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

ACCEPTABLE

DUBAI
Knowledge المعرفة

INSPECTION REPORT

2017-2018

GEMS Winchester School

Celebrating 10 years of inspections

GEMS Winchester School

UK CURRICULUM

Contents

School information

General information

Location	Oud Metha
Type of school	Private
Opening year of school	2011
Website	www.gemswinchesterschool-dubai.com
Telephone	04 3374112
Address	P.O.BOX 113272
Principal	MATTHEW JAMES LECUYER
Principal - Date appointed	9/1/2017
Language of instruction	English
Inspection dates	15 to 18 January 2018

Students

Gender of students	Boys and girlsBoys and girls
Age range	4-16
Grades or year groups	Year 1-FS2
Number of students on roll	3738
Number of children in pre-kindergarten	N/A
Number of Emirati students	56
Number of students with SEND	74
Largest nationality group of students	Indian

Teachers / Support staff

Number of teachers	209
Largest nationality group of teachers	Indian
Number of teaching assistants	30
Teacher-student ratio	1:18
Number of guidance counsellors	1
Teacher turnover	0%

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	IGCSE
Accreditation	n/a
National Agenda benchmark tests	GL

School Journey for GEMS Winchester School

Outstanding	Very Good	Good	Acceptable	Weak	Very Weak

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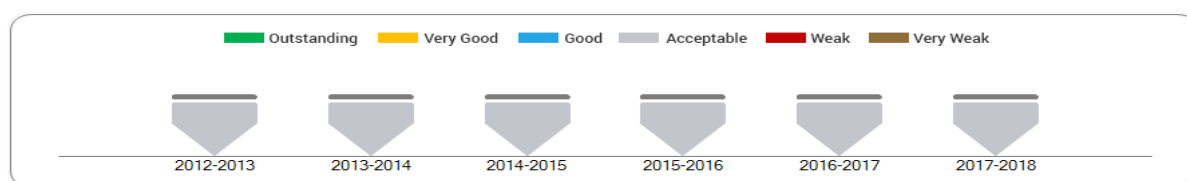
The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

GEMS Winchester School was inspected by DSIB from 15 to 18 January 2018. The overall quality of education provided by the school is acceptable. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The recently-appointed principal and new senior leadership team have identified, and quickly addressed, important priorities for further school improvement. Improved primary and secondary student support and curricula, improvements in teaching and assessment, and enhanced technological infrastructure contribute to an improved learning climate. Students' achievement is beginning to improve in Arabic.

Students' achievement

In Arabic as a first language, primary students' attainment has improved and is now acceptable. Secondary students' progress In Arabic as an additional language has also improved. Attainment in both Arabic languages in the secondary phase remains weak. Secondary students' make good progress in science. Attainment and progress in all other key subjects in all phases remain acceptable. Students demonstrate some key learning skills when given the opportunity.

Students' personal and social development, and their innovation skills

Students' personal and social development, their understanding of Islamic values and UAE heritage are good. Children in the Foundation Stage have improved their understanding of Islamic values. Students' attendance has also improved. Their readiness to learn and their behaviour are consistently positive. Students understand some key environmental issues; school-based, local and global. However, they are not proactive in promoting the sustainability agenda.

Teaching and assessment

Recent improvements in assessment processes ensure school, internal assessment outcomes are more aligned with external test outcomes. Teaching improvements increasingly ensure clear learning outcomes. Questioning to extend students' thinking, and tasks encouraging collaborative learning, research and critical thinking, are features of the most effective lessons. However, these improvements are neither sufficiently embedded nor effective enough to raise student achievement.

Curriculum

Good curriculum design and implementation in the primary and secondary phases lead to improved progression in students' learning, most notably in English, mathematics and science. New programmes of study, at different levels, offer greater breadth in the secondary phases to meet students' learning needs better. Teachers do not use assessment information well enough to adapt the curriculum to meet the needs of all groups of students.

