

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



INSPECTION REPORT

2017-2018

GEMS
Wellington Academy
Al Khail

Celebrating
10 years of
inspections

GEMS WELLINGTON ACADEMY - AL KHAIL
UK CURRICULUM



Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	13
1. Students' achievements	13
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion of students with SEND (Students of determination).....	22
6. Leadership and management	23
The views of parents, teachers and senior students.....	24

School information

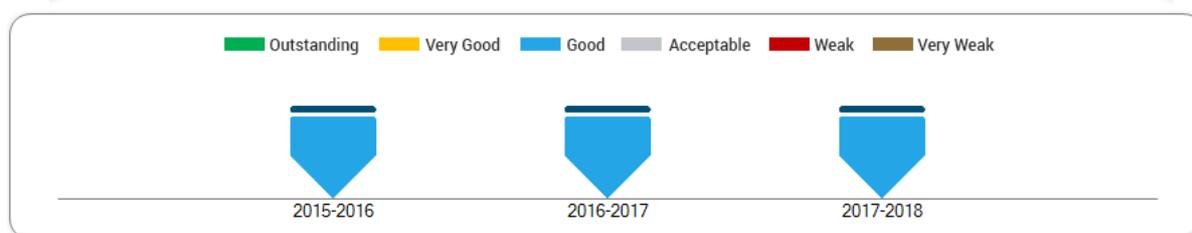
General information	
Location	Al Khail
Type of school	Private
Opening year of school	2013
Website	www.gemswellingtonacademy-alkhail.com
Telephone	00971-4-5129100
Address	Al Khail Dubai
Principal	Colin Callaghan
Principal - Date appointed	8/1/2016
Language of instruction	English
Inspection dates	8 to 11 January 2018

Teachers / Support staff	
Number of teachers	102
Largest nationality group of teachers	British
Number of teaching assistants	36
Teacher-student ratio	1:11
Number of guidance counsellors	1
Teacher turnover	7%

Students	
Gender of students	Boys and girls
Age range	3-16
Grades or year groups	FS1- Year 11
Number of students on roll	1164
Number of children in pre-kindergarten	0
Number of Emirati students	65
Number of students with SEND	132
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	IGCSE
Accreditation	BSO
National Agenda benchmark tests	GL

School Journey for GEMS Wellington Academy- Al Khail



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

Summary of inspection findings 2017-2018

GEMS Wellington Academy- Al Khail was inspected by DSIB from 08 to 11 January 2018. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The strengthened leadership teams are providing a very clear sense of direction and are securing rapid improvements in many aspects of the school. As a result of improved communication, partnerships with parents are stronger. Governors provide strong support and are diligent in holding school leaders to account to improve achievements for all groups of students. The school environment is conducive to good quality learning.

Students' achievement

The improvements in progress made by students in some phases are not sufficient to raise attainment in English, mathematics, science, Arabic and Islamic education. While the measurement of progress is consistent and generally accurate, it is not detailed enough to ensure that all groups of students make consistently rapid progress in all subjects.

Students' personal and social development, and their innovation skills

Personal development is very strong throughout the school but is excellent in the Foundation Stage, as the skills of independence are consistently and effectively developed in all areas of learning. As a result of more frequent opportunities both within lessons and in extra curricula activities, students' awareness of Islamic values and world cultures is improving. Similarly, social responsibility and innovation skills are now being very effectively developed.

Teaching and assessment

Following clear direction from school leaders and targeted professional development, 'WEK essentials', which enable students to question, collaborate and think deeply, are evident in many lessons. Consequently, a greater number of lessons are very effective. However, the impact on student outcomes is not consistent in all subjects and year groups. Assessment processes are strongest in the Foundation Stage where next steps in children's learning are consistently and very accurately identified.

Curriculum

Curriculum provision is effective throughout the school but it is particularly well implemented in Foundation Stage. It is less effective in Arabic as a first language where content is not fully aligned to the MoE requirements. The adaptations made to promote awareness of the culture of the UAE and provide opportunities to develop social responsibility and innovation skills have improved, resulting in an increase in student initiated projects.

The protection, care, guidance and support of students

The arrangements which ensure the health, well-being and protection of students have been strengthened. Similarly, the procedures for identifying students with special educational needs/disabilities (SEND) are more effective. The provision, particularly for those with complex needs, is very strong. All other aspects of care and support are stronger and as a result are very effective throughout the school.

