

INSPECTION REPORT

2022-2023



THE WINCHESTER SCHOOL - DUBAI BRANCH

UK CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

 Location	Jebel Ali
 Opening year of School	2003
 Website	www.winchester.sch.ae
 Telephone	97148820444
 Principal	Meenakshi Dahiya
 Principal - Date appointed	8/1/2016
 Language of Instruction	English
 Inspection Dates	31 to 03 November 2022

STUDENTS

 Gender of students	Boys and girls
 Age range	3 to 18
 Grades or year groups	FS1 to Year 13
 Number of students on roll	4219
 Number of Emirati students	6
 Number of students of determination	441
 Largest nationality group of students	Indian

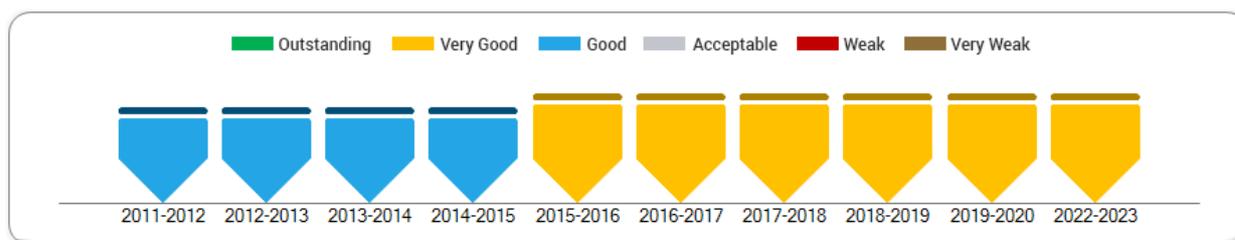
TEACHERS

 Number of teachers	236
 Largest nationality group of teachers	Indian
 Number of teaching assistants	49
 Teacher-student ratio	1:18
 Number of guidance counsellors	2
 Teacher turnover	24%

CURRICULUM

 Educational Permit/ License	UK
 Main Curriculum	UK
 External Tests and Examinations	IGCSE
 Accreditation	N/A

School Journey for THE WINCHESTER SCHOOL - DUBAI BRANCH



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

- From the Foundation Stage (FS) onwards, students acquire strong learning skills and achieve well, not only in the core subjects of Islamic Education, Arabic, English, mathematics, and science, but also in the wider range of curriculum subjects and extra-curricular activities. Students of determination make very good and often outstanding progress towards their learning goals.
- Students' outstanding personal development is marked by their respectful and considerate behaviour. This makes a significant contribution to the school's welcoming and purposeful learning atmosphere. They display very responsible attitudes to learning. Students appreciate and respect Islamic values and have a secure understanding of the culture and traditions of the UAE. They willingly accept the numerous opportunities to take on leadership roles. They display well-developed skills of innovation.

PROVISION FOR LEARNERS

- The large majority of teaching is very good with examples of outstanding teaching in every phase. Most teachers use their knowledge and skills well to plan purposeful and engaging lessons. They make effective use of questioning to promote students' thinking. There is some inconsistency in the use of assessment data to match work to students' learning needs, and in the teaching of phonics in FS.
- The curriculum is effectively designed to develop students' skills, knowledge and understanding. The secondary and post-16 curricula are enhanced by an extensive range of options, which cater well for students' aspirations and interests. Cross-curricular links and connections to everyday experiences bring learning to life. An extensive range of extra-curricular activities adds to students' academic and personal development. The curriculum is particularly well adapted to meet the needs of most groups of students.
- Students' welfare and wellbeing have a high priority. Safeguarding procedures are guided by very clear policies and supported by suitable training for all members of staff. Students are effectively supervised and kept safe both within school and when on school transport. Healthy living is systematically promoted throughout school life. Very good support is provided for students of determination.

LEADERSHIP AND MANAGEMENT

- The principal provides a very clear vision for the future direction of the school. Comprehensive self-evaluation procedures provide school leaders with an accurate picture of the school's performance. Parents are strongly supportive and are very satisfied with the academic and personal progress which their children are making. Governors carry out their roles as critical friends effectively. The school runs smoothly on a day-to-day basis and is well staffed with suitably qualified teachers.