The protection, care, guidance and support of students

Arrangements to ensure students' health and safety, including safeguarding, remain very good. There have been some improvements including measures to reduce the risk of accidents. Support for students in the primary and secondary phases leads to improved student attendance and more consistently positive attitudes and behaviour. Foundation Stage support does not ensure consistently effective provision for students with special educational needs.

What the school does best

- The school's accurate knowledge of its strengths and development needs, and the good planning processes that have led to some important improvements.

- The very good arrangements to keep students safe and healthy, including the safeguarding of students, and their safety in school, on school transport, and online.

- The good level of support for students in the primary and secondary phases that promotes good attendance and behaviour, and the good guidance for appropriate next steps in their education.

- Students' good levels of personal development and their well-developed understanding of Islamic values.

Key recommendations

- Ensure ongoing improvement in Arabic as a first and an additional language, building on current, effective approaches that have brought about recent improvement.

- Improve the consistency of teaching for effective learning and the quality of students' learning skills across all phases in order to:
  - match the most effective practice found in the school
  - ensure raised attainment and progress across all subjects.

- Use assessment information more effectively to adapt the curriculum and plan lessons that meet the needs of all groups and individuals, including those students with special educational needs.

- Improve school leadership by:
  - appointing a suitably experienced, capable and well-qualified leader at the Foundation Stage to improve the areas for development identified in this report
  - building middle leadership capacity to lead and manage change and bring about improvement in students' outcomes.

- Address the accommodation issues that continue to constrain the learning experiences of students across the school.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
Islamic education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language	Attainment	Not applicable	Acceptable ⬆	Weak
	Progress	Not applicable	Acceptable	Acceptable
Arabic as an additional language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable ⬆
English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good ⬆	Good	Good
Social responsibility and innovation skills	Good	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Good ⬆	Good ⬆
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good
Care and support	Acceptable	Good ⬆	Good

6. Leadership and management

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

National Priorities

National Agenda Parameter

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

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

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

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.)

- Attainment, as indicated by the N.A.P. tests is below expectations in English, mathematics and science.

- Leaders are strongly committed to the National Agenda. They plan well to meet requirements and appropriately train teachers. Effective data analysis underpins school improvement planning.

- Data is analysed well and used to identify areas for development across the curriculum and to set targets for individual students.

- The curriculum for English, mathematics, and science is now aligned to N.A.P. requirements in content and sequence. Teachers increasingly assess understanding and skills alongside knowledge acquisition.

- Teachers increasingly promote active learning, and its 'real-life' application, but build less effectively on students' prior learning. They do not systematically develop students' critical thinking skills.

- Teaching does not capitalise effectively on students' knowledge of their GL progress tests and Cognitive Ability Test (CAT4) results and their declared targets. Nor does teaching allow for sufficient opportunities for independent research.

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

Emirati Students

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

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

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

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

- School leaders and governors ensure that provision to meet the needs of all groups of students includes a specific focus on Emirati students. The principal directly oversees this. The school has successfully engaged parents as partners. Parents, in turn, would like more guidance, especially on how they can more effectively support their children's learning at home.

- In common with their peers, Emirati students engage well in collaborative learning when given opportunities to do so. They are well-motivated to learn, engage well with their teachers, and respond well to feedback. They are positive about the changes they see in school, including students' behaviour.

- The school analyses CAT4 data accurately, contributing to teachers' developing knowledge of students' potential, including Emirati students. Curricular adaptations, strategies to monitor verbal reasoning development, do not focus sufficiently on the teaching of reading and the verbal reasoning skills of Emirati students. The school has appropriate plans to address this.

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

Moral Education

- The school has made an effective start in introducing moral education. It is currently integrated into social studies, humanities and business studies.

- Specific time has been allocated and teachers supplement the textbook with relevant and interesting materials. Professional development for teachers is ongoing.

- Students occasionally explore concepts in their own way and at their own level, and apply their understanding to personal, local and global contexts.

- Students' learning is assessed and is shared with parents to inform them of their children's personal and social development.

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

Social Studies

- The school's social studies curriculum is well developed with a careful balance of skills, concepts and knowledge. It is skilfully integrated with other subjects.