What the school does best

- Children's achievements in English, mathematics and science in the Foundation Stage
- Personal development of all groups of students, particularly in the Foundation Stage, is very strong
- The strong development of social responsibility and innovation skills
- The very effective arrangements to ensure the health, well-being and safety of all students
- The clear sense of direction provided by leaders at all levels which is clearly focused on improving outcomes for students

Key recommendations

- Ensure the measurement of progress made by students, in lessons and overtime:
 - includes analysis of all available data; particularly, detailed scrutiny of students work
 - is consistent and is fully understood by all teachers in all subjects and year groups
 - enables all groups of students to identify their next steps in learning and make consistently rapid progress in all subjects.
- Strengthen transition arrangements between phases, particularly between the Foundation Stage and the primary phase, to maintain student achievement and ensure uninterrupted progress for all groups of students.
- Improve students' achievements and learning skills in Arabic by deploying the best teaching practices evident in other subjects, raising expectations and accurately tracking the progress made by all groups of students.

Overall School Performance

Good

1. Students' Achievement

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

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Good	Good
Assessment	Very good	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Good	Good
Curriculum adaptation	Very good	Very good ↑	Very good ↑

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	Very good ↑	Very good ↑	Very good ↑

6. Leadership and management

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

National Priorities

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:

- Attainment when measured against the National Agenda Parameter (N.A.P) tests meets expectations in English, mathematics and science.
- The school meets the registration requirements for the N.A.P.
- The leadership is fully committed to successfully implementing all aspects of the National Agenda which is clearly reflected in the school's action plan.
- All data from international benchmark assessments are analysed well. The results of the analyses are being used with increasing effectiveness by both leaders and teachers.
- Following analysis of data, the curriculum is generally well adapted to meet the requirements of the TIMSS and PISA assessments.
- Adjustments are routinely made to teaching strategies to enable students to develop skills which will lead to improved performance in N.A.P.
- Following N.A.P assessments results, individual targets are set for students. They are provided with more opportunities to work more independently using a range of learning technologies.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Raising the achievement of Emirati students is given very high priority by the school. Progress is monitored by the school leaders through an analysis of data, lesson observations, work sampling and discussions with students. Parents feel fully engaged and supportive of the school but require more guidance on how they can support their children at home.
- Emirati students, many of whom are new to the school, are very positive about all aspects their learning. Interventions to raise achievement are carefully planned. However, programmes to improve verbal reasoning skills have not been systematically developed and are in the early stages of planning.
- Based on CAT4 and other relevant assessments, the school implements appropriate curricular adaptation for Emirati students. The strategies for measuring the impact of these interventions are in the early stages of implementation. Similarly, the approaches led by the English department, to improve verbal reasoning are being developed.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- Moral education is taught both as a stand-alone subject and is integrated as a theme within PSHE.
- Teachers involve parents and the wider community in order to enhance students' learning. They develop moral education concepts and attitudes through initiatives such as "question of the week".
- Lessons are personalised and differentiated and usually provide appropriate challenge. Students are routinely challenged to devise their own questions to support deeper thinking about moral issues.
- Moral education is assessed through projects and assignments. However, plans to assess all aspects of moral education and provide reports to parents are in the early stages of development.

The school's implementation of the moral education programme is developing.

Social Studies

- UAE social studies is skilfully integrated within the UK curriculum in all phases. Links are made with other areas of learning in the Foundation Stage and it is taught through the 'connected curriculum' in primary.
- Teachers have thorough subject knowledge and make clear cross-curricular links in most social studies lessons.
- In the majority of lessons students exhibit skills such as problem-solving, independence, collaboration and inquiry.
- The school is implementing effective assessment processes, which includes the evaluation of project work and written tests to identify concept and skill development.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- In many lessons, students are able to develop their creative, reflective and skills of independence which effectively supports innovative approaches to learning.
- Students in all phases are able to participate in creative projects outside lessons, which adds social benefit and develop the skills of innovation. Opportunities include secondary students teaching code to primary students.
- Teaching frequently enables students to develop problem solving skills. The innovation learning skills highlighted in teachers' planning are integrated effectively into the learning activities.
- Opportunities to develop entrepreneurship skills are clearly identified in the secondary school curriculum. Consequently, students develop a good understanding of many aspects of entrepreneurship including the marketing and selling of products.
- Innovation leaders are providing clear strategic direction and implementing a range of initiatives to develop innovative thinking by both staff and students.

