

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

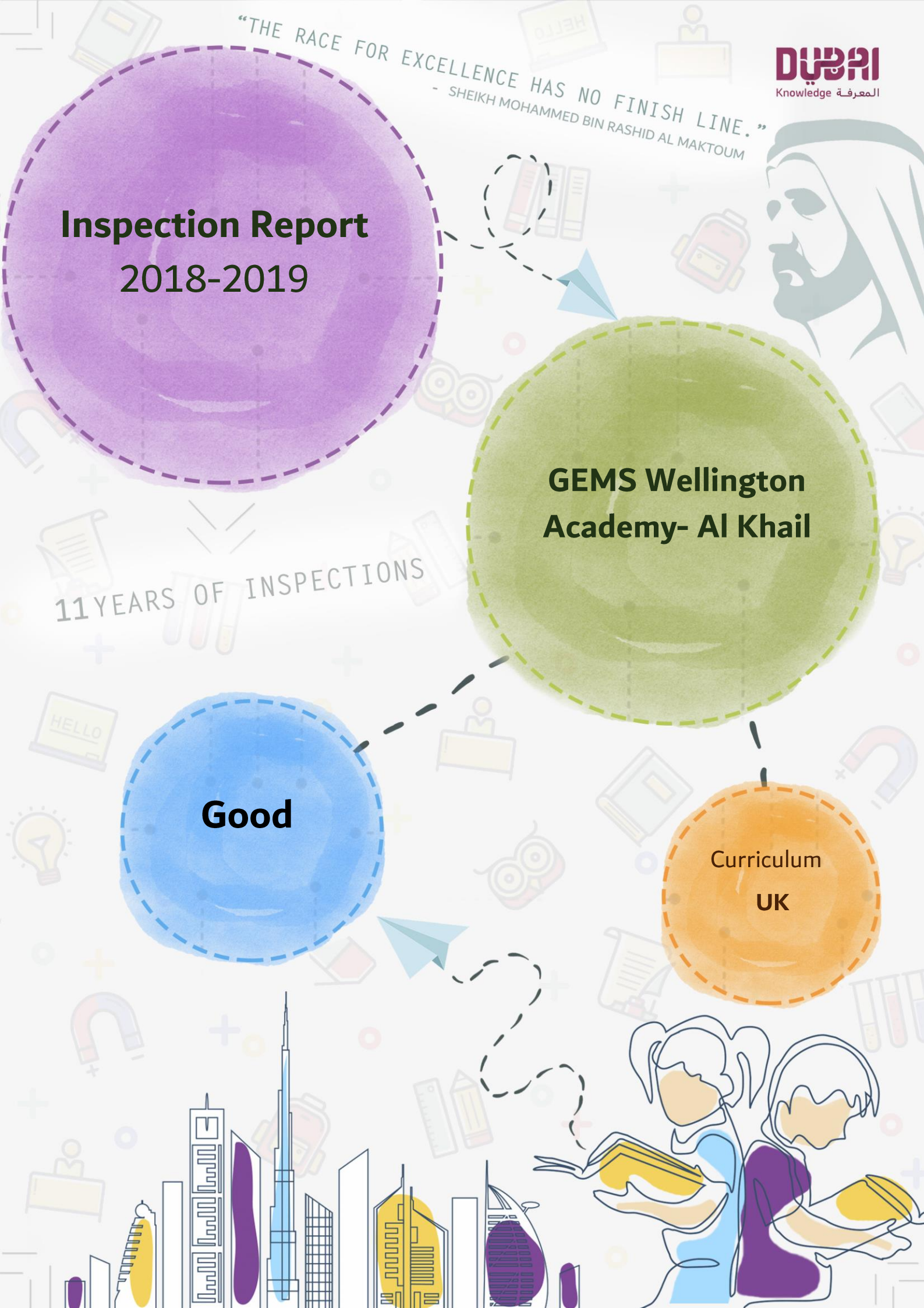
Inspection Report 2018-2019

**GEMS Wellington
Academy- Al Khail**

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



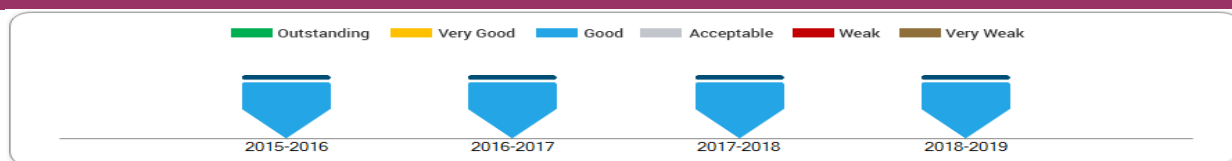
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School Information

General Information	Location	Dubai Hills
	Opening year of School	2013
	Website	www.gemswellingtonacademy-alkhail.com
	Telephone	00971-4-5129100
	Principal	Neil Matthews
	Principal - Date appointed	5/1/2018
	Language of Instruction	English
	Inspection Dates:	28 to 31 January 2019
Students	Gender of students	Boys and girls
	Age range	4-17
	Grades or year groups	FS1-Grade 12
	Number of students on roll	962
	Number of Emirati students	72
	Number of students of determination	126
	Largest nationality group of students	Arab
Teachers	Number of teachers	97
	Largest nationality group of teachers	British
	Number of teaching assistants	36
	Teacher-student ratio	1:10
	Number of guidance counsellors	1
	Teacher turnover	15%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE GCSE
	Accreditation	BSO
	National Agenda Benchmark Tests	GL

School Journey for GEMS Wellington Academy- Al Khail



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students improved learning skills have contributed strongly to their higher levels of achievement in English, mathematics and science in the secondary phase. In the Foundation Stage (FS) children's achievement remains very good in all aspects of their learning. Improved teaching strategies, and a strong focus on the development of reading, have resulted in improved attainment in English and Arabic, as a first language, in the primary phase.
- Students' very good and often outstanding personal development has a consistently positive influence on the calm and purposeful learning environment in the school. Student leaders make a positive contribution to school improvement and the well-being of their peers. A very secure understanding of Islamic values and UAE heritage supports students' creative and innovative recommendations for solving school and community issues.

Provision for learners

- Teaching and assessment processes remain very good in the FS. Teachers skilfully develop children's ability to be independent learners. Teaching is good overall in all other phases. Occasionally, the pace of lessons, and teachers use of assessment to support student progress, do not always result in all students doing as well as they can, especially in relation to their understanding and development of subject specific skills.
