

# Inspection Report



## GEMS Wellington Academy (Branch)

2014-2015



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## School information



### General information

Location	Dubai Silicon Oasis
Type of school	Private
Opening year of school	2011
Website	www.gemswellingtonacademy-dso.com
Telephone	04-515-9000
Address	P.O. Box 49746 Dubai
Principal	Michael Gernon
Language of instruction	English
Inspection dates	17 <sup>th</sup> – 20 <sup>th</sup> November 2014



### Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	Foundation Stage - Year 13
Number of students on roll	3575
Number of children in FS1	326
Number of Emirati students	84
Number of students with SEN	334
Largest nationality group of students	UK



### Teachers / Support staff

Number of teachers	239
Largest nationality group of teachers	British
Number of teacher assistants	139
Teacher-student ratio	1:15
Number of guidance counsellors	2
Teacher turnover	16%



### Curriculum

Educational Permit	UK / IB
Main Curriculum / Other	UK / IB
Standardised tests / board exams	IGCSE, IBDP, IBCC, BTEC
Accreditation	BSO and IBO

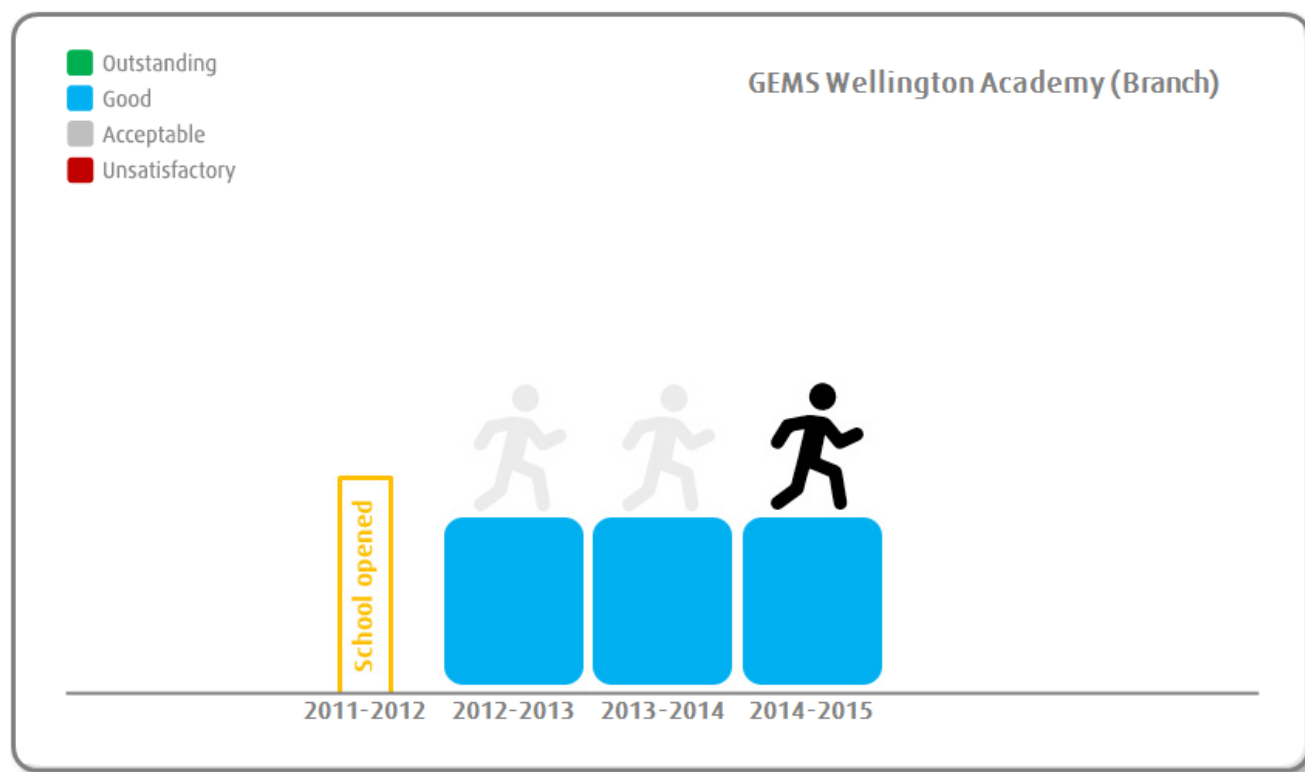




Dear Parents,

GEMS Wellington Academy (Branch) was inspected by DSIB from 17<sup>th</sup> – 20<sup>th</sup> November 2014, 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**

- Outstanding teaching and an exciting curriculum in the Foundation Stage.
- The rapid progress in English made by students across all phases of the school.
- Students' personal and social development, in a safe and healthy environment.
- The high quality of provision for students with special educational needs.
- Innovative leadership from the Principal and the senior leadership team to improve the school.