The school's promotion of a culture of innovation is developing.

Main inspection report

1. Students' achievements

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good ↑

- The attainment, reflected in internal assessments is in line with curriculum standards in both phases. However, when measured from students' starting points in learning, good gains in knowledge and skill development are evident in both lessons and in their work books.
- Links to real life are particularly strong in the secondary phase but students understanding of Islamic principles are less strong in the primary phase. Non-Arab students demonstrate a better understanding of Seerah of the Prophet (PBUH) than their Arab peers.
- Recent improvements in teaching are impacting positively on student achievements. A particular focus on the development of research and independent learning, especially in higher secondary year groups, is supporting good progress in learning.

For development

- Provide opportunities for students in the primary phase and all year groups in the secondary phase to undertake independent research and deepen their understanding of Islamic principles.

		Foundation Stage	Primary	Secondary
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable ↓
	Progress	Not applicable	Good	Good

- The work planned for students is not matched to the MoE grade standards, this prevents students attaining at the higher levels. However, leaders have ensured support for students is more targeted and beginning to impact positively on their progress.
- Students make stronger progress in the development of their reading comprehension skills than in the speaking of classical Arabic. Writing skills are developing slowly as there are very few opportunities to write creatively and extensively.
- Adjustments to the curriculum have resulted in lower expectations for many students. As a result, students' attainment levels are limited and the level of challenge for the more able learner is reduced.

For development

- Enable students to write independently in a range of genres.
- Provide sufficient opportunities for students to use classical Arabic in activities such as debates.

		Foundation Stage	Primary	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- As a result of lower expectations in the primary phase, students are prevented from making more rapid progress. For example; vocabulary enrichment is limited to three words in some lessons. Similarly in the secondary phase, the repetition of texts reduces the level of challenge and restricts the amount of progress students make.
- Although most students are acquiring an adequate range of vocabulary and able to read correctly, their reading is not always fluent. They can comprehend structured simple sentences. However, deeper understanding is not evident when reading or writing extended texts.
- While students are involved in checking and assessing their understanding of the language, the opportunities to extend their speaking and writing skills are too infrequent for them to gain a comprehensive view of their abilities in all aspects of the subject.

For development

- Provide frequent opportunities for students to extend their conversational skills and write extensively.

		Foundation Stage	Primary	Secondary
English 	Attainment	Very good ↑	Acceptable	Acceptable
	Progress	Very good	Good	Good ↓

- Children’s achievements in the Foundation Stage are particularly strong as they are provided with frequent opportunities to develop their listening and speaking skills and apply them in a range of contexts. In other phases, students generally make strong progress when measured from their starting points in learning.
- In the primary phase, the level of achievement is stronger in reading than in writing. External assessments indicate there are gaps in the development of, spelling, punctuation and grammar skills for some students in the secondary phase.
- Due to the strength of students’ listening skills, particularly in the secondary phase, they are successful in acquiring new skills such as interpreting Shakespearean text. However, they do not always apply previously learned writing skills in different contexts.

For development

- Provide frequent opportunities for secondary students to systematically improve spelling, punctuation and grammar skills.
- Ensure that all students apply previously learned knowledge, understanding and skills to writing tasks.

		Foundation Stage	Primary	Secondary
Mathematics 	Attainment	Very good ↑	Good	Good
	Progress	Very good	Good	Good

- Foundation Stage children make very rapid progress in learning key mathematical concepts through play. In the primary phase, the good level of achievement is reflected in students’ understanding place-value, graphical representation, shape and space and probability.
- The development and application of mathematical vocabulary is particularly strong in the Foundation Stage. The use of learning technologies in the secondary is strengthening students’ problem solving skills, although the ability to solve extended problems independently is not as developed.
- The introduction of the WEK learner profile has given a particular impetus to the development of more enquiry-based work and critical thinking in mathematics. This is impacting positively on student outcomes.

For development

- Strengthen transition arrangements particularly between the primary and secondary phases to ensure uninterrupted progress for all groups of students.

		Foundation Stage	Primary	Secondary
Science 	Attainment	Very good ↑	Good	Good
	Progress	Very good	Good	Good

- Children in the Foundation Stage develop their observational skills, acquire knowledge and make better progress in the development of their understanding of relevant scientific ideas and in acquiring appropriate analytical skills, than students in the primary and secondary phases.
- The majority of students in both the primary and secondary phases continue to show attainment above expectations in each year of the phase. In general, students' progress is slower in the earlier years of each phase and increases as they get older.
- Assessment information is gathered routinely throughout the science courses. Monitoring of student progress towards the CAT4 target grades is becoming more rigorous. This data is also used well to ensure all groups of students make optimum progress.

