

GOOD



2019-2020

# INSPECTION REPORT

UK CURRICULUM

## Contents

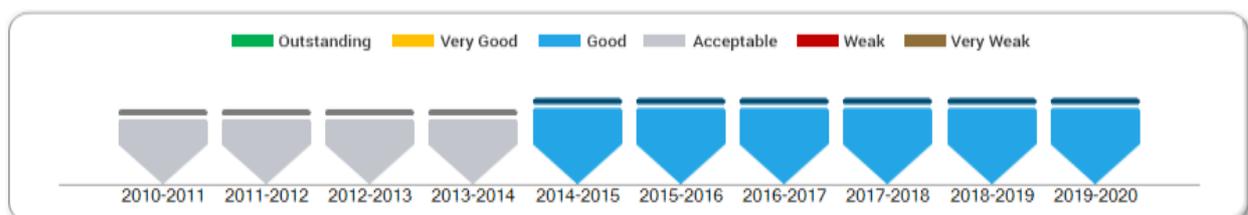
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## School Information

General Information	 Location	Al Qusais
	 Opening year of School	1988
	 Website	www.gemsws-ghusais.com
	 Telephone	971042988333
	 Principal	Carl Roberts
	 Principal - Date appointed	1/1/2019
	 Language of Instruction	English
	 Inspection Dates	13 to 16 January 2020
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS1-Year 13
	 Number of students on roll	5241
	 Number of Emirati students	122
	 Number of students of determination	237
	 Largest nationality group of students	Pakistani
Teachers	 Number of teachers	275
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	22
	 Teacher-student ratio	1:18
	 Number of guidance counsellors	2
	 Teacher turnover	12%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE, AS and A level
	 Accreditation	none
	 National Agenda Benchmark Tests	GL

### School Journey for THE WESTMINSTER SCHOOL



## Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> <li>Students' achievement is strongest in post-16 classes in English, mathematics and science. It is acceptable in Arabic, as an additional language and in English in the primary phase, where students' comprehension skills limit attainment. Students co-operate well in class. In the post-16 phase, students take considerable responsibility for their own learning.</li> <li>Students have positive attitudes to their work. Most conduct themselves well. However, in the secondary phase, a minority of boys do not always behave appropriately. Students have a strong understanding of Islamic values, the heritage of the UAE, and how these impact on people's daily lives. Students' social and environmental understanding is outstanding.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> <li>Teachers have good relationships with their students. They plan lessons and activities that capture students' interest and imagination, particularly so in post-16 classes. The school has reviewed its assessment policy, and the consistency of teachers' feedback to students has improved. The alignment between internal and external assessments is improving, especially in science. However, the accuracy of internal assessment remains variable in Arabic, English and mathematics.</li> <li>The curriculum is well organised with good continuity and progression. For older students, their range of curriculum choices is increasing. Meaningful links between subjects help students to increase their knowledge of the UAE and how learning is relevant to everyday life. A very good range of activities, in addition to lessons, provide opportunities for students to follow their interests and talents.</li> <li>The school is implementing new procedures to enhance provision for health and safety. Revised procedures to monitor incidents of poor behaviour, and appropriately reward improvement, are beginning to help older students understand how to take greater responsibility for their actions. The school has effective procedures to identify students of determination. However, systems to identify those with gifts and talents are not yet as well developed.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> <li>The principal provides effective direction. He is steadily increasing the capacity of senior leaders. The levels of competency of middle leaders is more variable. Self-evaluation processes are improving but continue to lack rigour. Communication with parents is improving and a strength. Governors have a good understanding of the school's strengths and areas for improvement. The school operates efficiently. Resources to support effective teaching and learning are insufficient.</li> </ul>

### The best features of the school:

- The quality of teaching and support provided for students in post-16 which results in their very good progress in English, mathematics and science.
- Students' understanding of Islamic values, their appreciation of the culture of the UAE, and the responsibility they show for their school community.
- The attention given by the school to the development of students' understanding of social and environmental responsibility.
- The systems to promote the health and safety of students and staff.
- The school's communications with parents, in helping them to play a full part in supporting their children's education.

