

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."  
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



# Inspection Report 2018-2019

## GEMS WELLINGTON ACADEMY -FZE

11 YEARS OF INSPECTIONS

**Very good**

Curriculum  
**UK/IB**



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## School Information

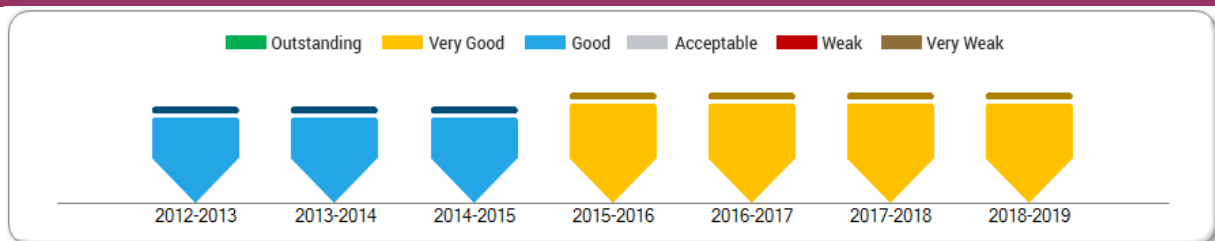
General Information	Location	Dubai Silicon Oasis
	Opening year of School	2011
	Website	www.gemswellingtonacademy-dso.com
	Telephone	045159000
	Principal	Kevin Loft
	Principal - Date appointed	1/9/2018
	Language of Instruction	English
	Inspection Dates:	05 to 08 November 2018

Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	FS1-Year 13
	Number of students on roll	3895
	Number of Emirati students	162
	Number of students of determination	381
	Largest nationality group of students	Arab

Teachers	Number of teachers	329
	Largest nationality group of teachers	British
	Number of teaching assistants	164
	Teacher-student ratio	1:12
	Number of guidance counsellors	4
	Teacher turnover	16%

Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK/IB
	External Tests and Examinations	GCSE, IGCSE, IBDP, IBCP
	Accreditation	BSO, COBIS
	National Agenda Benchmark Tests	GL, CAT4

### School Journey for GEMS WELLINGTON ACADEMY -FZE



## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- Children in the Foundation Stage (FS) make rapid progress to reach high levels of achievement. Attainment is improved in Arabic as a first language in English in the secondary phase and mathematics in post-16. Progress has also improved in mathematics in post-16. GCSE examination results in mathematics and science are outstanding. Progress is stronger in English in the secondary and post-16 phases, than in other subjects and in other phases.
- Students across the school have extremely positive attitudes to their education and very well-developed learning skills. They are self-disciplined and establish excellent relationships with their peers. They have a strong appreciation of the culture, heritage, beliefs and values of Dubai and the UAE. They thrive in their multi-cultural school community. They demonstrate their initiative through their social contributions and care for the environment.

### Provision for learners

- Teaching and assessment are of the highest quality in FS. Although assessment in the other phases is also strong, there is some inconsistency across subjects. Lesson planning to meet the needs of all students is a strength. There are many improvements to assessment systems. Particularly notable is the increasing accuracy of internal assessments and the use of cognitive tests to identify students' potential.
- The design and adaptation of the curriculum are strengths in all phases. The National Curriculum for England is successfully blended with the International Baccalaureate (IB). Post-16 curriculum pathways for all students are improved. Analyses of assessment data are used to guide refinements to existing programmes of study, as are current UAE national priorities. The curriculum includes strong coverage of Emirati culture and heritage.
- The school provides the highest levels of safety and care. Students' achievements are recognised through the house system. Guidance for students on future post school education is extremely thorough and up-to-date. The provision for students of determination is particularly effective, enabling them to progress very well. There is extensive support for students with gifts and talents.

### Leadership and management

- Leaders at all levels continue to sustain and improve high levels of school performance. They know the school well and effectively plan to raise achievement to higher levels. Parents are enabled to be active partners in their children's learning. Corporate governance has an accurate understanding of the school's performance, and targets resources to identified needs and holds leaders accountable for school improvement.