### **Areas for improvement**

- Improve students' attainment and progress in learning Islamic Education and Arabic as a first or additional Language.
- Improve the consistency in the quality of teaching across all phases.

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 GEMS Wellington Academy (Branch)



### How well does the school perform overall?

Overall, GEMS Wellington Academy (Branch) School provided a 'Good' quality of education for its students.







- Students made acceptable progress and attainment in learning Islamic Education and in Arabic as an additional language. Their attainment and progress in learning Arabic as a first language were unsatisfactory in the secondary and Post-16 phases. Their progress in English, mathematics and science was outstanding. Their attainment in learning these subjects was good. Children in the Foundation Stage acquired outstanding learning skills as they explored the world around them. In all phases, students were able to work together in groups. By the Post-16 phase, students were able to take responsibility for their own learning, to think and reason well, and to use technology to research topics.
- Students showed excellent attitudes toward work, and their behaviour was exemplary. Most students understood the importance of living healthy lives. They had good understanding of Islamic values, most aspects of the United Arab Emirates (UAE), and other cultures. They showed outstanding responsibility for their community and the environment.
- Teachers successfully encouraged students to discuss and to widely explore their ideas. Those in the Foundation Stage had well-developed understanding of how young children learn. In some lessons, the work planned for certain students lacked sufficient challenge and did not enable progress. Assessment information and external test data gave leaders and teachers a good record of how well each student had progressed.
- The curriculum was well designed, innovative and suited to the needs of almost all students.
- The school had very effective ways to keep students safe and secure inside and outside of the buildings.
- The senior staff led the school very well. They were innovative leaders and had improved the school's links with parents. Together with staff members at other levels, they had good knowledge of the strengths and weaknesses of the school. The high quality of school buildings and facilities supported all aspects of the students' education, including sporting and enrichment activities.



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

- Students with special educational needs took part in lessons and activities which supported them very well in most subjects. The support helped most students to make good or better progress. In some lessons, especially in Islamic Education and in Arabic as a first or additional language, their progress was only acceptable, because teachers did not always meet their special needs.
- The school had very clear and helpful information about how children with special needs would be admitted and then supported in the different stages of their learning. Specialist teachers were very skilful at recognising the needs of individual students and knew how to support them.
- Parents were involved in all aspects of their children's learning. They shared in decision making and planning for their children's support and overall education.

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

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable ↑	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
	Progress	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable ↑	Acceptable ↑	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable ↑	Not Applicable
 English	Attainment	Good	Outstanding ↑	Good ↓	Outstanding
	Progress	Outstanding	Outstanding ↑	Outstanding	Outstanding
 Mathematics	Attainment	Good	Good	Good ↓	Good
	Progress	Outstanding	Outstanding ↑	Good ↓	Good
 Science	Attainment	Good	Good	Outstanding ↑	Good
	Progress	Outstanding	Good	Outstanding ↑	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	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
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	Outstanding 	Good
Curriculum design to meet the individual needs of students	Outstanding	Outstanding	Outstanding	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	Outstanding	Outstanding	Outstanding	Outstanding

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

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



## Overall school judgement

Good

## Key strengths


- Outstanding teaching and an exciting curriculum in the Foundation Stage ensured a very positive start to children's learning in the early years.
- Students made rapid progress in learning English across all phases of the school.
- The approaches successfully adopted by the school to keep students safe and healthy and to promote their personal and social development had resulted in highly responsible young people.
- The high quality of provision for students with special educational needs resulted in their good or outstanding progress in learning most subjects.


## Changes since the last inspection

- Students' progress in learning Islamic Education in the primary phase had improved to be acceptable.
- Teachers had been successful in improving students' progress and attainment in learning Arabic as an additional language to acceptable levels.
- The quality of students' progress and attainment in primary English and secondary science, and their progress in primary mathematics had all improved. These aspects were outstanding.
- Students' learning skills in the Foundation Stage and the Post-16 phase were outstanding.
- The quality of teaching in the Foundation Stage, and of the curriculum in the secondary phase had both improved.
- Partnerships with parents and the community were of an outstanding quality.

