

INSPECTION REPORT

2022-2023



GEMS WELLINGTON ACADEMY AL KHAIL L.L.C

UK CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Dubai Hills
	Opening year of School	2013
	Website	www.gemswellingtonacademy-alkhail.com
	Telephone	97145129100
	Principal	Campbell William Douglas
	Principal - Date appointed	8/1/2020
	Language of Instruction	English
	Inspection Dates	20 to 24 February 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	2150
	Number of Emirati students	97
	Number of students of determination	265
	Largest nationality group of students	Arabic

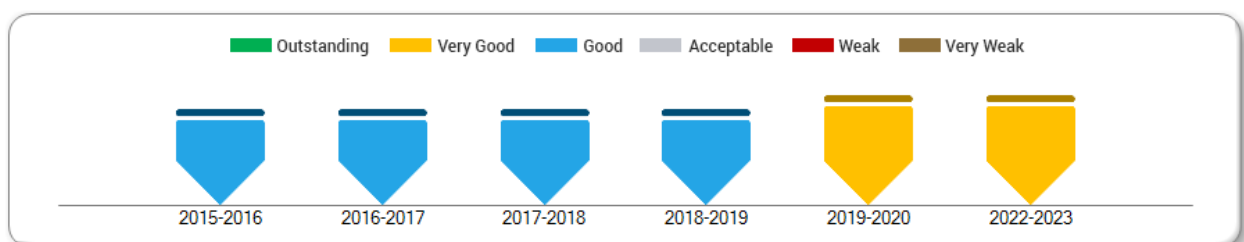
TEACHERS

	Number of teachers	157
	Largest nationality group of teachers	British
	Number of teaching assistants	107
	Teacher-student ratio	1:14
	Number of guidance counsellors	2
	Teacher turnover	12%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GCSE IGCSE
	Accreditation	British School Overseas (BSO)

School Journey for GEMS WELLINGTON ACADEMY AL KHAIL L.L.C



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

- Children make a rapid start to learning in the Foundation Stage (FS). Older students make good progress in Islamic Education and Arabic. Their progress in English, mathematics and science is very good or outstanding across all phases. As a result of such rapid progress and their well-developed learning skills, students' attainment is at least very good or outstanding in almost every phase.
- Students' behaviour is exemplary. They are confident, self-reliant and show respect for others. Students have a clear understanding of Islamic values. They are proud of their own culture, and respect and appreciate other cultures and nationalities. Students develop a strong sense of responsibility for the community and their environment. They embrace opportunities to innovate and enjoy exploring emerging technologies.

PROVISION FOR LEARNERS

- The quality of teaching is outstanding in FS and very good in the other phases. Students rise to their teachers' high expectations and relish opportunities to use their well-developed learning skills. In the most effective lessons, teachers use assessment information to adapt tasks to meet students' needs, but this approach is inconsistent across the school.
- The curriculum rationale aligns well with the school's vision. It is relevant, comprehensive, and skillfully designed. Cross-curricular links are planned effectively to promote the transfer of learning and to meet national priorities. The curriculum is adapted to meet the learning needs of most groups of students. The UAE culture, Islamic values and sustainable goals are systematically woven into lessons.
- This is an exemplary school regarding health and safety. Healthy living has a high priority. Medical care is comprehensive and prioritises the wellbeing of the whole school community. There are exceptionally positive examples of provision for students of determination. There is potential for this to be disseminated even further, particularly in Secondary, where aspects of provision are less developed.

**LEADERSHIP AND
MANAGEMENT**

- Leaders at all levels share the determination to sustain an inclusive school and they successfully bring about improvements. Through excellent self-evaluation, leaders devise challenging and realistic targets. Parents hold the school in high regard and are partners in their children's learning. Governors hold leaders to account and ensure that all teachers are fully qualified and that resources are plentiful.

The best features of the school:

- The pivotal role of the principal in sustaining a shared vision among staff, students, and parents
- Students' outstanding progress in English and mathematics in FS, Primary, and at Post -16
- Students' positive attitudes, their understanding of Islamic values and awareness of Emirati and world cultures, and their sense of responsibility for the environment
- The procedures for ensuring that students are safe, cared for, guided, and supported
- The outstanding self-evaluation, governance, partnership with parents and the management of staffing, facilities, and resources



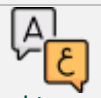



Key Recommendations:

- Enhance teachers' confidence in promoting students' learning skills during day-to-day lessons.
- Sustain students' good progress in Islamic Education and Arabic as a first language, so that their attainment improves.
- Share the highly-effective provision for students of determination that is evident in the early years more widely across the school.

