

# Inspection Report



## The Westminster School

2014-2015



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## School information



### General information

Location	Al Qusais
Type of school	Private
Opening year of school	1988
Website	www.gemsws-ghusais.com
Telephone	04-2988333
Address	Al Qusais,
Principal	Kingston Gilbert Xavier
Language of instruction	English
Inspection dates	2 <sup>nd</sup> - 5 <sup>th</sup> March 2015



### Students

Gender of students	Boys and Girls
Age range	4 - 18
Grades or year groups	Foundation Stage 2 - Year 13
Number of students on roll	5068
Number of children in Pre-K	0
Number of Emirati students	130
Number of students with SEN	244
Largest nationality group of students	Arab



### Teachers / Support staff

Number of teachers	282
Largest nationality group of teachers	Indian
Number of teacher assistants	18
Teacher-student ratio	1:23 in FS and 1:18 elsewhere
Number of guidance counsellors	2
Teacher turnover	19%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	IGCSE, AS, A level
Accreditation	Cambridge





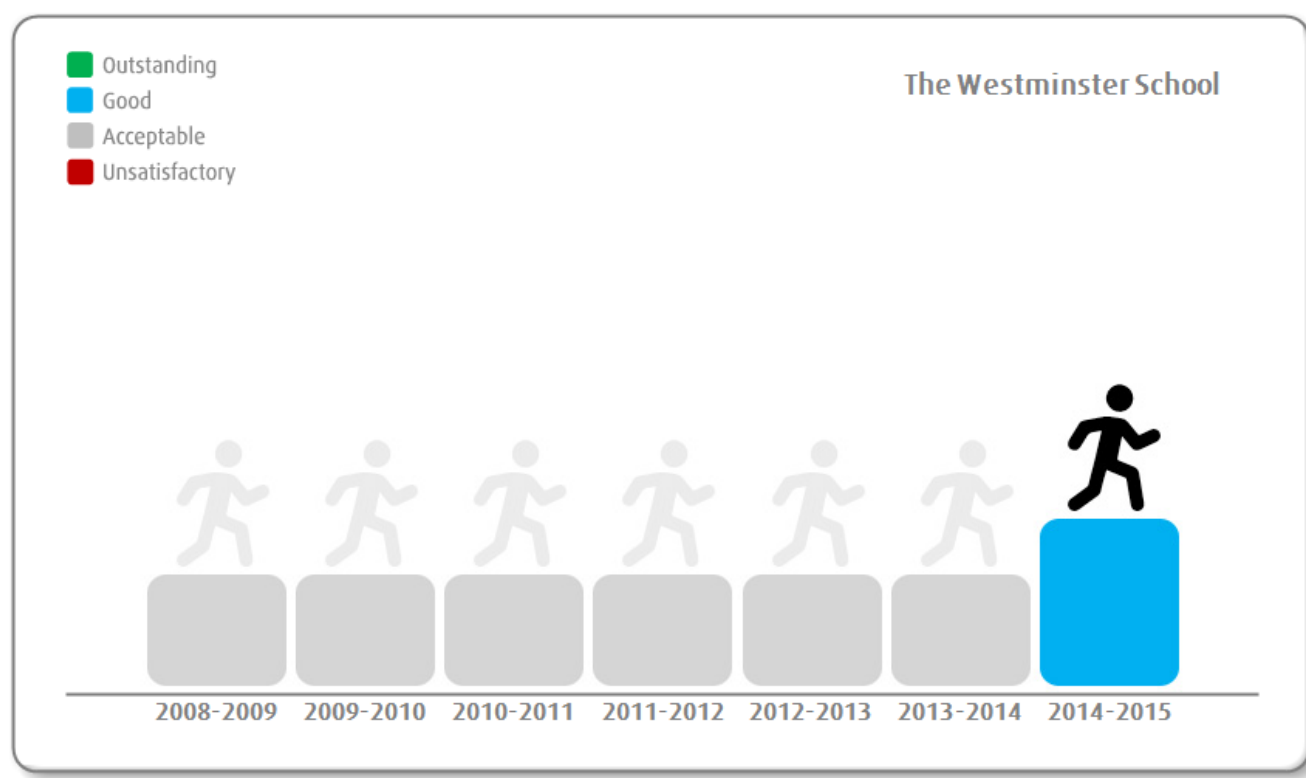
# Parents' Report



Dear Parents,

The Westminster School was inspected by DSIB from 2<sup>nd</sup> - 5<sup>th</sup> March 2015, and the overall quality of education provided by the school was found to be **Good**

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



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

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

### Strengths

- The commitment, dedication and determination of the Principal and senior staff, focused on better outcomes for students.
- Outstanding attainment and progress of students in English, mathematics and science in the post-16 phase, and English in the secondary phase.
- Students' behaviour and their understanding of Islamic values were outstanding.
- Teaching, learning and assessment were good across all phases.
- The curriculum and the innovative core values programme were strong features of the school.