- The FS curriculum provides children with the creative, physical and practical experiences, suitable for their age. In other phases, students are provided with a variety of learning experiences, although these are not always matched to the curriculum requirements for their age. The school has not fully adopted the Ministry of Education (MoE) curriculum for Arabic, as an additional language, or adapted the post-16 curriculum to the appropriate pathways for students of all abilities.
- Systems to ensure the protection, health and safety of students remain very good and consistently implemented. Staff receive regular training to keep up-to-date with best practice. Support for students is very effective and contributes to their confidence as learners.

Leadership and management

- Leaders are committed to providing an inclusive school where all students reach their full potential. They understand their shared responsibility for students' academic and personal achievements. However, monitoring processes to evaluate the quality of teaching are not fully effective. Leaders have effectively engaged parents as partners in the school's development, including as members of the successfully extended local advisory board. Students benefit from the high-quality resources and premises.

What the School does Best:

- The leadership's vision for school improvement which is shared by staff, parents and students
- The children's consistently very good attainment and progress in the FS, as a result of strong teaching and a wide range of curriculum experiences, which capture their interest and enjoyment
- The students' very good personal development which results in an inclusive, harmonious school
- The attention given to students' well-being through the very good care and support provided
- The range of high-quality resources and the spacious well-maintained learning environment

Key Recommendations:

- Improve the effectiveness of self-evaluation by:
 - ensuring that assessment processes result in valid and clear measures of students' progress matched to the school's curriculum standard
 - the monitoring of teaching and learning that focuses sharply on the impact on student attainment and progress.
- Ensure that all teachers consistently apply their knowledge of the curriculum standards to plan appropriate objectives and tasks to enable all students to deepen their understanding.
- Raise attainment and increase the rate of student progress in Arabic as and additional language, by ensuring that the MoE curriculum is taught to the required standard.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

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

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. 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 :

Registration requirements

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

Schools Progression in International Assessments

meets expectations.