Overall School Performance

Very good

1. Students' Achievement

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

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	Outstanding	Very good	Very good	Very good
Assessment	Outstanding	Very good	Very good	Very good

4. Curriculum

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

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	is above expectations.	is above expectations.

- Only a limited number of students sat the international benchmark tests, but in both mathematics and science, their attainment was at the highest level. Outcomes on the National Agenda benchmark assessment are outstanding across all subjects.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	is above expectations.	Is above expectations.

- Most subject leaders have a strong understanding of the skills content of the benchmark tests. Their comprehensive data analysis directs them towards areas of the curriculum that need to be adapted to improve students' outcomes. All resulting information forms the basis of departmental action plans.

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

- The data from the diagnostic reading tests, and the subsequent analysis, have led to the introduction of reading strategies that are having a positive impact on students' outcomes. Critical thinking is a common feature of most lessons.

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

For Development:

- As more reading data become available, ensure that these are used throughout the school and across subject departments to support learning.
- Use the reading data consistently to inform lesson planning.

Wellbeing

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

- Exceptionally strong wellbeing provision is celebrated by students, staff, parents, and governors as a central feature of the school. The very strong vision permeates every element of school life. It is well understood by students, who make very effective use of the appropriate tools and strategies available. Leaders use survey outcomes effectively and identify refinements, such as an increase in the provision of breakfast support.
- Led by leaders with both passion and a high degree of expertise, a strong team of wellbeing staff includes two counsellors and a careers guidance officer. The school is highly proactive in seeking feedback formally and informally from all stakeholders. Students, for example, suggested the 'positive post boxes' that are all around school and which promote strong support for students. The school also prioritises adults' wellbeing with many positive examples contributing to the family atmosphere. More consistent wellbeing provision for some students of determination, and especially in the secondary phase, is a key point for further refinement.
- The whole-school programmes provide excellent opportunities for students to understand the importance of their own wellbeing. Students talk passionately about being able to recognise their most prominent learning styles. They make very good use of the daily electronic check-ins to share how they are feeling, and they know where to access counselling support. Around the school, students consistently display positive behaviours, perseverance, engaging attitudes and self-reliance.

UAE social studies and Moral Education

- The school uses the Ministry of Education (MoE) moral, social and cultural framework in English as its primary source. The provision is distributed in Primary over two weekly periods of 40 minutes and includes two 'projects for change' per week. In Years 7 to 9 it is taught weekly for 40 minutes, and in Years 10 to 13 for one day per term.
- Teachers make links with other curriculum areas, which are carefully mapped. Students are encouraged to think critically. They collaborate well. They can make connections independently between the outside world, their own life and what they are learning. Regular links to Islamic values are made in lessons. The school uses the internal assessment system to track progress.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students develop an increasingly secure grasp of Islamic principles, creeds, and worship in the primary phase. Students in Secondary and Post-16 perform at levels that meet the learning expectations, and in their ability to memorise and use verses from The Holy Qur'an and Hadith to reinforce their understanding.
- Primary students discuss rulings with confidence. Secondary students show a good understanding of the basics of Fiqh, including the rules of endowment. Students' increasing ability at Post-16 to build meaningful connections to everyday life is helping to accelerate their progress.
- Islamic teachers have recently started an 'Islamic passport' approach to raise students' attainment in Secondary and Post-16, as well as to close gaps in skills and knowledge. The expected impact has yet to be achieved, however.

For Development:

- Strengthen students' ability to connect in-depth Islamic learning to everyday situations, particularly in the primary and secondary phases.
- Improve students' ability to quote from The Holy Qur'an and Hadith to support their views during discussions.

Arabic as a First Language

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

- Primary students make accelerated progress in most language skills, especially the younger learners. While progress in Secondary is strong, it has not had an impact on students' attainment because of gaps in their language skills. Attainment and progress in Post-16 are slowly improving in most skills.
- Although students' listening skills are very strong in most year groups, students in Secondary and at Post-16 lack fluency when using standard Arabic. Their ability to understand and respond orally to literature is well developed. However, their written responses are not of the same quality.

- The introduction of a reading programme and the focus on reading comprehension are having a noticeable improvement in students’ reading skills across the school. Students have more opportunities to write independently. However, older students lack a clear structure when responding to literature texts.