### Areas for improvement

- Further improve the quality of teaching and learning, especially in Islamic Education and Arabic, by involving students more in their learning, challenging higher-attaining students, and reducing the variability in the quality of marking and feedback.
- Improve governance by:
  - fostering greater representation from the community
  - ensuring that any overcrowding in classrooms is minimised to ensure students are not restricted in their learning and development
  - improving the quality of classroom facilities.

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

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

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

Yours sincerely,

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## A closer look at The Westminster School



### How well does the school perform overall?

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

- Students' attainment and progress were mostly good, and better in the post-16 phase. Attainment and progress were weakest in Islamic Education and Arabic as a second language. Most students were positively engaged in, and enjoyed, their learning. The development of enquiry and research skills were still at an emergent stage in most phases of the school.
- Students' personal and social development was a strength of the school. Relationships were respectful and almost all students showed a good awareness of healthy lifestyles. Attendance and punctuality were good. Students had a good understanding of Islamic values. They recognised the benefits of living in a culturally diverse community. Their understanding of environmental awareness and responsibility for the community was sound.
- The majority of teachers knew their subjects well. They also understood how children learned. They planned lessons well and prepared activities that met the needs of various groups of students. A range of international assessments were used to support the school's own assessment systems and to monitor student progress. Assessment information was used well to ensure that the school met the needs of students, especially those with special educational needs.
- The school offered the English National Curriculum. It also followed, and complied with, the Ministry of Education (MOE) regulations relating to Islamic Education and Arabic. The curriculum was skilfully adapted to meet the different needs of almost all groups of students. They could choose to study science, commerce or vocational subjects. A variety of extra-curricular activities were available, some of which were subject to the payment of fees; this limited participation.
- The school provided a safe and secure environment for students. A comprehensive child-protection policy was followed by all staff. The school provided good care for students with special educational needs. This ensured that these students progressed personally, socially, emotionally and academically. The identification of students' needs and the provision of support for individual students was a key feature of the school.
- The Principal and his senior staff were well-respected by stakeholders. School leaders knew the strengths and weaknesses of the school. However some self-evaluation practices required refinement. Parents were supportive of the school. Communications between the school, parents and the community were frequent and effective. The Governing Board took good account of the views of parents but less account of the local community. The Governing Board played a significant role in supporting the school and holding school leaders accountable. The school and its staff were both creative and innovative in maximising the potential of the limited facilities and resources available to them.

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



- Students with special educational needs made good progress in their academic learning, and in their personal and social competencies. They received good support in lessons.
- The skilful adaptation of the curriculum for students with special educational needs supported students' good progress across all phases of the school. The school made good use of individual education plans, which set out what is necessary for students' learning.
- In the classroom, most teachers adapted their lesson plans well to meet the needs of students with special educational needs.



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

↑ 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	Outstanding	Outstanding
Community and environmental responsibility	Good	Good	Outstanding	Outstanding

## 3. How good are teaching and assessment?

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

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

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

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

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

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

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



# School Inspection Report

## Overall school judgement

Good 

## Key strengths


- The commitment, dedication and determination of the Principal and senior staff, focused on better outcomes for students.
- Outstanding attainment and progress of students in English, mathematics and science in the post-16 phase, and English in the secondary phase.
- Students' outstanding attitudes and behaviours, as well as their understanding of Islamic values, world cultures, community and environment in the secondary and post-16 phases.
- Teaching, learning and assessment were good across all phases.
- The curriculum and the innovative core values programme were strengths of the school.