- In mathematics the school exceeded its targets for Year 5 students in the 2015 TIMSS international assessments; in science results were close to but below the target. In 2016 students' results in the PIRLS international assessment were in the high international benchmark. The outcomes of the National Agenda Parameter (N.A.P.) assessments for all three subjects in 2018 continued to vary widely across the different year groups, although the overall level of the 2017 results were sustained. When comparing N.A.P. outcomes against students' potential, as measured by cognitive ability tests (CAT4), most students attain in excess of what is expected in English, mathematics and science.

Impact of Leadership

meets expectations.

- The school's National Agenda action plan demonstrates commitment to the UAE priorities. External attainment data is used as a benchmark for the school's internal assessments. The curriculum is in the process of being adapted to align with the requirements of the TIMSS, PIRLS and GL tests. Assessment information is used consistently to influence teaching.

Impact of Learning

meets expectations.

- Students' problem-solving skills are developing well especially in mathematics and science. Action is being taken to develop their critical thinking, creative, enquiry and research skills. Students' skills are stronger in the secondary phase. Most students are able to undertake age-appropriate analysis of data in mathematics and science and communicate their findings. Digital devices are a regular features of learning activities.

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

For development:

- Reduce the wide variation across the year groups in the N.A.P. assessments in all three subjects.
- Complete the process of aligning the curriculum with the requirements of TIMSS, PISA, PIRLS and GL tests.
- Ensure that students' critical thinking, creative, enquiry and research skills are promoted effectively in all subjects.

Reading Across the Curriculum

- Most students make good progress in reading because teachers carefully tailor reading materials to their capabilities.
- The majority of students are keen to use their reading skills for learning across a range of subjects. They actively use comprehension strategies, and older students analyse information from texts across genres seeking meanings beyond the literal.
- The library is a pleasant environment where students enjoy the availability of books in a range of languages. There is limited Arabic books for older students.
- The school has appointed two coordinators to oversee the progress of reading across the curriculum, and there is an awareness among staff of the importance of reading across subjects.

The school's implementation of reading across the curriculum is developing.

For development:

- Develop the provision in the library so that it includes ample independent research opportunities for all students.
- Increase the number and quality of books in Arabic for older students.

UAE Social Studies

- Leaders plan the UAE social studies curriculum with a good balance of knowledge and skills to meet the needs of all students. It is skilfully interwoven with the humanities curriculum for the National Curriculum for England, and actively encourages an interest in learning.
- Students have opportunities to find information using technology, work with others and share their knowledge.
- Students develop cross curricular skills in meaningful ways and most attain in line with curriculum standards.
- Across the phases, students make good progress in developing knowledge, skills and understanding in UAE social studies.

The school's implementation of the UAE social studies programme is meeting expectations.

Innovation

- Students effectively use tablets in class to interrogate specific websites and collect information to support investigative activities and projects.
- Regular opportunities are available for students to develop creative and innovative projects and to develop their skills of enterprise and leadership.
- The extensive use of digital resources such as, 'My GCSE', helps to enhance achievement. The flipped learning model puts the onus of responsibility on the student to prepare for lessons.
- Enrichment and extra-curricular activities provide opportunities for students to develop innovation, creativity skills as well as promoting the use of advanced technologies.
- Leaders successfully create a climate in which staff and students can initiate ideas and work to provide creative solutions to identified local and global issues.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Non-Arab students in the upper primary and secondary phases demonstrate stronger research skills than Arab students. Students' progress with the memorisation skills of the Holy Quran and Hadith is developing at a faster rate in the lower primary years than in other year groups.
- Students in post-16 and upper secondary are demonstrating improved levels of understanding of Islamic laws and how to apply them in their daily lives. This skill is not as securely developed in the primary phase.
- Only limited progress is evident in Arab students' understanding of the Seerah of the Prophet (PBUH). This was an area of weakness identified at the last inspection.