The Best Features of The School:

- The clarity of vision of the principal and the support of an effective leadership team, ensuring that students' wellbeing and strong partnerships with parents are at the heart of this welcoming school
- A motivating curriculum and extensive range of extra-curricular activities, together with students' impressive academic achievement and high-quality performances in the arts and sport
- The inclusive ethos, provision of effective care and support and encouragement of a strong sense of social responsibility
- The supportive introduction to education in FS, providing the base for students' outstanding personal development

Key Recommendations:

- Increase the proportion of very good and outstanding teaching by ensuring that, in all lessons:
 - full use is made of assessment information to plan work that is suitably challenging for students of all ability levels, and that lessons are taught as planned;
 - teachers make regular checks of students' progress to identify and tackle gaps in students' learning.

Overall School Performance

Very good

1. Students' Achievement

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

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good	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	Very good	Very good	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	Very good
Management, staffing, facilities and resources	Very good

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
Progress in international assessment	is above expectations	is approaching expectations

- International assessment data show improvement in students' overall scores in PISA and TIMSS, where school targets were exceeded. Attainment and progress ratings were good in PISA and very good in TIMSS. Benchmarking results in English, mathematics and science were very positive in 2022, ranging from good to outstanding in all phases of the school. The average performance across the three key subjects for the very small cohort of Emirati students was acceptable.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- Leaders at all levels are committed to the vision and goals of the National Agenda (NA). The NA action plan shows the curriculum adaptations needed to close any gaps in knowledge identified through international assessments. Curriculum adaptations are a strength of the school. Assessment reports are carefully analysed, and comparisons made with cognitive ability test (CAT4) results to track students' progress in relation to their potential.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	is approaching expectations

- To establish a baseline measure, the school entered its first cohort of students for a standardised reading test in 2022. Leaders are focused on the promotion of reading literacy and have introduced on-line reading platforms, regular library lessons and reading corners to promote students' interests and skills in reading.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- Ensure that all teachers are clear about the requirements of international benchmark tests and that teaching is adapted to tackle any identified gaps in students' knowledge and skills.

Wellbeing

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

- The principal and senior leaders have set a clear vision with wellbeing as a fundamental part of the school ethos. As a result, high levels of care are evident across the school. Self-evaluation is well developed with regular discussions of wellbeing and of inclusion. These involve the governing board and student council. Data is reviewed, including stakeholder surveys. This informs detailed plans.
- All students are regularly monitored regarding their academic and wellbeing development. Subject leaders and form tutors undertake continuous reviews. Given the annual turnover of staff, welfare and professional development are key priorities for senior leaders. Parents are very involved in their children's education and receive high-quality information and regular progress reports. Students have many opportunities to contribute to the life of the school, including many named leadership roles.
- There are a range of opportunities to support students' welfare which are generally well applied. Further work to systematically plan for wellbeing promotion across phases and subjects is a next step. Students have access to a wide range of extracurricular activities which enhance their sporting and cultural experiences. The school effectively promotes healthy lifestyles, which are monitored carefully by staff from the medical clinic. Students say that they feel safe, valued and increasingly well equipped to face challenges in their work and in life.

UAE social studies and Moral Education

- Social studies is taught as a separate subject, with a wide range of extra activities intended to promote interest and relevance. Moral education is taught through a mixture of planned time in registrations and timetabled lessons. Students have played a major role in planning the programme. There are established links with government departments, the United Nations sustainability organisation and projects involving other schools.
- Many teachers use a range of useful resources and activities that stimulate interest and engagement. Students relate activities to their personal experiences. They conduct online research into national and global issues of concern. However, some classroom activities do not always catch or sustain their enthusiasm and interests. Students are assessed in both the moral education and social studies programmes with outcomes reported to parents.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- A large majority of students demonstrates better than expected knowledge and understanding in lessons and in their recent work. Internal assessment data indicate higher attainment. The attainment and progress of girls are generally above that of boys.
- In all phases, students have a deep knowledge of the Holy Qur'an, Hadith and Seerah. They can refer to them for evidence of values or rulings. Students' understanding of Islamic values and principles of worship are also strong. However, their knowledge of Islamic law is less secure.
- In Primary and Secondary, the allocation of extra-curricular time has enhanced students' recitation and memorisation skills. This improvement is less evident in the post-16 phase.

For Development:

- Improve students' memorisation and recitation of the Holy Qur'an by providing more practice opportunities in following the rules of recitation, particularly in the post-16 phase.

Arabic as a First Language

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

- Across all phases, students' reading, and comprehension skills have improved. In Secondary, students respond less well to questions that require critical and analytical thinking. In the post-16 phase, students' debating, and analytical skills are particularly strong.
- Although students' use of classical Arabic has improved, some students use a variety of dialects and colloquial language, particularly in the secondary phase.
- An on-line reading platform is used to support students' reading from Grades 1 to 12. Students in the upper grades have more opportunities to extend their writing skills. However, a lack of accurate information makes it difficult to measure students' progress.

For Development:

- Assess students' writing skills by using clear and accurate writing requirements that take account of word limits.
- Provide students with more opportunities to analyse prose and poetry.

Arabic as an Additional Language

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

- Increased attention to speaking has ensured that, in all phases, the speaking skills of the majority of students are secure. In the lower primary phase, the majority can form short sentences using common words that they know by heart.
- Students' reading comprehension skills are improving. In both phases, they feel more confident when using prompts and word lists when speaking. However, fewer students have the confidence to speak or write independently.
- Students' vocabulary is being extended through the use of speaking activities in lessons. However, few students are able to draw on previously-learned vocabulary when talking about real-life situations.

For Development:

- Provide more opportunities for students to develop independent speaking and writing skills in everyday contexts.

English

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

- Levels of attainment and progress across all the phases are similar. There are consistently strong levels of attainment in FS and Post-16. Internal test results in all phases align closely to international benchmark test results.
- Listening is the strongest language skill in all phases. Post-16 students' use of their well-developed language skills is a strong feature of learning in most lessons. Reading skills lag behind the other skills in Primary and lower Secondary. Speaking skills are rapidly developing in lower primary phase.
- Across the school, the development of reading is a priority. A standardised reading test is administered to establish baseline reading measures. Younger students are not always given enough opportunities to develop their language skills by expressing their own ideas or by sharing their thoughts with others.

For Development:

- Provide more opportunities for younger students to continue to develop their language skills through expressing their own ideas .

Mathematics

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

- External examinations and benchmark test results confirm that students' attainment is well above expectations in all phases. Students' progress rates, including those for students of determination, are most positive. Children in FS have sustained excellent mathematical competency levels.
- The understanding of number is a significant strength. In Year 6, students can find an unknown interior angle of a triangle. In Year 11, they can calculate the probabilities of combined events, and in Year 13 students can evaluate maximum and minimum values and calculate missing angles.
- Most students have a better understanding of broad themes such as measurement, an improvement required by the previous inspection report. Students' investigative skills are being developed. Students have generally acquired improved levels of technical mathematical literacy.

For Development:

- Improve students' investigative and enquiry skills to enhance independence in learning.

Science

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

- In FS, children learn about a wide range of materials and the world around them. In the other phases, students have a very wide understanding and knowledge in all areas of science. They are exceptionally well prepared for internal and external examinations.
- Work in lessons is well matched to the needs of all students. Teachers' questioning promotes rational thinking as students explain their work in depth and are encouraged to question one another. Investigative skills are particularly well developed in Secondary and Post-16.
- A consistent emphasis on analysis and evaluation strengthens students' understanding of the scientific method. Although there are examples of outstanding investigative practice in primary lessons, these have not been sufficiently shared.

For Development:

- Improve investigative skills in Primary by ensuring that teachers provide more opportunities for students to plan and carry out scientific enquiries independently.

Learning Skills

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

- Learning is particularly successful in FS and Post-16, where children and students are encouraged to be independent, self-reliant and to extend their learning without close supervision. Almost all students are highly motivated and eager to learn. They demonstrate very good reflection and collaboration skills.
- Students learn effectively when working independently or in small groups. They can make links to everyday contexts and to different subject areas. In all phases, students are keen to discuss their learning, share their thinking and develop their ideas.
- Children in FS and younger students in the lower primary phase rapidly develop communication and language learning skills. Self-assessment, and assessment of fellow students' work, are common aspects of most lessons. The use of technology to support learning and to enhance independence is inconsistent.

For Development:

- Where appropriate, provide more opportunities for students to use technology to enhance independence in learning.

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

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

- Students across the school, including children in FS, have very positive and responsible attitudes towards learning and their school. They are sensitive to the needs of others and show genuine concern for them, which leads to strong relationships between all students.
- Students' behaviour in all phases is very good. They are self-disciplined in lessons and at break times. They are responsive to advice and thrive on giving and receiving critical feedback. Attendance and punctuality are high.
- Most students work well together to resolve any differences. They understand the value of healthy eating and of maintaining an active lifestyle. They participate in a wide range of physical and other leisure activities.

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

- Throughout the school, students are strongly aware of Islamic values and their impact on life in the UAE. They show great respect for and appreciation of values such as tolerance, generosity, and kindness. They can explain how all people in the UAE are treated equally, irrespective of their religion or nationality.
- Students' knowledge of UAE heritage and culture is a particular strength. This understanding is strong in all phases of the school. Exploration of UAE history and traditions is embedded in the curriculum and enhanced by a variety of school activities.
- Students' awareness of their own and world cultures has improved as a result of a range of cultural activities across the school. They enjoy celebrating different national and international cultural events.

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

- Students participate in a variety of activities that benefit the school and the local community. Through the school council, volunteering opportunities, and student-initiated projects, they make significant contributions to the life of the school, while simultaneously enriching their own lives.
- Students demonstrate a very strong work ethic. They understand the importance of making an effort as a key for success in life. This attitude is evident in their academic studies and in their enthusiasm for acquiring entrepreneurial skills, such as those in the investors' club.
- Students participate in a rich array of opportunities to develop their environmental awareness. They include beach cleaning, recycling programmes and talks on sustainability. Students established a water bottle project to raise awareness of single-use bottles.

3. Teaching and assessment

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

- The most regularly effective teaching is in FS and Post-16, where expectations of independent learning and self-reliance are always high. In most lessons, teachers use probing questions to extend students' thinking. The questions enhance group discussion and the development of ideas.
- In many lessons, teachers encourage students to apply their independent and collaborative learning skills. This often leads to productive small-group activities in which effective use is made of technology to support learning.
- In most lessons, learning activities are well planned and appropriately challenging. However, lesson plans are not always fully implemented. Some teachers do not make the best use of available assessment information. There is also some inconsistency in the teaching of phonics in FS.

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

- School leaders have responded fully to the previous inspection report and have improved the accuracy of assessments of higher levels of learning. Internal assessment processes provide reliable measures of students' academic, personal, and social development, particularly in FS and Post-16.
- The school effectively benchmarks internal learning outcomes against appropriate external international expectations. This benchmarking provides accurate and detailed information about students' progress at individual, year group and phase levels.
- Teachers' use of assessment information is variable in Primary and Secondary, thus limiting their capacity to accelerate students' progress. In science, students regularly assess their own learning and receive constructive feedback. They then have a clear understanding of their strengths and areas for development.

For Development:

- Ensure that all teachers make the most effective use of assessment data when designing and implementing learning activities.
- Ensure that the teaching of phonics in FS is of a consistently high quality.

4. Curriculum

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

- The requirements of the English National Curriculum, EYFS, and the MoE are fully met. The curriculum generally provides continuity in learning between phases. Continuity is not always so strong between Primary and Secondary, because of the large numbers of new students entering.
- Links between subjects are very effective. They prepare students for the next steps in their education, careers, and for the wider world. Links with external organisations provide valuable support for students to learn about national and international initiatives.
- The school reviews the curriculum thoroughly, making sure that it meets students' needs. An exceptionally wide range of choices for older students supports their future aspirations. A wide range of enrichment activities caters well for students' interests and abilities.

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

- The curriculum is effectively adapted to meet the varied learning needs of all students. Gaps in learning are quickly identified and effective support provided to help students. Activities to boost literacy skills are well established in most lessons.
- An impressive range of extracurricular activities enriches students' learning, personal and social development. Older students have established a programme to provide extracurricular activities for younger students and have attracted the involvement of about 900 students.
- Students learn about the culture, values, and life in the UAE. They are involved with government and UN sustainability initiatives, and with international student debating organisations. They are involved in contributing to the school and wider communities, including support for local charities.
- Arabic is taught in FS2 for 40 minutes each week.

