learning.

- The extremely high quality of care provided in school is highly appreciated by students, especially that being provided by the pastoral staff, including counsellors. Transition arrangements between phases of the school and from school to further or higher education are sensitively and effectively structured.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Outstanding

- The school is fully committed to inclusive practice. It has embraced and developed the roles of inclusion champion and governor for inclusive education. The inclusion improvement plan is ambitious for the school and the students, and the leaders of the SEND department continually encourage best practice.

- Almost all students who have SEND are correctly identified and accurately diagnosed. While the school currently relies significantly on outside agencies for diagnosis staff are developing their own abilities and processes to support students from school resources. Teachers carefully plan effective interventions carefully both inside and outside the classroom.

- Parents are full partners in their children's education. They are kept informed of the issues and achievements. Channels of communication are warm, efficient and effective because the school clearly values the contribution that parents make.

- The school's systems for support enable almost all students to access the curriculum. Students who have complex learning needs are well supported by learning assistants, funded by parents. The learning assistants provide valuable and skilled support for academic and pastoral needs. Occasionally, an overstated level of support hinders the development of skills of independence.

- Outcomes for students who have SEND are usually very positive. The school monitors progress carefully and matches well-targeted improvements to underlying ability and academic starting points. Specialist staff develop effective assessments to ensure that the degree of support needed to achieve appropriate targets is carefully monitored.

For development
- Plan for a broader range of alternative curriculum pathways for students who have complex needs, and target further training for SEND staff in better communication.

6. Leadership and management

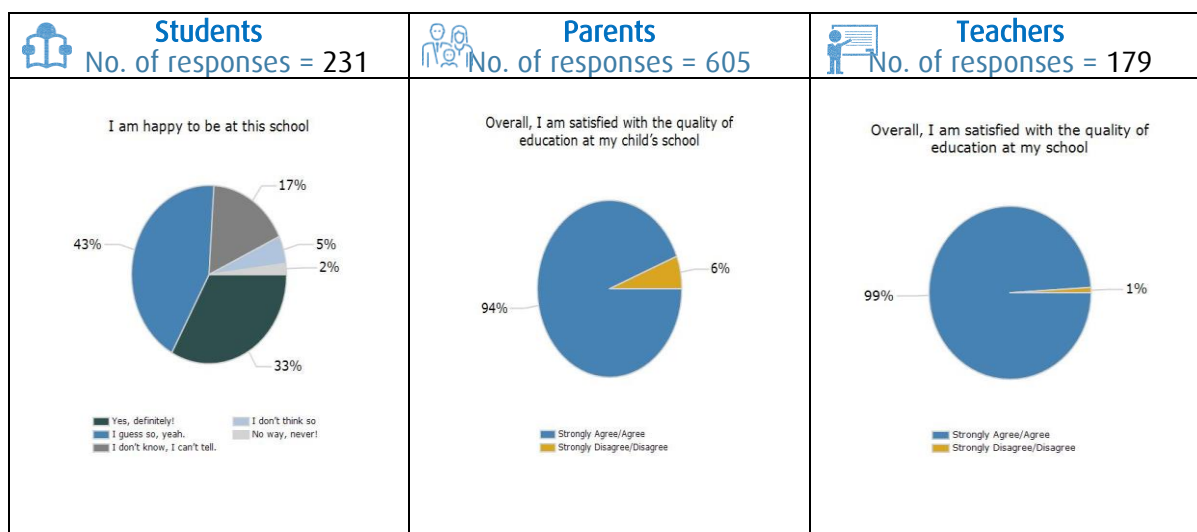|	
The effectiveness of leadership	Very good ⬇
School self-evaluation and improvement planning	Very good ⬇
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding

- The recently appointed principal and the senior leaders provide a very strong lead to the school. They communicate very well the school's ambitious vision of providing world class education. They promote innovation very well. The school has a high capacity to improve and build on its successes. Leadership is distributed exceptionally well. The impact of middle leadership is inconsistent.

- The school's comprehensive and systematic approach to self-evaluation provides information on students' performance. This information is not always accurate and can give a false impression of how well students achieve in some subjects. Staff work hard to address the recommendations of the previous inspection, but more is still to be done, especially in raising standards of achievement in Arabic and Islamic education.

- Parents are actively involved in their children's education. 'Parent Ambassadors' make a strong contribution to the school. Communication between the school and parents is very good. Through a variety of media, the school keeps parents fully informed on school news and on their children's progress and attainment. Beneficial links have been formed with local schools and organisations.

- The governing body takes very good account of parents' views by consulting the Parent Council and the Local Advisory Board. The governing body is very effective at holding the principal and other members of the senior executive team to account for the school's performance. With a view to improving students' performance in Arabic, the board funded the appointment of additional staff.

- The school is managed very efficiently on a day-to-day basis. It is staffed with well-qualified teachers. The induction programme for new teachers and the well-conceived regular professional development programmes continuously build teachers' skills. The premises and specialist facilities provide an outstanding learning environment.

For development
- Improve the impact of middle leaders on their subjects to develop further the quality of learning, teaching and student outcomes.

The views of parents, teachers and senior students

Before the inspection, the views of the 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.

Students No. of responses = 231	Parents No. of responses = 605	Teachers No. of responses = 179
I am happy to be at this school 17% 5% 2% 43% 33% ■ Yes, definitely! ■ I don't think so ■ I guess so, yeah. ■ No way, never! ■ I don't know, I can't tell.	Overall, I am satisfied with the quality of education at my child's school 6% 94% ■ Strongly Agree/Agree ■ Strongly Disagree/Disagree	Overall, I am satisfied with the quality of education at my school 1% 99% ■ Strongly Agree/Agree ■ Strongly Disagree/Disagree

Students	The students who responded to the survey are very positive about the school. They think the quality of teaching is good, that teachers know their strengths and weaknesses, and that teachers help them to learn independently and develop research skills using digital technologies. They contrast their well-developed skills in reading English with their low ability for reading Arabic. This is broadly in line with the findings of the inspection team although for some students with SEND the school needs to ensure that independence is being nurtured.
Parents	Almost all the parents who responded to the survey are satisfied with almost all aspects of the school. They feel their children are safe and happy at school. Staff place a strong emphasis upon students' well-being. They think that the school is well led, and that teaching is generally effective but less so in Arabic. The inspection team broadly concurs with these views.
Teachers	All of the majority of teachers who responded to the survey are satisfied with all aspects of the school. They think students are happy in school and children with SEND are welcomed. Almost all think this is a good school to work for and that the professional development has made them better teachers. They consider that the school is well led.

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