

# INSPECTION REPORT

2022-2023



**GEMS WELLINGTON ACADEMY -FZE**

**UK/IB CURRICULUM**

**VERY GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Dubai Silicon Oasis
	Opening year of School	2011
	Website	www.gemswellingtonacademy-dso.com
	Telephone	97145159000
	Principal	Sarah O'Regan
	Principal - Date appointed	4/1/2021
	Language of Instruction	English
	Inspection Dates	07 to 10 November 2022

### STUDENTS

	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	FS1-Year 13
	Number of students on roll	3663
	Number of Emirati students	196
	Number of students of determination	378
	Largest nationality group of students	Arab/Indian

### TEACHERS

	Number of teachers	291
	Largest nationality group of teachers	British
	Number of teaching assistants	156
	Teacher-student ratio	1:13
	Number of guidance counsellors	4
	Teacher turnover	13%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK/IB
	External Tests and Examinations	GCSE /IBDP
	Accreditation	BSO

### School Journey for GEMS WELLINGTON ACADEMY -FZE



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- In the Foundation Stage (FS), most children make rapid progress and attain standards above what is expected for their age. In the other year groups, in most curriculum areas, almost all students make very good progress to meet the expected curriculum standards, with the large majority doing even better. The exceptions are in Islamic Education and Arabic, where although students make mainly good progress this is not sufficiently quick to raise their standards of attainment beyond the expected level. Students work very well together and are keen learners.
- Students have the confidence to share their views and become ambassadors for their class through the student council. Their understanding of Islamic values and how these can be included in their daily lives remain outstanding. They have an excellent understanding of how to care for their school and the wider world through their knowledge of sustainability issues and the importance of social values.

### PROVISION FOR LEARNERS

- In the FS, teaching for effective learning is consistently outstanding. Outstanding teaching is evident in other year groups but is not as consistent. The school regularly checks how well students are learning and if they are making the progress that matches their potential. This information is used very well to plan next steps in learning to help all groups of students to advance.
- Children are provided with a wide range of exciting learning activities in the FS, including the opportunity to explore and investigate in excellent outdoor learning areas. Curriculum choice for the older students has improved to support students' access to suitable future pathways.
- The support for students in all areas remains very strong. The schools' 'GroWell' programme contributes significantly to student wellbeing. Health and safety and practices for child protection continue to be outstanding and are consistent across all phases.

### LEADERSHIP AND MANAGEMENT

- The school continues to benefit from very good leadership. Self-evaluation processes are extensive but lack the precise rigour needed to act as a vehicle for moving the school forward. Parents are knowledgeable about the school and very supportive. Improvements have been made to the effectiveness of the governing body by the increased inclusion of stakeholders. The school facilities and resources are of an outstanding quality and contribute to the very positive learning culture established by leaders.

### The Best Features of The School:

- The outstanding start children make to their education in the Foundation Stage
- The support for student wellbeing through the 'GroWell' programme which results in high levels of students' personal development
- The breadth of the curriculum which provides a wide range of alternative pathways to meet the needs of all groups of students
- The outstanding partnerships developed with parents and the community
- The outstanding facilities and resources

### Key Recommendations:

- Raise levels of attainment and improve the accuracy, precision, and rigour of the implementation of self-evaluation processes by:
  - making better use of the analysis of data,
  - having a clearer monitoring focus on the impact of teaching on student outcomes,
  - ensuring plans for improvement contain clear success criteria related to measurable student outcomes.

## 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	Good ↑
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Good ↑
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Good	Not applicable
<p>English</p>	Attainment	Outstanding	Very good	Very good ↓	Outstanding
	Progress	Outstanding	Very good	Very good ↓	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	Very good ↑
	Progress	Outstanding	Very good	Very good	Very good
<b>Learning skills</b>		<b>Outstanding</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good ↓</b>

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Very good ↓	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](#)

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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 :](#)

The school meets the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	meets expectations	is approaching expectations

- Progression in TIMSS across the school is judged to be very good. Year 5 student data reflected very good progression in both mathematics and science whilst Year 9 progression in both subjects was good. Progression in the PISA testing is also very good with targets exceeded in both reading and mathematics. In the GL testing, progression in science is very good whilst that in mathematics and English is acceptable. The overall judgement for progression in GL for the school is good.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	meets expectations

- Leaders at all levels support the vision and the goals of the National Agenda. The current data analysis of the NAP clearly identifies areas for improvement in the Primary but not as clearly in Secondary. Strategic planning defines the school's plans to modify the curriculum to address skills and knowledge gaps identified by the international assessments. Actions are, on a whole, at school level with no separate plan for the Emirati cohort of students. However, the National Agenda action plan does not have clear success criteria, realistic timeframes and identified responsible personnel.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	meets expectations	is approaching expectations

- Leadership in reading literacy is strong and focussed. The new NGRT reading test is in place three times each year with the data entered in student academic records and provided to teachers. A variety of initiatives are in place to improve reading literacy across the curriculum for the entire cohort. Research, enquiry, and investigative skills are stronger in primary classes. The scientific method is underdeveloped and open-ended enquiries are rare.