## Recommendations

- Improve students' attainment and progress in Islamic Education and Arabic, particularly in Arabic as a first language, at the secondary and post-16 phases, by ensuring that teachers consistently:
  - assess their students' strengths and next steps in learning more effectively;
  - plan and deliver lessons to meet different groups of students' needs; and
  - challenge students and promote the development of their higher order thinking skills.
- Further improve the quality of teaching to ensure greater consistency in the ways teachers match tasks and activities to the needs of different groups of students, particularly the most able.






 Improved from last inspection

 Declined from last inspection

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








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	Good	Outstanding
Mathematics	Good	Outstanding
Science	Good	Outstanding

- A majority of children had knowledge and skills ahead of the curriculum expectations in English. They recognised letters and sounds and used familiar words to build short sentences. They made outstanding progress in acquiring communication skills in English.
- In their number work, attainment was good and the children made outstanding progress. They could count, add, and find the differences between simple numbers accurately. They could identify basic shapes.
- Children showed enthusiasm for the many investigative experiences on offer in science. They could talk about what they had found out, and were making outstanding progress in exploring and understanding the world around them.

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

- In Islamic Education, most students had appropriate knowledge of the Pillars of Islam and Faith. They understood the purposes of prayer, charity, fasting and the meaning behind Islamic rituals and celebrations. Their skills in explaining and applying their understanding in real-life settings were less well developed.
- When learning Arabic as a first language, most students were making appropriate progress in their listening and reading skills. Their speaking and writing skills were less well developed. Their independent thinking skills were limited, due to the restricted opportunities in lessons.
- Most students learning Arabic as an additional language demonstrated appropriate listening and speaking skills. They did not make expected progress when writing independently.
- In English, students' reading, speaking and listening skills were very well developed. A focus on exciting topics to explore and extend vocabulary was helping to improve their writing skills.


- In mathematics, a majority of students were able to exceed expectations in numbers, shapes and data handling. Most were making better than expected progress in developing critical thinking skills, for example, in making decisions as they designed a house or a boat.
- Most students knew how to carry out scientific investigations. They were able to link their learning to other subjects and real-life applications. Overall, a majority of students achieved better than expected outcomes.

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

- Most students were developing their understanding of the main Islamic concepts and their awareness of how these were related to their own everyday lives. However, they made slower progress in Qur'an recitation and learning the Tajweed rules.
- In learning Arabic as a first language, students' knowledge and skills were very limited.
- Students understood a range of spoken words as they learned Arabic as an additional language, mainly from their immediate environments. They were able to communicate basic information about themselves.
- The students' attainment in English was better in reading than in writing, although their writing skills were improving. Their progress had declined to 'good' as a result of weaknesses found in students' writing skills.
- In mathematics, a majority of students had better than expected attainment in calculation and algebraic manipulation. Their progress in acquiring critical thinking skills, for example, in tackling open-ended mathematical problems, was good. However, students often misunderstood key mathematical concepts because of some variations in their teachers' subject knowledge.
- The school's first international test results in the sciences were outstanding. Most students exceeded expectations when compared to the curriculum standards. Students were able to apply their learning to unfamiliar practical situations, such as the causes of earthquakes.

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

- Students were unable to critically extend their interpretation of the Qur'an and Hadith, or to deduce the messages from them. They were progressing as expected in developing their Qur'an memorization and recitation skills.
- Students' attainment and progress in learning Arabic as a first language were unsatisfactory. Few students had the knowledge and skills at appropriate levels in the key aspects of the language.
- Students made outstanding progress in English language and literature. Their writing skills were refined, and they had well developed skills for analysing texts and finding meanings in literature.
- The students' mathematical knowledge and reasoning skills were well developed overall, and a majority of them worked ahead of the curriculum expectations.
- All students made very rapid progress in attaining the curriculum standards. They showed good ability when relating difficult scientific concepts to real life; for example, the concept of wavelength as applied to medical devices such as x-rays and magnetic resonance imaging scans.

