

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

Inspection Report 2018-2019

**GEMS Winchester
School**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
UK



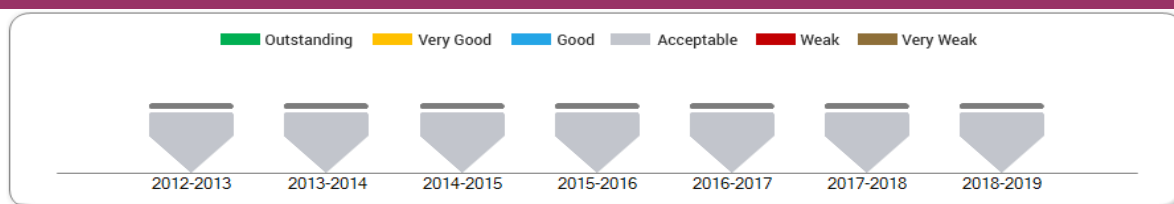
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School Information

General Information	Location	Oud Metha
	Opening year of School	2011
	Website	www.gemswinchesterschool-dubai.com
	Telephone	04 3374112
	Principal	Matthew James Lecuyer
	Principal - Date appointed	9/1/2017
	Language of Instruction	English
	Inspection Dates:	11 to 14 February 2019
Students	Gender of students	Boys and girls
	Age range	4-16
	Grades or year groups	FS to Year 11
	Number of students on roll	3869
	Number of Emirati students	54
	Number of students of determination	70
Teachers	Largest nationality group of students	Indian
	Number of teachers	220
	Largest nationality group of teachers	Indian
	Number of teaching assistants	34
	Teacher-student ratio	1:18
	Number of guidance counsellors	1
Curriculum	Teacher turnover	14%
	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE
	Accreditation	n/a
	National Agenda Benchmark Tests	GL, CAT4

School Journey for GEMS Winchester School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- In mathematics and science, attainment and progress remain acceptable in all phases. In both the Foundation Stage and secondary phase, attainment and progress in English are good. While attainment in Islamic education remains acceptable, students make good progress in the secondary phase. Secondary students' attainment in Arabic as a first and additional language is weak and progress acceptable. These findings are supported by data analysis. Primary students' attainment and progress in Arabic is still acceptable. Only a minority, overall, speak Arabic confidently.
- Students across the school have positive and responsible attitudes and are generally self-reliant. Consequently, the school environment is safe and orderly. Students, especially in primary lessons, demonstrate a clear understanding of Islamic values and how these influence their lives. The school's increasing focus on developing student leaders, especially in the secondary phase, is helping to improve the school.

Provision for learners

- The quality of teaching is improving, especially when teachers use assessment and set tasks which challenge all students. Teachers often lack confidence or key pedagogical skills in interacting with students. Leaders' focus on improving students' learning skills is having a positive impact, particularly in Islamic education and English. The increasing use of modern technology to support teaching and learning is a welcome development.
- The curriculum has a clear rationale and is compliant with statutory requirements. Improvements have been made to curriculum design in the Foundation Stage. However, implementation is still variable. The enrichment programme has yet to consistently extend options for students to diversify their learning. Teachers' abilities to improve and modify lessons to meet the needs of all students are improving speedily in the Foundation Stage.
- The school has rigorous procedures for the safeguarding of students and provides child protection training for all staff. The high-quality maintenance of premises, including the cleanliness of all areas, is commendable. Systems promoting effective attendance and punctuality are well developed. The accurate identification and support for students of determination requires greater focus in order to provide more targeted interventions.

Leadership and management

- The principal is dedicated and has a realistic view of key priorities, including improvement of attainment and progress. Parents receive comprehensive information about their children's achievements. Governors support the school with staffing and accommodation issues but are not holding the school to account for improvement of student outcomes. Day-to-day management is well organised. Facilities and resources are adequate but the small classrooms limit opportunities for better teaching and learning.

