




GEMS Winchester
School

 Curriculum: UK

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Oud Metha
Type of school	Private
Opening year of school	2011
Website	www.gemswinchesterschool-dubai.com
Telephone	04 3374112
Address	P.O.BOX 113272
Principal	Saqub Sheikh
Language of instruction	English
Inspection dates	16 to 19 January 2017

Teachers / Support staff	
Number of teachers	210
Largest nationality group of teachers	Indian
Number of teaching assistants	39
Teacher-student ratio	1:18
Number of guidance counsellors	1
Teacher turnover	25%

Students	
Gender of students	Boys and girls
Age range	4-15
Grades or year groups	FS2-Year 10
Number of students on roll	3686
Number of children in pre-kindergarten	0
Number of Emirati students	65
Number of students with SEND	75

Largest nationality group of students	Indian
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Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GL
Accreditation	None
National Agenda benchmark tests	GL, CAT4



The DSIB inspection process



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

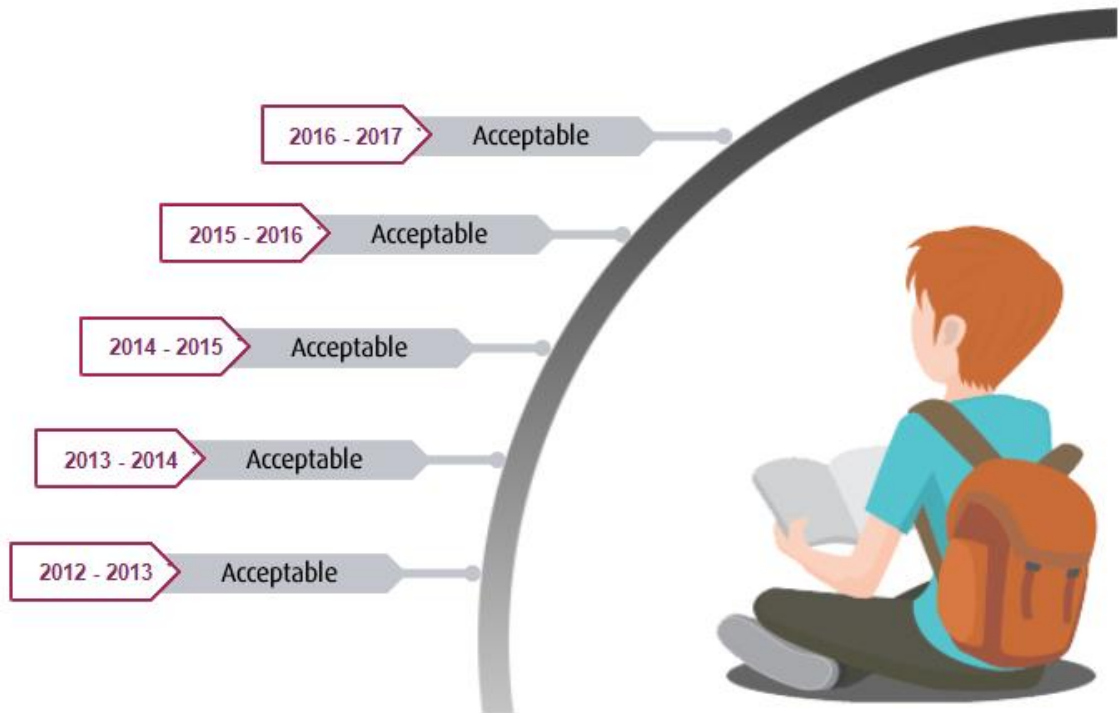
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for GEMS Winchester School



- Winchester School Dubai opened in 2011. The current roll of 3686 students is an increase from 3605 last year. This year teacher turnover is 25 per cent. This compares to a turnover of 52 per cent last year. The current principal took up post in September 2016.
- Recurrent strengths noted in previous inspections include: staff-student relationships; students' behaviour and attitudes to learning; health, wellbeing and safety, school leaders' vision, direction and purpose; parental engagement and involvement.
- Recommendations from previous inspection reports have included the need to: reduce staff turnover to support effective learning; provide professional development and support for teachers of Arabic; develop students' independent learning skills and critical thinking; improve behaviour in lower primary; improve the quality of teachers' questioning and marking to assess more accurately.