For development

- Improve the progress of students in the year groups in each phase where it is currently lower than expected.
- Provide students in the primary and secondary phases with consistently challenging activities which accelerate their acquisition and development of interpretive and analytical skills.

	Foundation Stage	Primary	Secondary
Learning Skills	Very good	Good	Good

- Students are generally engaged learners and are taking increasing responsibility for all aspects of their learning. In Foundation Stage children respond quickly to guidance from teachers. As a result, they are able to identify their strengths and areas for development confidently, and make the right choices to improve.
- Students interact and collaborate well in a range of learning situations, displaying strong team working skills. They communicate their learning clearly, listen to other students' views, analyse and respond to them appropriately.
- The consistent implementation of the WEK learner profile is supporting the development of learning skills. In particular, students are able to make clear connections between areas of learning and relate these to their understanding of the world. The ability to take informed risks in their learning is less developed.

For development

- Provide more opportunities for students to take informed risks with their learning in all subjects.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Very good	Very good

- Students across the school have positive and responsible attitudes. They are respectful and frequently respond well to others, which leads to a harmonious learning community. They are keen to attend school and arrive for all lessons punctually.
- Behaviour and relationships between students and their peers and with teachers are a particular strength. Students are keen to make healthy lifestyle choices. Children in the Foundation Stage respond exceptionally well to guidance. However, students in primary and secondary do not always seek critical feedback.
- In the Foundation Stage, children are embracing play-based approaches highly effectively, which is nurturing and strengthening their social and emotional development very effectively. New students throughout the school are quickly welcomed and feel comfortable with their peers.

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

- Students in the three phases of the school display a well-developed awareness of Islamic values and cultural aspects of the UAE.
- Students' knowledge of their own culture is extensive. They articulate a strong appreciation of all aspects the UAE's culture and heritage and clearly understand how Islamic values influence daily life.
- Students respond well to a range of opportunities to develop their awareness of global cultures. They are very respectful of the eighty-one nationalities in the school and participate enthusiastically in events such as international day that enable them to learn more about each other.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑

- Students are aware of their responsibilities as members of this school community and act accordingly. As volunteers, students initiate and lead community and charitable activities such as the Spring Fair. As a result, they are developing a strong social awareness.
- Students demonstrate a very positive work ethic. They are creative, initiate and manage projects, such as the 'Sixth Scents Company'. Older students respond well to the opportunities to organise and benefit from social and entrepreneurial projects
- Students know the importance of protecting their own and the wider environment. They frequently seek ways to improve the community environment and willingly take part in projects that promote conservation awareness and ecological sustainability.

For development

- Extend the participation of students in all phases, in entrepreneurial and volunteering projects that make a worthwhile social contribution.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Good	Good

- Teaching is consistent and highly focused in the Foundation Stage. Teachers' clear understanding of their subject and of each student's capabilities are central to their lesson planning. Consequently, teaching is consistently good in most subjects in the primary and secondary phases.
- Students' progress in Islamic education is now good due to the improvements in the teaching. The teaching of Arabic as an additional language is not yet consistent enough to promote students' improved achievement.
- The effectiveness of teachers' questioning of students in most lessons is consistently high. Questions are open and mostly challenging, which successfully promotes student's critical, reflective and analytical thinking. The use of digital devices is increasingly productive in many lessons.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Good	Good

- In the Foundation Stage, assessment information is used very effectively to personalise the learning. Assessment arrangements in the primary and secondary phases are quickly improving and resulting in increased effectiveness.
- The outcomes from assessments in the upper phases are analysed rigorously to inform future practice, at the individual and whole-class level. However, not all information about students' learning including scrutiny of work is aligned and analysed in sufficient depth to inform a precise measure of progress.
- Students are making effective use of learning technologies to support, enhance and identify next steps in their learning. Consequently, they take increasing responsibility for improving their learning.