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

- Students showed enthusiasm in lessons, particularly in the Foundation Stage. They enjoyed learning, developing and sharing their ideas with their classmates. They were keen to do well. In a few instances there was too little challenge in lessons; consequently the attention of some students was lost and their learning slowed.
- Students worked well together with partners or in small groups on practical tasks and shared responsibilities well. When sharing ideas, they showed respect for the views of others and listened carefully to their classmates' contributions.
- In most lessons, students were able to think widely about subject and suggest new ideas or a new way of considering a problem. Students' critical thinking and problem solving skills were underdeveloped in some Islamic Education and Arabic lessons.
- Students enjoyed finding out new facts for themselves. In subjects such as science, they enjoyed doing experiments and testing their ideas in practical ways. Independent learning was a notable feature of learning in the Post-16 phase.

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal responsibility</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students' attitudes, and their ability to show personal responsibility were outstanding. Such outcomes reflected the importance which the school placed upon developing these attributes.
- Students' behaviour was excellent in all phases. Almost all students showed a high degree of self-discipline, and demonstrated courtesy and consideration.
- Relationships with other students and the staff were extremely positive and the mutually respectful atmosphere in lessons helped promote good learning.
- Most students understood the characteristics of a healthy lifestyle, and made sensible choices in diet and exercise.
- The rate of attendance was good and almost all students arrived punctually at lessons.


	Foundation Stage	Primary	Secondary	Post-16
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Good

- Students demonstrated clear understanding of Islamic values. They developed good understanding of the relevance and influence of these values upon life in Dubai.
- Students understood the heritage and cultural aspects of life in Dubai. Aspects of life in other Emirates were less well understood.
- Students knew about other worldwide cultures and the importance of mutual understanding to ensuring peaceful co-existence.

	Foundation Stage	Primary	Secondary	Post-16
<b>Community and environmental responsibility</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students showed strong commitment and dedication to learning, particularly through independent and collaborative projects. They had a well-developed work ethic, and many provided helpful role models in caring for the environment and supporting their community.
- Through a wide range of curriculum activities and volunteer projects, which were often self-initiated, students served in many community projects.
- Students were well aware of environmental issues and demonstrated this in practical ways through recycling and caring for the environment.

### 3. How good are teaching and assessment?

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


- Most teachers in all phases had good subject knowledge and used their well-developed questioning skills to promote lively discussions and test students' understanding of what they had learned. In the Foundation Stage, children made a very good start to their learning because the teaching was outstanding and they had a stimulating learning environment.
- Lessons had clear objectives, so the students understood what they were to learn. At the end of lessons, they were encouraged to assess how well they had achieved the objectives.
- Highly productive relationships between students and the teaching staff contributed to the good quality of lessons. These supported lively class discussions which helped students to develop and explain their ideas.
- The tasks planned in a minority of lessons did not provide a sufficiently high level of challenge for students of all abilities, especially the most able.
- Teachers usually encouraged students to show independence and take responsibility for their learning. Students frequently assessed their own work and that of other students in very mature ways. They reflected upon topics in their lessons and often found comparisons to give a new dimensions to their learning.
- The teaching of Arabic as a first language did not sufficiently challenge or engage the students.

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

- Teachers in the Foundation Stage, where the assessment of learning was outstanding, gathered a wide range of information on the children's progress and used the data to inform lessons plans. In the other phases they used a good range of assessment techniques. Valid and reliable data linked to the school's curriculum was available to teachers.
- Teachers analysed their students' results in various external tests and examinations with the aim of improving the quality of lessons. All parents were well informed of the external and internal assessment results.
- In a majority of lessons, students were involved in self-assessment, with clearly stated success criteria. Consequently, most students knew what was expected of them.
- Teachers had good knowledge of their students' progress and achievements. In general, students received oral feedback or written comments to tell them how to improve their work. The use of assessment information to help teachers match tasks and activities to the needs of different groups of students was inconsistent across the subjects and phases.
- The assessment of students' progress and attainment in Islamic Education and Arabic was less effective than in the other key subjects.