### What the school does best:

- Excellent provision in the FS enables children to develop rapidly from their starting points to reach high levels of achievement.
- Students' very good and outstanding academic and personal development ensure that they are very well prepared for their next stages in education.
- The rich curriculum provides all students with an excellent range of achievement opportunities.
- Leaders have successfully established a learning culture that promotes effective collaboration as well as individual development.
- Leaders at all levels are effectively sustaining the high standards of performance and have the capacity and ambition to improve the school further.







### Key Recommendations:

- Improve achievement in Arabic languages and Islamic education by ensuring:
  - more accurate assessments of students' progress by teachers
  - students have a better understanding of the progress they make in lessons
  - evaluation procedures provide leaders with a more accurate picture of students' performance.
- Develop and implement an agreed vision of how digital technologies can be used to provide students with consistent and creative learning experiences.
- Ensure that the library facilities form a vibrant central part of the learning environment to fully support students' independent learning.

## Overall School Performance

**Very good**

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable ↑	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Good	Not applicable
 <p>English</p>	Attainment	Outstanding	Very good	Outstanding ↑	Outstanding ↑
	Progress	Outstanding	Very good	Outstanding	Outstanding
 <p>Mathematics</p>	Attainment	Outstanding	Very good	Very good	Very good ↑
	Progress	Outstanding	Very good	Very good	Very good ↑
 <p>Science</p>	Attainment	Outstanding	Very good	Very good	Good
	Progress	Outstanding	Very good	Very good	Very good
<b>Learning skills</b>		<b>Foundation Stage</b>	<b>Primary</b>	<b>Secondary</b>	<b>Post-16</b>
		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	

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

## National Priorities

### National Agenda Parameter



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

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

### Registration requirements

The school meets the registration requirements for the National Agenda Parameter

#### Schools progression in international assessments

**meets expectations**

- English, mathematics and science have seen moderate improvements in GL Progress Test results. Result analysis has led to curriculum modifications. CAT4 is used to set starting points from which to measure progress. When compared to the GL Progress Tests the strongest gains have been seen in science, but English and mathematics also show achievement slightly above student potential. With only one round of TIMSS and PISA testing, it is not possible to measure progression. However, in all 2015 tests the scores were above set targets. The more recent PISA-based test for schools (PBTS) showed further gains for mathematics, but slight drops in reading and science.

#### Impact of leadership

**is above expectations**

- Comprehensive action plans are being implemented to deal with identified weaknesses from National Agenda testing. The data from this testing, as well as external examinations and internal assessment is thoroughly analysed at all levels and is well used to modify the curriculum. However, it is not so well used to modify classroom teaching.

#### Impact on learning

**meets expectations**

- Students have opportunities to engage in critical thinking and demonstrate these skills. Generally, they show flexibility in their thinking and the ability to view issues from different perspectives. Research skills are mainly developed through computing and English classes, with little impact from the librarians.

**Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.**

### For Development:

- Ensure that the school's libraries are active areas where research skills are both taught and practised under the leadership of suitably qualified teacher-librarians.



## Reading Across the Curriculum

- Internal and most external assessments show a steady improvement in reading. Across the school, almost all students consider themselves good readers although less so in some subjects, especially science.
- Most students can describe strategies they use when presented with unfamiliar words, but few are able to select the most appropriate strategy for a specific task.
- The library facilities are bright and spacious. However, they have not been developed as vibrant, central parts of the school's learning environment.
- All staff understand that reading proficiency is a key learning skill. Consequently, reading features strongly in subject improvement plans. Many recent initiatives are beginning to have a positive impact.

### For Development:

- Track students' reading proficiency levels and share this information with all teachers to improve teaching.

## UAE Social Studies

- The UAE social studies curriculum is well planned to engage and challenge students. Units of study provide interest and support the development of students' skills and knowledge.
- Students show enjoyment in their lessons and work with commitment. Their technological, research and critical thinking skills develop progressively through the primary and secondary phases.
- The majority of students attain levels that are above curriculum standards for UAE social studies. Methods of assessment, some new, are being carefully integrated.
- Checks on students' progress are developing rapidly. The majority of students, including those for whom English is an additional language, make better than expected progress in their studies.