### Key Recommendations:

- Strengthen teaching and use of assessment, especially in the primary and secondary phases, to ensure that students' attainment and progress are at least good in all subjects, but especially in Arabic as an additional language and in English.
- Improve self-evaluation by increasing the rigour and accuracy in the monitoring of the evaluation of students' attainment and progress and how this information is used to assess the impact of the quality of teaching on learning.
- Improve the quality and quantity of resources for effective teaching and learning by:
  - urgently providing all students of determination with the staffing and resources needed to ensure consistently high-quality support which will enable them to make at least good progress
  - ensuring that students in the Foundation Stage (FS) and primary classes have access to high quality resources which effectively develop their skill and enthusiasm for reading.

## Overall School Performance

**Good**

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good ↓	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Good	Acceptable	Good	Good
	Progress	Very good	Good	Good	Very good ↑
 Mathematics	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Good	Very good
 Science	Attainment	Good	Good	Good	Very good ↑
	Progress	Good	Good	Good	Very good
 UAE Social Studies	Attainment	Good			

		Foundation Stage	Primary	Secondary	Post-16
<b>Learning skills</b>		Good	Good	Good	Very good

## 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	Good	Good	Good	Very good
Assessment	Good	Acceptable	Acceptable	Good 

## 4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Very good	Very good	Very good	Very good

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good 	Very good 	Very good 	Very good 
Care and support	Very good	Good	Good	Very good 

## 6. Leadership and management

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

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), 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.

#### School's progression in international assessments

**meets expectations.**

- The school's overall progression in international assessments continues to meet expectations. In the Trends in Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA), overall outcomes are in line with expectations. This is principally due to the improvement in TIMSS outcomes between 2011 and 2015. The overall progression, over two years of benchmark assessments, is above expectations. In this context, science is strongest, and mathematics shows least progression, with a small improvement in English. The achievement in benchmark assessments compared with students' overall potential is strongest in science, followed by mathematics and then English.

#### Impact of leadership

**is approaching expectations.**

- The National Agenda action plan is well developed and focuses on key areas for improvement. However, progress is slow because of resource issues, including time for some middle leaders to implement agreed actions effectively. As a result, many of the goals and targets are still progressing and so impact on students' outcomes is limited.

#### Impact of Learning

**is approaching expectations.**

- Opportunities for students to engage in self-directed enquiry are increasing, leading to improvement in students' critical thinking. The science, technology, engineering, arts and mathematics (STEAM) system is supporting this development. Occasions for students to read and interpret information is commonplace in lessons, but opportunities for students to extract, analyse and present information are less so.

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

#### For Development:

- Improve students' outcomes in benchmark assessments in English and mathematics.
- Ensure that priority is given to resources to support improvements in outcomes for students.
- Ensure that teachers provide more challenging questioning and open-ended activities to enable all students to reflect on and discuss their learning.

### Moral Education

- The quality of teaching in moral education is strong. All teachers plan purposeful and engaging lessons using a range of teaching methodologies.
- Formative and summative assessment systems are being developed for each grade. These tools are beginning to capture students' understanding of the values explored in class. Moral education outcomes are reported to parents.
- The quality of the curriculum is also strong. It is effectively mapped across all subjects to support the integration of moral education. All key concepts are addressed.

**The school's implementation of the moral education is meeting expectations.**

#### For Development:

- Ensure that a wider range of assessment strategies is developed to capture students' understanding of the moral values which have been developed through dialogue and through research.

### Reading Across the Curriculum

- The school has adequate systems in place to track students' reading skills and levels. Further refinements in the structure and systematic use of these systems are required for them to be used as instruments for improvement.
- Reading literacy coaches help teachers to improve their teaching of reading skills. This is beginning to have a positive impact on the teaching of reading, mainly through increased opportunities for students to read aloud.
- In some subjects, teachers provide help for students to develop their reading skills. The lack of dedicated spaces and resources for reading in the FS, in Primary and for Arabic, prevents a stronger development of reading within the school.
- The school promotes a positive culture of reading literacy, and through occasional events and activities, seeks to boost students' motivation and skills to read well.

**The school's provision, leading to raised outcomes in reading across the curriculum, is developing**

#### For Development:

- Provide all children in the FS, and students in the primary phase, with appropriate reading spaces and resources.
- Increase the provision of Arabic books in the school library.

## Innovation

- Across all phases, when working independently, students are beginning to develop creative thinking skills.
- Students are starting to initiate their own activities in and out of classrooms, including those relating to environmental sustainability.
- A majority of teachers are beginning to provide models of innovative practice for students, along with opportunities to apply learning technologies in creative ways.
- The curriculum has been modified to provide lessons in which there is a climate for students to spend more time reflecting on their learning.
- Innovation is a key element of the school's vision and mission and is being put into practice by supporting students to participate in many school, local and regional competitions.