For development:

- Ensure that the same curriculum content is consistently taught for Arab and for non-Arab students across all phases.
- Develop students' research skills using various resources to acquire more in-depth knowledge and understanding of relevant Islamic concepts.

Arabic as a First Language

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

- A majority of students in both phases is making better than expected progress because of appropriate challenge in lessons. Students are able to respond in Arabic in lessons in each phase. However, in the secondary phase their responses are not sufficiently developed to show a strong command of language.
- Active listening skills are evident in both phases. Students' reading skills and comprehension of the required texts are well-developed. As they progress in the school, students write in different genres such as, narrative, descriptions, persuasion, letters, and literary response.
- The improvement in writing skills, particularly in the primary phase, is a result of the consistent approach to providing opportunities to write in all lessons, together with examples of appropriate writing structures.

For development:

- Develop students' speaking skills in the secondary section by raising expectations and providing more high-level oral tasks.

Arabic as an Additional Language

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

- Attainment and progress in both phases remain the same as the previous year. Internal data shows higher levels of achievement than observed in lessons and students' work samples. Expectations of the standards students will reach are not high enough because the full MoE curriculum is not being taught in lessons.
- The thematic approach to the curriculum results in students acquiring only adequate vocabulary about certain topics. They are able to read familiar words and simple sentences and understand them. However, their ability to read authentic coherent texts is underdeveloped.
- Students use vocabulary sheets to form a number of sentences following a pre-set structure. This approach is restrictive and does not lead to the further development of writing proficiency for students.

For development:

- Align learning objectives to the curriculum standards published in the MoE framework and explicitly state the targeted skills and levels of proficiency.
- Ensure that students' progression of skills matches their years of study in Arabic.

English

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

- Children in the FS make rapid progress in their oral skills, with many learning to communicate in English as their second language. From their starting points, the large majority of children make exceptional progress in all language skills.
- Students in other phases achieve better in speaking, listening and reading than in writing. The majority make good progress in inferring meaning from texts. Students often know what they want to write, but do not routinely use dictionaries, thesauruses or iPads to enrich their independent writing.
- Attainment in the primary and secondary phases has improved since the last inspection, although the school has not fully implemented the point for development regarding spelling, punctuation and grammar. Consequently, the full range of writing skills and their application, are not reflected consistently well across other subjects.

For development:

- Develop writing skills and their application across all subjects.

Mathematics

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

- A large majority of students make better than expected progress in mathematics in both the FS and secondary phase. Achievement is reflected in the high examination performance for senior students. At the primary phase, although progress is clearly evident, concepts require greater consolidation to ensure depth of understanding and enable a greater proportion of students to reach higher standards.
- By the end of the FS, children have very secure number skills. Primary students have good spatial awareness and understanding of geometrical properties. Senior students develop very competent algebraic skills, which underpin their significant achievement in GCSE examinations.
- The emphasis on mathematical vocabulary, and the application of mathematics in real-life situations, are successfully promoting the relevance of mathematics for students. The confident use of digital technologies and practical investigations are enhancing students' problem-solving skills. This is particularly strong in secondary.

For development:

- Ensure that mathematical concepts are taught to the required depth to extend primary students' understanding.

Science

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

- Children's skills of observation develop rapidly in FS. Students' progress is not as rapid in the primary phase as they are not sufficiently challenged. However, progress accelerates in the secondary phase and assessment data indicates that this continues into Year 12. Students' external test results are generally high, but they vary between years in both the primary and secondary phases.
- Most children in FS know about plant life. In the primary phase students steadily extend their understanding of life processes, chemical reactions and physical phenomena. Secondary students have well-developed skills of analysis and interpretation. Students' ability to use scientific methods is a strong feature of learning in all phases.
- Secondary students' improved ability to investigate and think critically about their work is contributing to raising levels of attainment and progress.

For development:

- Challenge students in the primary phase by designing activities which increase the levels of expectation.
- Improve teachers' knowledge and understanding of the curriculum standards and apply this consistently in lessons.

