



المعرفة
Knowledge



GEMS WELLINGTON ACADEMY -FZE

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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SCHOOL INFORMATION



	Location	Dubai Silicon Oasis
	Opening year of school	2011
	Website	www.gemswellingtonacademy-dso.com
	Telephone	+971 (0)45159000
	Principal	Sarah O'Regan
	Principal - date appointed	4/1/2021
	Language of instruction	English
	Inspection dates	30 October to 02 November 2023



	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	4126
	Number of Emirati students	183
	Number of students of determination	682
	Largest nationality group of students	Arabic

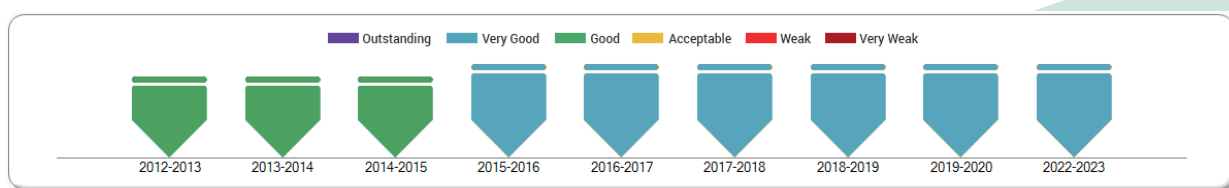


	Number of teachers	333
	Largest nationality group of teachers	British
	Number of teaching assistants	188
	Number of guidance counsellors	6



	curriculum	UK/IB
	External Curriculum Examinations	IGCSE, GCSE, IBDP, and A Level
	Accreditation	BSO

School Journey for GEMS WELLINGTON ACADEMY -FZE



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- The achievement of children in the Foundation Stage (FS) and Primary is outstanding, with excellence in mathematics and science. Achievement in Secondary and Post-16 are mostly very good and improving. Students' are now making stronger levels of achievement in Islamic Education and Arabic. The broad curriculum promotes exceptional achievement across a range of other subjects and notably in the performing arts. Students' learning skills are at least very good across the school.
- The behaviour of students is mostly exemplary. They are self-disciplined and enjoy strong relationships with their teachers and each other. Students' awareness of healthy lifestyles is evident in their active participation in sports and their very good attendance and punctuality to school. They are knowledgeable and appreciative of the UAE's, their own and other global cultures. Students take leadership roles willingly, and actively engage in a variety of charitable activities and projects related to sustainability.

Provision For learners

- Teaching is at least very good across the school with much that is outstanding, particularly in FS and Primary. The school has very strong internal assessment processes aligned with the curriculum standards and students' progress is tracked diligently. External assessments benchmark students' achievement internationally. While teachers' use of assessment data is effective in FS, and much of Primary, it is not entirely consistent across the other phases.
- The school's curriculum is broad, balanced and progressive. Starting with an emphasis on everyday life skills in FS, it develops to the promotion of all-round cross-curricular learning in Primary and offers a breadth of pathways in the upper-phases. Continuous refinement ensures personalisation and caters to individual interests across all phases. The curriculum is enriched with innovation, creativity and cultural understanding.
- Students highly value the effective and sensitive support from the staff, which strengthens their academic and personal growth. The school fosters purposeful relationships that ensure that students feel safe, in regular attendance, are punctual and behave well. Strong systems are in place to identify and support students of determination. Safeguarding measures, including anti-bullying initiatives and security checks, have improved and are now of a very high standard.

Leadership and management

- The principal and her leadership team are expertly supporting the growth in student numbers and upholding very high standards in a large school setting. They prioritise student and staff wellbeing and very effectively self-evaluate and prioritise quality teaching. Parents praise the school's inclusive approach, communication, and high standards. Governance provides both support and accountability. The school emphasises safety, continuous professional development, and maintains a premium environment for learning.

