



المعرفة
Knowledge



GEMS WELLINGTON INTERNATIONAL SCHOOL – DUBAI BRANCH

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



OUTSTANDING

NATIONAL AGENDA
PARAMETER



OUTSTANDING

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Sufouh
	Opening year of school	2005
	Website	www.wellingtoninternationalschool.com
	Telephone	97143484999
	Principal	Maryssa O'Connor
	Principal - date appointed	9/1/2018
	Language of instruction	English
	Inspection dates	13 to 17 November 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	2904
	Number of Emirati students	71
	Number of students of determination	177
	Largest nationality group of students	Indian



TEACHERS

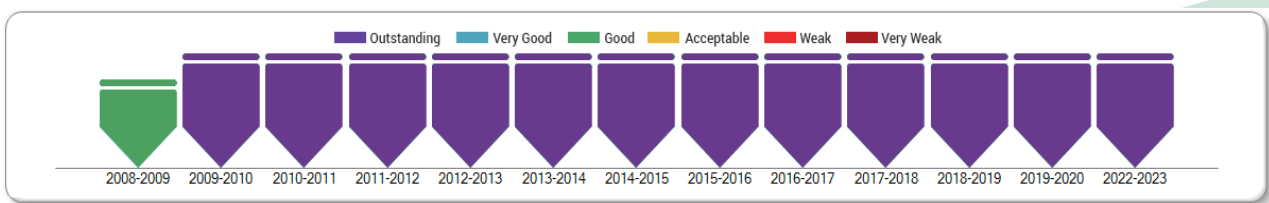
	Number of teachers	218
	Largest nationality group of teachers	UK
	Number of teaching assistants	100
	Number of guidance counsellors	4



CURRICULUM

	Curriculum	UK/IB
	External Curriculum Examinations	GCSE, IBDP
	Accreditation	IB, BSO

School Journey for GEMS WELLINGTON INTERNATIONAL SCHOOL - DUBAI BRANCH





SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students’ attainment and progress in English, mathematics and science in all phases are outstanding. There is an improving picture for attainment and progress, especially in Primary, for both Islamic Education and Arabic with all judgements being at least good. In all phases, students have very well-developed learning skills, and when given opportunities, these are used effectively to support their academic and personal growth.
- Students’ attitudes and behaviour are exemplary and characterise the school’s values of integrity, empathy and fortitude. Most students demonstrate support for each other, and this is evident not only within year groups, but also across phases. Students have a very strong understanding of Islamic values and Emirati culture. They are active in a wide range of extra-curricular activities, from a variety of sports and sustainability action, to charitable enterprise.

Provision For learners

- Teachers skilfully plan engaging lessons, optimising time and resources, to support learning. Advances in teaching in Islamic Education and Arabic are reinforcing better outcomes for students. In most lessons teachers set high expectations, promote independent inquiry and critical thinking. The rigorous analysis of assessment information is helping leaders to adjust the curriculum and learning in lessons. Written feedback to students in Secondary is variable.
- The curriculum ensures progression from the Foundation Stage (FS) to Key Stages 1 to 4 and the International Baccalaureate (IB) Diploma in Post-16. Students are prepared well for external examinations. Curriculum reviews ensure comprehensive alignment and themed units in Primary, encourage inter-disciplinary learning. Teachers adeptly modify the curriculum for students’ learning needs. Personalisation is highlighted, including new electives at Key Stage 3. Enterprise, social opportunities, internships and partnerships, are embedded.
- The school's comprehensive approach to child protection and safeguarding emphasises personalised care, guidance, and ongoing training for the community. Vigilant monitoring identifies students needing support. Security and transportation arrangements are exceptionally well-managed. The 'Upstrive' initiative, results from the Pupil Attitude to Self and School (PASS) and the GroWell curriculum embed healthy practices and care. Inclusivity is prioritised and students of determination are fully supported. Students are provided with effective careers guidance.