For Development:

- Challenge students to use standard Arabic in their oral and written responses.
- Provide further guidance for older students to develop higher-level analytical skills when analysing different literary types.

Arabic as an Additional Language

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

- Across the school, students make strong progress in most language skills when their learning is measured from their starting points. This is more evident in lower primary and among students new to the school.
- Students’ listening and reading skills are well developed. They can respond orally and in writing on familiar topics and contemporary issues. Most are beginning to produce extended writing by using clear guidelines for support. They can use appropriate descriptive language and adverbs of time.
- The use of frameworks to support learning is leading to improvements in students’ speaking and writing skills, especially in Primar. In all phases, students show noticeable gains in the acquisition of new language. However, the application of Arabic in everyday situations is variable.

For Development:

- Raise students’ confidence in providing oral and written responses independently.
- Provide more opportunities for students to use Arabic in everyday situations that align with their interests and experiences.

English

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

- Children in FS and Primary rapidly develop their speaking, reading and writing skills which are enhanced as they progress throughout the school. Secondary and Post-16 students have particularly well-developed language and literacy skills which enable them to achieve excellent results in external examinations.
- Most students express themselves confidently and articulately using a wide range of rich vocabulary. They write fluently and imaginatively, but their drafting and editing skills are not used consistently to ensure correct spelling and punctuation.
- Reading is a priority, guided and supported by early phonics through to the subsequent development of higher-order reading skills. In Primary, Secondary, and at Post-16, the sustained development of critical analysis of a range of texts supports the development of comprehension and inference skills.

For Development:

- Encourage students to draft and edit their own writing with greater care, particularly in relation to spelling, punctuation and grammar.

Mathematics

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

- Children in FS make rapid progress in counting and, for their age, gain a very good understanding of the four rules of arithmetic. They build extremely well on this secure start at primary level and work at an increasingly greater depth in the upper year levels.
- A strength across all phases is the sharp focus on number. The fundamental principles are established in FS and built upon as students' progress through the phases, readying them for external examinations.
- The improvement in students' outcomes, since the previous inspection, have been brought about by the analysis of data and adaptations that mathematics leaders have made to address any weaknesses in students performance.

For Development:

- Ensure that all mathematics learning links to applications in the outside world.

Science

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

Progress	Outstanding ↑	Very good	Very good	Very good
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- Children in FS learn to observe closely, when finding out what plants need to grow, for example. Primary students quickly develop scientific ideas and the ability to conduct a fair test. Older students, particularly in the secondary phase, use increasingly sophisticated approaches to investigations.
- Students demonstrate secure knowledge and understanding of scientific concepts. Their enquiry skills are developed consistently, particularly in the upper phases. Students’ skills in planning and conducting independent investigations are less developed in Primary.
- The curriculum is enriched through the development of scientific vocabulary, guided reading and writing, and the active use of facilities for practical work. Curriculum modifications address gaps in students’ knowledge and skills. The development of students’ thinking skills and their understanding of scientific concepts is increasingly secure.

For Development:

- Raise the levels of attainment of students in the post-16 sciences.
- Increase opportunities for independent investigations in Primary.

Learning Skills

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

- Students have a genuine interest in learning and apply themselves willingly to their work. They are involved actively in their own learning. They develop independent learning skills very successfully when given the opportunity. Children in FS sustain their interest and enjoyment through active play-based learning.
- In all phases, students work well in groups, communicate confidently their own ideas, discuss their understanding, and listen to one another’s views. They regularly reflect and evaluate their own work and use technology confidently, particularly in the secondary and post-16 phases.
- Students make meaningful connections with everyday examples and with other subjects. Higher-order thinking skills are well developed, particularly in science where they are used effectively in enquiry-based tasks.





For Development:

- Ensure that all groups of students have access to consistently high-quality experiences that maintain and develop their learning skills, motivation, and engagement.





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

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

- Students enjoy coming to school. They feel safe and appreciated. They can approach any member of staff if they are facing any difficulty. Students and children in FS are very confident and self-reliant. Strong leadership skills allow them to organise and lead different events.
- Behaviour is exemplary. Relationships are friendly and very positive between students in different key stages and between the staff. Students show respect and empathy to others, including students of determination.
- Students maintain a healthy lifestyle by choosing healthy food options and by participating in the wide range of physical activities provided. Attendance is high. Students are punctual to school and to their lessons.