Summary of inspection findings 2016-2017



GEMS Winchester School was inspected by DSIB from 16 to 19 January 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress in almost all of the key subjects across the school are acceptable. Attainment is weak in Arabic as a first language in the primary and secondary phases. In Arabic as an additional language in secondary, both attainment and progress are weak. Progress in secondary science is good. Students demonstrate acceptable learning skills across the school.
- Students' personal responsibility is good across the school. Their understanding of Islamic values and UAE culture is acceptable in Foundation Stage (FS) and good across primary and secondary phases. Students' community and environmental awareness is good across the school.
- The quality of teaching and teachers' use of assessment remains acceptable across all phases. Teachers are beginning to plan and present lessons so that they share explicitly what students will learn and how they will know they have succeeded. Assessment information is not always accurately matched to curriculum standards..
- The quality of the curriculum and its adaptation to meet the needs of all groups of students is acceptable across the school. While the curriculum covers a suitably broad range of subjects, there is insufficient time allocated to mathematics in FS. Teachers do not modify the curriculum in ways that fully meet the needs of all groups of students.
- Across the school, arrangements to safeguard the health and well-being of students are very good. Staff are well-informed about child protection. The quality of care and support is acceptable in the FS and primary phases and good in the secondary phase where advice and guidance on next steps in education are well-planned and delivered.
- The recently appointed principal and re-organised senior leadership team give clear direction to the work of the school. They have begun important improvements to teaching approaches and teachers' use of assessment. Some aspects of specialist facilities and resources are not sufficient to accommodate new ways of teaching and learning. Some classrooms are crowded.

What the school does best

- Students in secondary phase make good progress in science.
- Students' personal development, their social responsibility in helping others and in caring for the environment, are good.
- The school has very good provision for the health and safety of students and other users of the school.
- The principal and leadership teams have developed a widely-shared vision for, and direction of, the school, which is supporting teachers' professional understanding of effective classroom practice and beginning to have a positive impact on teaching and assessment.
- The quality of partnership with parents to support their children's learning is good and improving.

Recommendations

- School leaders and teachers should improve students' attainment and progress across the school by developing teaching approaches that:
 - enable teacher interactions with children that capitalise on opportunities to reinforce literacy, numeracy, and curiosity about the world around them, in FS
 - consistently use more valid and reliable data of students' attainment and progress to guide teachers' planning of tasks and activities so that it is matched to the learning needs of all groups of students, including the gifted and talented, and those who have SEND
 - continue to increase the opportunities for students across the school to learn in appropriate ways that stimulate curiosity, enquiry, critical thinking and independent learning.
- Refine approaches to assessment so that teachers more accurately evaluate students' attainment and progress, so that there is a better match between the school's internal assessment of attainment and international benchmark assessments.
- Improve the ways teachers adapt the curriculum to meet the learning needs of all groups of students in response to valid and reliable assessment of students' attainment and progress.
- Governors should improve the stability of the school's staffing, particularly in Islamic education and Arabic, and provide sufficient facilities and resources to support students' attainment and progress in the key subjects.

National Agenda Parameter



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

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

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

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment of students in mathematics, science and English in the National Agenda Parameter benchmark test is below expectations
- The National Agenda Parameter data is analysed in some depth. It is compared with internal assessment data and the lack of correlation investigated and explained. A detailed National Agenda action plan has been developed. The school has provided adequate training on interpretation and use of the National Agenda Parameter results as well as in interpreting and making use of cognitive abilities test (CAT 4) data.
- The curriculum is being developed to align with PISA and TIMSS at targeted grade levels. The National Agenda required subject skills and knowledge are built into the curriculum but are not yet systematically planned or embedded. The National Agenda Parameter data is considered in the school's curriculum adaptation.
- Analyses of the National Agenda Parameter tests have prompted a change in teaching strategies. The development of critical thinking, investigations, open ended questioning, enquiry and application to real life situations are starting to become part of lessons across phases and subjects but are not yet embedded. This change is making lessons more interesting as they become more student centred.
- The majority of students are aware of their individual test reports. The low level results have impacted and stimulated their learning to achieve higher results in future. Research is built into the curriculum and students are very effective in extracting information electronically and by using paper resources. A developing skill is the ability to select and analyse the most relevant information to answer specific questions.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- Students' innovative learning experiences are at an early stage of development, but increasingly enable students to use technology for creativity as well as research. Examples include app design, and short film-making. Teachers are beginning to provide innovative opportunities in lessons, for example, by designing electronic games in secondary technology lessons. Extra-curricular activities include debating and robotics where students can explore new ideas and apply creative solutions to design problems. Senior leaders have planned for innovation to be an entitlement for all, across all phases of the school curriculum.