Learning Skills

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

- Students are highly motivated and have a positive enthusiasm for learning. Independence is actively encouraged with most students taking a mature responsibility for their learning and progress. However, in some English and Arabic as additional language classes, students do not show the same independence and confidence seen elsewhere in the school.
- Students evaluate their work and collaborate to share and explore ideas. This is stronger in the senior phases of the school, where students are adept at linking what they are learning to the real-world.
- Higher-order thinking skills have improved in the secondary phase since the last inspection and are used appropriately to make links between different subject areas. Students show confidence and enjoyment in the use of technology not only in classes to extend their learning, but for research tasks for home-based activities.

For development:

- Encourage students' independence and confidence in taking more responsibility for their own learning, especially in English, and Arabic as an additional language.

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

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

- Students show considerable respect for their teachers, each other and visitors. In the FS and post-16, students demonstrate exemplary behaviour and self-discipline. However, in other phases of the school they occasionally have to be reminded to demonstrate more self-discipline.
- Students have very positive attitudes and most take responsibility for their learning and personal development. They respond very well to feedback from their teachers. They make healthy life-style choices and participate in many sports before and after school.
- Children in the FS are becoming increasingly independent and respond well to verbal feedback. They manage their behaviour well in different situations showing concern for others, for example by including students of determination in their games.

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

- Across the school, students have a secure knowledge of the impact of Islamic values on the society of the UAE. In the secondary and post-16 phases they utilise many of these positive aspects to influence their relationships, with tolerance and respect key features.
- The heritage of the UAE is appreciated by all students. They also display a strong understanding and sense of belonging to, and respect for, the UAE culture. A variety of cultural activities reflect their advanced levels of commitment.
- Students have a clear appreciation of their own cultures. In discussions they describe their own countries of origin and are aware of common elements between cultures. Knowledge about other nationalities outside of their personal experience is less well developed.

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

- The development of social responsibility and innovation skills is strong across the school. Students contribute to the wider community in a variety of ways. They know that their opinions are appreciated by the school and so they are determined to lead activities and make worthwhile contributions.
- Students show a very positive work ethic. They speak confidently and exhibit inspirational leadership skills. They demonstrate resilience in completing tasks and are reliable and active participants in initiating and managing projects.
- Students show a strong awareness of global and local environmental issues such as global warming and pollution. Their involvement in a range of projects to improve their environment and that of Dubai is supporting their social development.

For development:

- Ensure that all students in the primary and secondary phases consistently demonstrate self-discipline.
- Improve students' knowledge about the world cultures.

3. Teaching and assessment

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

- All teachers have a secure subject knowledge. In the FS, teachers have a clear understanding of how young children learn and use this knowledge to plan imaginative and creative activities that focus on the development of independent learning skills. This is not as consistent feature in other phases and subjects.
- Procedures for planning follow a consistent format. However, at times, lesson plans are too focused on knowledge acquisition, rather than deepening students' conceptual understanding and developing subject-specific skills.
- Improvements in the collaborative work of teams across all phases are enhancing the quality of teaching. In particular, the support and professional development provided for teachers of Arabic is resulting in improvement in attainment in Arabic as a first language.

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

- Teachers' assessments provide accurate records of children's personal and academic development in the FS. In other phases the school's regular assessments of students' attainment are based on, but not always fully aligned with, the school's curriculum. Therefore, they do not always provide a consistently clear and robust measure of students' attainment and progress.
- External assessment data is analysed thoroughly, interpreted accurately and used effectively by teachers to modify the curriculum. In the FS, teachers' assessment of learning in lessons is continuous and influences their daily planning and organisation of activities.
- Most teachers routinely monitor students' learning during lessons and adapt the activities to ensure that their learning is sustained. Written feedback to students now includes detailed comments on how to improve further.

For development:

- Revise the assessment system so that it provides a consistently clear and robust measure of student attainment and progress.