Leadership and management

- The school’s leadership is inspirational, aspirational and a highly effective team, developing and supporting students’ academic development and their wellbeing. The school uses a variety of data effectively to inform its self-evaluation. The monitoring of teaching is robust, and the school is very successful in engaging parents. Governance makes a significant contribution to the direction and overall performance of the school. The premises are of high quality, providing the specialist learning spaces needed for the expanding curriculum.

Highlights of the school:

- The ethos of wellbeing and inclusion that are intrinsic features of the school
- The all-round development of children in the Foundation Stage
- The students' attitudes and behaviour, and their confidence and actions as ambassadors for the school
- Improvements in students' outcomes in Islamic Education and Arabic
- The leadership's ongoing commitment to ensuring sustained excellence in the school's performance

Key recommendations:

- Ensure that in all lessons, students have ample opportunity to demonstrate all aspects of their learning skills.
- Ensure the school's assessment policy clearly articulates the processes for measuring student progress in the different phases of the school, and the updated policy is available to all stakeholders.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good ↑	Good ↑
	Progress	Not applicable	Very good ↑	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good ↑	Good ↑
	Progress	Not applicable	Very good ↑	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Good ↑	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Outstanding	Outstanding	Outstanding

02 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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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

06 LEADERSHIP AND MANAGEMENT

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Very good

- The school improved the Progress in International Reading Literacy Study (PIRLS) score of 560 in 2016 to 613 in 2021. This score comfortably exceeded the target of 585 and placed the school in the high international benchmark. No Emirati students sat the 2021 test. The school maintained outstanding attainment in the last two GL Progress Tests in English, mathematics, and science. In these tests, Emirati students maintained very good judgements in English and mathematics. In science they moved from good to outstanding. These results represent outstanding progress.

C. Leadership: International and Emirati Achievement	Outstanding	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Very good

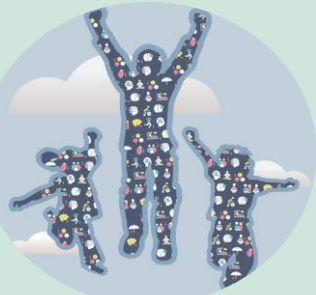
- Whole school New Group Reading Test (NGRT) scores in the latest round of testing are very good, while Emirati students' scores are good. Students' NGRT data is available to teachers and used to support weaker readers in classes, although the effectiveness of the support is slightly uneven. Emirati students receive one-to-one mentoring from senior leaders. This is significantly helping to support their reading skills. As a result, the gap between Emirati and other students is closing with Emirati students showing almost the same rates of progress as their peers. The school is developing a culture of reading for pleasure.

Overall school standards in the National Agenda Parameter are outstanding

For Development:

- Improve the consistency of teaching to support weaker readers in all subjects.

Well-being



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core well-being domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is outstanding

- Wellbeing is central to the school's mission, vision and values of 'Integrity, Empathy and Fortitude'. Leaders prioritise and model wellbeing principles. Policies are innovative, research-based, and vigorously support the wellbeing programme. A team of experts enable exceptional provision and outcomes across all phases. The school systematically gathers and analyses a wide range of wellbeing data, which influences decision-making and ensures an in-depth understanding of perspectives. Leaders have a clear strategic direction, and an exceptional understanding of the school's wellbeing needs.
- Staff and governors are deeply committed to an aspirational wellbeing vision. Students drive initiatives and promote positive attributes. Parents are highly active within the school community and have a collaborative voice. Staff are fully supported through high quality induction and personalised guidance. A carefully planned line management structure ensures that every member of staff has someone that they can talk to about their roles within the school. Customised interventions are producing lasting improvements in students' wellbeing.
- Students understanding of their own and others wellbeing is outstanding. Across the school students effectively manage and develop their own wellbeing and support others to do so. They demonstrate diligence with regard to online safety. Precise and highly successful wellbeing initiatives are fully integrated into school activities. Programmes are innovatively designed and provide enriching experiences that ensure advanced levels of wellbeing across all stages. Teachers cultivate a classroom climate where wellbeing permeates every facet of the classroom experience, ensuring students flourish at every level.