Overall school performance

Acceptable

1 Students' achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable .	Acceptable .	Acceptable .
Curriculum adaptation	Acceptable .	Acceptable .	Acceptable .

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

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


6. Leadership and management

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

Main inspection report



1. Students' achievement

 Foundation Stage		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Most children's attainment in English, is in line with curriculum expectations. For many, they are learning English as an additional language. They rapidly progress in understanding spoken English and acquiring an age-appropriate vocabulary through the study of topics such as 'Healthy Eating'. Most children answer questions correctly with a single word or phrase and a few can talk confidently about pictures in books. Early reading skills are underdeveloped as there are insufficient resources for individualised reading practice. Most children can write words guided by the teacher but only a few are able to write short sentences.
- Standards in mathematics are acceptable when compared to curriculum expectations. Most children understand the value of numbers to 10 and calculate one or two more than a given number. They count reliably to fifteen and a majority can do simple addition of groups of numbers using practical equipment. Children's use of mathematical vocabulary develops too slowly as opportunities are missed to develop mathematical language. Their ability to apply number operations to practical problem solving is underdeveloped, particularly for the more able, as expectations of what children can achieve are too low.
- Most children attain standards in line with curriculum expectations in science. They are curious about the world around them. Most make acceptable progress in developing their knowledge about living things. They know the parts of a butterfly and have a developing knowledge of its life-cycle. They understand what plants need to grow, through practical experiences. Their understanding of what foods are healthy is strong. They do not develop better than age-appropriate scientific skills as there are too few opportunities for them to observe, predict and explore through structured learning experiences.

Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Weak	Acceptable ↑
Arabic as an additional language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, most students demonstrate levels of knowledge, skills and understanding in line with curriculum standards. Most students have appropriate knowledge about Islamic concepts such as the Pillars of Islam and faith. They understand prayer in detail.. Most make acceptable progress as measured against the lesson objectives and show appropriate knowledge of Seerah. Students' memorisation and recitation skills of the Holy Qur'an are less well developed than other skills in the various aspects of Islamic education.
- In Arabic as a first language, students' attainment is weak. This is not reflected in the school's internal examinations which indicate higher standards. They have adequate skills in reading and listening. However speaking and the writing of standard Arabic are underdeveloped. Acceptable progress reflects students' engagement and improvement. Progress is better when students are more involved in a topic, for example when Year 5 students learn about protecting the environment. Students with SEND make limited progress due to the quality of the support provided. Boys and girls make similar progress.
- In Arabic as an additional language, although most students have acceptable attainment levels, internal examinations are showing higher results. They show adequate skills in reading and listening, however speaking Arabic and writing are less effective. Progress is acceptable, although it is better when the topic is related to students' lives such as in Year 2 when learning about Dubai Transport. Students with SEND make limited progress. Boys and girls make similar progress.
- In speaking, reading and writing, attainment and progress in English are acceptable. The English Language immersion programme fosters the rapid acquisition of listening and speaking skills. Students can listen, ask and answer questions and share their thoughts. In Year 5, students read novels and independently research information on the internet. Student writing is weaker than other skill areas. Students are developing an acceptable understanding of punctuation and grammar. Writing skills are underdeveloped. Students with SEND make acceptable progress.
- In mathematics, most students make the expected progress in their lessons and work and attain levels in line with curriculum expectations. Students are working at a higher level in lessons than is reflected in the benchmark test results.. The school's own assessment information is not moderated and does not provide an accurate measure of attainment and progress in recent years.
- Most students attain levels in line with curriculum standards. In the better lessons technology is used effectively to support learning. When lessons include enquiry or practical work, progress is enhanced and students are challenged to solve problems and think critically. Students demonstrate acceptable levels of knowledge and understanding whilst skill development is weaker. Internal assessment is shown to be inflated compared to international benchmarking. Progress is better when the science is taught through relevant real life contexts. Girls make better progress than boys and students with SEND make similar progress.

Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Weak	Acceptable ↑
Arabic as an additional language	Weak	Weak
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Good ↑

- Most students demonstrate levels of knowledge, skills and understanding in line with curriculum standards. Most students have basic knowledge of Islamic concepts. They can explain the different types of zakat and they can talk about The Repentance and the manners of supplication. Most students know the biographies of the Prophet Mohammed (PBUH), and have secure knowledge about the early years of Islam. Students make acceptable progress as measured against the lesson objectives in understanding Islamic values. The ability to link knowledge to real life amongst students is limited.
- Most students have attainment levels that are below expectations in Arabic as a first language. They show competencies in reading, however writing is below expectations, and their ability to speak fluently is limited. Progress is better when students are engaged in activities that cater to their levels. For example, Year 10 students show knowledge about the UAE Vision 2021. Girls make better progress than boys.
- Less than three quarters of students make expected progress in Arabic as an additional language or attain levels that are in line with curriculum expectations. Their reading, when supported, is better than writing, which is below expectations. Their ability to speak fluently is limited. Students who are new to the school make insufficient progress. Girls make better progress than boys.
- In lessons and analysis of students' work show that progress in English is acceptable. Most students attain levels that meet curriculum standards. Students express themselves confidently and effectively. Most use technology constructively to find information. Extended writing such as Year 10's biographies of famous people, debates, and presentations support students' acceptable progress in speaking and writing. However, in writing, drafting and editing, skills are not developed.
- In mathematics, students attain acceptable levels and make acceptable progress as demonstrated by work seen during lessons and in the quality of students' work over time. However, this does not correlate to the outcomes of the international benchmarking tests undertaken for the first time this year. Students are working at a higher level in lessons than is reflected in the benchmark test result. Assessment information does not accurately show the progress and attainment over time. Girls' attainment is significantly higher than boys'.
- In science, most students attain levels in line with curriculum standards. They enjoy opportunities for enquiry and practical work when provided and work co-operatively to solve problems and use technology to research topics. The majority of students make better than expected progress. Their knowledge and understanding are stronger than their scientific skills. Internal assessment data are inflated when compared with international benchmarking. Students with SEND make acceptable progress when well supported.

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Acceptable

- Students are generally keen to learn, are engaged and work at a steady pace. They respond positively to opportunities to show responsibility for their own learning. When lessons provide tasks and activities that engage students, they work well independently. Conversely, boys in particular, can go off task and become inattentive when they are not sufficiently challenged or engaged.
- In some subjects, such as mathematics, there are high expectations of collaboration and interactive work between students. When this takes place, students cooperate and produce good work. However, effective collaborative learning opportunities are not regular features in all subjects. In science, collaboration and communication are stronger in the girls' classes and groups.
- When the real world contexts are used well in lessons, students are more engaged and can see the relevance. Students make appropriate connections to the real world through topics such as sustainability. In lessons, students have few opportunities to relate their work to everyday life and link their learning between subject areas. This practice is better embedded in secondary.
- Students are developing basic research skills using paper and learning technologies in lessons. However, their ability to sift and sort the information is not as well developed. Sometimes too much time is spent on basic research, which could be prepared before the lesson. Critical thinking is only evident in the better lessons where teachers question students more skilfully.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good

- Students' attitudes towards learning are good. Almost all are motivated, eager, self-reliant and resilient learners who are keen to participate in lessons. They respond well to critical feedback and enjoy lessons that challenge them.
- Overall, students behave well in classrooms, during breaks and around the school. They interact well with each other and with adults. However, in the upper primary and lower secondary years, a minority of boys, at times, are disruptive.
- Students interact well with peers and adults. Relationships between staff and students are supportive and courteous. This contributes to their positive work ethic. Students show respect, empathy and a willingness to support each other.
- Students are aware of the importance of healthy lifestyles and make healthy food choices in the canteen and in their lunch packs. They display an understanding of the importance of exercise, a balanced diet and observing safety precautions.
- School attendance is acceptable. The school monitors attendance daily and contacts parents if students are absent. Most students are punctual for lessons.