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

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum quality</b>	Outstanding	Good	Outstanding 	Good
<ul style="list-style-type: none"> <li>The curriculum was broad and balanced. It was firmly established and outstanding in the Foundation Stage and the secondary phase. Some key aspects were still being embedded in the primary and Post-16 phases.</li> <li>Planning for continuity and progression in most subjects was at least good. Meetings among subject and phase leaders ensured that most students were well prepared for a smooth transition from one phase to the next.</li> <li>There was a high level of enrichment throughout the curriculum through enquiry-based learning.</li> <li>This enrichment led to better learning skills and the establishment of cross-curricular links.</li> <li>Review and development of the curriculum was carried out effectively. Teachers, parents and students were consulted appropriately. As a result, there was widespread, positive support for an innovative curriculum.</li> <li>The curriculum for Arabic as a first Language relied mainly on the Ministry of Education textbooks, except in the Post-16 phase, wherein the International Baccalaureate curriculum was used. Standards and expectations were lower in the Post-16 phase than in other phases. The range of resources used in the Arabic curriculum was too narrow.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum design to meet the individual needs of students</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The curriculum was modified successfully to meet the needs of different groups of students, including those with special educational needs and those for whom English was a second language.</li> <li>The phase and house enrichment programmes positively influenced students' academic and social development across all phases.</li> <li>Curricular options were extensive and they effectively supported learning. For example, mini-option choices of subjects for Year 9 students prepared them well for success in Year 10 and beyond.</li> <li>The school offered one 30-minute session in Arabic as a first language each week for 81 children in the upper Foundation Stage classes. The school's programme targeted children's alphabet recognition and their use of some rhymes.</li> </ul>				

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Health and safety</b>	Outstanding	Outstanding	Outstanding	Outstanding

- The policies and procedures for the care and protection of students provided clear guidance to all staff members. Well-defined senior staff responsibilities ensured that prompt action was taken and support quickly given to students if concerns were raised. Students' received appropriate guidance on how to keep themselves safe, including during internet use and against cyber-bullying.
- Very high quality arrangements ensured the safety and security of students and the staff. Comprehensive security was in place to monitor entrances throughout the school day, with extra vigilance at the starting and finishing times.
- The electronic record keeping system across the school provided efficient, secure methods of maintaining and tracking incidents or concerns and included health and medical care.
- The extensive school campus offered excellent facilities for all aspects of education in classrooms and for outdoor activities. The building was maintained to a very high standard, and new building operations were separated safely from the students.
- Extensive attention was given to promoting healthy and active lifestyles. Healthy eating was promoted through curricular programmes, and supported well by healthy food options in the canteen.

	Foundation Stage	Primary	Secondary	Post-16
<b>Quality of support</b>	Outstanding	Outstanding	Outstanding	Outstanding

- There were very positive relationships between the staff and students. Appropriate attention was given to the students' social and educational needs.
- Attendance monitoring was efficient. Prompt contact with parents had reinforced the importance of safety and attendance.
- The identification of students who needed additional help in their learning was carried out very effectively, with clear stages of support and intervention. All staff members were given guidance on the processes to follow for referral of students and the strategies to use for supporting them.
- Students with special educational needs experienced very high quality support from the dedicated team of inclusion leaders and teachers. Staff expertise led to targeted, well-planned interventions. A wide range of needs were accommodated through appropriate modifications of the curriculum. These allowed students to take their places, with support, in the mainstream classes.
- The school had developed a very comprehensive tier of staff responsibilities to support the pastoral and educational support for all students. These included comprehensive counselling, tutoring and career advice.


## 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"> <li>The Heads of Inclusion for the primary and secondary phases gave positive and strong direction. Both were experienced and qualified in the field. They shared the vision for the school as a centre for excellence in special educational needs inclusion and provision.</li> <li>Comprehensive policies and procedures gave all staff members clear guidance on the processes for referral and the stages of intervention. These ensured that specific information and relevant strategies were identified.</li> <li>The existing and continuing development of the expertise and knowledge of the specialist inclusion team had ensured the early identification of individual needs. Appropriate strategies were put in place to support students.</li> <li>The curriculum was well modified for those students with specific needs. In particular, the learning support teachers and assistants matched the content and knowledge with the developmental stages of each student.</li> <li>Parents were involved in all aspects of their children's learning. They shared in making decisions and planning for their children's support and overall education.</li> <li>Most students made good progress against their expected outcomes and a few made outstanding progress. In some lessons, particularly in Islamic Education and Arabic, their progress was less than expected because the curriculum did not match their learning needs or engage their interest.</li> </ul>	