Highlights of the school:

- Students' excellent personal and social development, their wellbeing and appreciation of their own and other cultures
- The breadth and balance of a highly inclusive curriculum, which meets the needs of all groups of students
- The exemplary Foundation Stage and the excellent performance of students across the curriculum, including the performing arts and outdoor learning
- The improving provision and achievement in Islamic Education and Arabic
- Very strong senior leadership and governance who are managing significant growth and ensuring excellent partnerships with parents and the community

Key recommendations:

- Spread best practices evident in the school, including the use of assessment information to personalise learning, to raise the standards of teaching in Secondary and Post-16 to match the other phases.
- Raise the achievement of students of determination with the highest needs in Primary, by improving the rigour and consistency of planning and application of their individual education plans.
- Improving the learning skills of students in Primary and Secondary by consistently offering students more choice in their learning.



OVERALL SCHOOL PERFORMANCE

Very good

01 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 ↑	Good ↑	Good ↑
	Progress	Not applicable	Good	Good ↑	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Good ↑	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Outstanding	Very good	Very good	Outstanding
	Progress	Outstanding	Very good	Outstanding ↑	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding ↑	Very good	Very good
	Progress	Outstanding	Outstanding ↑	Very good	Very good
 Science	Attainment	Outstanding	Outstanding ↑	Very good	Very good
	Progress	Outstanding	Outstanding ↑	Very good	Very good

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

02 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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Good

- With an average score of 586, the school exceeded its set target in the Progress in International Literacy Study (PIRLS) in 2021. With an average score of 574 Emirati students fell short of the set target, but by only 9 points. In benchmark assessments over two years, students improved by one level in each subject, becoming very good in English and mathematics and outstanding in science. Emirati students sustained an acceptable judgment in mathematics and improved in English and science, becoming, good and very good respectively.

C. Leadership: International and Emirati Achievement	Very good
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- Most leaders understand how the subject skills and content align to the proficiency levels of PISA and the international benchmark levels of TIMSS and PIRLS. They implement international assessment action plans that address the gaps identified in the benchmark assessment reports. The plans highlight their next steps. Leaders are aware of the specific learning needs of Emirati students.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Good

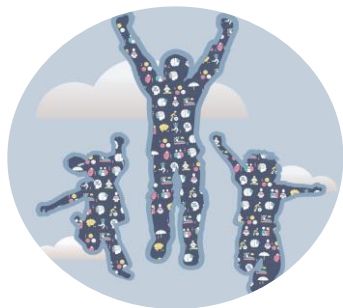
- The school's most recent reading literacy skills assessment reveals that a majority of students' reading literacy scores are above age-related expectations. Scores of a majority of Emirati students are at, or above, age-related expectations. The school plans interventions aimed at improving students' reading skills. Results of the monitoring of implemented interventions suggest that most students in the school, and a large majority of the Emirati students, are making at least expected progress in their reading proficiency. The school fosters a strong reading culture in most curriculum areas.

Overall school standards in the National Agenda Parameter are very good

For Development:

- Ensure that the curriculum adaptations have clear reference to the reports from international benchmark and, English reading assessments.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a very good level

- The school places significant emphasis on an all-inclusive approach to wellbeing. Well-established and accurate systems are implemented to evaluate students' wellbeing at age-appropriate levels. The wellbeing initiative is led by a dynamic team of highly qualified leaders, ensuring effective provision. Detailed action plans have identified the need to adapt further practices to accommodate this year's varied student demographic.
- In this very large school, everyone contributes to the mutual support and care of others. Students, staff, and parents play a positive role in school life. The school boasts exceptional parental partnerships. Parents utilise the training, guidance, and support to influence both academic and social wellbeing at school and at home. Resources for instance, the counsellors, wellbeing leaders, therapists and line managers, play a pivotal role in promoting wellbeing for all.
- A very strong and forward-thinking wellbeing curriculum is seamlessly integrated across all subjects, instilling in students an awareness of the positive influence they can exert upon themselves and each other. A majority of students demonstrate proficiency in managing themselves academically and socially. However, some recently enrolled students are still developing these skills and understanding. School leaders have already identified this as a primary area of focus.