What the school does best:

- Students' improved progress in English in Foundation Stage and in English and Islamic education in the secondary phase, in addition to improved learning skills among secondary students
- The adaption of the curriculum in Foundation Stage that now better meets the needs of all groups of children.
- The good personal and social development of the students, particularly the clear understanding of Islamic values and strong awareness of Emirati and world cultures at the primary phase
- The safe, secure environment and rigorous procedures for the safeguarding of students including child protection across all the phases

Key Recommendations:

- Improve attainment and progress in all subjects, especially in Arabic by:
 - assessing accurately the individual needs of all students
 - ensuring that teachers raise their expectations and challenge for students of all abilities
 - implementing teaching strategies that meet the needs of all groups, across all phases.
- Improve the quality of learning and teaching by:
 - providing targeted professional development to support and implement better pedagogical practices and improved action planning in all phases
 - sustaining the current emphasis on promoting students' critical thinking skills
 - ensuring that more able students are challenged in lessons
 - setting open-ended tasks that involve students in independent research, enquiry and innovation.
- Develop all teachers' understanding of the effective use of assessment data so that their planning of lessons is based securely on the learning needs of all groups of students.
- Strengthen the impact of governance on the school's overall performance by:
 - ensuring improvements in the quality of students' learning outcomes
 - improving the accommodation issues that currently limit students' learning experiences
 - ensuring the school develops its inclusion policy further, in line with 'Dubai Inclusive Education Policy' so that appropriate processes are put in place for the identification and support of students of determination.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Good ↑
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable ↓
		Foundation Stage	Primary	Secondary
Learning skills		Acceptable	Acceptable	Good ↑

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Good	Good
Curriculum adaptation	Good ↑	Acceptable	Acceptable

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

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

6. Leadership and management

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

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

School's Progression in International Assessments

meets expectations

- The outcomes of the National Agenda benchmark assessments for all three subjects in 2018 continued to be weak for most year groups, and showed no improvement on the 2017 results. When comparing N.A.P. outcomes against CAT4 measured potential, on average most students attain in excess of what is expected in English, mathematics and science.

Impact of Leadership

is approaching expectations

- Leaders' commitment to the UAE National Agenda is demonstrated in their action plans. External attainment data are used as a benchmark for the school's internal assessments. The curriculum is being aligned with the requirements of the TIMSS, PIRLS and GL tests. Assessment information is not used consistently to influence teaching.

Impact of Learning

is approaching expectations

- Students' critical thinking, enquiry and research skills are stronger in the secondary phase. Leaders are acting to promote these skills more effectively across the phases. Most students can gather relevant data and describe their findings. Students' use of digital devices is a common feature of learning activities.

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

For Development:

- Raise attainment in English, mathematics and science so that the outcomes of the National Agenda benchmark assessments for all year groups are higher in 2019 than they have been in the last two years.
- Ensure that assessment information is used consistently to influence teaching.
- Sustain the action being taken to ensure that students' problem-solving, critical thinking, enquiry and research skills are promoted and developed effectively in all subjects.

Reading Across the Curriculum

- Reading in English is improving, and is reflected in focussed reading skills in daily lesson planning. The reading in Arabic is less secure and online platforms are rarely used with any success.
- Older students are able to search, analyse and summarise texts in English. In Arabic, re-drafting of written work is insecure and lacks consistency.
- The library has little impact on reading habits or development of literacy skills. The library facility and range of materials are not sufficient for such a large school.
- The school's leadership is committed to reading across the curriculum. However, few programmes are in place to promote reading across the curriculum either consistently or strategically.

For Development:

- Appoint a leader in literacy to put in place and oversee the impact of a whole school reading policy in Arabic and English.
- Provide a meaningful and supportive, well-resourced library service, in suitable accommodation where children, parents and staff can visit and enjoy this life-long skill.
- Promote a greater culture of reading for enjoyment in both languages, across all phases

UAE Social Studies

- The social studies curriculum is well planned. The range of activities and units of work promote interest and enjoyment. Activities are matched to the ages of all students. The international community of the school makes good progress in gaining knowledge and skills.
- Teachers engage students in their lessons. Lessons are planned that are interesting and offer some challenge to students to think creatively, drawing from their own knowledge of the topics.
- Students learn independently, complete research and apply their knowledge across subjects. They have opportunities to develop personal and social skills, and acquire tolerance through understanding others.
- Students' assessment by use of rubrics designed for self, peer, and teacher assessment is an emerging practice.

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

Innovation

- Occasionally, students show creative flair but their innovation skills are not well-established. Students routinely use tablets to enhance their learning. They search for information and confidently use QR codes to access information.
- A few students successfully take part in innovative projects and competitions. The school encourages students to make a beneficial contribution to their community through opportunities for leadership and initiative.
- Teachers' skills in promoting students' critical thinking and independence are variable. Some confidently and routinely promote such learning skills but, in some lessons, the teacher's voice is too dominant.
- Students' participation is mostly based on their own initiative and recently resulted in winning an award for an aviation competition.
- The innovation provision in the school is fragmented and not yet supported throughout the school.