**The school's implementation of the UAE social studies programme is meeting expectations.**

## Innovation

- Students have opportunities to be independent and reflective in many classes, often supported by the use of technology. Critical thinking and real-life problem-solving feature in the majority of subjects.
- Students have initiated notable, entrepreneurial projects such as TEDx Youth and Model United Nations events. Most of these activities take place within the school.
- The Blended Learning Plazas allow digital technologies to be used to support teachers' promotion of student-led, independent and collaborative learning.
- The outdoor learning space is adapted to provide opportunities for students to develop scientific thinking, through practical and enriched learning experiences.
- Leaders are committed to developing a culture of innovation. An early initiative is the formation of creative communities of innovation, which is having a positive impact on staff training and students' learning.

**The school's promotion of a culture of innovation is developing.**

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Achievement is stronger for non-Arab learners as their competence in English language aids understanding. The basic knowledge and skills of students in the secondary and post-16 phases are improving. However, their understanding of Islamic doctrines from the Holy Qur'an and Hadith is underdeveloped.
- Primary students are making notable gains in knowledge and understanding as a result of their active engagement in learning. They have more opportunities to recite and memorise the Holy Qur'an. Post-16 students' abilities to justify the reasons behind Islamic practice and rules are underdeveloped.
- Opportunities for students to develop their knowledge are increased through the use of technology. Classroom support for different groups of students is varied and inconsistent. Progress is slowed as a result of gaps in students' knowledge.

#### For Development:

- Improve transitions in learning so that students build successfully on the skills and knowledge established in earlier years.
- Develop teachers' ability to enhance students' critical thinking and their understanding of Islam in everyday contexts.

#### Arabic as a First Language

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

- The best progress is made by primary phase students, while the more able students demonstrate the strongest reading, comprehension and writing skills. In the secondary and post-16 phases, students, with teachers' support, are able to plan and draft writing for different purposes.
- In the primary phase, students are able to read and analyse text, but the development of speaking and creative writing skills is inconsistent. Secondary and post-16 students listen well and understand the meanings of literary texts. There are weaknesses in speaking classical Arabic and creative writing.
- The use of an on-line Arabic reading application, contributes to students' reading skills. The impact of this year's initiative to redraft written work in the secondary and post-16 phases, is not clearly evident in students' creative writing skills.

#### For Development:

- Make full use of assessment information to provide appropriate levels of challenge to secondary and post 16 students, particularly those in the middle and lower ability groups.
- Provide students with clear feedback on their work and ensure that guidance to improve their work is followed.

## Arabic as an Additional Language

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

- Primary and secondary students are able extract meaning from familiar, spoken passages. Secondary students are able to form simple sentences using familiar verbs and time phrases. In both phases, the ability to use Arabic confidently and to engage in creative writing is insecure.
- Primary students construct sentences using a limited range of vocabulary and can replace missing words in simple sentences. Secondary students' ability to narrate and describe, using correct tenses at the paragraph level, is developing.
- The use of Arabic in everyday situations, is helping students to become more interested and engaged in their lessons. However, students rarely use Arabic language outside of the classroom.

### For Development:

- Ensure teachers' expectations of what students can achieve are consistently high, particularly in relation to speaking and independent creative writing.

## English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Very good	Outstanding ↑	Outstanding ↑
Progress	Outstanding	Very good	Outstanding	Outstanding

- Primary students' external test results do not reflect their high attainment in school-based assessments, or that which is seen in lessons and their recent work. Progress in FS, secondary and post-16 phases is more consistent than in the primary phase.
- In all phases, language skills are very well-developed. As students move through the school, they read and analyse increasingly challenging texts across a wide range of genres, and use extensive vocabulary and varied structures in their writing. They orally express and justify their opinions with confidence.
- The English department's initiatives regarding reading across the curriculum is successfully raising the profile of reading as a core learning skill. Recent initiatives, such as the Accelerated Reading Programme, Core English, and morning phonics, are already having an impact on students' achievement.

### For Development:

- Ensure greater consistency of progress in the primary phase in order to raise attainment further.

## Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Very good	Very good	Very good ↑
Progress	Outstanding	Very good	Very good	Very good ↑

- Children in the FS show high enthusiasm for mathematics. The development of mathematical understanding through inquiry is most effective in the FS and post-16 phases. The focus on developing skills and procedures is a priority in the primary phase. The development of critical thinking is strongest in the secondary and post-16 phases.
- Support for lower and middle achieving students is effective in all phases. Higher achievers in primary, secondary and post-16 phases do not excel to the level expected. In a few lessons, there are insufficient opportunities for students to engage in cross-curricular work, and to apply their mathematical knowledge to solve problems in everyday contexts.
- Regular feedback and targeted guidance on next steps in learning, particularly in the post-16 phase, are leading to improved achievement. The introduction of computer programmes, in Year 11 intervention lessons has been effective in addressing weaknesses in students' mathematical understanding.