For Development:

- Embed even more opportunities to strengthen student's and parents' voice.

UAE Social Studies and Moral Education

- Moral, social and cultural studies (MSCS) is timetabled as a single subject and taught from Years 2 to 13. The school uses the MSCS Framework which integrates the different curriculum standards and meets the requirements of the Ministry of Education (MoE) guidance. Programme coordinators meet regularly and collaborate to assist this whole-school approach.
- The school provides engaging lessons that challenge students to think about social issues and moral questions. Lessons are closely linked to life outside the classroom and to other curriculum areas. Students' understanding of global issues is supported through online research and discussions in classrooms. Learning is collaborative and engaging, enabling students to understand the key concepts and encouraging the adoption of values. Assessment strategies are applied appropriately across the phases.

Arabic in Early Years

- In FS, children learn Arabic language skills based on an adapted curriculum. Qualified teachers engage children at all levels in reading and writing skills through interactive activities, thus, ensuring a solid foundation. The programme promotes cultural awareness and nurtures problem-solving skills.
- The transition to specialised Arabic in Year 1 is seamless and enabling further development. Continuous enhancements, including improved resources, are continuing to elevate Arabic language acquisition. Assessments adhere to the whole-school's system and focusing on age-appropriate skills development and language acquisition.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good ↑	Good ↑
Progress	Not applicable	Very good ↑	Good	Good

- Primary students' attainment is above curriculum expectations. Secondary and Post-16 students' improved attainment is observed in lessons, in their written work and supported by internal data. This improvement is attributed to the modified curriculum and teaching, and increased student engagement.
- Primary students can explain the relevance and virtues of the Pillars of Islam and of faith. They demonstrate a broad knowledge of the life of the Prophet (PBUH) but not of other significant figures. Secondary and Post-16 students explore in depth the rulings for performing acts of worship.
- Since the last inspection, the school has provided a wider range of planned opportunities, including focused support and challenge, to improve students' outcomes. As a result, students' progress and attainment have improved.

For Development:

- Improve primary students' abilities to clarify the differences and similarities between Islamic concepts.
- Ensure students' have more knowledge of the history of Islam and biographies of significant figures.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good ↑	Good ↑
Progress	Not applicable	Very good ↑	Good	Good

- Internal and external data results indicate that students’ knowledge and skills in Arabic, are surpassing curriculum standards in all phases. Progress is now exceeding expectations in Primary. This is evident in lessons and work samples and especially in writing and speaking.
- During lessons, students can differentiate between various texts of prose and poetry. They identify elements specific to Arabic stories, including the author’s writing style and employing correct terminologies. Their writing improves through the application of the rules of grammar.
- In Secondary and Post-16, students debate and provide sound reasoning for their choices. In the better lessons, students use research to develop their vocabulary and independent writing skills. Students’ written work is lengthy, and their handwriting is neat. This is more evident in Primary.

For Development:

- Offer all students more opportunities to elevate their independent writing skills.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal and external assessment results indicate that students’ knowledge and skills are now above curriculum standards. Students’ work shows that progress is above expectations, particularly in Primary.
- Students demonstrate secure comprehension and writing skills, especially when differentiation strategies are based on their years of studying Arabic. Students’ acquisition of vocabulary is improving, enabling them to enhance their speaking and writing skills.
- More students are now exhibiting confidence in reading and applying the rules of grammar. However, in some lessons, students rely on translations when comprehending a text and responding orally to questions. In the better lessons, students are less reliant on prompts when responding to questions.

For Development:

- Ensure assessments are always based on students’ years of studying Arabic.
- Reduce the use of English lessons, especially in Secondary.