The school's promotion of a culture of innovation is emerging

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In both phases, most students attain levels in line with curriculum expectations. Data analysis supports acceptable attainment in those phases. In the secondary phase, non-Arab students are making consistent progress in lessons and in their recent written work.
- Most students reach age-related expectations in Holy Qur'an recitation, and in comprehending the main ideas of simple Hadeeth. Students in Year 7 fully comprehend the meaning of coexistence in Islam. However, they are less successful in supporting their ideas with appropriate evidence from the Holy Qur'an and Hadeeth. By Year 10, students have a deeper understanding of chastity and the values of Islam.
- In secondary lessons, effective teachers give students time to reflect critically on Islamic values through valuable group discussions. Students' knowledge about Seerah and major events in Islam is steadily improving.

For Development:

- Ensure that all teachers have high expectations of students and prepare lessons that challenge them to demonstrate their full potential.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable

- Most primary students understand opinions from age-appropriate spoken passages. Most put new vocabulary in simple sentences from their own thinking. A majority of secondary students read with understanding. They speak with confidence, use accurate grammar, and produce age appropriate written texts.
- Most students in the primary phase analyse the elements of a short story. Secondary students show progress when independently planning and discussing ideas to produce and summarise different types of texts. However, only a minority speak standard Arabic confidently and produce cohesive ideas in their written work.
- Teachers are developing processes to support next steps in marking. The availability of an on-line Arabic reading platform for students is yet to have a positive impact on outcomes. Only a minority of students redraft their work following on from teachers' comments or regularly access the online reading resource.

For Development:

- Ensure teachers assess rigorously and plan lessons and learning objectives to bridge the gaps in students' weaker linguistic skills, particularly in the secondary phase.
- Ensure, through effective tracking, that students read a wide range of literary texts, both available online and in the library, to develop skills in re-drafting, reading comprehension, speaking and personal writing.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable

- Most primary students understand simple instructions, read out familiar words, and write simple sentences. A majority of the students in the secondary phase, particularly girls, answer predicted questions and speak confidently with few errors in pronunciation. Their reading comprehension and independent writing skills are insecure.
- Students in the secondary phase create a limited number of simple sentences using prompts. Primary students' handwriting in cursive Arabic is clear but contains some errors. In the secondary phase, writing longer sentences using accurate punctuations is underdeveloped because of limited vocabulary and insecure grammar.
- Using language and topics close to students' interest and daily routines helps students to become more motivated in studying Arabic. However, students do not consistently develop the use of language and rarely apply their linguistic skills outside of Arabic classes.

For Development:

- Ensure that teachers raise their expectations and use accurate assessment information to plan lessons that meet the needs of different ability groups.
- Review the standards so lesson objectives take into account students' total number of years of study of Arabic as an additional language, particularly in the secondary phase.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good ↑	Acceptable	Good ↑

- In Foundation Stage and secondary phases, progress is improving because of better teaching. Reading skills are stronger in the secondary phase. Girls' achievement, particularly in the secondary phase, is better than that of boys.
- Students' verbal skills are especially strong and students' capacities for public speaking is improving. Text editing and literature analysis are enhancing students' writing skills and their love for the English language, especially in the secondary phase.
- Improved planning, refined marking of students' work and progress tracking in lessons have impacted positively on students' achievements. More opportunities for children to apply their phonics knowledge and skills in the Foundation Stage have accelerated their progress. Teachers' questioning skills and the use of differentiated teaching remain inconsistent.

For Development:

- Extend further the good teaching practices already happening in the school, particularly in the secondary phase, and ensure that students are offered more opportunities for critical reflection.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Children's abilities to count and their understanding of number values develop steadily in Foundation Stage. Through primary and secondary phases, progress only continues as expected because students are not challenged sufficiently by learning activities. Students' external tests results are generally low and show no improvement.
- Most children in Foundation Stage know the names of simple two-dimensional shapes. Most primary students can calculate using large numbers and successfully learn about fractions and decimals. Secondary students' skills of analysis and interpretation are underdeveloped.
- Most students in all years can solve simple mathematical problems they encounter in their lessons. They can read the problem, extract the data and complete the calculations. Primary students do not think critically about their work because the activities to promote this are of low expectation.