For Development:

- Review the implementation of the wellbeing programme so that it is even more successful in supporting areas with the greatest need.
- Refine the wellbeing development plan so that students clearly understand how to be responsible decision-makers.

UAE social studies and Moral Education

- The teaching of social, moral and cultural studies (SMCS) aligns with the Ministry of Education (MoE) standards. While most lessons capture students' interest, occasional opportunities for real-world integrations are very occasionally missed.
- The well-sequenced SMCS curriculum prioritises student-driven approaches, illustrated when students discuss topics such as, highlighting the UAE culture to visiting dignitaries. Appropriate assessments range from student-led formative evaluations in Primary, to comprehensive summative evaluations further up the school. Students' collaboration and strong research skills highlight their engagement, although technology is not consistently used in a creative manner.

Arabic in Early Years

- Children are taught the basics of Arabic in FS. In this phase they have 50 minutes each week which rises to 150 minutes each week in Year 1. In lessons children are taught to recognise letters and the appropriate sounds. They are tasked with very simple writing, linking words or colouring letters. All the common nursery rhymes are translated for children to learn in parallel with English.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Primary students' achievement is above the curriculum standards. They demonstrate an understanding of both the immediate and the long-term implications of spreading false information. Students in Secondary and at Post-16 have not improved their attainment since the previous inspection.
- In Secondary, students acquire a comprehensive grasp of the Pillars of Islam and in understanding the associated rulings and objectives of each pillar. Post-16 students excel in explaining the importance of Sunnah and distinguishing between the four foundational sources of Islamic legislation.
- Tailored extra-curricular initiatives, such as, morning Holy Qur'anic classes, have been instrumental in enhancing students' memorisation and recitation skills. Nonetheless, in Islamic Education for Arabic speakers, weaknesses in literacy skills impede their spoken and written responses.

For Development:

- Strengthen the literacy skills of Arabic speaking students who are studying Islamic Education.
- Improve the level of students' knowledge and understanding of the life of the Prophet's (PBUH) companions, in the secondary phase.

ARABIC AS A FIRST LANGUAGE

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

- Across all year groups, students exhibit strong listening skills and consistently achieve higher outcomes in reading compared to their writing. The Emirati students, who constitute a significant portion of the group, demonstrate similar levels of achievement.
- There is a general upward trend in students' comprehension abilities. Their written work is starting to improve, and the more advanced students are adept at producing imaginative narrative beginnings. Less confident students struggle with foundational writing techniques. Students' proficiency in speaking is commendable.
- Specialised programmes are enhancing the four language skills and helping to elevate students' performance. Innovative teaching strategies contribute positively to students' progress, although the pace of some lessons is too fast to consolidate students' understanding.

For Development:

- Moderate the pace of lessons and improve formative questioning to ensure that no students are being left behind.

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

- As students improve their language skills and their internal assessments are now in line with the results of external benchmark test results. Differences in achievement are evident across year groups, but newcomers to the school are progressing well, based on their initial skill levels.
- A significant portion of students exhibit enhanced comprehension and improved writing structures. Higher achieving students have robust reading skills. Students frequently demonstrate advanced listening and verbal communication skills, with the most skilled students excelling in discussions.
- The focus on experimental and engaging activities is ensuring that students are actively involved in their learning journeys. Assessment methods align seamlessly with set criteria. Students' notebooks feature self-and-peer evaluations and, detailed feedback from their teachers, which is contributing to their improvement.

For Development:

- Provide students with even greater levels of challenge in oral communication so that all groups can initiate dialogue and discussions using standard Arabic.

ENGLISH

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

- Children in FS make rapid progress in their communication, pre-reading, and writing skills. In both Primary and Secondary, students enhance their understanding and application of writing conventions. Students results on the Diploma Programme (IBDP) are above those of students taking the A-Level course.
- Students throughout the school are very confident communicators who express their learning clearly. Senior students demonstrate precision in their discussions often expressing their points of view which evidence derived from their analyses of texts. There is a gradual improvement in students' reading fluency, comprehension, and skills of inference.
- The introduction of new initiatives for writing, phonics, and reading, along with a strong emphasis on expanding students' vocabulary, is contributing to accelerated progress, especially in Secondary. The achievement of Emirati students is in line with curriculum expectations.