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

#### **For Development:**

- Effectively and more consistently promote a culture of innovation within the school community, ensuring that the concept of innovation is systemically incorporated into development planning across all subject areas.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- The majority of students demonstrate knowledge and understanding above the Ministry of Education (MoE) curriculum standards. The school's internal data indicate that a large majority of students reach this level of attainment. However, this is not supported by inspection evidence.
- Primary students have a secure knowledge of Islamic concepts such as, the Pillars of Islam and faith. In the secondary and post-16 phases, a majority of students have a secure knowledge and understanding of the Hadeeth, Islamic etiquette, values and principles.
- Students' skills in linking the Hadeeth and verses from the Holy Qur'an to the subject they are studying are improving. However, students' memorisation skills and application of the recitation rules of the Holy Qur'an remain areas for improvement.

#### For Development:

- Improve the recitation skills of all students.
- Improve students' ability to discuss Islamic concepts and relate them to real-life applications.

#### Arabic as a First Language

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

- In the secondary phase, students' listening and reading comprehension are stronger than their skills in writing and speaking. Those in the primary phase make faster progress in the knowledge of Arabic language than in their ability to identify the main ideas from a story and write about topics related to their surroundings.
- Older students read different literary texts with greater confidence. A minority of students are insecure in the use of classical Arabic when debating and expressing their opinions. Students' use of grammar in writing is not always sufficiently accurate.
- Post-16 students are improving their writing skills by using evidence to support their views. The recent initiative of using on-line digital reading platforms to support learning begins to improve students' engagement in Arabic.

#### For Development:

- Encourage students to read more widely, to support the development of their vocabulary and creative writing skills.
- Provide more opportunities for students to redraft their work and to present more grammatically accurate writing.

## Arabic as an Additional Language

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

- Most students possess strong listening skills. Reading of familiar words is improving, but their skills in reading comprehension, speaking and creative writing are less secure. Secondary students rely too heavily on replacing words to make new sentences, following patterns used previously than by exploring new vocabulary.
- Secondary students are able to answer direct questions and to provide personal information including their own opinions. Primary students copy texts easily, read aloud familiar words and phrases, but struggle in recognising and using accurately the masculine and feminine forms of adjectives.
- The provision of online digital reading platforms to use outside school hours contributes positively to students' engagement in Arabic. However, the lack of comprehensive tracking and analysis of their use is limiting more rapid progress with students' reading comprehension and creative writing skills.

### For Development:

- Enhance the ability of all students to understand what they have read.
- Provide more opportunities for students to acquire a wider range of spoken vocabulary and develop their creative writing skills.

## English

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

- Children in the FS make rapid progress in the development of their speaking skills. In a few secondary and post-16 classes, students display proficient writing skills. The presentation skills of post-16 students are particularly strong. These skills are less visible elsewhere because of few opportunities for development.
- Primary students progress well in improving their listening and speaking skills and their technical knowledge of English. However, they struggle to apply what they know in their written work. Senior students demonstrate the capacity to support their opinions with credible arguments, both in speaking and writing.
- Active learning in the senior phases is supporting all communication skills but particularly girls' skills in reading comprehension. The initiatives to promote reading and writing in the primary phase are not having the same level of success.

### For Development:

- Enhance the ability of students in the primary phase to apply their knowledge accurately and creatively in their own writing.
- Provide more opportunities for students in the primary and lower secondary phases to develop their presentation and communication skills.

## Mathematics

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

- Across the school students exceed curriculum expectations and external examination standards. Their understanding and application of key mathematical topics contribute to this. Attainment and progress are strongest in post-16, enhanced by students' secure understanding of examination requirements.
- In the FS, children have a good understanding of number, and concepts of less and more. Elsewhere, students can use and apply the concepts of shape, measure, and algebra accurately. In the best lessons, they link these well to other subjects and areas.
- Students' ability to apply their understanding to real life is developing. This is stronger, when students lead these activities through research and discussion in lessons, as seen in the post-16 phase.

### For Development:

- Enhance students' understanding of the relevance of mathematics to real life and unfamiliar situations, especially in the primary and secondary classes.