- Teachers have strong subject knowledge and plan purposeful and engaging lessons. They make connections to students' personal experiences and to current affairs.

- Students show well-developed critical thinking and collaboration skills when given the opportunity. They enjoy exploring UAE social studies concepts and make relevant connections with moral issues.

- Students' learning outcomes are assessed regularly and used effectively to influence the curriculum and subsequent lesson planning.

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

Innovation in Education

- Students' use of technology is still not well developed, especially in the primary and secondary phases.

- Gifted and talented students contribute ideas to enhance the working spaces in some areas of the school. As a result, they demonstrate greater confidence to show initiative and take leadership roles.

- The promotion of critical thinking and problem solving are emerging aspects of teaching and learning, but these skills are mainly confined to the better lessons in the secondary phase.

- Although not fully embedded, students have increasing opportunities to enhance their innovative skills during lessons and extra-curricular activities, such as participation in energy-saving competitions.

- School leaders provide opportunities for students to formulate and lead initiatives. The involvement of student ambassadors in supporting the monitoring of school improvement exemplifies this well.

The school's promotion of a culture of innovation is emerging.

Main inspection report

1. Students' achievements

Islamic education		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- In lessons and over time, most students achieve learning objectives in terms of recitation of the Holy Qur'an. However, the needs of all students are not consistently met particularly in Islamic for second-language Arabic learners in primary and this restricts progress for this group.

- Most students reach age-related expectations in Holy Qur'an recitation, and in comprehending the main ideas of simple Hadeeth. The majority of students demonstrate an understanding of manners in Islam. However, some students find it difficult to effectively communicate their understanding verbally.

- The system for tracking recitation of the Holy Qur'an, and the improved assessment techniques used by some teachers, are having a positive impact on students' progress. The use of technology by secondary students enhances their research skills, but these tools are mainly used only for knowledge acquisition.

For development

- To promote good achievement, provide more appropriately adapted activities that meet the needs of all students, particularly in the primary phase.

- Improve the use of technology by students, especially in the secondary phase, to support the development of research skills, in addition to knowledge acquisition.

Arabic as a first language		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Acceptable ⬆	Weak
	Progress	Not applicable	Acceptable	Acceptable

- Most primary students have improved literacy skills since the last inspection. Students are making some progress because of the improved range of active learning tasks planned to engage their interest. Year 6 students confidently read and explain Arabic poems from the textbook.

- Secondary students conversational skills are underdeveloped because of the limited opportunities to engage in well-planned activities. The large majority of students lack the confidence to use standard Arabic language and to contribute to extended debates. Writing skills are improving over time.

- Students develop their use of language more effectively in situations where strong links are made to real life. Students' writing and reading have become meaningful because they are asked more frequently to respond to subjects about which they have opinions.

For development
- Provide more frequent opportunities for students to practise and develop their oral language skills using age-appropriate and topics that are meaningful to them.

Arabic as an additional language		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable ⬆

- Although students in the lower primary phase demonstrate improving language skills, the overall quality of such skills remains the same as at the last inspection. There is some improvement in the speaking skills of primary school students. They can respond appropriately to familiar questions.

- Secondary students make better progress than at the last inspection. The planned writing opportunities across this phase leads to acceptable progress by most students. However, they are less able to engage in genuine conversation in familiar contexts.

- Listening skills are secure across the phases and students, particularly in the primary phase, are gaining confidence in their understanding of standard Arabic. They can understand the difference between present, past and future events in a range of spoken material.

- Arabic is taught in the Foundation Stage during a 40-minute period each week.

For development
- Plan for effective lessons to promote students' conversational skills in meaningful contexts across the school.

English		Foundation Stage	Primary	Secondary
	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

- Students make steady progress in the Foundation Stage. Progress is slow in Year 1 but accelerates to an acceptable rate, as students move through the other phases. Girls' achievement is typically better than that of boys', but this gap is narrowing.

- A strong emphasis on comprehension and developing students' vocabulary has a positive impact on their writing skills. When writing, they become increasingly adept at using some words, phrases and literary devices that they frequently come across in their reading.