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

- Students demonstrate a clear understanding of Islamic values, the importance of Islam in modern Dubai and they respect and appreciate Islamic traditions. They are able to talk about and discuss some Islamic values and can talk about mosques and fasting. Children in FS demonstrate acceptable levels of understanding of Islamic values
- Students exhibit a positive attitude towards the heritage and local traditions of the UAE. They can describe some of the main sporting activities which were traditionally enjoyed in Dubai. These included dancing, Al youlah, horse racing, and camel racing. However, children in FS are less aware of the historical and cultural heritage of UAE.
- Students have a clear appreciation of their own culture and the variety and range of other cultures from around the world. Students show respect to students of other nationalities, languages and religions. However children and students need to develop a deeper awareness of global culture, particularly Arab cultures.

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

- Students act responsibly and contribute actively to the life of the school and the wider communities, through the student council's committees such as the health and well-being committee. Care and consideration for others is evident through caring for students with disabilities. During assemblies secondary students educate the younger ones.
- Students have a good work ethic. Many visit organisations to gain real work experiences. They choose and visit universities to consider their futures and careers. Students' innovation includes conducting weekly English sessions for parents.
- Students show understanding of environmental sustainability. In collaboration with a commercial water company, they collect plastic bottle caps to exchange for wheelchairs for people with disabilities. They recycle cans and carry out planting in plastic bottle gardens as a weekly project.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Generally, teachers know their subjects well. However this is more evident in the secondary department where there are specialist teachers. Due to teachers' more limited knowledge of how students learn best, there is sometimes a low expectation in class. This means that students do not always receive work which stretches them in their learning.
- Lessons are planned in detail, on a well-devised common format. However, lessons are not always delivered as in the plan. Sometimes, teachers do not set appropriate time for each activity to match the needs of all students. The learning environment is often cramped and this sometimes impedes the teachers' ability to plan for appropriate activities.
- In the better lessons, students listen well to one another. In the less effective lessons, students do not always listen to the teacher, hindering effective learning. In addition, the quality of questioning does not encourage students to think. Where questioning is better, and follows the school's guide, critical thinking is promoted effectively.
- Most teachers provide different work for groups of students. However, this is not consistent in all lessons. Where it is effective higher attaining students undertake activities which deepen their understanding, and students who find learning difficult are engaged, motivated and make progress matched to their ability. In too many lessons, the emphasis is on the amount of work completed rather than developing skills at different levels.
- Independent learning skills are being developed and encouraged across the grades and subjects, although the quality of it is inconsistent. The promotion of critical thinking and problem solving are developing aspects of teaching, but are mainly confined to the better lessons and are not regular features. Innovation is an area that is starting to be developed across the school.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- A regular assessment programme measures attainment in key subjects. Internal assessment processes have been reviewed and new systems introduced this year. However, the assessments are not aligned to the new National Curriculum for England standards. It is too early to review outcomes but improvements are evident in Arabic assessment processes.
- The school has undertaken an international benchmarking programme in the key subjects using GL progress tests. Internal assessments can now be compared with results from students internationally. Currently The internal assessments have not been fully aligned with the international benchmark data