### For Development:

- Ensure that higher achieving students are provided with appropriately challenging work in all lessons.

## Science

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

- In FS, a stimulating learning environment harnesses the natural curiosity of children to develop an exceptional understanding of their world. The high levels of attainment achieved by students in the secondary phase are not sustained by students in the post-16 phase.
- Attainment across the primary phase, as indicated by external assessments, varies considerably. However, students' learning in lessons and over time shows higher attainment and sustained improvement. Higher expectations in the post-16 phase is leading to more rapid progress.
- An emphasis on practical investigations and fair testing is fundamental to science understanding and is beginning to have an impact across the school. The increasing use of technology for real-time assessment and feedback also enhances students' scientific understanding.

### For Development:

- Expand the use of technology and assessment strategies to enable more students to demonstrate the depth and breadth of their scientific skills and understanding.

## Learning Skills

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

- An abundance of cross-curricular links in FS and post-16 phases enables children and students to make meaningful connections between other subjects and everyday life. This strengthens their conceptual understanding. Students also demonstrate the ability to inquire and think critically in these two phases.
- Across the school, students are articulate and work conscientiously, whether in groups or independently. Almost all students use technology proficiently for research. The use of technology for creating presentations, self-assessment and note-taking is most prevalent in English classes.
- The increasing use of skills and competency checklists, and assessment rubrics help students to identify their strengths and areas where action is needed in order to improve. The introduction of on-line platforms is already having an impact on learning, particularly in humanities subjects.

### For Development:

- Ensure that there is a consistent emphasis on the development of learning skills across each phase by developing skills frameworks based on existing skill and competency rubrics.

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

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

- Students' behaviour, attitudes to work and relationships are exemplary. Their personal development remains a strength across all phases. They thrive on critical feedback and have a strong sense of personal responsibility for their own learning.
- Students are sensitive to the needs of others and willingly take responsibilities to support their peers as and when the occasion arises. They are aware of the importance of maintaining a healthy lifestyle and enjoy the wide range of school sports activities.
- Attendance is very good in the FS, primary and secondary phases. It drops slightly in the post-16 phase.

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

- Students demonstrate excellent knowledge of and respect for, the heritage and culture that influences contemporary life in the UAE. Their understanding of Islamic values is clearly demonstrated by their positive attitudes and behaviour in school.
- Students participate enthusiastically in celebrations of diverse cultural heritages. Young children lead assemblies that celebrate festivals. Older students are exposed to the art and music of different cultures. This contributes to students' heightened appreciation of cultural diversity.
- Students think globally. There is a focus across the curriculum on the impact of the vision of Dubai and its economic well-being across the curriculum. The range of international visits fosters students' appreciation of the wider world. Parents lead activities and share information about their own heritage with the students.

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

- Across the school, students are responsible, caring and aware of the needs of others. There are many opportunities for them to demonstrate and initiate their ideas. These include, for example, student ambassador roles and the breast cancer awareness programme.
- Students initiate and participate in a range of activities, such as recycling, beach clean-ups, food donations and volunteer work. Older students have successfully organised a variety of events that require a range of creative and entrepreneurial skills.
- Students feel a strong sense of social responsibility because of the way in which they are valued through the highly effective pastoral care system. Secondary and post-16 students enjoy the opportunities through the mentoring programme to provide support for younger students.

**For Development:**

- Encourage more students to engage in entrepreneurial projects and service in the wider community.

### 3. Teaching and assessment

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

- Teachers' knowledge of their subjects is very strong. High quality planning guides teaching and learning across the school. All teachers are involved in creative communities of innovation, where outcomes from innovative projects are applied to teaching approaches in classrooms.
- Positive interactions between teachers and students are a feature of all lessons observed. In many lessons, higher-order questioning techniques are used to develop students' critical thinking skills. However, teachers' questioning was less challenging in some Islamic education and mathematics lessons.
- The school's use of a wide range of digital technologies has the potential to make a significant impact both on teaching and on students' learning experiences. Blended Learning Plazas show how digital technologies can support independent and collaborative learning.