For development

- Improve the teaching students receive in Arabic as a first language by ensuring all lessons meet the needs of different groups of students.
- Increase the understanding of all staff in how to accurately measure the progress students make in lessons and over time.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Good	Good

- Regular reviews of the curriculum are leading to notable improvements. The UK 'mastery curriculum' is being thoughtfully incorporated. Meaningful links between subjects are skilfully woven into the 'connected curriculum'. Gaps in students' learning, highlighted by assessment outcomes, are resulting in appropriate changes to the curriculum.
- The stimulating Foundation Stage curriculum is being strengthened by the introduction of the skills of mindfulness. However, arrangements for students' transfer between phases and year groups do not always rigorously ensure uninterrupted progress in learning. Thoughtful preparation is being given to Post-16 provision.
- The curriculum content for each year group in Arabic as a first language, is delivered to the next oldest age group. Consequently, the level of work is often not challenging enough. Although changes to the design and implementation of the curriculum is securing improvements, the full impact of the changes is not evident in student achievements in all subjects.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Very good ↑	Very good ↑

- The school very successfully ensures that the curriculum is adapted to meet the needs of all groups of students. It is very thoughtfully adapted for students with SEND. In addition, modifications to meet the needs of Emirati students are increasingly effective.
- An extensive range of extra-curricular and enrichment opportunities within and outside school, involves all groups of students and is significantly enhancing academic and personal development. The WEK 'Ace' approach very effectively emphasises skill progression including critical thinking and reflection.
- Links with Emirati culture and UAE society are very well promoted as a result of careful integration into planning, particularly in the primary 'connected curriculum'.
- Arabic is provided to all children in FS1 for two 25 minute sessions per week. Those sessions are doubled for Arab children in FS2.

For development

- Deliver the Arabic as a first language curriculum to the appropriate age groups.

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 responsibility for student's safety and well-being is central to its vision and clearly evident in its daily operation. Comprehensive policies and procedures are applied thoroughly to the recruitment of staff and in the training of all parent volunteers.
- Comprehensive records are kept by staff of the prompt actions taken to rectify any problems with the facilities or equipment identified. The school's premises and its specialist facilities provide an impressive physical environment which is conducive to high quality learning.
- Healthy living is effectively promoted in school life. Students are safe within the premises. However, some of the stairways do not provide suitable access for Foundation Stage children to the upper floors.

	Foundation Stage	Primary	Secondary
Care and support	Very good ↑	Very good ↑	Very good ↑

- Students are very polite and courteous in all parts of the school. They have formed very respectful relationships with both staff and other students. Students are very well managed in a calm and purposeful way, in all areas of the school.
- The systems to promote very good attendance and punctuality are very effective. Thorough identification procedures for students with SEND mean that support can be applied quickly and appropriately. The work on the identification of the more able, gifted and talented students is less developed.
- The systems to support students with SEND, both academically and pastorally are effective. Plans are in place for work with those transitioning to Post-16.

For development

- Strengthen the provision and arrangements for identifying students who are gifted and talented.
- Improve the access for children in the Foundation Stage to the upper floors.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The newly appointed champion for inclusive education is ensuring all staff fully understand the SEND systems and procedures and that these are firmly embedded in everyday practice. The recently adjusted inclusion action plan provides a clear guide to SEND provision across the school.
- Early identification and assessment procedures are followed by regular reviews to ensure identified needs are being met. These reviews take into account academic as well as behavioural and social needs
- Parents are well informed and have regular updates on their children's progress. They appreciate their increasing role in decisions about provision, contents of Individual educational plans (IEPs) and the support provided. Communication systems operate very effectively.
- Appropriate modifications take account of individual needs and ensure relevant learning opportunities. Newly introduced student passports, together with IEPs, guide classroom interventions. The large majority of students develop the skills to engage positively with learning and become more independent.
- Assessments are made regularly to ensure teaching is leading to progress in students' learning. For the large majority of students, assessment data and analyses of their work indicate they are moving closer to age related expectations.

For development

- Provide training for all staff, which enables them to improve the development of verbal reasoning skills for all students with SEND and to support those with complex needs.
- Use all data information to precisely measure progress made by all students with SEND, and particularly those with complex needs.