- The recording of all assessment data is organised efficiently. Analysis identifies broad trends, patterns of attainment and individual student progress with a student tracker. The use of new systems means measurement of assessment over time is not yet possible. Teachers are being trained to use the internal and external data to support their planning and teaching.
- Teachers use assessment data to plan lessons and adapt the curriculum to students' needs. This is inconsistent across subjects and phases particularly in Islamic education. Cognitive ability tests are used as an indicator of students' potential and to identify students who might be high achievers or who have not been already identified as having SEND.
- Teachers know the ability of their students well. In the best lessons appropriate challenge and support is provided. Teachers' verbal feedback in class is stronger than that written in books where advice on next steps for improvement is rarely provided and students' follow up action is not evident. Self- and peer- assessment, built into better lessons, are not yet a common feature.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is mostly broad and balanced. In the FS there is greater emphasis on developing children's skills in literacy and less in numeracy. The FS and primary curricula do not provide enough opportunities to develop scientific understanding and enquiry skills. The school has improved the breadth and balance of Arabic as a first language. Consequently, students make better progress.
- Planning in most subjects enables students to build on their previous learning and make a smooth transition between years and phases. In the FS a systematic approach to developing early reading and writing skills is not fully embedded. There are limited opportunities for primary students to develop practical science skills and, as a result, they are not fully prepared for secondary science.
- The school is expanding the upper secondary phase and offers older students choices from an appropriate range of IGCSE courses which enable most of them to follow their interests and career pathways. Children in the FS choose from a range of indoor and outdoor activities. However, these are not always well structured to develop a broad range of skills.
- There are limited planned opportunities for students to make connections between subjects. The school recognises that this is an area for development. There is some effective practice. For example, the enterprise programme in lower secondary develops students' literacy skills through project work. Groups of students plan and present assemblies after researching relevant topics.
- The school conducts frequent and rigorous reviews of the curriculum to ensure that it is closely aligned with the National Curriculum for England. The mathematics department is reviewing the curriculum in order to improve the engagement of secondary boys in their learning.
- The UAE social studies curriculum is drawn from the MoE curriculum. It is fully incorporated in the school's social studies curriculum and is systematically planned to provide students with a wide range of meaningful learning experiences. It is based on the balanced development of knowledge, concepts and skills. Progression is planned by increasing the depth and breadth of curricular concepts. Students engage readily with learning activities and are competent in the use of modern technology. The school assesses students' knowledge, understanding and skills through teacher assessment using curriculum statements. Teachers are developing their skills in using these assessment tools.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The curriculum is modified adequately to meet the needs of students. Teachers' modification of lessons and topics is not consistently based on an accurate assessment of students' capabilities. The curriculum does not always challenge those who could achieve more, and is not always suitably modified for students with SEND when they are in lessons rather than in the achievement centre.
- Increased opportunities for students to be enterprising and innovative are not fully effective in enriching students' learning. There are fewer opportunities for younger children to be enterprising and innovative. Student health and well-being volunteers serve the school community. Opportunities to serve the wider community are limited. The range of students' after school clubs has significantly increased.
- Students' understanding of UAE culture and society is developed through the humanities curriculum and also through UAE social studies. Children in the FS have a designated topic based on Dubai society. Other topics, such as My Dubai, also provide opportunities for older students to develop their knowledge of Emirati traditions and culture.

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

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

- The school's comprehensive, robust procedures for health and safety and child protection reflect latest guidance and include staff training. Staff, parents and students are fully aware of procedures. Pre-recruitment checks are carried out on all school staff. School approaches are highly effective in protecting students from all forms of bullying, including cyber bullying.
- Regular review and comprehensive risk assessments ensure policies and procedures to safeguard students' safety are highly effective. Emergency evacuation procedures fully meet regulatory requirements. Very efficient and well-rehearsed procedures ensure the safe transfer of students by bus. Identity swipe badges check students' boarding and leaving of school buses. Improved traffic management procedures govern student drop-off from private cars.
- Comprehensive records are kept of all safety checks, incidents and resultant action. Buildings are very well maintained. Medical staff vigilantly carry out routine health checks and deal with students' needs. They systematically log and maintain relevant records, including any treatment given.
- The premises and facilities provide a safe and secure learning environment, made even more so by the recent addition of CCTV cameras. The learning environment is well suited for students, including those with SEND. Specific plans are in place to ensure students with mobility impairments are kept safe and can access facilities.

- The promotion of safe and healthy lifestyles prominently features across the school. Medical staff deliver a comprehensive programme of monthly health promotion topics. They provide very good advice to students and parents on making healthy choices. Many of the very wide range of after-school clubs encourage physical activity. There are extensive shaded areas. Fresh drinking water is readily available.

	Foundation Stage	Primary	Secondary
Care and support	Acceptable	Acceptable	Good

- The positive ethos promoted by teachers in the FS enables children to enjoy school and develop their self-esteem. In primary and secondary, relationships are courteous and teachers and students respect one another. Students respond positively to their teachers. The school has effective systems in place for managing behaviour, though a few teachers do not always take prompt action when behaviour is disruptive.
- The school's procedures are not improving attendance. The attendance rate in primary and secondary is acceptable and has not improved since the previous year. The school is working more closely with parents to improve punctuality, though impact is not evident.
- The school has appropriate systems in place for the identification of students with SEND. When students join the school, staff make good use of academic tests and information from parents to identify significant needs. The school has links with external specialists to identify specific needs. The school also identifies students with gifts and talents in all phases.
- The school provides a welcoming and nurturing environment for students with SEND. It supports their personal and social skills development well. They are best supported in lessons with the achievement centre's specialist teachers. Support is too variable when students are taught by subject and class teachers. Programmes for gifted and talented students are in the early stages of development.
- In primary and secondary phases, the counsellors and other staff provide effective pastoral support for students. Students are comfortable in approaching a trusted adult if they have any concerns. The school is proactive in providing personalised advice and guidance for older students about career choices and education pathways.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- Governors and leaders ensure that the school welcomes students with a wide range of SEND. The head of well-being and inclusion manages the provision for SEND effectively and there are adequate resources to support learning. Clear and detailed procedures advise and guide teachers in supporting students with SEND, but are not applied effectively throughout the school.