## Changes since the last inspection

- There were improvements in students' attainment and progress in all key subjects, and in their learning skills in the Foundation Stage. There were also improvements in the quality of teaching, assessment, curriculum design and support provided by the school in this phase.
- There were improvements in students' progress in Islamic Education, Arabic as a first language and students' learning skills in the primary phase. There were also improvements in the quality of teaching, assessment, curriculum design and support provided by the school in this phase.
- The behaviour of boys in years 5 to 8 had improved as a result of the school's determined and consistent approach to behaviour management.
- Curriculum design, the quality of support, and the identification and support for students with special educational needs, were now well developed across the school.







## Recommendations

- Improve the quality of teaching and learning in order to further raise attainment and progress, especially in Islamic Education and Arabic language, by:
  - involving students more in their learning and providing a greater focus on progress
  - ensuring that higher attaining students are provided with more challenging work
  - improving the quality of marking and feedback offered to students to help them to improve
  - ensuring greater consistency in the quality of teaching across the school by sharing the good and exceptional practice which already exists.
- Improve governance by:
  - fostering greater representation from the community
  - ensuring any overcrowding in classrooms is minimised to ensure students are not restricted in their learning and development
  - taking additional responsibility for improving classroom facilities to secure a better learning environment for all students.



 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 	Good 
Mathematics	Good 	Good 
Science	Good 	Good 

- Children in the Foundation Stage made quick progress from relatively low starting points. This was evident in their work and when communicating with peers and when meeting their everyday needs. The learning of phonics and vocabulary built up their word knowledge and supported their reading and writing development.
- In mathematics, the majority of children developed a good grasp of number concepts. They were given opportunities to practice their skills in activities such as number games, shopping and construction. This supported their good progress in mathematical understanding and application.
- In science, children made good use of outdoor learning to develop their investigative skills and basic understanding of the world around them. They were able to classify objects by their physical characteristics and determine how animals kept warm in cold climates.



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

- In Islamic Education, most students could recite the prescribed Surahs correctly. Students had adequate knowledge of key events in Islam such as the migration of Prophet Mohammad (PBUH). The majority of students made good progress in developing their knowledge of worship such as how to prepare for prayers.
- In Arabic as a first language, students had good reading and speaking skills and were able to understand spoken language correctly. They could write meaningful sentences, memorise songs, identify parts of speech, and express themselves using grammatically correct sentences. They made good progress in understanding texts, and recognising subtle differences in grammatical rules.
- In Arabic as an additional language, most students could read words and sentences but often they were inaccurate in their pronunciation. Students could only use a limited range of vocabulary and basic phrases in their conversations. Overall, they made acceptable progress in their reading, writing and verbal expression.



- In English, by the end of the primary phase, most students could write imaginatively and creatively with a good use of vocabulary, spelling and syntax. Composition books were rich with a variety of content including fictional and non-fictional books. Progress, especially in speaking and reading, was strong.
- The majority of students could confidently perform mathematical operations with three-digit numbers. They could work with percentages, identify geometrical shapes and solve word problems involving time, money, measurement and data. Students made good progress with problem solving. However, their skills in working with coordinates, negative numbers and elementary algebra were still being developed.
- In science, the majority of students made good progress in their knowledge and understanding of age-appropriate concepts underpinning topics such as conductors and insulators, states of matter, and the building of simple circuits. Their enquiry and investigative skills were developing well. They had frequent opportunities to undertake scientific experiments and investigations.



### Secondary

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

- In Islamic Education, most students could recite short verses of the Holy Qur'an and had a secure knowledge of scientific and linguistic miracles. They made acceptable progress in understanding the teachings in Surahs and Hadeeths, as well as the conditions of supplications and the consequences of earning money from unlawful sources.
- In Arabic as a first language, students could analyse sentences and were well aware of grammatical concepts. They demonstrated secure knowledge of literary techniques, which they could apply to their study of poetry.
- In Arabic as an additional language, students could read simple paragraphs and understand some details. Their reading and comprehension skills were age-appropriate. Most students were able to express their ideas in writing, but often made mistakes in their spelling and choice of vocabulary. Progress in writing was the least well-developed.
- In English, most students could write with purpose and clarity, using persuasive and sophisticated language. Students were articulate when reading and demonstrated a good level of comprehension. They made outstanding progress by building on previous knowledge and applying this to new learning.
- In mathematics, students attained above curriculum expectations in vectors, trigonometry and linear functions. They applied their problem solving skills to optimising profit and linear programming. The development of skills in advanced algebra and functions was variable.
- In science, students made good progress and their attainment in their science examinations was good. In lessons, students showed confidence in understanding complex scientific concepts, such as the rate of chemical reactions and enzyme activity. Although students had opportunities for experimentation, their scientific investigative skills were not well developed.