- Subject leaders have successfully embedded a common approach to teaching literacy, including a focus on developing student's reading skills in drawing inferences from texts. Questioning skills are variable across teachers in the subject of English.

For development
- Improve consistency in English teachers' questioning skills, and ensure that students of all abilities are suitably challenged and supported.

Mathematics		Foundation Stage	Primary	Secondary
	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

- In the Foundation Stage, children make acceptable progress in number work but with insufficient attention given to other mathematical areas, overall progress is held back for some students. In the primary and secondary phases, students make acceptable progress across a breadth of mathematical concepts and skills.

- Primary students develop their knowledge of whole numbers, fractions and shapes, and can interpret bar graphs, pictographs, and tables. Secondary phase students apply their mathematics understanding and skills effectively to increasingly complex problem-solving scenarios.

- Recently, students have been taking greater responsibility for their learning and are beginning to engage more in critical thinking and problem solving activities.

For development
- Broaden the Foundation Stage curriculum to ensure children make better progress across all areas of mathematics, and link it more effectively with the primary curriculum by drawing up coherent lines of mathematical progression.

Science		Foundation Stage	Primary	Secondary
	Attainment	Acceptable .	Acceptable .	Acceptable .
	Progress	Acceptable .	Acceptable .	Good .

- Across all phases, students explain their age-appropriate breadth of scientific knowledge using appropriate terminology. Secondary phase students make better progress in their understanding of the theoretical basis of science. There is little difference in attainment across the three science areas.

- Most students can link their knowledge to real-world issues and different areas of study, for example acidic foods, chemical pH and tooth decay. However, students' skills in responding to more complex real-world applications, such as how to obtain clean water, are underdeveloped.

- Foundation Stage children observe changes, for example, when putting objects into water, but most do not recognise patterns. Older students enjoy enquiry-led approaches to learning and most can plan simple investigations whilst controlling variables. Skills to explain scientific reasoning, and improve accuracy, are underdeveloped.

For development

- Ensure that students understand the need for reasoned predictions against which they can plan fair tests.

- Ensure that students routinely consider how to improve the accuracy of their method.

	Foundation Stage	Primary	Secondary
Learning Skills	Acceptable .	Acceptable .	Acceptable .

- Most students are motivated, engaged and welcome the opportunity to take responsibility and be actively involved in their own learning. In the most effective lessons, students communicate their learning meaningfully and know their own strengths and development points.

- Students develop research skills consulting traditional and online sources. Their skill in objectively analysing and assimilating what they source is not so well-developed. In more effective lessons, supported by collaborative enquiry-based learning, students begin to develop skills in critical thinking.

- A focus on building learning and interpersonal skills has led to improvements in students' collaboration and listening skills. When this takes place, students take increasing responsibility for their own learning, both in groups and individually, and share achievements with their peers.

For development
- Progressively develop students' critical thinking, including their ability to interrogate objectively what they read, from the Foundation Stage to the secondary phase.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good

- Relationships between students and staff are respectful and students respond well to helpful feedback. Students' improved behaviour around the school almost invariably matches their co-operative behaviour in lessons.

- Students' understanding of the importance of healthy lifestyles is well-developed. Many students actively pursue this through participation in a wide range of relevant school activities.

- Students' understanding of the value of attendance and punctuality has improved. The school's average attendance is now very good.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good ⬆	Good	Good

- Students across all phases demonstrate a good appreciation of the UAE heritage and culture. All students are respectful during the National Anthem; they also talk with confidence about the country's history and heritage. Students suggest and participate in fundraising activity to help the less fortunate.

- Students gain even deeper understanding of the UAE culture and heritage through assemblies, by celebrating the national and flag days and through field trips to historic and tourist sites. Students proudly celebrate their own cultures on international day.

- Students knowledge and understanding of UAE culture and heritage is especially visible in the Foundation Stage where children draw the flag, colour the map and talk about classroom displays of UAE climate, food and animals.

Social responsibility and innovation skills	Foundation Stage	Primary	Secondary
	Good	Good	Good

- Students, particularly in the secondary phase, are aware of their roles in the local and the wider communities. The student ambassadors' new roles make significant contributions to the school. They participate in a range of projects related to the local community.