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

#### For Development:

- Increase the opportunities in science and mathematics for teachers to promote reading literacy in their subjects
- Ensure all teachers appreciate the knowledge and skill requirements for the international tests and that they adapt teaching to address gaps
- Provide more open-ended enquiry, critical thinking, research, and problem solving across all subjects and phases.

## Wellbeing

### The quality of wellbeing provision and outcomes is at a very high level:

- School leadership recognises the importance of embedded wellbeing provision and the positive impact this can have on student engagement. They have systematically reviewed wellbeing frameworks to find the most suitable provision for their students. This process resulted in the development of an in-house wellbeing programme, which was produced in collaboration with all stakeholders and represents the unique UAE setting. The GroWell provision is now fully embedded and is a golden thread running through all aspects of school life.
- Professional development has encouraged all staff to become GroWell teachers, 25 members of staff are also qualified mental health first aiders. This training and investment empower staff and enables them to effectively support the wellbeing of students, parents, and colleagues. The counselling provision offers further support for all members of the school community; however, this is not yet extensive enough to meet the growing demands for professional services.
- The GroWell curriculum combines and modernises the traditional social, emotional and health education into a dynamic package. Students explore a wide range of topics which supports their everyday life and upskills them for the future. GroWell teaches explicit social and emotional skills within dedicated lessons and across all subjects. The content is designed in response to regular student surveys and this dynamic approach ensures students consistently receive high quality provision to support their wellbeing. Students feel safe, valued, and cared for and demonstrate self-reliance and positive attitudes.

## UAE social studies and Moral Education

- The Ministry of Education Moral, Social and Cultural Studies (MSC) framework is used for the delivery of UAE Social Studies and Moral Education. In Primary, MSC is delivered as part of an integrated programme by homeroom teachers. In Secondary, MSC is delivered as stand-alone lessons, by homeroom tutors and specialist MSC teachers and where appropriate, is linked into other subject areas.
- The provision and curriculum implementation allows for students to develop and demonstrate, through a variety of assessment activities, a strong appreciation of UAE culture and society. They understand people, of the past events and civilizations and apply what they have learned about these aspects to present and future challenges.

## 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	Good ↑

- Although standards of attainment are as expected overall, students in Primary and Non-Arab students in Secondary generally progress at a faster rate from their starting points. Assessment data in Secondary and Post 16 is closely aligned with students' current levels of achievement.
- Students' recitation skills and understanding of the Holy Qur'an is well developed. While students in Secondary can infer rulings from Devine revelations, students in Post-16 are only beginning to justify their answers with evidence and provide more in-depth answers in Islamic Jurisprudence. Seerah and National identity are developing slowly.
- The recent changes in the curriculum and enrichment activities have significantly improved students' memorization, knowledge, and application of Tajweed rules. Additionally, students have more opportunities to develop problem-solving skills and connect their learning to real-life situations. As a result, progress in Post-16 has improved.

#### For Development:

- Improve the progress of Arab students in secondary year groups.
- Develop further ability of students to provide in-depth oral and written answers and consistently justify their views with relevant evidence.

#### Arabic as a First Language

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

- Students' progress in the primary and post-16 phases is comparably better than that in the secondary years. However, even in these phases, progress is not rapid enough to increase the number of students who attain above the expected standard.
- Students can understand their teachers' use of classical Arabic and respond adequately to instructions. While most students can read age-appropriate texts, a minority struggle to read confidently. Most students cannot delve deeply into the text to extend their understanding and are unable to articulate inferences in speaking or writing.
- Although most students can apply their prior knowledge in new contexts, their underdeveloped language skills limit their interactions with the teacher and with one another. This hinders their ability to conduct research or perform activities that promote critical thinking skills.

#### For Development:

- Accelerate rate of student progress to increase the number of students who are able to attain above the curriculum standard.
- Improve depth of student understanding and their ability to articulate oral and written inferences.