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


- In Islamic Education, students' recitation skills, and knowledge and understanding of the Holy Qur'an and Hadeeth, were of an acceptable standard. Most students made age-appropriate progress in understanding new teachings and in the differences between verses that were revealed in Makkah and in Madinah.
- In Arabic as a first language, most students demonstrated good listening and responding skills, but their fluency and knowledge of grammar was less secure. Acceptable progress was made in applying rhetorical concepts and literary technique in poetry.
- In English, almost all students could effectively use a wide range of written and spoken language to explain, argue, and persuade. They used conventions of persuasive writing, emotive language, rhetorical questions and anecdotes in their writing and learned literature. Their grammar and language skills were developed to exceptionally high standards.
- In mathematics, most students attained levels above curriculum expectations. They developed confidence in their use of skills in algebra, calculus and functions. Most students could apply their knowledge to complex examination-type questions and to real-life situations. Most made excellent progress as a result of detailed teacher feedback on how they could improve.
- Students' attainment in science A-Level examinations was outstanding. Their progress was closely tracked throughout this phase and in lessons. They developed and understood advanced concepts such as redox reactions. By the end of this phase their scientific practical and investigative skills were securely established.

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


- Most students were positively engaged in, and enjoyed their learning. They were becoming more independent. Increased opportunities to research and present their findings to their class, and to self and peer assess, supported this development. However, in a few lessons, especially in Islamic Education, teacher talk was too dominant; it reduced opportunities for students to be more actively involved in their learning.
- Most students benefited from positive and respectful relationships with peers and adults. They collaborated effectively during group and pair work. Older students demonstrated supportive relations with each other and with younger students.
- Students made some connections between different areas of learning. This was a prominent feature in a number of Islamic Education, English, mathematics, science and art lessons. In the primary phase, project-based learning enable students to develop research skills and make better progress in their learning. Strong links between Shakespeare's writing and the teachings of Islam were made by years 9 and 10 students in English.

- Students had numerous opportunities to reflect on their learning, set targets and monitor their own progress, through the use of the schools' learner profiles. The development of enquiry and research skills was still at an emergent stage. Good examples were observed in English.


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

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



- Almost all students demonstrated excellent attitudes towards their learning. They had a strong sense of personal responsibility towards helping each other and in supporting younger students. They were proactive in initiating, and participating in, school-based projects.
- Almost all students, both inside and outside the classroom, exhibited positive behaviour and a strong commitment to school life. They were well-mannered, polite and almost always extended a warm greeting to adults and visitors.
- Relationships between students and teachers were excellent. Students' reacted respectfully to one another during class activities, promoting a supportive learning environment. They were tolerant of each other and particularly supportive of students with special educational needs. Students reported that they felt safe and supported.
- Almost all students demonstrated an outstanding understanding of healthy living. They made sensible food choices at break times and the cafeteria offered healthy items at low prices. Numerous awareness campaigns were initiated throughout the school to promote healthy lifestyles. A range of extra-curricular sports activity options offered further supported this.
- Attendance was good across the school. Almost all students were punctual at the start of the school day and for their lessons.

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



- Students could explain the influence of Islam on people living in Dubai. They demonstrated this in the various projects in which they had been actively involved. Secondary and post-16 students showed a thorough understanding of Islam as a religion.
- Students were able to identify the distinctive features of the UAE, and what made it diverse. Traditions and culture were well understood. Secondary and post-16 students could trace the origins of heritage and cultural symbols of the UAE and connect them to its prosperous present.
- Students appreciated and celebrated their own cultures and had a secure understanding of other cultures from around the world. Almost all students demonstrated a mature grasp of cultural diversity and breadth; this included an understanding of music, art and literature from around the world.