ENGLISH

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

- In FS, children develop listening and speaking skills rapidly and build strong foundations in early literacy. Students in all phases are attentive listeners and confident speakers. In Secondary and Post 16, girls perform better than boys.
- Students' reading comprehension and language skills are progressively developed across all phases. In Primary, students can read to interpret obscure meaning when drawing conclusions on a text and characterisation. In the higher phases, students analyse challenging literary texts very well.
- In Secondary and Post-16, students use sophisticated vocabulary and grammatical skills to express complex ideas clearly and cogently. Modifications to the curriculum in the FS and lower Primary have resulted in improvements in students' writing skills particularly in Year 1.

For Development:

- Reduce the achievement gaps between different groups of students.

MATHEMATICS

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

- Children in FS, make a strong start in mathematics, developing knowledge and skills quickly. In Primary, students' understanding of number and shape develop rapidly. Students achieve high GCSE grades with some students taking early entry in Year 10. Post-16 students achieve excellent examination results.
- Through the accurate identification of students' strengths and areas for improvement, students apply their knowledge and understanding in everyday situations although have fewer opportunities to link their learning to other subjects.
- Introducing specialist teachers in upper Primary and, the use of setting throughout Secondary, are having positive effects on students' attainment. Girls and boys reach similar levels of performance in GCSE, yet fewer girls go on to study mathematics at the Higher Level in DP.

For Development:

- Ensure cross-curricular links are more prominent in planning and teaching.

SCIENCE

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

- The achievement of most students in all phases is strong and above curriculum standards. This is reflected in high attainment in external benchmarking assessments and in external examinations in Secondary and at Post-16.
- In FS, children compare variables when guided by their teachers. Younger students create simple hypotheses and test their ideas in practical activities. Older students are skilful in comparing the effects of varying voltages in a circuit and in recording their findings. Post-16 students demonstrate a deep understanding of scientific concepts.
- Secondary students are confident and understand how to carry out investigations using their scientific skills and methodology, drawing on their learning from Primary.

For Development:

- Provide more opportunities for children in FS to build their science skills through more practical activities.

LEARNING SKILLS

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

- Students in all phases are highly engaged in their learning. Children in FS are curious, independent learners who can sustain levels of concentration for prolonged periods of time. These skills continue to develop, and by Post-16, students are mature, self-directed and reflective learners.
- Students are very willing to share ideas, work collaboratively and support one another. Their excellent communication skills allow them to express themselves confidently. They readily discuss what they are learning, and this contributes to the depth and breadth of their understanding.
- Students regularly apply their learning to new contexts and to everyday situations. Most display advanced critical thinking, investigative and technological skills. They readily find things out for themselves and, when given opportunities, can be creative and innovative.

For Development:

- Provide more opportunities for students to develop their creative and innovation skills.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Children in FS and students across the school display highly positive attitudes and responsibility towards their school community. This is demonstrated in their thoughtful discussions where they express their strong willingness to contribute to the wellbeing of others.
- Students play significant roles within the school community, for instance, in promoting healthy lifestyles. Class champions in Primary, and wellbeing ambassadors in Secondary, work enthusiastically to organise sporting and cultural activities for students.
- Students' strong and positive attitudes to school is supporting their leadership and engagement in a wide range of activities. Attendance rates of students in all phases are good.

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

- All students, including children in FS, school demonstrate an excellent understanding and appreciation of Islamic values. They thoughtfully explain how values, such as, tolerance and respect for others, help to enable the peaceful co-existence of diverse cultures in the UAE.
- Students celebrate Islamic events for instance, Ramadan and the Prophet's (PBUH) Day. They participate in supporting charitable work. They celebrate the UAE's national days with enthusiasm. Students also demonstrate a broad knowledge of their own, and other world, cultures.
- Students successfully organise and lead a wide range of social and cultural initiatives that are planned to expand knowledge and understanding of Islamic values, UAE and other world cultures.