## Science

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

- Students in FS, primary and secondary phases have a good grasp of the main areas of science. At post-16, knowledge and understanding are detailed in all three sciences, and students explain complex theoretical ideas extremely well. Secondary and post-16 students achieve well in external examinations.
- Investigation skills are variable, particularly in the primary and secondary phases, mainly because students do not often plan and carry out investigative work independently. Occasionally, higher attaining students do not achieve as well as they could, because of a lack of application.
- Boys' attainment is strengthening. They now find learning more interesting, and their application in lessons has improved. All students' critical thinking skills are also improving as they become more active in collecting experimental data, discussion and analysis.

### For Development:

- Provide more opportunities for students to initiate and carry out their own investigations.
- Encourage all groups of students, but especially the more able, to take full responsibility to study in depth and present their findings.

## UAE Social Studies

### All phases

#### Attainment

Acceptable

- The school's internal data indicate high levels of attainment. However, lesson observations and work scrutiny indicate that students' achievement is in line with the expected curriculum standards. Students' skills in the subject are not as strong as their knowledge.
- Students in the primary phase develop an understanding of the UAE from its founding to the present day. They can locate the UAE on map and in the secondary phase are confident in articulating their increasing knowledge of the country's development and economic diversification.
- Students show increasing progress in their knowledge of the history of the Emirates

#### For Development:

- Enhance students' ability to develop and use the skills needed to compare, contrast and explain their findings.

## Learning Skills

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

- Students collaborate well, are motivated and contribute their own ideas. Critical thinking, problem-solving, innovation, enterprise, enquiry and research skills are strongest in the post-16 phase. Older students, and girls in the secondary phase, are mature and self-directed learners.
- In most mathematics and science lessons, students demonstrate improving problem-solving and scientific investigative skills. Although most engage well in learning, they do not always make connections between what they are learning and real-life situations.
- Students use of learning technologies is underdeveloped, particularly in the FS, primary and secondary classes.

#### For Development:

- Encourage all students to develop their skills of critical thinking, problem-solving, innovation and enterprise.
- Ensure that all students in the FS, primary and secondary phases become more independent learners who are able to relate learning to everyday situations.

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

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

- Students' personal development and well-being is strongest in the FS, primary and post-16 classes. They display more positive attitudes to learning and outstanding behaviour. There are instances of poor behaviour in the boys' section in the secondary phase, and these impact negatively on learning.
- Students in the secondary phase, and in particular those with leadership roles, display outstanding attitudes towards their learning and development. These students demonstrate empathy for others, are environmentally aware, and talk enthusiastically about their charity work in, for example, breast cancer awareness.
- Along with their excellent record of attendance and punctuality, students are mindful of adopting healthy lifestyles by maintaining mostly good eating habits. They participate in regular exercise and understand the importance of emotional well-being.

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

- Most notably in uppers grades, students demonstrate excellent understanding and appreciation of the values and principles of Islam. They are aware of the importance of tolerance and diversity and their impact on their relationships with others.
  - Students' understanding and appreciation of Emirati culture is a strength. They celebrate National Day and Flag Day with eagerness. They are fully aware of Emirati traditions and culture, as well as of the importance of Islam on the lives of those in the UAE.
- Most students are proud of their own culture. They show respect to other nationalities and religions in the school. They are aware of cultural diversity from around the world. However, their awareness of Arab culture is less secure.

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

- Throughout the school, students demonstrate high levels of responsibility and contribute actively to opportunities which support the wider community. The 'Jewels of Kindness' in FS, the cleanliness campaign in and outside the school, and charity projects for Syrian refugees are examples of their contributions.
- Students possess a strong work ethic. They speak confidently about their leadership responsibilities, including the protection of the environment and the mental well-being of others in the community. They engage in creative projects such as the hydroponics project to grow vegetables.
- Students demonstrate a strong awareness of environmental issues. Initiatives such as, 'Simply Bottles' to reduce the use of plastic bottles have led to the removal of styrofoam cups. As a result, the school canteen uses 50 per cent less plastic.

### For Development:

- Ensure that all boys in the secondary phase take more responsibility for managing their own behaviour.