	Foundation Stage	Primary	Secondary	Post-16
<b>Community and environmental responsibility</b>	Good	Good	Outstanding 	Outstanding
<ul style="list-style-type: none"> <li>Students talked enthusiastically about the wide range of initiatives they had been involved in the school, including fundraising for UNICEF and campaigns to support housing in Nepal. Older students were actively involved in supporting younger students as well as taking on roles as school prefects. They participated in an annual art exhibition, presented radio broadcasts and year 7 students had a newsroom.</li> <li>Almost all students demonstrated a positive work ethic. Older students had ambitious aspirations for university education and future careers. Students showed commitment and creativity; they were actively encouraged and supported by the school's teachers and leaders.</li> <li>Students were fully aware of, and could discuss, the main environmental issues facing the world. They were conversant with global warming and environmental pollution. Their understanding was supported by involvement in the school's environmental club and anti-litter campaigns.</li> </ul>				

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Teaching for effective learning</b>	Good 	Good 	Good	Good
<ul style="list-style-type: none"> <li>Most teachers had a strong subject knowledge and provided clear explanations that helped students understand concepts better. The majority of teachers, particularly in the Foundation Stage, had a secure understanding of how students learned.</li> <li>Lesson planning was consistently well structured and included a range of strategies to meet the needs of different groups of students. However, in a few lessons, plans were not effectively implemented. Teachers made good use of available learning spaces and resources even though some classrooms were small and overcrowded.</li> <li>Most teachers enjoyed a positive rapport with their students and encouraged them to participate in group and pair work; they offered constructive feedback to support further learning. The majority of teachers used questioning effectively to promote understanding and deepen students' understanding.</li> <li>Most teachers implemented differentiated teaching strategies. However, not all were successful in meeting the needs of different groups of students. In the majority of lessons observed, teachers did not provide work that significantly challenged higher-attaining students.</li> <li>Teachers' promotion of enquiry and reflection was developed well in English and science but rarely observed elsewhere. Most teachers provided time for students to think and answer questions; some allowed time for reflection of learning. However, the development of critical thinking skills was still at emerging levels.</li> <li>Teaching in Arabic as a first language was mostly good. Teachers demonstrated mastery of the language and adequate knowledge of how students learned. They planned their lessons with a focus on under-performing students. Learning technologies were used in most lessons and time and resources were used well, despite some overcrowded classrooms. Teacher-student interactions were courteous. The use of probing questions was a positive feature of the majority of lessons.</li> </ul>				



	Foundation Stage	Primary	Secondary	Post-16
<b>Assessment</b>	Good 	Good 	Good	Good
<ul style="list-style-type: none"> <li>The school had an appropriate range of internal assessments that were aligned to the English National Curriculum. Available data was used to verify attainment and progress, as well as to standardise grade boundaries. The schools' assessment policy was comprehensive and regularly updated.</li> <li>The school made use of a range of international assessments, as well as IGCSE and A-level examinations. Data generated from these assessments was used to monitor students' progress and to provide benchmarks against which internal grades could be compared. Data was collected and analysed to inform teaching and future curriculum developments.</li> <li>The school had a good system for the collection and collation of data, including that derived from criterion-referenced teacher assessments and formalised testing. This data was aligned to range of diagnostic tests which were used consistently across subjects.</li> <li>Information from assessments was used effectively to support students' learning. In the primary phase in Arabic as a first language, individual learning plans were written for every student. Assessment information was also used effectively to support the learning of students with special educational needs.</li> <li>In general, teachers had a good knowledge of students' strengths and weaknesses. In the better lessons, students received useful verbal and written feedback to allow them to further improve their learning. However, this practice was inconsistent across and within subjects. Peer and self-assessment were evident in many students' books.</li> </ul>				

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum quality</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The curriculum had a clear rationale which reflected the school's values. It was balanced, with a focus on the development of skills as well as the acquisition of knowledge. It was broad; it offered students choice through academic and vocational pathways.</li> <li>Systems to ensure progression and continuity were planned well. There was a phased programme of transition weeks for both students and teachers.</li> <li>Opportunities for enrichment in areas separate from the mainstream curriculum were plentiful. School trips, links with other schools and a well-planned and implemented core values programme enabled students to develop their own interests and abilities.</li> <li>Cross-curricular links were systematically incorporated into the curriculum. The thematic approach to delivery in the Foundation Stage through project work enhanced children's conceptual understanding.</li> <li>The curriculum was effectively managed. It was reviewed regularly to identify areas for further development.</li> <li>The curriculum for Arabic as a first language followed the Ministry of Education (MoE) standards and used the prescribed textbooks. Curriculum plans and schemes of work provided continuity and progression in the four language skills. The curriculum was reviewed regularly, enriched with support programmes for under-performing students, and supported with some cross-curricular links.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum design to meet the individual needs of students</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The curriculum was modified skilfully to meet the different needs of almost all groups of students. These groups of students included Emirati, those who were gifted and talented, those who had special educational needs and those for whom English was an additional language.</li> <li>Curricular options included science, commerce and vocational subjects. However, options within the arts, including art, drama and music, were not available at post-16, in spite of evidence of student talents and requests in these areas.</li> <li>Although extra-curricular activities were available, student feedback highlighted the need to improve the range of activities offered. The school was addressing this issue in conjunction with parents.</li> <li>The school offered two 30-minute sessions in Arabic per week for all children in the Foundation Stage. Classes for Arabs and non-Arabs were combined and the programme targeted basic vocabulary and common phrases at a non-native level.</li> </ul>				