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

- Across the school, students engage in active citizenship through the Entrepreneurship Fair, GWIS Souq, Jewel of Kindness certificates and sustainability initiatives. They volunteer and lead charitable activities such as, 'Miles for Smiles'. Children in FS feel part of the community and understand the need to conserve resources and recycle waste.
- Students demonstrate a strong work ethic and are innovative in addressing environmental challenges. They explore deforestation, develop plastic reduction projects and mental health support through, 'Big Brother, Big Sister.' They lead activities, author books, undertake fund-raising initiatives and champion sustainability efforts such as, the 'Plastic Pledge'.
- Students demonstrate consideration and respect for one another, their school and their community. They lead and engage actively in schemes contributing to sustainability and conservation for instance, the 'Hero' banana food waste reduction project.

For Development:

- Support students in improving their rate of attendance.

03 TEACHING AND ASSESSMENT

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

- Teachers expertly use their subject knowledge and skills to plan purposeful, engaging lessons. They use time and resources, including technology, so that learning is tailored to the needs and abilities of students. Improvements in teaching in Islamic Education and Arabic are raising students' performance.
- Teaching in most lessons is characterised by high expectations. In the best lessons, learning activities enable students to find things out for themselves and draw conclusions. Most lessons include a range of activities which challenge students to think deeply and explain their reasoning.
- Across all phases, teachers ask questions and use strategies to develop students' critical thinking skills. Most provide regular opportunities for students to work in groups and develop their collaboration and communication skills.

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

- From FS to Year 9, the school uses a four-point scale to measure internal attainment across the subjects. The GCSE numbers or letters are used in Years 9 and 10, and the IB 1 to 7 scale used in Post-16 to support learning and students' understanding.
- Data from all sources is thoroughly analysed and used by leaders to adjust the curriculum and monitor progress. Teachers are effective in using information about their students to modify teaching to ensure their needs are met.
- Teachers know their students well and provide excellent oral feedback in lessons. Written feedback is more inconsistent, especially in Secondary. Assessment in Arabic, as an additional language, does not take enough account of students' years of studying the language.

For Development:

- Ensure consistency in the written feedback students receive, particularly in Secondary.
- Ensure assessments in Arabic, as an additional language, are based on students' years of studying the language.

04 CURRICULUM

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

- The FS curriculum is based on the EYFS Framework and adapted to the needs of children joining the school. The primary and secondary curricula prepare students well for the wide range of examination options. An extensive Diploma and Careers-related programme is offered in Post-16.
- Rigorous annual reviews confirm that the curriculum meets the needs of learners. Detailed planning ensures continuity and progression in students' learning and prepares them well for the next stages in their education. Transition arrangements between Key Stages 2 and 3 in science have been strengthened.
- Themed programmes of study in Primary are bringing together different subject areas, so students have a context for their learning, allowing them to apply their knowledge between subjects.

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

- The curriculum is successfully adapted in all phases to meet the needs of almost all groups of students. The school has made rigorous efforts to provide learning programmes matched to the needs of individual students and at various levels within the school.
- Opportunities for enterprise and social contribution are provided with internships and business partnerships, and visits from business entrepreneurs and local community representatives. The curriculum provides an extensive and fully inclusive extra-curricular programme across all phases.
- The school has carefully reviewed the level of personalisation of the curriculum and has introduced elective options in Key Stage 3 that students can choose from to enrich and deepen their learning.

For Development:

- Embed the new Key Stage 3 elective curriculum and review its impact on students' interest, engagement, and learning.

05 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

- The school has a comprehensive approach to child protection and safeguarding aimed at delivering highly personalised care, guidance and support for each student. All staff receive safeguarding training on an ongoing basis.
- Detailed policies and practices ensure the safety of the school premises and facilities. Special provisions are made for students with mobility challenges. Effective incident management and regular audits are conducted. School security and transportation arrangements are safe and well managed.
- Safe and healthy living is prioritised within the school. Healthy practices are promoted and embedded in all aspects of school life. The 'GroWell' curriculum encourages hygiene, exercise and safety and students can participate in over 80 physical activities.