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

- Assessment information is used most effectively in the FS and in English to meet individual needs. There are discrepancies between external benchmarking test results and internal assessments, particularly in the primary phase, English and science. This issue is being addressed and the gaps are closing.
- Close checks are made on students' progress and all internal and external assessment data. Generally, the accuracy of internal assessments is improving, although there are inconsistencies in assessment in Arabic languages and Islamic education. Feedback to students and guidance on next steps in their learning is inconsistent.
- Some of the successful initiatives include new baseline testing in FS and extended monitoring to aid primary to secondary transition. Additionally, in post-16 mathematics, an automated system to personalise next steps in learning by building on strengths and addressing weaknesses, is being trialled successfully.

#### For Development:

- Ensure that digital technologies are used consistently to enhance teaching and learning across the school.
- Ensure consistency in the use of assessment information to modify teaching approaches to meet the needs of all students.

#### 4. Curriculum

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

- The successful combination of the Early Years Foundation Stage (EYFS) Curriculum, the National Curriculum for England (CfE) in the primary and secondary phases, and the International Baccalaureate (IB) in post-16, ensures that students' knowledge and skills build progressively from year to year. This is less apparent in Islamic education between the secondary and post-16 phases.
- All curriculum areas are regularly reviewed. Extensive use is made of assessment information to guide these reviews. As a result, all subjects have clear and well-focused development plans. Several curriculum initiatives are starting to show an impact on student achievement.
- The introduction of achievement grouping in English is very successfully addressing the needs of all groups of students. In mathematics, such grouping has a positive impact on outcomes for some students, but more-able students are not always challenged sufficiently to achieve to their potential.
- The school teaches moral education from Year 2 to Year 13.

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

- The curriculum is successfully modified to meet the needs of all students, in particular for students of determination. The use of trackers, passports and class profiles is effective in bringing about a more rigorous approach to adapting the curriculum in most subjects.
- Students with gifts and talents are provided with a suitable level of challenge through the enrichment programme. Students' personal development is greatly enhanced through the many different community projects they initiate.
- The school extends students' knowledge and appreciation of the UAE by providing a wide range of special events and through integrating topics into the curriculum. Examples drawn from Emirati culture and heritage contribute to students' understanding of the UAE.
- Children receive one lesson of Arabic language in FS every two weeks.

#### For Development:

- In Islamic education, improve curriculum continuity between the secondary and post-16 phases, to ensure that students experience smooth progression in their learning.



## 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

- The school's safeguarding procedures are highly effective in ensuring the safety and wellbeing of students and staff. Robust procedures are in place to ensure that all staff receive child protection and safeguarding training on an annual basis.
- A comprehensive range of health and safety policies guides all safeguarding procedures. The school buildings and installations provide a safe, secure and healthy environment for students and staff. The school promotes healthy lifestyles through a variety of curricular initiatives.
- The school buildings and external facilities are extremely well designed and maintained. They provide an excellent learning environment for all students and teachers. Security and supervision levels throughout the school site are very high.

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

- Staff and students take shared responsibility for maintaining the strong and purposeful relationships seen throughout the school. Through the house system, students are provided with support and care for their well-being. Systems for the promotion of regular attendance are successful.
- Procedures for identifying the learning needs and preferences of students of determination and those with gifts and talents, are very strong. Appropriate in-class support and targeted interventions, enable students to make best personal and academic progress.
- Specialist counselling staff provide older students with high quality academic and career guidance. This prepares them well for higher education or employment. This high-quality guidance is now being provided in earlier year groups.

## Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Outstanding

- Leaders are keen to adopt best practice and demonstrate considerable capacity to continue to improve provision for students of determination. Although improvement plans, and their scrutiny by governors, are not sharply focused on improved students' achievement, their actions are leading to positive change.
- Assessment and screening have improved significantly. Appropriately trained staff use specialist procedures to gain a clear picture of students' needs. Leaders use this information to make well-informed decisions about modifications to provision, securing appropriate curriculum pathways for students of determination.
- Parents are fully involved in the design of the provision for their children. They strongly value the accessible routes of communication with all staff, including class teachers, inclusion support teachers, learning support assistants (LSAs) and school leaders.
- The assistance provided by LSAs is typically very effective in helping students to make progress at a similar rate to their peers. The support for students experiencing communication and interaction difficulties is not always effective in developing their social communication skills.
- Highly personalised support enables students to make very good progress over time. Tracking systems are used very effectively to highlight success or concern for individual students, but less well to evaluate the impact of provision on students' achievement overall.