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Health and safety</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>Good arrangements were in place to ensure the welfare and safety of students. Child protection procedures were thorough and staff training was ongoing as part of their professional development. The potential dangers of social media and cyber bullying were given a high profile and featured regularly in the curriculum.</li> <li>The school offered a safe and secure environment. Under the guidance of the newly appointed facilities manager, the school had begun to develop a culture of health and safety including effective procedures and systems for risk assessment. Procedures for the arrival and departure of students on school transport were controlled and orderly, although a few students, who sat on the buses in 'open seats', were not in the habit of wearing safety belts.</li> <li>The school's clinics had clear procedures in place for the treatment of students and their record keeping was efficient. All students were given training in first aid and educated about personal hygiene, exercise and diabetes.</li> <li>The premises and facilities provided a generally suitable learning environment. However accessibility for wheelchair users was limited, and overcrowding was a risk in a number of classrooms. A regular programme of maintenance ensured that the school was compliant with safety regulations.</li> <li>The school promoted healthy lifestyles. It emphasised the benefits of healthy eating and exercise; these were built into the curriculum and were a feature of displays around the school.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>• Staff-student relationships were good. They were underpinned by the school's mission statement 'One Team, One Vision, One Mission' and reinforced in the core values sessions. Positive behaviour was promoted and managed well in the school.</li> <li>• There were effective systems and procedures to monitor and promote good attendance and punctuality across the school. Parents were informed about the importance of good attendance and the need for punctuality.</li> <li>• The school admitted students with special educational needs. It identified their needs appropriately by using formal and informal indicators, formative and summative assessments and diagnostic tools. Students joining the school in later years were swiftly identified and directed towards appropriate interventions and support.</li> <li>• Most teachers supported students with special educational needs by providing differentiated in-class learning activities. This differentiated support was planned for in all phases of the school. Additional support through withdrawal, small group sessions and paid after-school support enabled students to make good progress.</li> <li>• Systems for monitoring the well-being and personal development of students were well established. The appointment of a school counsellor and a coordinator, resulted in improved provision to support students with behavioural, social and emotional issues, as well as with their educational challenges. Individual guidance and support for senior students was strong; students felt well prepared for the next stage in their education.</li> </ul>				

### 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 recently appointed special educational needs team, consisting of a counsellor and a coordinator for special education needs, were effective in developing a quality service within the school. Training, support and guidance offered by this team had contributed to improving the outcomes for almost all students.</li> <li>• Students' needs were accurately identified. Identification processes were consistently applied upon entry using a series of well-considered indicators, and students' needs were classified according to KHDA categories. As a result, most students with special educational needs had access to appropriately-planned individual learning programmes.</li> <li>• Skilful adaptation of the curriculum ensured that students made good progress. Most teachers adapted their lesson plans well to meet their needs. They took good account of students' individual learning plans which mapped out specific requirements for learning.</li> <li>• The school kept parents well informed about their children's progress, including the provision of personalised feedback and regular updates from specialist support staff. All parents interviewed were highly appreciative of the school's provision for their children and felt included in the planning and reviewing of individual learning plans.</li> </ul>	

- The academic progress of students with special educational needs was good in almost all subjects. Students made similar progress in their personal and social competencies. They were fully included in the life of the school and the local community; they were being suitably prepared for the next stage of their education.