### Arabic as an Additional Language

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

- The evaluation of students' progress in observed lessons and in their work samples, confirm the school's views about students' development over time. Although students' skills are not yet well developed, they are making good gains due to their active participation and involvement in their own learning.
- Most students exhibit an adequate range of vocabulary. They can decode well, to read aloud but lack fluency and confidence. Students' speaking and writing skills are not well developed. Most students can understand simple texts but cannot interpret meaning well. Writing is mainly restricted to copying or composing short paragraphs that are characterised by frequent mistakes.
- Teachers' and leaders' knowledge of their students' achievement levels lacks triangulation with what is observed in lessons or noted in the students' work. This gives leaders and teachers an insecure picture of students' strengths and areas for development.

#### For Development:

- Improve students' confidence to read fluently.
- Develop students' ability to express their understanding more accurately, both orally and in writing.

### English

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

- In FS, children make particularly rapid progress in acquiring vocabulary, pre-reading, and communication skills resulting in most reaching very strong early learning goal outcomes. The rate at which students build on these skills, appropriate to their age, slows in primary and secondary year groups.
- Students reading comprehension and language skills are progressively developed. They can analyse increasingly challenging texts from different genres, express their views confidently and for the most part articulately. Most students understand how to write for different audiences and purposes, although a large minority make frequent grammar, spelling, and punctuation errors.
- Since the previous inspection, the school's promotion, development and tracking of students' reading skills has improved, accelerating their progress, and helping to close attainment gaps between boys and girls. Emirati students' achievement is lower than non-Emirati students in Primary, Secondary and Post-16.

#### For Development:

- Improve students' handwriting skills, particularly their ability to use accurate spelling, punctuation, and grammar.
- Reduce the achievement gaps between different groups of students.

## Mathematics

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

- In FS, children have a secure understanding of the value of number, and have an excellent conceptual understanding of number pattern relevant to their age. In other phases, students build well on this understanding, although in secondary classes, students do not routinely use their knowledge to solve complex problems.
- Students in all phases use mathematical language confidently in explaining their work, reflecting a strong emphasis on key vocabulary. Problem-solving, critical thinking and reasoning skills are developing well in primary classes. The use of conceptual strategies is a relatively weaker element of their mathematical development.
- In Secondary, students understanding of geometry, has in the past, not developed as well as other strands of mathematics. This is now studied earlier in the year promoting improved skills and understanding. Emirati students form a large cohort and show good achievement in mathematics.

### For Development:

- Enhance students' use of conceptual mathematics strategies in primary year groups.
- Develop problem-solving, critical thinking, and reasoning skills in secondary classes.

## Science

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

- Achievement in science across the school, as identified by international benchmark and external examination results is strong. In FS, children quickly develop the skills to explore and investigate. They can describe what they see, hear, and feel and draw conclusions. The attainment and progress of Emirati students is good in all phases. A few perform in line with their peers at Post-16.
- In both Primary and Secondary, the emphasis in lessons is focused on knowledge and conceptual understanding rather than practical hands-on learning. Students' application of the scientific method is therefore under developed.
- The Integrated Curriculum approach for delivering science in the Primary school is limiting student exposure to the key aspects of the subject. Science lessons for older students provide more opportunities for students to engage in practical lessons, especially those linked to the IGCSE and Post-16 examinations.

### For Development:

- The ability of primary and secondary students to inquire and conduct experiments using all aspects of the scientific method.

## Learning Skills

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

- In FS, children listen attentively, respond to what they hear with relevant questions, comments, and actions and routinely take responsibility for their own learning. In Post-16, primary and secondary students do not routinely take responsibility for their own learning. They meet the expectations of their teachers but do not consistently take the initiative to move their learning on further.
- Across the school, students interact very well with their teachers and peers. They routinely engage in collaborative, learning activities to discuss their thinking and evaluate their work. Students regularly connect their learning to real-life, personal experiences and other subjects.
- Critical thinking and problem-solving are key features of most lessons. Students' practical application skills are less well developed, for example, in science. Students' innovation, enterprise, and research skills are effectively developed in lessons and other curriculum activities.

### For Development:

- Improve students' ability to use their skills and take personal responsibility to move their learning forward.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Very good ↓	Outstanding

- Children in FS demonstrate strong personal responsibility. Most students demonstrate self-reliance and positive attitudes toward school. They fully understand the schools' expectations of their behaviour. However, students in Secondary do not always display desirable behaviour in lessons, in corridors and during break.
- Students' relationships with peers and adults are built on mutual trust and respect. They support and encourage one another in a safe environment. While students' attendance is very good, their punctuality to lessons is not particularly strong.
- Most students are aware of the importance of keeping healthy lifestyles. They make healthy choices when choosing their meal and are actively taking part in physical activities such as in the GroWell Project and 30/30 challenge.