### For Development:

- Ensure that self-evaluation and improvement planning are sharply focused on students' achievement in all phases of the school.

## 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

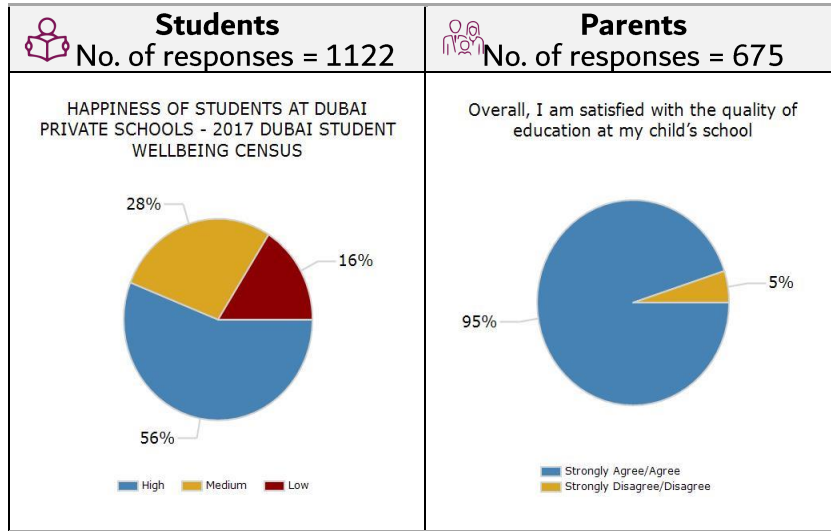
- In spite of significant changes in leadership, the school continues to perform at a high level. Leaders are establishing a strong learning culture within the school. Most are very clear about their roles and responsibilities and how they fit with their colleagues to improve student performance. They embrace the challenge of the UAE priorities and keep themselves at the forefront of best educational practice. They have significant capacity to improve the school further.
- Leaders know the school very well. School self-evaluation is generally accurate and evaluations of teaching are mostly precise. Although action planning is linked to phases and subjects, there is coherence with whole-school improvement priorities. Due regard is given to UAE priorities. Currently, the format of improvement planning does not include measurable outcomes. Leaders have been successful in addressing the majority of the recommendations from the last inspection report.
- Parents are highly supportive, feel valued and involve themselves purposefully in the life of the school. They fully support school policies on inclusive and personalised education, and are well informed about their children's progress. The outstanding level of partnership is contributing positively to students' achievement in relation to both the curriculum and international standards.
- Parents are involved in governance through the local advisory board. However, their influence is not fully developed. Students do not have the opportunity to contribute to the corporate governing body's strategic decision-making process. The corporate governing body has comprehensive knowledge about the school from the detailed information that is shared by school leaders. Consequently, it is very well-placed to hold school leaders to account and to support school improvement.
- The school runs smoothly on a day-to-day basis. Most teachers are suitably qualified and the school continues to invest significant resources in professional training of staff. An extensive range of quality resources provides support for teaching and learning across the school, especially with respect to digital technologies. However, insufficient use is made of the school libraries as central learning areas for students.



### For Development:

- Refine the procedures for evaluating the quality of teaching and levels of achievement in Arabic languages and Islamic education.

## The View of parents and senior students

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>The student well-being survey reflects the care and guidance that is at the core of the school. There are some concerns expressed regarding verbal bullying. However, the inspection team did not find any evidence to support this. Although there is a commendable enrichment programme in school time, some students feel they are unable to participate in competitive sports after school for reasons of homework and transport.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents are satisfied with the quality of education and agree their children are learning effectively across all phases. Parents are confident that staff listen to their concerns and believe the school has very effective arrangements of care and welfare. Inclusivity is highly regarded by parents. Students are supported in making the best possible progress. The inspection findings are very similar to these views.</li> </ul>

## What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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