For Development:

- Improve the progress of all groups of students in Primary.
- Improve students' outcomes in reading and writing in Primary and Secondary.
- Improve the attainment of A-Level students.

MATHEMATICS

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

- Primary students obtain exceptional results on the standardised benchmark assessments. Progress is consistent among both boys and girls throughout all phases, with more pronounced advancements in the FS and in Primary.
- In FS, a hands-on approach generates children's interest in mathematics. Primary students excel in working with numbers, especially fractions. Secondary students skilfully use their understanding of fractions in the context of indices laws. In the IBDP, students demonstrate proficiency in differential calculus.
- There are notable improvement in primary students' use of conceptual mathematics strategies. Enhanced critical thinking is evident in FS and Primary. However, few opportunities are seen for deeper research or investigative tasks in lessons.

For Development:

- Improve students' attainment on external curriculum-related assessments in Secondary and Post-16.
- Increase opportunities for students to develop their research and investigation skills during lessons.

SCIENCE

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

- In FS, children quickly gain a foundation in science knowledge and investigations. This momentum continues into Primary, where students improve their understanding of scientific concepts, methodologies, and reasoning. Secondary and Post-16 students consistently perform above expectations, although there is some variability across the different sciences.
- Across all phases, students cultivate a solid foundation in scientific principles, terminology, and understanding. The most skilful demonstration of hands-on scientific skills is evident in Primary. Here, students are given ample opportunities to refine these skills.
- The subject leaders have been particularly effective, especially in Primary, in ensuring students have access to comprehensive scientific method experiences. Progress in this area is now discernible in the secondary phase.

For Development:

- Ensure that the best science practices in Primary are established more consistently in Secondary.
- Provide greater opportunity, particularly in Secondary for more open-ended science inquiry to strengthen students higher order thinking and reasoning skills.

LEARNING SKILLS

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

- Across the school, students are eager to learn and enjoy taking responsibility for their own learning. Children in FS are curious and creative learners who collaborate well, share ideas and develop critical thinking skills. In Post-16, students take on leadership roles, are independent and reflective learners who can evaluate their strengths and weaknesses accurately.
- In all phases, students communicate their learning clearly. They are confident in expressing their own views and respect the views of others. Students regularly make meaningful connections between areas of learning, although this is less widespread in Primary and Secondary.
- Through the school's recent focus on High Performance Learning (HPL), students now have a greater awareness of their own strengths and what they need to do to improve. They do not always have regular opportunities across the curriculum to apply their learning and develop deeper research and problem-solving skills.

For Development:

- Provide more consistent opportunities for students to apply their learning to everyday events and to make more connections between areas of learning.
- Ensure greater opportunities for students to engage in deep, well-conceived independent research.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Almost all students consistently exhibit exemplary behaviour, demonstrating self-discipline and courtesy towards both adults and each other. In FS children are remarkably self-reliant for their ages.
- The quality of students' relationships with their classmates and teachers is outstanding, characterised by mutual respect, empathy, and support, which strengthens the wellbeing of the school's community. The responsiveness of students to constructive feedback is impressive, with a clear emphasis on valuing each student as individuals.
- Students have a highly developed awareness of healthy lifestyles, actively participating in a diverse range of sporting activities. Their choices reflect a commitment to health and contribute to the high rates of school attendance and very good punctuality.

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

- In FS, children integrate their grasp of Islamic and national ideals into everyday situations, exemplifying virtues such as, philanthropy through their engagement with the Emirati Red Crescent. This ethos of community participation extends throughout the school, with students at all levels actively participating in regular communal events.
- Throughout the school students show an outstanding comprehension and respect for the Emirati heritage and the broader tapestry of national values, such as, tolerance and inclusivity.
- The school is committed to broadening the students' horizons, deepening their understanding of Islamic principles and national values, as well as fostering their appreciation for diverse global cultures. This is achieved through an enriched variety of extra-curricular activities.