- Most students have a good work ethic. Older students are developing their creative problem-solving and innovative thinking skills through, for example, a recent partnership with industry for Year 9 and Year 10 gifted and talented students.

- Students from all phases demonstrate a good understanding of environmental sustainability although they are not always active in manifesting this understanding. Foundation Stage children learn about life under the sea and how pollution can harm them.

For development
- Provide more opportunities for students to lead on projects related to environmental sustainability.

3. Teaching and assessment

Teaching for effective learning	Foundation Stage	Primary	Secondary
	Acceptable	Acceptable	Acceptable

- Teachers' subject knowledge is secure across the phases but their understanding of how students learn best is least well developed in the Foundation Stage. Across key subjects teaching skills are too variable, often because expectations of students' potential achievements are not high enough.

- In the best lessons, teachers set clear learning intentions, involving students in identifying success criteria, and setting engaging collaborative tasks that offer suitable challenge. Too often, however, across all phases, lessons do not follow plans that offer the potential for such positive learning experiences.

- Benefiting from extensive professional learning opportunities, many teachers, increasingly provide more consistent and progressive learning experiences. This is exemplified well in the progressive teaching of inferential reading skills across the primary phase and into the secondary phase. Teachers' questioning to extend students' critical thinking is improving.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Assessment systems are closely linked to the requirements of the National Curriculum for England, particularly in the primary and lower secondary phases. External and internal data are used effectively to set targets for individual student achievement, and progress towards these is tracked well.

- The school sees the value of external tests and implements robust and accurate internal processes, aligning the results from internal and external assessments. This improvement is most noticeable in in Arabic.

- A minority of teachers use assessment information in planning lessons to build effectively on students' prior learning. Foundation Stage teachers know students' strengths and weaknesses. However, only a few use this information to provide appropriate levels challenge or sufficient support.

For development

- Teachers should use assessment information to plan lessons that build upon the prior knowledge, skills and understanding of individual students and groups of students.

- Teachers should ensure specific planned learning outcomes, with clear measures of success.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Good ⬆	Good ⬆

- The Foundation Stage programme takes too little account of the developmental needs of young learners. The curriculum in the other phases is planned effectively, and includes imaginative approaches and interesting topics that successfully contribute to students' learning and personal development.

- There are increased opportunities for students to pursue their interests and learn in ways that stimulate their curiosity. There is clear progression between, and within, the primary and secondary phases. Options in IGCSE take account of students' aptitudes and aspirations.

- Refined curriculum planning and new on-line resources enhance the curriculum. Increased emphasis on developing core skills and competences augments students' learning across the curriculum. Opportunities to promote students' understanding of the UAE culture and heritage are woven into the curriculum.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Planning provides useful guidance on adapting the curriculum for the most able and those with special educational needs and/or disabilities (SEND). However, there are inconsistencies in teachers' skills in providing tasks that meet the needs of different groups during day-to-day lessons.

- Students benefit from a good range of extra-curricular activities. There are increasing links with other schools, through participating in festivals and competitions and these contribute positively to students' academic and social development. Opportunities for enterprise, innovation and creativity are increasing but are not yet fully established.

- The curriculum effectively promotes students' understanding of UAE values, culture and society. The moral education and UAE social studies programmes are now well established. Opportunities for students to take the initiative in activities that serve the wider community remain limited.

For development

- Ensure learning in the Foundation Stage is closely aligned with curriculum expectation, paying attention to mathematics.

- Ensure the curriculum in Year 1 facilitates a smooth transition from the Foundation Stage.

- Across the school, enhance teachers' skills and confidence in taking account of students' varying needs, rather than keeping strictly to curriculum guidelines.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- The school has effectively refined its already comprehensive arrangements to ensure students' health and safety around school, on school transport and online. There are rigorous procedures for the safeguarding of children, including child protection. Staff, students and parents are aware of these procedures.