For Development:

- Accelerate students' progress in all three phases by designing learning activities that challenge them more effectively in every lesson.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable ↓

- Attainment and progress are acceptable in all phases, partly because of inconsistent expectations and challenge. Children in Foundation Stage have limited opportunities to develop science skills. Investigation and working scientifically improve in primary.
- In primary and Key Stage 3, students do not benefit from opportunities to plan their own investigations and to relate scientific skills to real life experiences. Better opportunities are provided for Key Stage 4 students.
- Improvements in the use of levelled success criteria are beginning to encourage students to work at, and above, curriculum expectations. These have not yet had time to impact positively on external results, but are beginning to improve progress in lessons.

For Development:

- Raise expectations and the levels challenge for all students through improved teaching and planning.
- Continue the focus on working scientifically but improve consistency and expectations for students to plan their own investigations.
- Improve the opportunities for children in the Foundation Stage to develop their scientific skills.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Good ↑

- Children in the Foundation Stage and primary phase learn happily alongside one another. They are gaining confidence through working together in small groups but are typically over reliant of the direction by adults. Key Stage 4 students increasingly take responsibility for their own learning.
- Students have positive attitudes and typically enjoy learning. They use modern technology to support their learning and sometimes think critically to good effect. These skills are more evident in the secondary phase, particularly in Islamic education and English.
- Students are more adept at reflecting on their learning and identifying the next steps towards improvement. Primary students are gaining confidence in pursuing their own ideas but this is not consistent across the phase. Critical thinking skills in Years 10 and 11 are generally well established.

For Development:

- Provide more opportunities for students to find things out for themselves.
- Set open-ended tasks that involve students in practising, consolidating and extending their critical thinking skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good

- Students across the school have positive and responsible attitudes. They are self-reliant, respond well to supervision and generally follow school rules. Students' behaviour between lessons and along some narrow corridors is not always orderly.
- Students enjoy friendly and respectful relationships with staff. They have positive attitudes toward healthy eating and maintaining active lifestyles. During breaks, before and after school, the playgrounds are full of students participating in a wide range of sports.
- Attendance is very good. Almost all students are punctual to school and for lessons throughout the day.

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

- Primary students, especially, demonstrate a clear understanding of Islamic values. They demonstrate a secure awareness of Islamic features in Dubai and the UAE, and the influence these have on their lives. A minority of secondary students initiate and lead Islamic and cultural activities.
- Emirati heritage and culture are deeply appreciated and celebrated by students. Students in the primary phase engage well in activities that reflect their understanding of the Year of Zayed and the Year of Tolerance.
- Students have a clear understanding and appreciation of the wide variety of cultures within the school community. This is demonstrated within the curriculum, corridor and classroom displays and during cultural activities.

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

- Students in all phases make a positive contribution to the school community and have a good work ethic. They have an awareness and appreciation of others and participate in charity projects. Students of all ages show consideration and tolerance towards one another although the students' survey suggests this is not consistent throughout the school.
- Leaders of the sustainability and environment groups raise awareness and involve the whole school by making videos and animations. They encourage recycling, reduced paper use, and activities out of school such as beach clean ups and links with external companies.
- The school's increasing focus on developing student leaders, especially in Secondary, has begun to influence the direction of improvement within the school. These include innovative roles such as teaching and learning ambassadors, and literacy and numeracy leaders.

For Development:

- Encourage students to demonstrate more self-discipline, particularly in the narrow corridors.
- Ensure a greater proportion of secondary students initiate and lead Islamic and cultural activities.
- Provide more opportunities for innovation, enterprise, entrepreneurship and initiative, particularly in the primary phase.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- In the best lessons, teachers set tasks that challenge students of all abilities. Where teaching is weaker, there are too few opportunities for students to find out things for themselves, and the more able students repeat previous work before moving on.
- Foundation Stage teachers know how young children learn through play and practical experiences but they often lack confidence in interacting with them to deepen understanding. In the other phases, the level of challenge does not consistently match students' various abilities and needs.
- The focus of leaders on improving students' learning skills is having a positive impact. Lesson plans consistently include opportunities for students to work independently and reflect on their own and their classmates' learning. However, teachers' pedagogical skills and confidence in implementing such strategies are inconsistent across the school.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Assessment processes are linked to the school's curriculum, but not applied consistently in all subjects. Developments in the standardisation and analysis of regular internal assessments of students' attainment and progress now provide reliable and accurate information for the senior leaders.
- External assessment data are analysed sufficiently to identify the strengths and weaknesses of most groups of students. Data are interpreted accurately enough to be an effective benchmark for the school's own assessments of students' attainment.
- Assessment information is not used consistently by teachers to plan lessons. The use of rubrics in secondary English is improving outcomes for students. A few teachers routinely assess students' progress during lessons and adapt the learning activities to ensure that all receive suitable challenges or support.