- The school makes appropriate use of tests on entry and external assessment data to identify significant learning difficulties. Staff respond effectively to referrals from teachers and parents. Consequently, most students are appropriately identified and a range of next steps are clearly planned.
- Parents value the regular and detailed information about their children's progress that keep them well-informed. They are included in termly reviews of individual education plans. Parents appreciate staff's willingness to discuss mutual concerns. There are limited opportunities for parents to meet together for mutual support and guidance about helping their children at home.
- Special needs teachers in the achievement centre, together with support staff, skilfully modify and adapt the curriculum and lesson plans. They know how to help students become confident and resilient learners. In classrooms, provision for students with SEND is inconsistent and varies from good to weak because not all teachers effectively modify their plans to meet the differing needs of students.
- Special needs staff carefully monitor progress of students with SEND, against their personal targets. Overall progress is acceptable and is better when students work with special needs teachers, but is too variable in classrooms. Class teachers' expectations are often either too high or too low and there are few practical, visual and technological resources to support learning for students with SEND.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The new principal and senior leaders provide clear and ambitious direction on the school's journey of improvement. School leadership's widely-shared vision, well-focused on the improvement of outcomes for students through better teaching and learning, is understood by staff at all levels. Leaders remain committed to inclusive education. Well thought-out plans address UAE National Agenda targets and promote innovation.
- Educational leadership benefits from the principal's and senior leaders' guidance, and appropriate professional development. As a result, leaders and teachers across all phases understand better the key features of consistently effective teaching. Classroom practice is beginning to positively affect progress in a few key subjects, notably Arabic as a first language and science in the secondary phase.
- Effective communication and a shared sense of purpose have established the close rapport of the leadership teams. Leaders at all levels understand clearly how their work contributes to school improvement. As a result of their leadership, teachers are developing confidence to plan and present better lessons. Leadership in the FS combined with a teaching commitment constrains leaders' capacity to monitor teaching.
- Increasingly accurate monitoring of teaching and learning identifies areas to improve. Leaders at all levels, including learning coaches, suitably support improvement through a well-planned cycle of relevant training for teachers. The school's Good Lesson Guide helps teachers to plan, and share with students, clear and relevant learning goals and indicators of success. Leaders show clear capacity to make further improvement.

- Since the last inspection, leaders have improved some aspects of the school. Most notable are improved progress outcomes in two key subjects and arrangements to ensure students' health and safety. Leaders' planning and direction are also helping teachers lay important foundations for the improvement of teaching, learning, assessment, and curriculum.

School self-evaluation and improvement planning

Acceptable

- The school evaluates the quality of its work systematically. This helps leaders and staff at all levels to identify accurately its areas for improvement. Since the last inspection, leaders include staff at all levels more widely in evaluating the quality of their own work. Over-optimistic evaluation of outcomes for learners, particularly in FS, result from inaccurate assessment practice.
- Leaders monitor the quality of teaching frequently and regularly. Observations focus closely on whether, and how well, teachers apply what they learn in their professional training. Middle leaders further support teaching by supporting the writing of medium-term plans in key subjects. FS leaders monitor teachers' lesson plans. However, insufficient attention is given to monitoring the progress which children make in lessons.
- School improvement plans are based on well thought-through self-evaluation. Accurate and well-focused development priorities concentrate on improving teaching, learning, and assessment in order to ensure better progress and attainment. Plans also take account of the UAE priorities. Innovation activities are planned as a part of every student's entitlement, for example in secondary information technology lessons.
- The principal, leaders and staff at all levels have acted on all recommendations from the previous report. As a result, there have been important improvements in what teachers do in class, and how they assess students' progress. However, these new approaches are not fully developed and not consistently practised, so their impact on students' achievement is inconsistent.