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

- Students demonstrate an excellent sense of community and responsibility, eagerly taking on leadership roles to support the wider community. They initiate and lead charitable fundraising events and volunteer for activities that benefit the school.
- From FS onwards, students actively display an excellent work ethic. They persevere and dedicate themselves to their schoolwork and proudly represent the UAE in international competitions. When addressing social issues, students' innovation and creativity are evident.
- In their commitment to a sustainable future, students proactively engage in recycling schemes and creatively reuse materials. The school council and eco ambassadors actively monitor and promote the school's dedication to maintaining a greener environment.

For Development:

- More consistently expand meaningful links to Emirati culture and heritage for students in all phases.

03 TEACHING AND ASSESSMENT

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

- Teaching is strongest in FS and Primary because teachers' knowledge of how to support student learning is better developed in those phases. Improvements in teaching in Primary have led to improved student outcomes, particularly in mathematics and science.
- Across the school, lessons are well-planned and teachers' questioning and interactions with students ensure that they are active and eager to learn. Teachers have high expectations of students and use strategies that are very effective in meeting their individual needs.
- The school's recent focus on teaching for greater student engagement, is showing impact. However, especially in Secondary and at Post-16, teachers do not provide enough opportunities for students to take responsibility for their own learning.

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

- Internal assessment processes are coherent and linked well to the curriculum standards. They enable the tracking of student's knowledge, progress, and their personal and social development. Systems for monitoring progress and adapting learning for students of determination with the highest needs in Primary are inconsistent.
- The school conducts external assessments linked to curriculum expectations and participates in a range of tests to benchmark them against international standards. The comprehensive analyses of assessment information enable the school to obtain accurate and very detailed measures of students' progress.
- Alignment between international benchmark and internal assessments has improved. In FS and Primary, teachers use assessment information very effectively during the lessons to meet the learning needs of all groups of students. It is less strong in Secondary and at Post-16.

For Development:

- Improve the consistency of teaching in Secondary and Post-16.
- Strengthen the monitoring of progress of students of determination with higher needs in Primary and ensure that learning activities are appropriately adapted for them.
- Ensure teachers in Secondary and Post-16 use assessment data more effectively in lessons.

04 CURRICULUM

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

- The curriculum demonstrates a very clear rationale and structured progression throughout the phases. The curriculum in FS prioritises children's interests and everyday skills. In Primary, it fosters all-round development through cross-curricular learning. In the upper phases, the curriculum offers a range of diverse and engaging learning pathways.
- The school constantly reviews and improves the curriculum to include as much personalisation as possible so that children and students have multiple opportunities to follow personal interests and engage in self-development.
- Leaders are careful to ensure that integrated aspects of the curriculum in Primary enable the statutory requirements of primary subjects to be covered. This has impacted positively, supporting improved rates of progress in some core subjects.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Most teachers are highly successful in ensuring that the curriculum is modified to support the needs of different groups of students. However, in Primary, the implementation of these adaptations sometimes lacks rigour for those students with the highest additional needs.
- The curriculum is regularly adapted. It offers a large range of opportunities across all phases. Innovation, creativity, and enterprise are well supported through engaging enrichment, extra-curricular opportunities and stimulating outdoor learning provision.
- Across all phases, students are provided with appropriate opportunities to develop a secure understanding of UAE culture, values, and society, through events and celebrations. However, such opportunities are not always evident in some subjects.

For Development:

- Ensure that links to UAE culture and heritage are implemented in the curriculum more consistently across all subjects and phases
- Ensure all teachers in Primary apply the curriculum adaptations fully to meet the needs of all students of determination.