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

- Staff have a deep understanding of their students and are aware of their personal, social and emotional needs. A positive and caring ethos is evident across the school, underpinned by mutual respect and trust. The school has effective procedures in place for the monitoring of attendance and punctuality.
- The school is inclusive and highly effective systems and processes identify and provide for students of determination. Individualised targets, intervention programmes, and classroom strategies, help students to make significant progress. For higher-achieving students, the classroom, the 'WISer' programme offers an appropriate level of challenge.
- Teachers oversee students' academic and personal development. Three counsellors are available for individual advice and support. A careers counsellor provides highly effective guidance on career and higher education choices for senior students. This enables students to take the lead in discussions about their futures through student-led conferences.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Outstanding
<ul style="list-style-type: none"> Leaders ensure a highly inclusive ethos is embedded, demonstrated and promoted throughout the school. Rigorous and comprehensive monitoring and review informs precise self-evaluation and improvement. An experienced inclusion team ensure that students receive targeted and personalised intervention, enabling them to make outstanding progress. Teachers have an in-depth understanding of each student. Early identification ensures effective procedures are implemented, lowering barriers to learning. Across all phases, students who experience the most significant learning needs are exceptionally well-supported through targeted individual education plans (IEPs). The school places parents at the centre of its provision for students of determination. Parents are fully involved in the development of their children’s education plans and targets. They have access to a range of exceptionally well-developed guidance, training and support. A highly skilled team delivers a well-integrated curriculum for students with more complex learning needs. Personalised targets ensure that students develop skills of confidence, independence and resilience. Leadership opportunities are available for students, including the opportunity to be an, ‘Inclusion Ambassador’. Rigorous tracking of individual targets enables early interventions to be actioned. Almost all students make better than expected levels of progress. Senior students gain a range of qualifications in line with their potential. This enables them to access their chosen further education, or employment opportunities 	
<p>For Development:</p> <ul style="list-style-type: none"> Enhance alternative curriculum provision for students who need it. 	

06 LEADERSHIP AND MANAGEMENT

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

- Guided by an inspirational and aspirational principal and leadership team, the school has developed a new vision and mission this year, defining the school's values and setting goals for the future. Leadership at all levels has a thorough understanding of the school's curriculum. Professional communication fosters high morale and inspires a commitment to excellence. Despite an outstanding rating for a number of years, leaders consistently show capacity for improvement and innovation. This ongoing commitment ensures sustained excellence in school outcomes.
- The school's rigorous systems for data collection and analysis support the strong self-evaluation processes. A thorough understanding of the school's strengths allows for the effective prioritisation of development areas. Improvement plans align closely with the school's vision and UAE priorities and are designed to promote student achievement. The school implements systematic monitoring procedures for teaching and learning. This results in high-quality teaching and outcomes for students but does not consider the all-round development of students' skills.
- The school successfully engages parents as active partners in their child's learning and school life, with an active parent group responsible for organising community events. Parents, and especially those of students of determination, are well-informed and positively involved. Termly, detailed reports, provide evidence of academic and personal growth, supported by opportunities for further discussions at parent-teacher conferences. The school effectively nurtures community links, enhancing opportunities for student enrichment.
- The school's governance structure involves the Local Advisory Board (LAB) and corporate governance, with the LAB representing most stakeholders. By collecting parental views and receiving detailed reports from school leaders, governors maintain a comprehensive understanding of the school. Corporate governance ensures accountability. They make certain that appropriate staffing and resourcing impact positively on the school's performance.
- The day-to-day operations of the school are efficiently managed. An updated upper school timetable has been beneficial in reducing student movement. A sufficient and well-deployed staff is aligned with the school's vision and mission and benefit from effective wellbeing and professional development training. The high-quality buildings have sufficient specialist facilities that match the evolving curriculum. However, space constraints due to curriculum expansion, have led to a few classes being taught in less ideal spaces. A wide array of quality resources support teaching and learning.

For Development:

- Review the processes for the monitoring of teaching for learning skills development.
- Strengthen student voice by including student representation on the governing board.
- Ensure that wherever possible, lessons are taught in spaces best suited to the learning needs of the students.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae