

INSPECTION REPORT

2022-2023



GEMS WINCHESTER SCHOOL

UK CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

| | | |
|---|----------------------------|------------------------------------|
|  | Location | Dubailand |
|  | Opening year of School | 2011 |
|  | Website | www.gemswinchesterschool-dubai.com |
|  | Telephone | 97143374112 |
|  | Principal | Matthew Lecuyer |
|  | Principal - Date appointed | 16 October 2017 |
|  | Language of Instruction | English |
|  | Inspection Dates | 16 to 20 January 2023 |

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 | 4060 |
|  | Number of Emirati students | 44 |
|  | Number of students of determination | 273 |
|  | Largest nationality group of students | Indian |

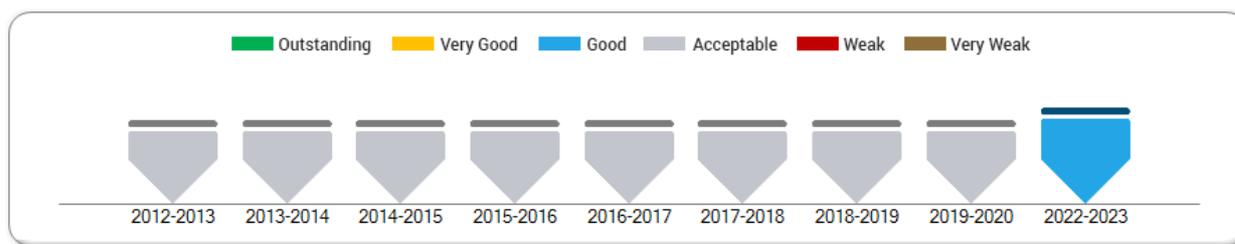
TEACHERS

| | | |
|---|---------------------------------------|--------|
|  | Number of teachers | 228 |
|  | Largest nationality group of teachers | Indian |
|  | Number of teaching assistants | 39 |
|  | Teacher-student ratio | 1:18 |
|  | Number of guidance counsellors | 2 |
|  | Teacher turnover | 17% |

CURRICULUM

| | | |
|---|---------------------------------|--------------------------------|
|  | Educational Permit/ License | UK |
|  | Main Curriculum | UK |
|  | External Tests and Examinations | IGCSE, AS-Level, A-Level, BTEC |
|  | Accreditation | BSO |

School Journey for GEMS WINCHESTER SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- There is a significantly improving picture across the school and in all subject areas. Students' attainment is at least acceptable. Progress is predominantly good. Students' learning skills are now good in all phases.
- Students are respectful and tolerant towards others. They have positive attitudes and a good work ethic. They have a very good understanding of Islamic values and demonstrate respect for the UAE. They show enterprise and a willingness to take part in different activities, which include taking on responsibilities and leadership roles. This is a strength of the school.

PROVISION FOR LEARNERS

- Teaching is now good in all phases of the school. It has a positive impact on students' achievement. However, teachers do not always allow students enough independence in their learning. Assessment processes are effective. The school's analyses of data provide a solid picture of students' attainment. Teachers do not make enough use of the data in planning and teaching.
- The school follows the Early Years Foundation Stage (EYFS) and National Curriculum for England (NCfE), leading to IGCSE, AS and A Level examinations in Years 11 to 13. The recently introduced BTEC courses are successfully providing additional learning pathways for some students in the post-16 phase.
- Health and safety and the protection of students are outstanding. Well-considered policies and procedures support the caring and wellbeing ethos that permeates the school. Support and guidance for students, including students of determination, is good. Provision to support students with gifts and talents is not well developed.

LEADERSHIP AND MANAGEMENT

- The principal and senior leaders have a strong vision and direction for the school, focusing on students' achievement and their wellbeing. School development plans are aligned with that vision. Communication is open and respectful, as is the partnership with parents. The governing body is actively supporting the development of the new campus. Facilities and resources are conducive to learning.

The best features of the school:

- The vision and actions of the principal and senior leaders.
- The high levels of health and safety.
- The active participation and support of parents.
- Students' respectful behaviour, their work ethic, responsible attitudes and willingness to take on leadership roles.
- The facilities and resources available at the new campus.

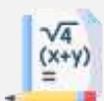
Key Recommendations:

- Make more effective use of the available assessment data.
- Provide appropriately challenging tasks and activities for all groups of students.
- Give students opportunities to work together in collaborative groups and to share their work.
- Encourage students to work independently.

Overall School Performance

Good ↑

1. Students' Achievement

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

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

| | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------------|-------------|-------------|-------------|
| Personal development | Very good ↑ | Very good ↑ | Very good ↑ | Very good ↑ |
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good | Very good | Very good | Very good ↑ |
| Social responsibility and innovation skills | Good | Very good ↑ | Very good ↑ | Very good ↑ |

3. Teaching and assessment

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

4. Curriculum

| | Foundation Stage | Primary | Secondary | Post-16 |
|--------------------------------------|------------------|---------|-----------|---------|
| Curriculum design and implementation | Good | Good | Good | Good |
| Curriculum adaptation | Good | Good | Good | 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 | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |
| Care and support | Good | Good | Good | Good |

6. Leadership and management

| | | | | |
|---|--|--|-------------|--|
| The effectiveness of leadership | | | Good | |
| School self-evaluation and improvement planning | | | Good | |
| Parents and the community | | | Very good ↑ | |
| Governance | | | 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 | meets expectations. | is below expectations. |

- In the most recent TIMSS and PISA assessments, the school did not meet all its targets. Students' performance did not show consistent improvements and indeed declined from 2015. Students have made expected progress over the last two years in GL assessments and have attained above the curriculum standards.

| | Whole school | Emirati cohort |
|--|---------------------|---------------------|
| Leadership: data analysis and curricular adaptation | meets expectations. | meets expectations. |

- Leaders at all levels support the vision and goals of the National Agenda. The school's National Agenda action plan clearly identifies key areas for improvement with appropriate success criteria. The introduction of the NGRT assessments has provided the school with a baseline from which to measure improvements in students' reading and comprehension skills.

| | Whole school | Emirati cohort |
|---|---------------------|---------------------|
| Improving reading literacy and wider learning skills | meets expectations. | meets expectations. |

- The school completed base-line assessments for students' reading and comprehension skills at the beginning of the school year. Students have some opportunities for problem-solving and critical thinking activities in lessons.

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

For Development:

- Monitor the effectiveness of the reading programme to ensure that it has a positive impact on students' outcomes.
- Ensure that all teachers are fully trained to help students to develop their reading skills.

Wellbeing

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

- Leaders' direction and vision for wellbeing is evident throughout the school. Their review and evaluation informs the school's wellbeing development plan, practices and policies. Senior leaders, staff and stakeholders are held to account for the provision and outcomes of wellbeing. Systems to collect, analyse and use data include surveys of students, parents and members of staff. They are used to refine the whole school approach to wellbeing. School routines, activities and resources successfully promote whole school and individual wellbeing needs of students.
- The school consistently identifies and develops strategies to enable students to access wellbeing support. The wellbeing team provides individualised care, guidance and support for all students, parents and members of staff. Support for wellbeing is enhanced by the open-door policy and effective channels of communication. Students feel that their concerns are heard, and that the school is very responsive.
- The school successfully plans for and implements a thorough approach to the development of wellbeing. Students know about the importance of living a healthy lifestyle. The school collects and analyses information which show that students consistently report feeling safe, valued and engaged in the life of the school. Students' very positive attitudes enhance the wellbeing of the whole school community.

UAE social studies and Moral Education

- Moral, Social and Cultural Education is taught to primary classes using the combined MSC framework from Years 2 to 6. Implementation meets the requirements laid out in the Ministry of Education (MoE) guidance. In Secondary, Moral Education and UAE social studies are taught as separate subjects.
- In Primary, the teaching and design of the curriculum enable students to make effective progress in their learning. Throughout the school, students extend their understanding of global and local issues through well-planned and sensitively taught lessons. Teachers challenge students to think about social issues and moral questions linked to real situations beyond the classroom. They offer opportunities for discussion and reflection.

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 ↑ |

- In lessons and in recent work, most students attain appropriate levels of knowledge and skills. The school's internal data show that the majority is above curriculum expectations in Post-16. This was not evident in lessons. The majority of students in all phases make better than expected progress.
- Most students demonstrate an adequate understanding of Islamic creed and worship. They can link lessons to situations in real life, and can quote verses from the Holy Qur'an and Hadith as support. Their ability to discuss current Islamic issues is more limited
- Students' knowledge of the Tajweed rules is enhanced by the consistent focus on these rules in each lesson. However, the time given to practise and apply the rules is insufficient to enable students to develop their recitation skills effectively.

For Development:

- Extend students' understanding of the modern Islamic issues encountered in their daily lives.

Arabic as a First Language

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

- Most students in all phases demonstrate in lessons and in recent work that their achievements are in line with MoE curriculum expectations. The school's analysis of assessment data confirms this judgement.
- In the upper grades, students' extended writing is obstructed by their lack of understanding of grammar rules. In the best lessons in Primary, students are confident and fluent in expressing their ideas. The use of standard Arabic in lessons is not consistent.
- Students have opportunities to improve their reading and independent writing skills through the use of technology. As a result, most students are developing their language skills relatively quickly.

For Development:

- Improve teaching strategies to allow students to develop extended writing skills and to communicate their learning more fluently.
- Address any weaknesses in students' understanding of grammar.

Arabic as an Additional Language

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

- Most students demonstrate in lessons that their achievements are in line with MoE curriculum expectations. In Primary, the majority makes better than expected progress.
- Most students are improving their listening skills and developing reasonable fluency in speaking. They have a clear ability to imitate linguistic patterns and to use learned vocabulary appropriately.
- In general, most students' Arabic language skills are limited to the content of their textbook. They have difficulty in expressing themselves when faced with unfamiliar situations.

For Development:

- Improve students' extended writing and oral fluency.
- Provide opportunities for students to use Arabic in real-life situations.

English

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

- In FS, children use their skills in speaking and listening effectively. Students enjoy conversing, and engage in meaningful, relevant discussion. Older students' reading includes Shakespeare. By Post-16 they enjoy novels, eagerly discussing their underlying messages.
- Reading skills are developing well. Students benefit from the acquisition of appropriate reading strategies and through reading for pleasure. Specific themes add cohesion to learning. Linking topics with meaningful experiences gives students opportunities for conversation, discussion and debate.
- Lessons include critical thinking, reflection, the presentation of ideas and sharing them with others. Skills such as note taking, extended writing and the creation of imaginative texts are developing. They all combine to offer a rich learning experience.

- Emirati students in older year groups perform well and sometimes better than other groups of students. In particular, their skills in writing reflect this stronger performance.

For Development:

- Ensure that skills in listening are promoted, particularly when others are sharing their ideas and findings with the class.

Mathematics

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

- In FS and Primary, a majority of students attains above expected levels and establishes sound basic mathematical skills. In Secondary and in Post-16, most students are achieving in line with curriculum expectations.
- Children in FS learn about basic number and shape. In Primary, students speak confidently about place value and 2 and 3 dimensional shapes. Secondary students can calculate interior and exterior angles of a polygon. In Post-16, students learn how to use factorial notation.
- Since the previous inspection, considerable investment has been made in technology to move learning beyond the classroom. This is already showing signs of success. In a minority of classes, students still rely too much on their teacher.

For Development:

- Increase the amount of discussion in class, so that students have increased opportunities to use mathematical vocabulary.
- Develop opportunities for the more able students to share their learning, and at times lead learning.
- Ensure that mistakes in problem-solving are followed up and viewed as learning opportunities.

Science

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|---------|-----------|---------|
| Attainment | Good ↑ | Good ↑ | Good ↑ | Good ↑ |
| Progress | Good ↑ | Good ↑ | Good | Good ↑ |

- Improved teaching has ensured that the majority of children and students now achieves above expected curriculum standards in all phases. Students’ outcomes in external IGCSE, AS and A Level examinations are in line with expectations.
- Students’ scientific skills are developing steadily as they progress through the phases. They can carry out simple investigations in Secondary. By post-16, the majority can apply knowledge to unfamiliar questions.
- Students learn more effectively during practical activities and when they can conduct investigations. They have limited opportunities to work in laboratories. They find it difficult to use the correct scientific vocabulary and to understand examination instructions.

For Development:

- Increase opportunities for students to conduct practical activities in the laboratories.
- Provide more wall displays to extend students’ scientific vocabulary and knowledge of the key words needed to understand the meaning of examination questions.

Learning Skills

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

- Children in FS are learning through play, as child-initiated sessions are part of everyday routines. Overall there are positive classroom experiences which are conducive to learning.
- Students are engaged in learning, and participate enthusiastically in a range of activities. In English, for example, they can use their imagination and initiative to develop ideas through animated discussions about the plays and novels which they have read.
- Students use an increasing variety of resources. In mathematics and science, they use inquiry and investigation to predict and to share their ideas. These opportunities are not always extended to allow students to develop further subject skills. Technology is increasingly a part of learning.

For Development:

- Increase levels of active student participation and give students opportunities to develop their independent learning skills.

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

| | Foundation Stage | Primary | Secondary | Post-16 |
|----------------------|------------------|-------------|-------------|-------------|
| Personal development | Very good ↑ | Very good ↑ | Very good ↑ | Very good ↑ |

- Students enjoy and appreciate learning. They feel safe in school. They show strong positive attitudes to their work. They believe that the school values them and listens to their opinions. They are self-disciplined and demonstrate effective leadership skills in all phases.
- Relationships between staff and students are very positive, friendly and respectful. Students support one another well. Behaviour is excellent. Students maintain healthy lifestyles through appropriate eating habits. They participate enthusiastically in sporting activities.
- Well-considered procedures encourage students' attendance and punctuality. Consequently, attendance rates are high. Students are usually punctual in arriving at school. However, a few students, particularly in Secondary, are not always as punctual for classes.

| | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------------|-----------|-----------|-------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good | Very good | Very good | Very good ↑ |

- Students have a clear appreciation and understanding of Islamic values, which are reflected in their commitment to learning, their respectful behaviour and their kindness towards one another. They involve themselves fully in Islamic celebrations and competitions in the school.
- Students respect and appreciate the UAE heritage and culture. They are knowledgeable when talking about UAE history and leaders. They appreciate the diversity of the country, and participate in a range of UAE national celebrations.
- Students are proud of their own cultures. They respect, appreciate and understand other world cultures. They participate in school celebrations, including Diwali, international day, Christmas and the Ramadan Iftar celebration.

| | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------------|-------------|-------------|-------------|
| Social responsibility and innovation skills | Good | Very good ↑ | Very good ↑ | Very good ↑ |

- Within FS, children enjoy being monitors and having responsibilities. Older students participate enthusiastically in many roles, such as learning ambassadors and student council members. They

also make wider social contributions through projects which include litter picking and the Plant-a-Legacy initiative.

- Children and students have a very strong work ethic. Students participate in innovative projects, designing wastewater recycling programmes and an electric car. Entrepreneurial ventures raise money for charity.
- Students are very active in supporting sustainability schemes. They have a commendably mature understanding of global issues. They recycle plastic bottles into eco bricks to make furniture. They grow vegetables using hydroponics.

For Development:

- Ensure that all students arrive punctually at class throughout the school day.
- Provide opportunities for children in FS to have more responsible roles in the wider school community.

3. Teaching and assessment

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

- Teachers generally have a good knowledge of their subject and of how to teach it. They develop students' subject knowledge and skills effectively. Feedback to students, and indications of what to do to improve, are developing but inconsistent features.
- Unit and lesson plans are comprehensive. Teachers are beginning to use information from assessments to inform teaching and learning more frequently. Thorough preparation, teachers' enthusiasm and their rapport with students all improve progress. However, in some instances the more able students are insufficiently challenged.
- Teachers are aware that young children learn effectively through play. In all phases, the pace of lessons is effective. In some lessons, teachers make limited use of investigation and discussion to extend students' thinking. Students have limited opportunities to work independently.

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|---------|-----------|---------|
| Assessment | Good ↑ | Good ↑ | Good ↑ | Good ↑ |

- Assessment systems are robust with a well-considered rationale. Progress in the primary phase is tracked against a student’s own individual starting points. In the secondary and post-16 phases, tracking is against CAT4 assessments.
- Leaders’ analysis of attainment and progress data has enabled gaps in students’ knowledge to be identified. Adaptations to the curriculum have followed, ensuring that students are better prepared for external examinations and for benchmarking assessments.
- Students’ reading fluency and comprehension skills are carefully tracked through reliable assessments. Extra help is provided to accelerate the reading of individual students when necessary, enabling them to access learning materials in lessons more easily.

For Development:

- Increase the level of challenge for more able students, especially in mathematics and science.
- Ensure more effective use of feedback to students from teachers.

4. Curriculum

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

- The FS curriculum has a very strong focus on developing key speaking, listening and literacy skills. The curriculum in the later phases builds upon this and follows the NCfE.
- The curriculum is broad and balanced and generally provides continuity and progression. It promotes creativity and social responsibility. There is an appropriate focus on the development of knowledge and skills. It provides a suitable basis for the next stages of education and beyond.
- School leaders recently introduced vocational learning pathways to cater effectively for a wider range of abilities in the post-16 provision.

| | Foundation Stage | Primary | Secondary | Post-16 |
|-----------------------|------------------|---------|-----------|---------|
| Curriculum adaptation | Good | Good | Good | Good |

- Teachers have modified the FS curriculum appropriately to meet the needs of almost all groups of children. Throughout the school, they have adapted the curriculum using their analyses of assessment outcomes, particularly in relation to mathematics and science.
- The curriculum in all phases, but particularly for the older students, includes interesting and relevant programmes, tailored to suit their needs, interests and abilities. They help to develop students' innovation skills and creativity, and to relate their learning to situations beyond the school.
- The curriculum provides limited opportunities for students to research topics or to present their findings to others. It is reviewed regularly to ensure that students' needs are met. However, there is a lack of challenge for some groups of students.
- Children in FS are taught Arabic for 30 minutes per week in FS1 and FS2.

For Development:

- Ensure that the curriculum provides greater opportunities for the more able students as well as those with gifts and talents.
- Improve continuity and progression between phases, particularly between Primary and Secondary.

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 ↑ |

- All members of staff are rigorously trained in safeguarding and child protection. The welfare of students is paramount. Students receive information on all forms of abuse, including cyber bullying. Relevant policies are shared with parents. Students feel safe and highly supported in the school.
- The clean, hygienic school site has been much improved, is accessible to all, and is carefully supervised. Arrangements for students travelling on school transport and for parental pick-up and drop-off are very well organised. Students' safety is at the forefront of all procedures.
- The promotion of healthy physical and mental lifestyles for staff and students permeates the school. Clinic staff provide excellent levels of care. They actively promote awareness of good hygiene and health issues.

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------------|------------------|---------|-----------|---------|
| Care and support | Good | Good | Good | Good |

- Staff and student relationships are very positive. They are mutually respectful and polite. Those students with any additional needs or challenging behaviour are well supported by staff. The school's systems to monitor attendance and punctuality are generally effective.
- Appropriate assessment on entry leads to the identification of students of determination. Systems for the identification of students with gifts and talents are being established but have yet to show impact.
- Support for most groups of students, including students of determination, is effective. Accurate identification enables prompt and effective intervention. Careers advice is successful in supporting students in making decisions about future pathways.

For Development:

- Ensure that students with gifts and talents have more opportunities to deepen and extend their learning.

Inclusion of students of determination

| | |
|--|------|
| Provision and outcomes for students of determination | Good |
|--|------|

- An inclusive ethos with an effective strategic inclusion plan is evident throughout the school. The director of inclusion is held accountable for the outcomes of students of determination. She is supported by well-qualified staff. The school has the capacity to continue to improve.
- The inclusion team makes good use of a wide range of assessment data on entry to ensure thorough identification of the needs of students of determination. Systems of review, planning, implementation, monitoring and evaluation are established, but complicated.
- Partnerships with parents are very positive. They appreciate the quality of advice and support which their children receive. They are active partners in their children's education. They receive effective regular reports which include guidance on ways to support their children's learning.
- The curriculum for students of determination is not yet sufficiently modified to match most students' academic and personal needs. Students of determination are still not fully active in their learning.

- Information from tracking and monitoring shows that students of determination acquire a range of knowledge, skills and understanding to prepare them for the next stage in their education. Feedback supports sustained progress over time, but it is not always reliable.

For Development:

- Ensure that systems of planning and support are robust and consistent throughout the school.

6. Leadership and management

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

- The principal and senior leaders are focused on school improvement. Middle leaders have ownership of, and responsibility for, supporting the vision and direction of the school. However, senior leaders do not hold middle leaders to account where improvements are still not advanced. Communication across the school is open and respectful, which supports the actions for improvement.
- The school has effective procedures to allow for the development of school priorities for improvement. Whole school and departmental plans identify the strategies and overall success criteria. The plans are limited in terms of effective interim targets. Middle leaders do not have enough accountability for the implementation of the plans. There is an effective procedure for the monitoring and evaluation of teaching across the school. There is a positive picture of improvement over time.
- The school engages parents well as partners in their children’s learning. Communication between the school and parents is open and respectful. School reports are effective and, with the parent-teacher meetings, provide sufficient information for parents to know how their children are progressing socially and academically. The school is developing links with the wider community, particularly to provide further work experience opportunities for senior students.
- Governance of the school is shared between the corporate body and the Local Advisory Board (LAB). Together they bring a wide range of experience to support the school’s leaders. Governors have addressed all the recommendations of the previous inspection. They have enabled the school to move to new premises, and have significantly improved the facilities and resources available for teaching and learning. Governors have not sufficiently challenged the actions of the school’s distributed leadership.
- The much-improved school facilities provide a positive environment that is conducive to learning. The day-to-day management of the school is effective. Members of staff are appropriately qualified and suitably deployed. They receive targeted professional training that is aligned with

the school's improvement priorities. Additional school resources provide enhanced learning opportunities, though the library facilities are underused.

For Development:

- Improve the processes and practices for accountability, and for the implementation of action and development plans.
 - Make use of interim targets in development plans.
 - Improve whole school library facilities to support reading initiatives and students' learning.
-

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