For Development:

- Strengthen the curriculum support for those new students entering the secondary phase of the school.

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

- Provision for health and safety, including arrangements for child protection and safeguarding, is excellent throughout the school. All staff members receive regular training on child protection policies and procedures. Policies are regularly updated and available online.
- Regular maintenance and safety checks ensure that the premises are safe and in excellent condition. Medical records, files, medicines, and chemicals are stored securely. Students are carefully supervised in the school and on school transport. Robust security measures minimise the possibility of unauthorised access.
- Healthy living is promoted well through a comprehensive programme delivered by the school clinic team. Students engage regularly in fitness activities and competitive sports both inside and outside school.

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

- Excellent relationships between students and staff result in a climate of mutual respect and cooperation. Systems for managing behaviour are known and followed successfully by the school community. Procedures for monitoring attendance and for promoting punctuality are well organised, rigorous, and effective.
- The identification of students of determination and those with differing needs is accurate. They receive very good and often outstanding support. In a minority of lessons focused support is not always consistently provided.
- Students' academic and personal development are carefully monitored. Personal care and wellbeing are high priorities. Students receive strong support from the counsellor, teachers, and senior leaders. Older students receive outstanding career and course guidance.

For Development:

- Ensure that in all lessons support is carefully matched to the needs of individual students.

Inclusion of students of determination

Provision and outcomes for students of determination	Very good
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- Governors and school leaders have a strong, clear commitment to providing access and high-quality provision for students of determination. This is a caring and very inclusive school. The knowledgeable and well-organised inclusion leader successfully heads a team of specialists in the achievement centre.
- A wide range of procedures enables the accurate identification of barriers to learning. Outside specialists support and confirm the inclusion team's assessments. An increasing number of students is being recognised as gifted and talented.
- Parents are very positive about the support which their children receive, particularly in individual sessions with specialist staff. They are involved as close partners in the support process. Regular meetings involve parents in setting, and reviewing their children's learning goals.
- Individual education plans identify the prime needs of students very well and give clear direction for learning goals. In a minority of lessons, teachers do not sufficiently consider these goals when planning modifications. Progress is therefore slowed.
- Students overall make very good and often outstanding progress in relation to their starting points. Most meet their individual goals. When students receive individual support from the inclusion team, progress is consistently high.

For Development:

- Ensure that teachers in all subjects take account of the individual needs of students of determination when planning lessons and teaching.

6. Leadership and management

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

- The principal, with the full support of senior leaders and staff, provides a very clear vision for the future direction of the school. Together they ensure that students' wellbeing and academic achievement are at the heart of this inclusive school. Although there is some variation in the effectiveness of middle leaders, the wide distribution of leadership roles enables all staff to make meaningful contributions to the drive for improvement.
- Comprehensive self-evaluation procedures provide school leaders with an accurate picture of the school's performance. Staff, governors, parents and students all contribute to the process of self-evaluation. The information gathered, together with systematic analyses of assessment information, ensures that improvement planning is focused on appropriate development priorities. The recommendations from the previous inspection report have been tackled with determination.
- Parents are strongly supportive. They feel that the school provides a family atmosphere in which their children are well supported both academically and personally. They believe that their children are safe in school. Parents value the accessibility of staff and the regular reports that they receive on their children's progress. They can make meaningful contributions to the quality of education which the school provides.
- Governors understand their responsibilities for holding the school to account. They carry out their roles as critical friends effectively. Board members are aware of the school's performance and actively support leaders in pursuing the national agenda targets. They demonstrate a strong commitment to the academic and personal development of all students. They share a clear desire to provide the highest quality education for all.
- The school runs smoothly on a day-to-day basis. It is well staffed with suitably qualified teachers. An emphasis on professional training is helping to ensure continuity in learning across the school. Although some secondary classrooms are only of adequate size for the number of students, most spaces provide good-quality learning environments. Children in FS benefit from an environment that is conducive to active learning, both indoors and outdoors.

For Development:

- Develop the skills of members of staff who have leadership responsibilities, so that they all make a full contribution to the drive for improvement.
- Ensure that all improvement plans have measurable targets and identified individuals who have overall responsibility for monitoring their implementation.

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