For Development:

- To improve outcomes overall, ensure that the school's assessment processes are applied consistently in all subjects and well understood by all teachers.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Good	Good

- The curriculum has a clear rationale based on the content of the school's stated curriculum and follows its requirements. It is balanced and its design is robust in all phases.
- Content and activities have an appropriate focus on the development of both knowledge and skills. Planning across all phases is structured and students in the secondary phase have a wide range of options. In Foundation Stage and primary phases, learners have more opportunities to read.
- Improvements have been made in the curriculum design in the Foundation Stage. However, its implementation is variable. The enrichment programme for students to extend options and diversify their learning is inconsistent in its delivery.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good ↑	Acceptable	Acceptable

- Teachers' abilities to improve and modify lessons to meet the needs of all students have improved in the Foundation Stage.
- Students engage in enrichment and innovative activities across the school. These sometimes involve problem-solving and entrepreneurial projects. Additional activities take place in the extended community. The improvement in technology is helping students to learn effectively.
- Aspects of Emirati culture and UAE society values are well embedded into the curriculum across the phases.
- Arabic is taught through two forty-minute lesson per week in the Foundation Stage.

For Development:

- Strengthen the quality of implementation of the curriculum in the Foundation Stage and improve the delivery of the enrichment programme across all phases.

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 has rigorous procedures for the safeguarding of students including child protection training for teachers in all phases.
- The high-quality levels of maintenance, procedures and guiding policies are regularly updated and reviewed. The school has a well-presented anti-bullying policy and a child safety policy supported by regular safety checks. School transport arrangements are efficient and secure.
- The school reviews all processes and procedures for pedestrian safety during morning drop off and afternoon pick up by parents and buses. The principal takes personal responsibility for traffic management each morning and afternoon outside of the school.

	Foundation Stage	Primary	Secondary
Care and support	Acceptable	Acceptable ↓	Acceptable ↓

- Leadership promotes a caring and supportive ethos. The processes to manage poor behaviour are improving and a new rewards and sanctions system is beginning to impact positively across all phases.
- The school has introduced rigorous procedures promoting effective attendance and punctuality. Assemblies are used to develop good practice. The school is prioritising the development and implementation of a more accurate and comprehensive system to identify all students of determination.
- Since the appointment of a new inclusion team, additional support classrooms have been added and parents welcome to discuss the specific needs of their children, both in a formal and informal setting. Further training and professional development are planned to enable the full school community to support the social, emotional and academic needs of all children of determination.

For Development:

- Ensure that innovative ways are further implemented to reduce overcrowding.
- Improve systems of identification for all students of determination to reflect more accurately the school population, and thus enable more targeted interventions to support and sustain progress over time.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Acceptable

- Leadership, governance and staff are committed to inclusive provision. An inclusive education improvement plan and individual education planning for students are being developed.
- The identification of students of determination, and those with gifts and talents, is under review and a new register is being compiled. The low numbers on the current register do not reflect the school cohort. Students with a dyslexic profile, for example, are under-represented.
- Parents are pleased with recent improvements in the school. They enjoy the newly established coffee mornings, the student of determination sports day and the improved communication processes.
- There is insufficient expertise within the teaching staff to adapt and modify the curriculum effectively.
- Whilst the data, observations and individual targets are used to assess progress, there is still inconsistency in monitoring the outcomes. Progress data is not secure, because it is not based on accurate identification and targeted interventions for all students of determination.

For Development:

- Ensure accurate identification procedures are in place for students of determination, including those who may have gifts and talents, and provide meaningful and targeted support for their additional needs.
- Ensure members of staff are trained and assisted in adapting their lessons to enhance the inclusion experience and consequently improve the progress of all students of determination.