05 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 provides excellent health and safety and safeguarding arrangements. Staff members undergo regular training in child protection. In a school with high rates of student growth, students report feeling safe and confident to approach adults with any concerns.
- Staff conduct regular maintenance and safety checks to ensure that the school premises remain safe and accessible. Medical records, medicines, and chemicals are stored securely. Students in school and on school transport, along with strict security measures, minimises the risk of any unauthorised access.
- The school promotes healthy living through a well-structured 'Grow Well' initiative. Students actively participate in sports and competitive physical activities, both in and out of school.

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

- All students value the highly effective support from experts who help them. Secondary students talk confidently about how the staff sensitively support them in helping them to improve their academic progress and personal development.
- Purposeful relationships throughout school are promoted through a range of strategies by staff at all levels. Students appreciate the strengthened focus on attendance and behaviour and know the consequences of not conforming to the school's expectations.
- Exceptionally strong systems identify students of determination. The carefully planned curriculum supports students to make the best personal progress and those with the highest needs have excellent support for their social and emotional wellbeing.

For Development:

- Refine the education plans for students with the highest needs especially in Primary to ensure that teachers know how best to support students' progress.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- All staff employ highly inclusive practices, ensuring a warm welcome for all children. Diversity is not only celebrated but a cornerstone of the school's ethos. Policy documents and established principles create a comprehensive framework that supports every student. Improvement plans generally outline the next steps in relevant areas.
- The school excels in identifying students' specific needs through a careful selection of assessment tools. These assessments guide well-placed interventions, offering substantial support to most students requiring additional help.
- Almost all parents express high satisfaction with the care and support provided by the school. A range of information and resources contribute to the improved management of their children's needs both at home and in school. The individualised learning pathways are especially appreciated by parents.
- The curriculum has been significantly enhanced and students of determination are now prepared effectively for their next stages in learning. While high-quality differentiation is visible in the strongest lessons, it lacks consistency across Primary.

Nearly all students of determination achieve outstanding social and emotional development outcomes. This is yet to be achieved fully in Primary.

For Development:

- Improve the levels of detail in student's individual education plans (IEPs) so that they cover academic outcomes as well as social and emotional areas.
- Inform all staff, but especially teachers in Primary, of the small learning steps that will make the most impact on the progress of students with the most significant needs

06 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 principal and other leaders demonstrate excellent strategic and operational leadership. They are navigating significant student growth challenges while upholding very high standards across most areas. Despite the school's size, leaders foster a genuine sense of community, prioritising the personal and social development, and wellbeing of all. While inclusion leadership is very strong, the monitoring of classroom support in Primary occasionally lacks rigour for students of determination with more complex needs.
- The school's leaders possess a clear understanding of its strengths and areas for improvement through highly effective self-evaluation. Comprehensive and well-informed action plans are, carefully monitored for impact, and thoroughly documented. School leaders employ robust methods to assess the quality of teaching and learning. They interlink performance management with individual professional development needs. Significant progress has been made in addressing all of the recommendations from the previous inspection.
- Parents are appreciative of the school's caring and inclusive mission and the availability of leaders and staff. They welcome breadth of the curriculum and the standards achieved by students. They commend the seamless transition of their children from other schools and most acknowledge their children's happiness, personal, and social growth. Communication between this large school and students' families is exemplary.
- The school's governance, encompassing both the corporate body and the local advisory board (LAB), ensures full representation from all stakeholders. This structure offers a harmonious mix of excellent support and critical challenge. Board members have significantly invested in improving levels of teaching staff facilities. Several board members, some of whom are experienced educators, are often on-site. The governors are well-versed in the school's strengths and are acutely aware of areas that necessitate further priority. They hold all leaders to account.

The school operates very efficiently and highly effectively on a day-to-day basis. An exemplary approach to recruitment is in place and all staff benefit from excellent ongoing professional training. Specialist areas are well provisioned and resourced, with students playing a pivotal role in making suggestions for further improvements. The school's environment is very well-maintained and thoughtfully designed, fostering an ideal atmosphere for learning.

For Development:

- Spread best practice in inclusion leadership to ensure that inconsistent classroom support for some higher needs students of determination in Primary is swiftly identified and addressed.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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