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

- Students show a clear understanding of Islamic values. This is reflected in their respectful behaviour and the charity work in which they participate. They involve themselves fully in Islamic celebrations and celebrate the birthday of the Prophet (PBUH).
- Across the school, students are respectful and appreciative of the UAE heritage and culture. Students talk with confidence about the history of the UAE, their leaders, and the timeline for their development.
- Students organise and lead different events in all UAE national occasions. They discuss with confidence the similarities and differences between different cultures and religions. They take part in a variety of the school's celebrations of diversity, such as Christmas, Diwali, and International Day.

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


- Students' positive impact on the school and the wider community is evident from events such as, recycling campaigns, and other events to raise funds for charities and the victims of the frequent earthquakes in Turkey and Syria.

- Innovation has a high focus across the school, from the ‘8 billion ideas’ enterprise competitions and talks led by senior students to the 40-strong team of innovative students who are the providing more opportunities for innovative learning. A full extra-curricular programme allows students to explore virtual reality, the use of drones and artificial intelligence.
- Students display a sensitivity to the needs of the environment. Some groups lead environmental campaigns both internally and working with outside agencies. The school’s curriculum holds the United Nations sustainability goals at its core, thus supporting the students’ drive to make the world a better place.

For Development:

- Continue to maintain the high quality of provision.

3. Teaching and assessment

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

- Most teachers have secure subject knowledge and a strong understanding of how children and students learn best. The quality of teaching is most effective in FS where teachers fully understand the benefits of active play-based learning and apply this knowledge effectively in all lessons.
- Teachers plan varied, interesting lessons. They use time and resources to good effect and include educational technologies to support teaching. Personalisation of learning, based on a detailed analysis of students’ assessment outcomes, is evident in teachers’ planning and occurs in a large majority of lessons.
- In most lessons, teaching is characterised by high expectations of what students can achieve through suitably challenging tasks. Teachers promote deeper thinking skills and probe students’ understanding through skillful questioning. Occasionally, teachers’ over-direction of learning limits innovation and independent learning skills.

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

- Across all phases, the school has developed assessment processes that give a comprehensive overview of students’ achievement. In FS, this information leads routinely to personalised learning
- Data for the whole school are systematically analysed to track progress, to adapt the curriculum and inform planning. The introduction of diagnostic reading tests and the analysis of this data are already having an impact on students’ outcomes in all subjects.
- Across all phases, the school has developed assessment processes that give a comprehensive overview of students’ achievement. In the most effective lessons, teachers use assessment information to adjust tasks to meet student’s needs, but this approach is not consistent throughout the school.

For Development:

- Share the highly-successful teaching strategies used in the large majority of lessons to ensure that students have every opportunity to practise, consolidate and extend their learning skills.
- Embed the use of assessment data in lessons.

4. Curriculum

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

- The school’s curriculum rationale aligns well to its vision, and to that of Dubai. It is comprehensive and skillfully designed to meets students’ needs. The enhanced post-16 offering now includes the Business and Technology Education Council (BTEC) and the Award Scheme Development Accreditation Network (ASDAN) courses. The sciences now access international examinations.
- The Early Years Foundation Stage (EYFS) curriculum shapes programmes in the early years, including planned, purposeful play and a mix of adult-led and child-initiated activities. The Primary curriculum broadens students’ whole development across a range of subjects and includes a differentiated wellbeing curriculum.
- The curriculum is reviewed regularly to ensure that it meets the National Curriculum for England (NCfE) and MoE requirements and is aligned to external benchmark assessments. Cross-curricular links are planned effectively to promote the transfer of learning and to meet national priorities.

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

- The curriculum is adapted to meet the learning needs of most groups of students. Teachers provide a range of levels of challenge for lower and higher-attaining students, with modifications increasingly aligned to specific needs. The ‘Accelerated Reader Programme’ enables guided reading skills lessons.
- Students participate in a wide range of activities and projects for extended learning. Innovation and social enterprise are planned and nurtured through many initiatives. In FS, ‘explore time’ promotes individual learning through play.
- The UAE culture, Islamic values and sustainable goals are systematically woven into lessons to ensure that students develop positive attitudes and a better understanding of outside experiences. In FS, external visits, stories, and visitors support children’s learning.
- FS children are taught Arabic as an additional language for 25 minutes twice per week. Arab children receive an additional 25 minutes of phonics support per week.