4. Curriculum

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

- The FS curriculum is enriched with a range of excellent resources in classrooms and outdoors that give children opportunities to develop their knowledge, understanding and skills rapidly. Elsewhere, inconsistencies in curriculum design and implementation to the requirements for each year group, prevents a higher proportion of students reaching higher standards of achievement.
- Overall, the curriculum promotes interest and enjoyment, notably in science. The careful analysis of students' attainment following external tests results in modifications to the curriculum to meet the needs of different groups of students.
- The school has improved transition from FS to Year 1 by reviewing the curriculum to ensure that it reflects students' stages of development. However, the school has not incorporated fully the revised MoE framework for Arabic, as an additional language.
- Moral education is taught in all required year groups and meets statutory guidance.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good	Very good	Good

- Curriculum adaptations to meet the needs of students of different abilities are generally effective. Adaptations to provide appropriate pathways for the needs of all post-16 students are developing but not yet comprehensive.
- Students' entrepreneurial and innovation skills are well-developed through the wide ranging extra-curricular and enrichment activities. These are well planned and reflect students' talents and interests, as well as their academic needs. Some, such as the, 'Triathlon Challenge', provide significant challenge and build students' confidence.
- Links to the UAE culture and heritage are well-embedded across the curriculum. There is a strong emphasis on the influence of high-profile leaders, both historical and modern day.
- In FS1, Arabic is taught for 60 minutes each week. In FS2, an hour each week is spent learning Arabic for first and second language learners, with enhancement for those who speak Arabic, as a first language.

For development:

- Ensure that curriculum design and implementation are fully matched to the requirements for each specific year group.
- Develop additional targeted pathways for students in the post-16 phase, particularly for those who have additional learning needs.

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

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

- The school's child protection and safeguarding systems are robust, well understood and rigorously applied. The secure systems for ensuring all students are safe from any form of abuse, including cyber bullying, leads to students reporting that they feel safe at school and online.
- The effective systems for transport, medical support and safe recruitment are well established and result in a secure environment for all. Buildings and premises are well maintained with problems and repairs being addressed efficiently. Records are thorough and policies and procedures are reviewed regularly.
- Safe and healthy lifestyles are promoted in physical education lessons, through workshops, extra-curricular activities, as well as being linked to the monitoring of healthy lunches by students. This is clearly having a positive influence on students' overall well-being.

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

- The school's ethos of responsibility, resilience and respect underpins the purposeful staff-student relationships. Systems for the management of behaviour are well-developed across the school. Daily monitoring of absentees and late arrivals leads to very good levels of attendance.
- The inclusion team continues to refine, develop and improve systems of identification for students of determination and those with gifts and talents. They receive effective support through a range of interventions. The support and care intervention team provide an effective holistic approach to students' well-being.
- Career guidance for older students is in place but is not always delivered promptly to allay concerns of students of determination and their parents regarding options for the next phase of their education.

For development:

- Ensure that students of determination have appropriate guidance and support with respect to the next phase of their education.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- The school has a clear vision of inclusive education for all students. The inclusion team and senior leaders have created a successful collaborative system which responds effectively to meet the needs of students of determination.
- The school uses a broad range of early assessment processes to ensure increasingly accurate identification of need. Early assessment is undertaken on entry to the FS or at any other stage on entry into the school. Effective assessment informs the intervention programme.
- Parents are welcomed into the school and feel very included in their children's learning. They are consulted frequently, and many are regularly involved in the daily life of the school. Providing future pathways for post-16 students of determination is a key feature of the school's current improvement plan.
- Skilful moderation of the curriculum ensures that students of determination are engaged in meaningful activities in a majority of classes, although this is still an area of development for a few teachers. Consequently, there is still some variability in meeting the needs of all students.
- The quality care and support for students of determination ensures that they develop independence, confidence and self-esteem. This, in turn, enables the majority of students of determination to overcome any barriers to learning and make better than expected progress from their relative starting points.

For development:

- Ensure that all teachers effectively modify the curriculum in order to remove barriers to learning so that students of determination can achieve their potential.