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

- Students demonstrate an excellent understanding and respect of Islamic values. Students put into practice values of compassion, respect, and empathy, with some students choosing to fast to support their Muslim friends during Ramadan.
- Students across the school fully respect and appreciate Emirati culture and heritage. They participate in many cultural events that promote the heritage of the UAE such as the UAE Children's Day, National Day and Flag Day. Students often initiate and organise these celebrations.
- Students demonstrate a strong understanding of their own culture. They are mindful and respectful of other cultures in school. World cultures are well celebrated throughout the academic year and celebration such as International Day and international mother tongue. In FS, children use 'show and tell' exceptionally well to celebrate their own cultures.

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

- The student council is a proactive body. Students have a voice and raise actions in a variety of domains in the school. They take pride in volunteer roles and relish opportunities to lead initiatives and make an effective contribution to school life.
- Students display excellent entrepreneurial skills as they sell produce grown in the hydroponics garden to raise funds to keep the garden productive. Strengths in social development include students' excellent work ethic and the innovative ways they create and design new products.
- Students demonstrate an excellent understanding of environmental sustainability and global issues. They actively support or initiate schemes that have a positive environmental impact through recycling in school and conservation in the community, such as participating in the beach clean-up scheme.

### For Development:

- Prioritise the ability of secondary students to manage and own improvements in their behaviour.
- Manage students' punctuality to lessons more effectively through greater placement of responsibility on students themselves.

### 3. Teaching and assessment

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

- In FS, all teachers consistently use their expert knowledge of how young children learn best, to plan and implement activities which fully engage children in their learning. These outstanding features are not as consistently evident in other phases, especially in Arabic and Islamic Education.
- In the best lessons, teachers optimise the use of time and resources, including technology, to maximise learning that is tailored to the needs and abilities of students. In other lessons, teachers planning to meet the needs of all groups of students, use of time, and questioning techniques to promote deeper thinking, are not consistently effective.
- Teachers interact well with students and ensure they are keen to learn. However, expectations and levels of challenge are not always high enough to ensure all students do as well as they can.

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

- Assessment of children’s achievement in FS is accurate and is used at a highly effective level to ensure personalised support for learning. Currently, internal assessment is not always well aligned with external international benchmarks, particularly in lower secondary year groups.
- In most subjects, assessment information effectively influences teaching and the curriculum to meet the learning needs of all students. In Islamic Education and Arabic evaluation of student achievement is not always closely linked to curriculum standards and this results in lower expectations of what students are expected to achieve.
- A large majority of teachers have an in-depth knowledge of the strengths and weaknesses of their students. Constructive feedback to students helps develop next steps in learning. Students are regularly involved in peer and self-assessment.

#### For Development:

- Further align use of international benchmarking assessments with checking the accuracy of internal assessments.
- Improve the accuracy of internal assessments in Islamic Education and Arabic to match the curriculum standard.

## 4. Curriculum

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

- The school provides a broad and balanced curriculum, from the Early Years Foundation Stage (EYFS) through to the National Curriculum for England (NCfE) in Primary and Secondary. In Post-16, a range of subjects and pathways are offered, including the International Baccalaureate Diploma Programme (IBDP), A-Levels and Business and Technology Education Council (BTEC) qualifications.
- Curriculum areas are regularly reviewed and modified using relevant assessment and future learning information. This allows for a smooth progression in learning as students transition between phases.
- Since the last inspection, the school has added additional pathways at Post-16. These are having a positive impact on student performance. The school's own Integrated Curriculum in Primary, the 'GroWell' wellbeing programme and High Performance Learning (HPL) programmes have been initiated. The full impact of these on student outcomes has yet to be measured.

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

- The curriculum is successfully planned to provide learning opportunities for all groups of students. Modifications, based on student trackers and learning passports, are made to ensure engagement and challenge for students of all abilities, including students of determination.
- Students can follow courses that suit their interests and aspirations especially at the post-16 level. There are numerous extra-curricular activities and programmes, in sports, the expressive arts and music that enhance the provision for all students further.
- The school extends the students' understanding of links with Emirati culture and UAE society through the integration of the Moral Cultural Social Studies framework throughout the curriculum and by the special events that further enhance the students' understanding of who and where they are.
- Arabic is taught in FS for 30 minutes per week.

### For Development:

- Extend the scope and sequence of Primary Integrated Studies to ensure that it meets the statutory requirements of the individual Key Stage 1 and 2 subjects and of the UAE Moral, Social and Cultural Studies framework.