6. Leadership and management

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

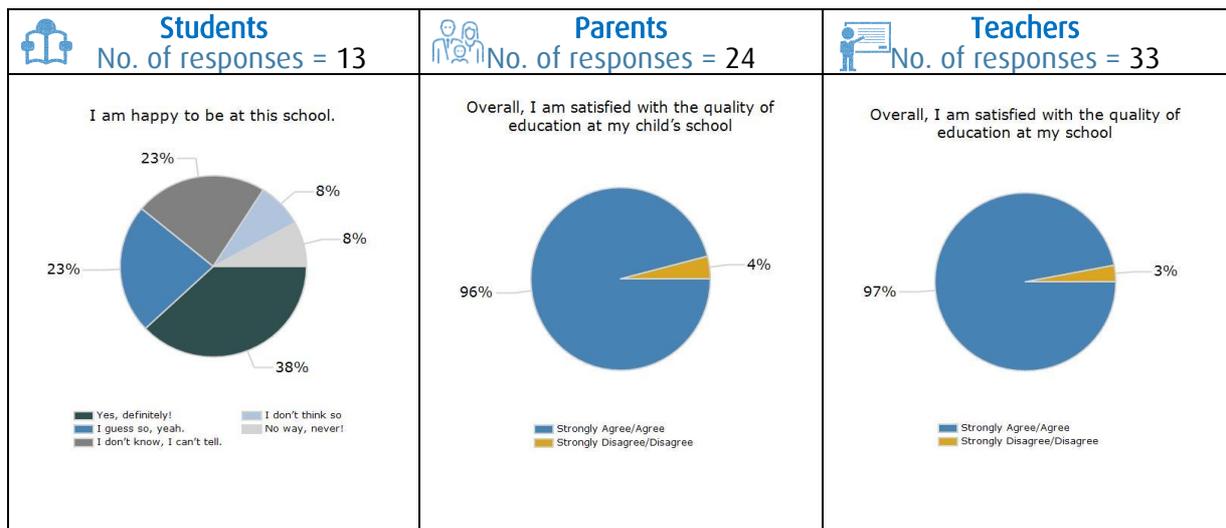
- Leaders at all levels work very effectively and provide a strong sense of direction. Consequently, teaching is improving rapidly and is highly effective in a greater number of lessons. Morale throughout the school is exceptionally high. As a result, leaders and all staff are successful in creating a purposeful learning environment which is conducive to high quality learning and personal development.
- Although the processes for self-evaluation are enabling an accurate picture of the school's strengths and weaknesses to be gained, not all staff have the detailed understanding of how to measure progress precisely. Recommendations on leadership and teaching made in the previous inspection report, have been comprehensively addressed but work to improve attainment and progress in Arabic and other subjects is on-going.
- As a result of strengthened partnerships, parents are very effectively engaged and are wholly supportive of the school and their children's learning. They are helping to create a strong sense of identity. They are keen to work closely with all stakeholders to help the school realise its ambition to provide consistently outstanding education by 2021.
- Although the Local Advisory Board is in the early stages of being established, it is representative of all stakeholders and closely involved in acting as a 'critical friend'. It is not fully involved in the self-evaluation process. Corporate governors have acted decisively to support and improve leadership of the school. However, not all decisions have fully impacted on improved learning outcomes for all groups of students.
- The school operates very effectively on a day to day basis, supported by creative timetabling and use of the learning environment. The resources provided are generous and deployed appropriately to support all aspects of students' learning both within lessons and in extra-curricular activities. Teachers benefit from professional development which is matched to their needs and is enabling them to deliver high quality learning experiences for all groups of students.

For development

- Ensure teachers and leaders have a deep and consistent understanding of how to precisely measure all aspects of progress, and that students are able to identify their next steps in learning.
- Strengthen the involvement of the Local Advisory Board in the process of self-evaluation and in holding leaders to account for improving attainment and progress in all subject areas.
- Quickly implement the school action plan to improve attainment and progress in Arabic as a first language and as an additional language.

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.



 Students	<p>Of the few students responding to their survey, most are very positive in their opinions about the school. However, some disagree that the school has healthy food and drink options available for students. A few disagree that: they are having opportunities to become environmentally responsible.</p> <p>Inspection findings agree with the positive views of the students.</p>
 Parents	<p>Of the few parents responding to the survey, most expressed positive opinions about almost all aspects of the school's provision and outcomes. Some disagreed that the school promotes student literacy and the love of reading in Arabic. A few did not think the school dealt with bullying well nor offered good careers and academic guidance.</p> <p>The inspection findings support the positive views of the parents.</p>
 Teachers	<p>A minority of teachers responded to their survey. They are very positive in their opinions about the quality of the school's provision and outcomes. Nevertheless, some disagree that professional development at this school has helped them become better teachers. However, they feel this is a good school to work for.</p> <p>The inspection findings support the positive views of the teachers.</p>

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