6. Leadership and management

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

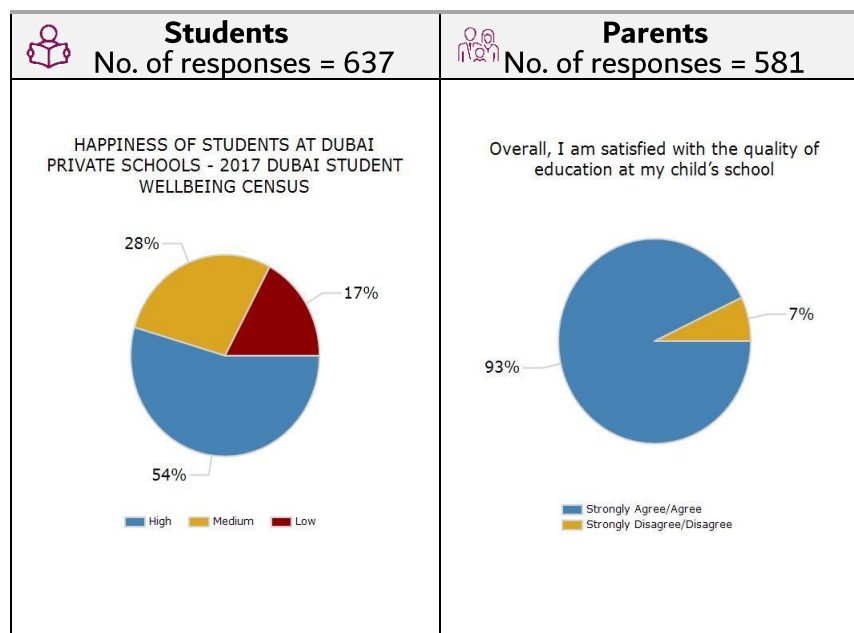
- Although the principal is dedicated to improving outcomes for all students, this is not happening rapidly enough across the phases. There is some good progress in English and Islamic education, and the newly appointed middle leaders are encouraged to share their expertise. However, progress and attainment in other key subjects remain acceptable at best. The school's reading policy is inadequate, and reading across the curriculum is not well promoted.
- The school's self-evaluation document is well written. Data are presented clearly. The system for monitoring teaching and learning, providing feedback, sharing strengths and arranging CPD is designed well. Consequently, the school has a realistic view of its key priorities and the leaders are aware of the challenges and areas for development, particularly in relation to raising attainment. The improvement plan is aspirational in parts and needs refinement for longer term planning. The targets are not always stated clearly or measurable.
- Parents value the fact that teachers and leaders know their children well. They appreciate the open-door policy of leaders and teachers, and the comprehensive information provided about their children's achievements and personal development.
- There are processes to ensure governance takes into account the views of all stakeholders. Parents on the local advisory group meet with governors on a monthly basis. Governors are committed to working closely with the principal, supporting school improvement, developing the expertise of staff and addressing accommodation issues. Nevertheless, they are not holding the school to account sufficiently for the quality of students' learning outcomes nor the improvement in provision for students of determination.
- Most aspects of the day-to-day management of the school are well organised. Staffing numbers are increasing and attrition rates have fallen significantly. Specialist facilities and arrangements have been put in place for those with physical challenges. Classrooms that are too small for the numbers of students in them and the provision of focussed professional development for staff continue to be challenges that the school faces.

For Development:

- Improve the school's overall performance through better teaching and learning and thus enable sustained progress for all students.
- Put in place rigorous, targeted, school action planning and professional development that will focus clearly on improving students' outcomes.
- Improve the accommodation issues that currently limit students' learning experiences.
- Ensure that appropriate processes are put in place for the identification and support of all students of determination.

The View of parents and senior students

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



 Students	Overall, responses to the survey were slightly less positive than the Dubai average. Measures of school climate, regarding people treating one another with respect, were much lower than the Dubai average. Boys' sports participation was higher but, generally, little difference was evident between the responses of boys and girls. The exception was a low sense of peer belonging in Year 10 girls compared to boys.
 Parents	Most parents who responded to the survey are satisfied with the quality of education provided by the school. They feel that staff listen and take account of their views, and appreciate the teachers' genuine care for their children. A few were concerned about the quality of after-school activities every Tuesday. The inspection team found that primary students especially, were not given choice to meet their interests in these activities.

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