For Development:

- Continue to raise the quality of the curriculum in Post-16, by exploring ways to provide a wider range of options for all students.

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

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

- The school has rigorous procedures and policies in place to ensure students’ safety and security. Staff, students, and parents are kept fully informed on child protection and reporting procedures. A comprehensive register is maintained of all adults who work in or visit the school. Students and staff feel safe at the school.
- The school places a very high regard on the promotion of healthy living, including professional nutritional advice. Excellent arrangements are available to support physical fitness, supported by

a range of extra-curricular activities and coaching. Emergency and evacuation drills meet all legal and regulatory requirements.

- Medical care is comprehensive and prioritises the wellbeing of the whole school community. Risk analysis is thorough. Potential problems are recorded, and dangers swiftly addressed. Transport is safe and secure, and students are properly supervised.

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

- A very wide range of highly varied and focused programmes support students exceptionally well. Throughout the school, students are happy and well cared for. Themed weeks give students a wide range of experiences that guide their decisions about the future.
- Programmes are used effectively to enable students to understand how they learn and how to stay healthy. Teachers know their students well and have strong partnerships with parents. Care for others is promoted very effectively by the school counsellors.
- There are exceptionally positive examples of swift and effective identification of students of determination throughout the school. In early years, there are extremely well-targeted intervention programmes.

For Development:

- Extend the intervention programmes throughout the school.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- This highly-inclusive school benefits from exceptionally committed inclusion leaders who promote a strong vision that pervades the school. A high-quality induction policy ensures that new students of determination are provided with the best opportunities to be successful when they start school.
- Students of determination are identified swiftly and sensitively. The process starts before the students come to the school as part of their enrolment. Intervention plans are implemented as early as possible using graduated programmes to accelerate progress.

- Parents speak very highly of the wealth of opportunities that they have to engage positively in their children's education and care. They use electronic platforms to view their children's learning and the many positive experiences which they have whilst at school.
- There is a high level of expertise and support for students of determination from the large team of committed Learning Support Assistants (LSAs). Effective modifications are routine, although in a small minority of cases this is not fully embedded to the same high standard.
- Students of determination make good progress. Some make rapid progress because of very strong teaching, but this is not yet consistent. Students' progress accelerates when staff have a collective understanding of how to ensure that students with the highest levels of need are consistently well supported.

For Development:

- Ensure that students in Secondary are more consistently well supported with well-matched interventions and differentiated tasks during lessons.
- Provide a training programme that builds on the excellent practice already in the school so that all staff are skilled in supporting students of determination.

6. Leadership and management

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

- The inspirational leadership of the principal underpins the determination of leaders at all levels to sustain an inclusive ethos. The three key pillars of the school’s vision, namely, the science of learning, social enterprise, and student agency and innovation, underpin a wide range of successful initiatives. Leaders have a high degree of expertise and are successfully bringing about improvements. Further time is needed for all staff to become fully confident in implementing proven strategies to raise students’ attainment.
- Leaders’ self-evaluation has proved accurate. This is because excellent monitoring and review systems, including the analysis of assessment information, are well established. They enable leaders to gain an accurate picture of the school’s strengths and areas for development. Consequently, targets for improvement in students’ performance are challenging but realistic and achievable. All the recommendations from the previous inspection report have been fully implemented. Improvements have been sustained over the last three years.
- Parents hold the school in high regard, describing the school’s ethos as ‘inclusive, caring and communicative’. They value the many ways in which staff keep them informed of their children’s progress and of school events, including a ‘Go for School’ electronic application that facilitates instant communication. Parents contributed significantly to the review of the school’s core values. Community partnerships are strong.
- Governors have a wide range of relevant expertise. They regularly consult students, staff, and parents, and follow up their suggestions. They supported the students’ ideas for a Year 6 Zone to ease transition to Year 7. Monitoring is systematic and rigorous in holding leaders to account. Governors visit the school and have discussions with leaders and students to check on the implementation and impact of action plans. A representative of the owners meets the principal every week.
- The school is well staffed, with experienced leaders and fully qualified teachers. The imaginatively designed building provides an excellent environment for learning. The spacious classrooms are equipped with appropriate educational technologies and high-quality learning resources for every

age and subject. The auditorium and vast sporting facilities are used for a variety of educational, artistic, and recreational activities. Librarians support students' reading for learning and pleasure in the two well-stocked libraries.

For Development:

- Ensure that all staff become confident in implementing the agreed strategies to raise students' attainment.

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