### 3. Teaching and assessment

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

- Teachers have a thorough knowledge of their subjects and establish a good rapport with students, creating positive learning environments. Except in the post-16 phase, lessons are, at times, too dominated by teachers with insufficient time provided for independent learning.
- Teachers provide clear success criteria. Although tasks in primary and secondary phases are planned according to the levels of students' ability, they are not always implemented effectively. Teachers' lack of expertise in challenging students with high-level questioning remains an area for further development.
- The school is moderately effective in improving the quality of teaching. Teachers' behaviour management skills are now more robust. The promotion of students' critical thinking, innovation and independent learning skills are underdeveloped features of teaching.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Acceptable	Acceptable	Good 

- The school has extensive processes for internal assessment. Their use is now formalised through revisions to the policy for marking of students' work. The alignment between internal and external assessments is improving. It is stronger in FS, the post-16 phase, and in science.
- The use of assessment data for tracking students' progress is developing across the school. The application of assessment information to provide students with activities to meet their varying learning needs is variable, except in the senior classes, where there is greater consistency.
- Most teachers know their students well. Feedback to students which helps them be aware of their next steps for improvement has improved, particularly in FS and the post-16 phase.

#### For Development:

- Improve teachers' questioning skills and the use of differentiation, ensuring that assessment information is used to support effective learning.
- Ensure that the narrowing gap between internal and external assessments is sustained to support more skilful tracking of attainment.

## 4. Curriculum

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

- The curriculum is well organised and provides a coherent pathway as students move through the school. Links between subjects are strong, making learning relevant to students' interests and extending their knowledge and understanding of life in the UAE and wider world.
- The curriculum is reviewed regularly. The school strives to keep it in line with students' academic and personal needs, although the range of subjects is still narrow to meet all student needs.
- The use of the National Curriculum for England and Wales has improved. Teachers now use learning objectives accurately in planning their lessons. However, these are not always implemented successfully in the primary and secondary phases, and this hinders students' progress.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good	Very good	Very good

- The curriculum is effectively adapted to meet students' changing needs and future ambitions. Appropriate work-related activities are offered post-16. Assessment information is inconsistently used to plan to meet the learning needs of students of differing abilities. Additional Arabic lessons support students appropriately.
- Links between subjects enable students to understand that learning is related to their day-to-day lives, and to learn about life in the UAE. However, activities are not always suitably planned to promote independence of learning.
- The very wide range of out of lesson activities, including music, drama, art, sports, charity and environmental issues, helps students to develop wider interests, talents and responsibilities. Arabic is not taught in the FS.

### For Development:

- Ensure that curriculum objectives are implemented more effectively in lessons.
- Ensure that the adaptation of the curriculum to meet the needs of students of different abilities is more consistently applied.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Clearly defined systems and policies are in place for safeguarding students. The policies are known to all stakeholders. All teaching and ancillary staff receive ongoing training in safeguarding. The school ensures that students are protected from all forms of abuse.
- The school building is very well maintained. Minor issues highlighted during the inspection were quickly acted upon. The supervision of students in and on school transport is well managed. Effective traffic calming measures adjacent to the student drop-off points is effective.
- The school targets the promotion of healthy living. The clinic staff facilitate a number of health-promoting programmes in collaboration with the physical education department. Topics related to healthy living are integrated across a range of subjects.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Good	Good	Very good ↑

- Relationships between students and staff are very positive. The systems and procedures for the management of students' behaviour are most effective in FS and post-16 phases.
- The school has well established systems to identify students of determination. Most of the identified students receive effective support to meet their educational needs. A few programmes and services are available for students with gifts and talents.
- Significant efforts are being made to monitor the well-being and personal development of all students. Effective personal and academic guidance and support is available for all. Career guidance for senior students has improved and is now extensive and highly valued.

### For Development:

- Enhance the systems for the identification and support for students with gifts and talents.
- Monitor and remedy any issues arising from the procedures for promoting effective student behaviour.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- The school have demonstrated a commitment to inclusion. While there has been some investment of resources including qualified staff and allocation of space within the school, services provided for students of determination remain under resourced.
- Specialist staff continue to identify tools to support the effective identification of students of determination. The revised categorisation framework is utilised more effectively. Common barriers to learning and interventions are being considered when developing individual education and learning plans (IEPs and ILPs) for students.
- School personnel have developed strong links with parents of students of determination. Parents report that staff are approachable, however, they also note their concern about the financial implications of obtaining additional assistance to support their child's learning.
- Due to a lack of specialist support within the school and a lack of understanding of support plans on the part of some class teachers there are too many instances where identified students of determination are not consistently receiving the help and guidance they need.
- Assessments are frequently carried out for all students of determination and is used to monitor the progress of each student. Assessment of progress in English, mathematics and science is shared with parents, class teachers and students themselves where appropriate.

### For Development:

- Provide all the physical and appropriate staffing resources for the learning needs of students of determination.
- Provide support and training for all staff to ensure that IEPs/ILPs are understood and used so to enable students of determination to make at least good progress.