- Significant improvements have been made within the school campus to improve the safety of the students. As a result, the school provides a safe, secure and hygienic environment, with high quality supervision. School transport is managed effectively.

- The school premises and equipment are well maintained and the school very effectively promotes safe and healthy lifestyles.

	Foundation Stage	Primary	Secondary
Care and support	Acceptable	Good ⬆	Good

- Students are friendly and courteous throughout the school because of the positive relationships with staff and their peers. Systems for managing students' behaviour have become increasingly effective and the approach to monitoring attendance and punctuality has brought about improvement.

- The procedures for identifying students with SEND are good overall. However, these procedures are not rigorously applied especially in the Foundation Stage, where intervention work does not start soon enough. Assessment procedures identify, with increased accuracy, students who have gifts and talents.

- The systems to support students with SEND are acceptable but do not lead to good progress for the majority of students. Additional opportunities for gifted and talented students are developing. Good academic and pastoral guidance are provided throughout the school.

For development

- Improve the modifications and support in classes for students with SEND so that progress improves.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Acceptable

- The experienced leader and champion is committed to inclusion. She is successful in managing the day-to-day running of the department. Appropriate systems are in place to advise teachers and coordinate provision. However, these are not always consistently or effectively applied.
- Improved identification procedures for students with SEND are good. The school uses a range of assessment indicators effectively. The identification of children's needs in the Foundation Stage is not as accurate. Staff are effectively deployed across most levels of provision.
- Parents feel well informed, are engaged, and have regular updates on their children's progress. In discussion, they are appreciative of access to helpful and appropriate guidance and support services within the school. The school is responsive to the needs of most students and their families.
- Modification of learning activities in lessons remains inconsistent and plans do not always reflect each student's learning abilities and needs. They do not consistently promote the effective use of interventions and therefore progress is not maximised.
- School information shows that most students make acceptable progress, The department can make generally accurate conclusions about the progress of students, but teachers are less secure about making judgements and adjusting provision accordingly.

For development

- Develop the procedures for monitoring provision and support in class to ensure that modifications happen and that improved progress is generated.
- Ensure ongoing training for staff, both teaching and non-teaching, on working with students with additional needs, especially those with complex needs.

6. Leadership and management

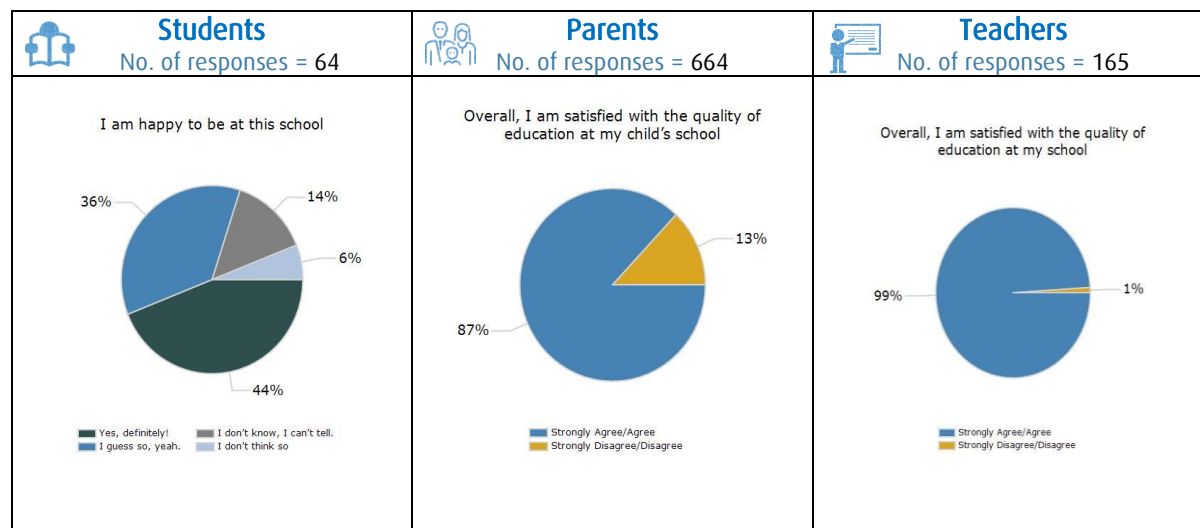|	
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Good ⬆
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

- The new senior leadership team, led by the recently-appointed principal, provides clear direction to staff and students. Early improvements focus on ensuring students are well-prepared to learn, and include aspects of attainment and progress. Middle leaders' capacity to lead and manage change effectively is less consistent. The pace of improvement in the Foundation Stage does not match primary and secondary phase development.