Partnerships with parents and the community

Good

- Since the last inspection, the school has reached out further to parents. The Parents of Winchester group (POW) has developed further ways of communicating parents' views and sharing concerns. 'You said - we did' responds to parental requests and suggestions. The school promotes parent-to-parent self-help groups. For example parents who speak Arabic as a first language support non-Arabic speaking parents to help their children.
- Varied new approaches to communication include informal coffee mornings and well-planned presentations at parent consultation evenings. The 'My Learning' portal offers speedy communication. As a result, parents are increasingly well-informed about the school's progressive adoption of new ways of teaching and learning. Parents are increasingly active, though not necessarily uncritical, partners in their children's education. They remain concerned about staffing in Arabic.
- Regular and informative reporting on students' academic progress and personal development covers areas for improvement and next steps in learning. Parental consultation sessions enable discussion between parents and teachers. These sessions also support parents' further understanding of developments such as the 'Challenge Outcomes' approach to assessment of students' application of skills, knowledge and understanding.

- Students interact with their peers in other Dubai schools through sporting and other competitive activities. Charitable activities, including student initiatives, also enable students to help those less fortunate than themselves.

Governance	Acceptable
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- The governance of the school includes a wider range of community representation than formerly, through the recent establishment of a local advisory board. This board includes parental representation. The school's proprietors have an accurate and detailed understanding of the school's strengths and areas for development.
- Governance has moved closer to the school through the establishment of locally based corporate officers, now more regularly present in school. As a result, the governing body more frequently holds school leaders accountable for school improvement. The governing body is very well aware of the need to raise the quality of outcomes for students.
- Since the last inspection, the governing body has made changes to school leadership structures and personnel. Governors have also supported recruitment of more qualified teachers. These changes have resulted in positive movement and renewed focus on key aspects of the work of the school. Despite this, measurable outcomes for students have not significantly improved.




Management, staffing, facilities and resources	Acceptable
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- Across the school daily routines are well-managed and administrative functions capably discharged. Key staff ensure maintenance, catering, and transport are all well-monitored to ensure a safe, secure and hygienic school environment. The school's end-of-day dismissal routines allow timely departures for all students.
- Just under half of teachers hold a recognised teaching qualification. Staff benefit from training closely linked to the school's improvement priorities. Training is also increasingly well-matched to professional development needs. Almost all staff are suitably deployed to support the curriculum offered. Shortages in some key subjects, including Islamic education and Arabic, during the current school session, remain a concern.
- Classrooms in FS are laid out to support more investigative learning. Recreation areas are well-used at breaks, during PE lessons, and after school. Some classrooms are too small for the number of students they are expected to accommodate. Specialist accommodation, such as the science laboratories, are coming under increasing pressure as students move into Year 10.
- Resources across the school are not always adequate to support students' effective learning. FS resources do not support children's learning, including emerging literacy, effectively. A narrow range of available texts in English constrains students' reading experiences. There is a lack of resources to enhance learning in mathematics in the early primary phase. The senior library is underdeveloped.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	408
	2015-2016	1475
 Teachers	75	
 Students	172	

*The number of responses from parents is based on the number of families.

- Almost all parental responses to the inspection survey are positive about their children's health and safety in school, on school transport and online, and their enjoyment of school. Almost all agree the school is inclusive, places high value on students' health and wellbeing, and that school leaders deal effectively with instances of bullying.
- Almost all feel the school fosters a love of reading in English; most agree this is so in Arabic. Similar proportions agree that the school is well led, and academic reports and meetings with teachers provide helpful information. Most feel the school listens to, and acts upon, parental views. Overall, most parents are satisfied with the quality of education provided.
- A significant minority express concern about changes of teachers and periodic vacancies in Islamic education and Arabic during the current school session.
- Overall, students' responses to the inspection survey are very positive. Almost all agree that the school is well led, that teachers care for their students and encourage them to do well, and that activities are interesting and involve a good range of technology. Most feel safe in school.
- While almost all agree that teachers know their students' strengths and areas to improve, they see scope for more feedback. Students acknowledge opportunities for leadership and agree the school listens to their views. They seek more opportunities to develop leadership skills and to be able to express their views more often.
- Teacher views are almost all very positive about almost all aspects of the school's life and work. They enjoy working at the school, feel that there is trust and good working relationships among staff, and believe the school is well-led. Almost all feel the professional development provided is helping them improve their teaching. They agree students are safe at school and on school transport and online and that they enjoy school. A minority of staff did not agree that students are consistently well-behaved.

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