## 6. Leadership and management

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

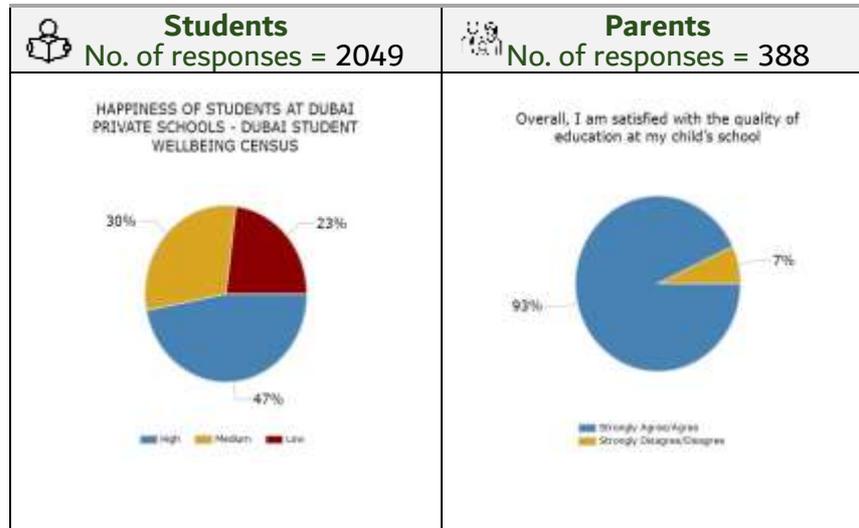
- Leaders demonstrate a strong commitment to the UAE priorities, as demonstrated in how students are successfully supported in exceeding international test targets. Relationships between leaders are professional. Regular meetings facilitate effective communication. The principal provides strong educational leadership. He disseminates effectively his extensive knowledge of best practice and has firmly established systems of delegated leadership. The effectiveness of middle leaders in using their knowledge of best practice to hold teachers to account for student progress is variable.
- The analysis of external data is accurate. Gaps remain between internal and external data. Leaders have not yet introduced enough rigour into the analyses of these gaps to ensure an accurate evaluation. Although systems of monitoring have been reviewed records still do not include details which measure the impact of teaching effectively. Issues relating to health and safety have been addressed. Other improvement actions have not yet been in place long enough to have measurable impact on students' outcomes.
- The school's communication systems continue to improve. The engagement of parents is clear in the number of responses given to important notices such as weather updates on the school Facebook page. Parents are extremely appreciative of the improved reporting procedures and the opportunities to contribute to school priorities through evenings such as the Emirati parents' meeting. The school is working closely with charitable organisations to raise students' awareness of important causes.
- All stakeholders are represented on the governing board. Systems to ensure that the board gains first-hand evidence of the schools' effectiveness are improving. However, governors are not yet using all available information to hold the school fully to account. The board has effectively supported improvements to the school building to ensure students' safety. Governors have not ensured adequate resources to support high quality teaching and learning for all students, especially students of determination.
- The school runs smoothly because daily routines are well established. Teachers are suitably qualified, with expertise appropriate to their role. The building is well designed and allows access for all. A few classrooms are too small for the number of students. There are too few resources, including technology across the school. The learning environment and available resources in FS and the primary phase do not promote achievement in reading sufficiently well, because there are too few books and no designated reading areas.

### For Development:

- Ensure that middle leaders apply their knowledge of best practice in teaching, curriculum and assessment to hold teachers to account for students' progress.
- Apply the analyses of internal and external assessments to support the accuracy of self-evaluation of attainment and progress.
- Check the accuracy of information from assessments and how it is used to measure the impact of teaching on learning.
- Provide appropriate resources to support high-quality teaching and learning for all students in all subjects.

## Views of parents and students

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



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>Students responses to the well-being survey are less positive than the average results from other Dubai schools. The exception to this is where most confirm that they have never experienced cyber-bullying. The majority of students' state that they have good relationships with their teachers, are safe at school, and provided with high quality care and support. Almost all indicate that they take part in organised activities after school.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>Almost all parents are happy with the quality of education provided by the school. Most confirm that the school listens to their views and are satisfied with the quality of information provided to help them to support their children's education. Almost all parents state that their children are safe at school and are developing the skills needed to be successful learners. The inspection concurs with these views.</li> </ul>

## What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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