- Systematic approaches to self-evaluation include regular monitoring of teaching quality. These include the important perspectives of student learning ambassadors' alongside increasingly accurate data analysis. Senior leaders, therefore, have an accurate view of the school's strengths and development needs. Improvement planning drives well-paced developments in curriculum design and student support, and addresses most of the recommendations from the previous inspection. However, all of this has not had time to impact significantly on student achievement outcomes.

- Increased opportunities for parent-teacher interaction, including support groups, are improving communication and fostering closer home-school partnerships. These developments have not been in place long enough to impact positively on student outcomes. Revised reporting arrangements offer parents brief interim reports. Only the detailed final reports include next steps in learning. The school is increasingly outwards-facing in its charitable activity and its local and international outreach.

- Governance includes stakeholder representation. They have an accurate knowledge of the school's performance. Governors have supported the school in efforts to reduce staff turnover. They have also invested in facilities and resources, notably in the provision of learning technologies, to promote new approaches to learning and teaching. Nonetheless, there remain significant accommodation pressures, which constrain the effective implementation of such approaches, and consequently do not support raising students' achievement.

- The school's daily operation is well-managed. Bright, stimulating, interactive displays around the school showcase students' best work and contributes to a purposeful climate for learning. Professional development and careful staff deployment best contribute to improved student achievement in Arabic, but not in other key subjects. Stimulating, imaginatively created learning spaces do not relieve accommodation pressures that continue to constrain learning. There is insufficient Arabic literature in the library.

For development
- Appoint a capable and suitably qualified Foundation Stage leader and improve Middle Leaders' capacity to lead and implement change to improve student achievement.

- Develop the ways in which the schools seeks and takes account of the views of the wider parent body, and extend community partnerships in ways that open further opportunities for student leadership and innovation.

- Address the issues of restricted accommodation that constrain students' learning experiences and increase the range and quantity of age-appropriate library resources in Arabic.

The views of parents, teachers and senior students

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

Students No. of responses = 64	**Parents** No. of responses = 664	**Teachers** No. of responses = 165
I am happy to be at this school	Overall, I am satisfied with the quality of education at my child's school	Overall, I am satisfied with the quality of education at my school
36% 14% 6% 44%	87% 13%	99% 1%
Yes, definitely! / I guess so, yeah. / I don't know, I can't tell. / I don't think so	Strongly Agree/Agree / Strongly Disagree/Disagree	Strongly Agree/Agree / Strongly Disagree/Disagree

Students	• Almost all responses indicate overall satisfaction with the quality of education provided. Most students are positive about the effectiveness of teaching and teachers' knowledge of students' strengths and areas to improve, and the effectiveness of teachers' feedback and school reports in improving their work. Students are also positive about opportunities to use technology, especially to learn independently. They appreciate, but want more, opportunities for self-initiated leadership. Inspection findings agree that student leadership does not sufficiently involve them in starting and leading innovative initiatives.
Parents	• Most parents who responded are satisfied with the quality of education the school provides. Almost all agree their children are happy and safe at school, on school transport and online. Almost all agree that the school deals well with any bullying behaviour. A significant minority indicate that their views are not considered. Almost all agree that school leaders are approachable and the school is well-led. Inspection findings agree with these views, particularly in respect of approachable leaders who are developing channels to consult stakeholders more extensively.
Teachers	• Almost all responses are very positive about all aspects of the work of the school. A significant minority do not agree that students are consistently respectful. Inspection findings contextualise improved student behaviour, with students responding increasingly positively to school's raised expectations for attendance, punctuality, and readiness to learn.

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