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

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> <li>The Principal and senior leaders ensured that the staff shared a vision of the school as a high-performing institution which ensured the best outcomes on all aspects for all learners. Together, staff members were making progress towards implementing that vision, while simultaneously overseeing the rapid growth of the school in ways which sustained their previous achievements.</li> <li>A number of the teaching and non-teaching staff had leadership roles. Most teachers at the middle levels fulfilled their responsibilities to good or outstanding levels, while a few showed acceptable leadership skills.</li> <li>Relationships among and between staff members at different levels were professional. Communication was highly effective, ensuring that all knew what was expected of them.</li> <li>Senior leaders and others showed a well-developed capacity for innovation. They had gained the trust of the governance team and were provided with an appropriate degree of autonomy to implement their ideas.</li> <li>Leaders had managed to effect improvement in several key aspects of the school's work. Almost all previously outstanding aspects across the school had been maintained.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> <li>The senior staff involved all teachers in a wide range of processes for monitoring the quality of the school's work and planning and implementing improvements. They were well aware of the key priorities for improvement.</li> <li>The management of teachers' performance was both effective and efficient. Through regular observation of lessons, senior leaders had good knowledge of the profile of strengths and weaknesses of the teaching. In a few cases, they over-estimated the quality of teaching and the students' attainment and progress in learning.</li> <li>Leaders had made progress in addressing the recommendations from the previous inspection report.</li> <li>The quality of lessons was becoming more consistent. Some aspects of students' attainment in learning Arabic as a first language continued to be unsatisfactory.</li> </ul>	




	Overall
Parents and the community	Outstanding 
<ul style="list-style-type: none"> <li>The school had built a wide range of links with parents and the community. These links and the involvement of parents were benefiting students' learning and personal development. For example, students benefited from opportunities for work experience and learning about business.</li> <li>Parents were appreciative of the regular and helpful communications from the school, which were carried out in a range of ways. Through various online sources they could keep up-to-date with what their children were learning.</li> <li>Reports to parents on their children's progress and attainment were detailed, and included advice about their next steps in learning.</li> <li>The Parent Council was closely involved in advising the school about important aspects of its work. For example, it had been instrumental in promoting improvements to the school's anti-bullying and behaviour policies, and the school's procedures for course choices in the secondary phase.</li> </ul>	

	Overall
Governance	Good
<ul style="list-style-type: none"> <li>Parents had a voice on the Governing Board, through the Parent Council and thrice-yearly surveys of their views. They were not formally involved in governance procedures.</li> <li>The staff in the corporate governance system gave due autonomy to the school's leaders, while exercising appropriate accountability, for example, on budgetary matters and in relation to student outcomes.</li> <li>The corporate staff made significant contributions to the development of leadership in the school and to the provision of resources. They ensured that statutory requirements were met, and that the good levels of performance, with several outstanding aspects, were maintained.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> <li>• The senior staff and others managed the day-to-day running of the school to an outstanding level.</li> <li>• The school had a large complement of well qualified teachers, who benefited from regular training and development activities. New staff members were effectively inducted into the school.</li> <li>• The premises offered a high quality learning environment.</li> <li>• Included were well stocked libraries, extensive sporting and other specialist facilities and technology resources to promote independent learning and research.</li> </ul>	

## 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
 <b>Parents*</b>	<b>This year</b>	415	17%
	<b>Last year</b>	485	25%
 <b>Teachers</b>	81		34%
 <b>Students</b>	86		32%

- Minorities of parents, teachers and senior students completed their surveys this year.
- Those who responded to their surveys expressed positive views about almost all aspects of the school. Parents indicated that their children enjoyed school and were safe there.
- Parents and students were less positive in their views of students' attainment and progress in learning Islamic Education, Arabic as a first language, and Arabic as an additional language.
- Health and safety issues in the school were highly rated. A few parents and students had concerns about safety during break times.
- Most parents thought that the school dealt adequately with bullying.
- Responses concerning students with special educational needs were positive, but a few parents resented having to pay for certain aspects of support.
- Parents had positive views on communication with the school.
- Most parents thought that the school was well led. Most parents and a majority of students believed that their views were listened to by the leaders.
- Teachers who responded were very positive about most aspects of the life and work of the school. Most agreed that the school was well led, and that leaders listened to their opinions.
- Most teachers reported that they were included in the school's self-evaluation, curriculum review, and school improvement activities.

\*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](mailto:inspection@khda.gov.ae)