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

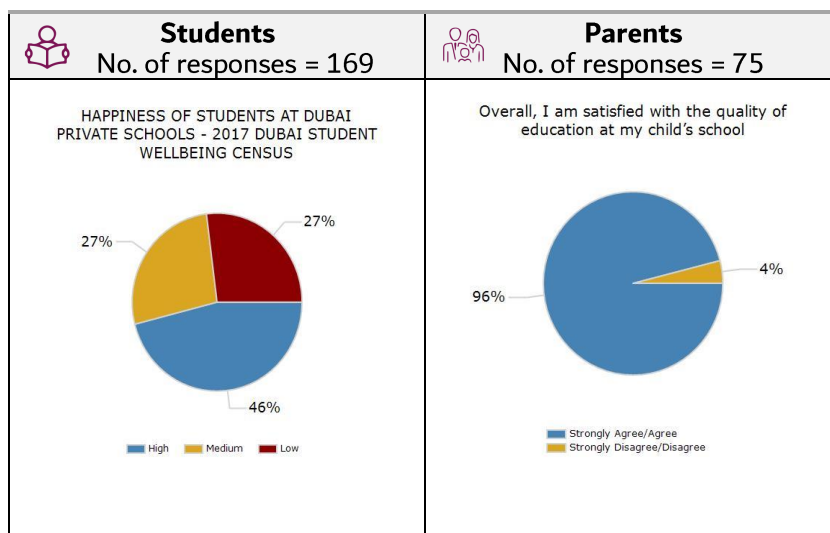
- A bold vision for improvement with the UAE, and student aspirations at its centre, is firmly established by leaders at all levels. Delegated leadership and very effective communication ensure that morale is positive. Leaders are passionate about, and determined to develop innovative solutions for school improvement. This is evident in the schools successful GCSE results. Most leaders demonstrate a secure knowledge of the curriculum, but further training is needed in Arabic as an additional language.
- The analysis of assessment information from a range of sources, both internal and external, are embedded in the school's improvement planning processes. Leaders at all levels regularly and systematically monitor the quality of teaching. However, this monitoring does not always focus sharply enough on student attainment, or in measuring progress accurately against starting points and curriculum standards. As a result, at times, the evaluation of the effectiveness of teaching is too generous.
- The school benefits from its strong partnership with parents, who are involved in numerous ways and contribute to the raising of standards through supporting learning at home. The very effective communication systems ensure that parents are kept up-to-date with all school activities. Reports to parents are regular, but the information provided is variable in quality. Teachers recognise the diverse population of the school and encourage numerous cultural events to develop students' awareness, understanding and tolerance of all communities.
- The school has improved further the representation of stakeholders on the governing board by including student leaders and community representatives with wide-ranging expertise. Through targeted visits to school, governors gather evidence of the school's strengths and weaknesses and make helpful suggestions for further improvement. Although they hold the school firmly to account with respect to statutory requirements and the personal development of students, they are not as robust in doing so with regards to student achievement.
- Effective management of the premises, wide-ranging resources and successful communication, result in almost all aspects of the day-to-day management of the school being efficient. Staff are well qualified and benefit from focused professional development. Although library resources in Arabic for younger students have been enriched, they are not sufficient for those studying Arabic in the secondary phase. The school timetable does not allow for the efficient movement of students, resulting in the loss of learning time for some subjects.

For development:

- Improve the accuracy of the evaluation of the quality of teaching.
- Provide further training for teachers of Arabic as an additional language, to improve their knowledge of curriculum expectations.
- Ensure that the governing board is fully effective in holding leaders to account for student achievement.

The View of parents and senior students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	Most students confirm that they feel safe in school. They respect their teachers and others' differences. The large majority of students believe that the school will help them to gain the skills they need to be successful. A few students indicate that they regularly experience bullying. However, during the inspection students and parents confirmed that any incidents are dealt with well by the school.
 Parents	Almost all parents indicate their satisfaction with the quality of education their children receive. This was also confirmed by parents during the inspection. They are very satisfied with channels of communication, although they find face-to-face communication more effective than formal written reports. Parents are positive about how well the school listens and responds to their views, which they say has improved significantly in the last year.

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