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

	Overall
<b>The effectiveness of leadership</b>	Good
<ul style="list-style-type: none"> <li>• The Principal and senior staff had the respect and confidence of parents, students and teachers. Their vision for the school was well articulated through the school's mission statement. Leaders and managers displayed a high level of competence and proficiency.</li> <li>• School management was effectively distributed; staff were supportive of, and accountable to, one another. The work of middle managers was beginning to have a positive impact on raising attainment and improving teaching.</li> <li>• Relationships between members of staff were professional, productive and supportive. Staff were encouraged to work co-operatively with one another.</li> <li>• School leaders' knew the strengths and weaknesses of the school well; they demonstrated a good capacity and determination to improve.</li> <li>• Leaders were focused in their attempts to improve the school; they were receptive and open to external evaluation.</li> </ul>	

	Overall
<b>Self-evaluation and improvement planning</b>	Good
<ul style="list-style-type: none"> <li>• School leaders had a realistic view of the school's strengths and weaknesses. Self-evaluation practices were embedded in the school's practices. Staff, at all levels, had a good awareness of the priorities for improvement.</li> <li>• Detailed performance management systems were in place. Lesson observations were used appropriately as a basis for the provision of personalised professional development. Evidence of the impact of support and development was collected, collated and utilised to plan further improvements.</li> <li>• Improvement plans were detailed and based on an informed analysis of what the school did well and what it needed to do to improve. The success criteria used in these plans were extensive but cumbersome.</li> <li>• Progress in the implementation of the recommendations from the previous report was positive. Improvements in teaching and learning, in boys' behaviour, and the quality of provision in the Foundation Stage were evident. Identified improvements for the provision of Islamic Education and Arabic required further work.</li> </ul>	






	Overall
Parents and the community	Good
<ul style="list-style-type: none"> <li>Parents were supportive of the school and its senior management. Parental groups met on a regular basis and often visited the school. They helped with school activities and contributed to lessons. The school actively sought their views through surveys and responded promptly to their concerns.</li> <li>Communications between the school, parents and the community were strong, effective and frequent; all stakeholders were kept routinely informed about school events, policies and priorities. Parents valued the electronic communication, as well as the opportunities to meet senior leaders and staff in person.</li> <li>Reports on student's progress were regular and detailed. When students experienced difficulties, the school contacted parents to discuss the problem and organise support.</li> <li>Direct links with the community were well developed; included were partnerships with businesses, schools and universities.</li> </ul>	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> <li>The school benefited from corporate arrangements and systems, including staff training and management support. There was no direct representative of the parent body on the Governing Board. However, the board sought out parents' views through questionnaires and surveys; other stakeholders, such as the local community, were less engaged.</li> <li>The Governing Board played a significant role in supporting the school, holding it accountable for its performance and ensuring that it met its commitments and obligations to parents. Governors had a good understanding of the school's strengths and weaknesses, including its academic outcomes.</li> <li>Governors supported the school to ensure that curriculum requirements were met. However, small classroom sizes, large student numbers and minimal resources meant that classroom facilities were limited.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>The day-to-day management of the school was smooth and the school day ran efficiently. Supervision of students during free time was of a high standard.</li> <li>The continuity of staffing was a regular problem. The school had taken responsible measures in order to maximise the learning of students by developing its staff and deploying them effectively.</li> <li>Several classrooms were too small for the number of students they accommodated. However, staff worked hard to provide an environment that supported learning.</li> <li>Financial constraints placed restrictions on the number and quality of resources. However, staff were both creative and innovative in using what was available to them. Students used the resources of the school to good effect.</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>	827	31%
	<b>Last year</b>	269	13%
 <b>Teachers</b>	254		84%
 <b>Students</b>	385		76%

- A minority of parents and most teachers and students responded to their KHDA surveys.
- Of those who responded to the surveys, parents, students and teachers were mostly positive about the school and the quality of education it provided.
- Almost all parents agreed that their child was making good progress in English. However, a minority of students did not feel they were making good progress in Islamic Education and Arabic languages.
- Almost all parents agreed that their child enjoyed school, was well looked after and in a safe environment. Most students agreed. They commented positively about the supportive advice offered about Internet safety. Parents and students were less confident about safety on the buses.
- Most parents and the majority of students agreed that teaching was good but a minority disagreed and highlighted high levels of staff turnover. Most parents, students and teachers agreed that the school was well led. A minority of students and teachers did not feel that school leaders listened to them.
- Almost all parents felt that school reports and meetings with staff were helpful. Teachers were extremely positive about the school and spoke highly about recent improvements.

\*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)