## 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 places a very high value on safety across the campus. Health and safety procedures, including child protection, are robust and comprehensive. Students feel safe in school and are confident to report any concerns to an adult in school.
- The school provides a very safe, hygienic, and inclusive environment. Safety checks are frequent and rigorous. Procedures for the maintenance of premises, facilities and resources are very effective. The school maintains comprehensive records that underpin the approach to safety at the school.
- The school is committed to providing students with an environment that promotes safe and healthy living. The medical team deals sensitively with students' needs and concerns. The analysing and sharing of some health issues, such as BMI levels, is not routinely shared.

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

- The school has recently refreshed their behaviour policy to encourage a community approach to self-discipline. Staff are committed to helping students make positive behaviour choices. The impact of this is yet to be fully seen on the ability of all students to manage their own behaviour.
- The identification of students' individual needs is thorough and systematic. Most teachers use the information gained to modify learning plans for groups of students of differing ability. Monitoring of the implementation of these plans on student outcomes is not always sufficiently rigorous to ensure consistently effective support, and therefore improve student progress.
- Wellbeing is a high priority. The 'GroWell' curriculum filters through all aspects of school life and contributes to highly effective personal and academic guidance including careers advice for older students.

### For Development:

- Manage the consistency of the analysis and sharing of relevant information between the medical team and school leaders.
- Monitor the impact of personalised learning plans on student outcomes more effectively.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Outstanding

- School leaders and governors have demonstrated a strong commitment to inclusive education. Their policy actively welcomes students of determination. The inclusion action plan sets out targets to enhance the available provision further. The school continues to invest in inclusive education.
- Assessment processes are highly effective at identifying student need. These processes inform individual education plans and allow for high-quality intervention. The inclusion team also deploys a plan, do and review cycle with a graduated approach.
- Parents comment on the proactive approach of the inclusion team. Parents receive regular communication from the school both informally and formally. This communication helps to build a team around the child which supports information sharing and collaborative working.
- Students of determination can access a wide range of curriculum pathways and qualifications. Many of these qualifications develop vocational skills.
- Students of determination are actively involved in designing their own education plans. Their voice is heard throughout these plans and effectively communicated to teachers. Each plan has measurable and achievable targets which are reviewed regularly.

### For Development:

- Further expand the existing programme of work placements and internships to offer students of determination a greater range of work-related experience to support future employment.

## 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

- The school has a clear vision which is shared by all stakeholders. Most leaders demonstrate secure knowledge of the curriculum and the best practices in teaching and assessment; however, this is inconsistent across the different tiers of leadership. Leaders are effective in establishing an inclusive school with purposeful learning. This is not yet consistently resulting in high levels of achievement in all subjects. Leaders are very successful in establishing a wealth of curriculum opportunities for students and these have a significant positive impact on student wellbeing.
- The school operates an extensive range of self-evaluation systems which produce a very broad range of data. Analysis of external data is not consistently used as a means to check the accuracy of internal data. Reviews and monitoring of the schools' provision, including the quality of teaching, are carried out systematically but do not include as rigorous check as possible of the impact of provision on student outcomes. Improvements since the previous inspection are evident in Islamic Education and Arabic. Improvement planning does not routinely identify measurable success criteria linked to student outcomes.
- Parents express high levels of satisfaction regarding how the school operates in partnership with them to enable their children to thrive. Excellent systems of communication, using digital platforms, enables parents to be fully informed about their children's learning and how parents can best provide support. Parents' views are gathered and taken into consideration when planning school improvements. Extensive partnerships with the community extend and enhance students' learning opportunities.
- Improvement since the previous inspection has resulted in representation of all stakeholders on the local management board. The members of the board who represent the school owners have a detailed knowledge of the school and act as critical partners within the schools' review and monitoring process. Plans are in place to extend this level of knowledge to all board members to enable them to hold school leaders fully to account for student outcomes.
- Management systems to facilitate the smooth running of the school are fully in place. There are sufficient qualified staff to meet the needs of students. FS staff are highly experienced in the best early years practice, and this expertise has an outstanding impact on children's achievements. The school premises are used extremely well to create a positive learning environment. Excellent resources support a broad curriculum. This includes extensive partnerships both in Dubai and internationally, such as stage schools and members of west-end productions.

### For Development:

- Improve consistency in the quality and effectiveness of educational leadership.
- Rigorously monitor the use of data to support the self-evaluation process leading to an improvement plan which contains clear measurable targets for improvements in student outcomes.
- Advance the effectiveness of all governors in holding the school more fully to account.

## 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)