"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM
GOOD
DUBAI
Knowledge المعرفة
INSPECTION REPORT
2017-2018
The Westminster School
Celebrating 10 years of inspections
THE WESTMINSTER SCHOOL
UK CURRICULUM

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School information

General information

Location	Al Qusais
Type of school	Private
Opening year of school	1988
Website	www.gemsws-ghusais.com
Telephone	04-2988333
Address	Al Qusais, PO 27016Dubai, U A E
Principal	Kingston Gilbert Xavier
Principal - Date appointed	9/1/2013
Language of instruction	English
Inspection dates	15 to 18 January 2018

Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	FS2-Year 13
Number of students on roll	5064
Number of children in pre-kindergarten	0
Number of Emirati students	176
Number of students with SEND	244
Largest nationality group of students	Pakistani

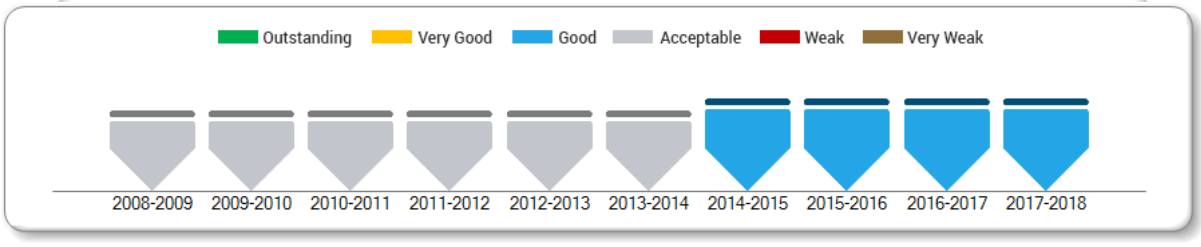
Teachers / Support staff

Number of teachers	283
Largest nationality group of teachers	INDIAN
Number of teaching assistants	20
Teacher-student ratio	1:18
Number of guidance counsellors	3
Teacher turnover	0%

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	iGCSE, AS, AL
Accreditation	None
National Agenda benchmark tests	GL

School Journey for The Westminster School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

The Westminster School was inspected by DSIB from 15 to 18 January 2018. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leadership and management of the school remain strong. Governance is improved strengthened by the work of the local advisory board. This group, who both support and provide challenge for the school, offers greater capacity for the school to improve. Whilst too many classrooms remain of a size which limits the quality of teaching for some teachers, leaders have put in place a phased plan to improve this situation and the impact of this is beginning to be evident.

Students' achievement

Standards are improving in Arabic as an additional language where achievement is now acceptable across both phases. Progress in Arabic as a first language is now good. Attainment levels have declined in post-16 English and secondary science and progress in post-16 science have also fallen. However, in all cases, except for Arabic as an additional language, achievement is never below a good standard. Progress in English, across all phases is very good and both attainment and progress in post-16 mathematics is outstanding.

Students' personal and social development, and their innovation skills

Almost all students conduct themselves as true ambassadors for the school. Except for a small minority of mostly boys, students demonstrate excellent behaviour and attitudes. Many students are involved in a range of in-school as well as community outreach initiatives. Innovation skills, including creative use of technology are a strength of the school and developing well.

Teaching and assessment

Teaching and assessment are generally strong, with teaching being very good in post-16. The implementation of assessment strategies to inform the personalisation of teaching and learning is not consistent enough. Teachers generally know their students well.

Curriculum

Curriculum implementation is effective across all phases and although the range of courses taken up by students in post-16 is limited, it meets the needs of the relatively small cohort. Curriculum adaptations are strong across the school and these include a successful and broad range of extra-curricular provision.

The protection, care, guidance and support of students

The protection, care and support of students remains a strong feature of the school. Students are safeguarded and plans to improve security further are in place. As a consequence of mostly effective systems, punctuality and attendance are at a very good level in the primary and secondary phases.

What the school does best

- The governors, local advisory board and school leaders increased capacity to deliver on what is a clear vision for high-quality education that prepares young people for a successful future.
- The outstanding attitudes, creativity and innovation skills of almost all students and their excellent understanding and appreciation of Islamic values and of both their own and Emirati heritage.
- Very good arrangements for the care, support and guidance of students and the provision in place to ensure their safety and safeguarding.

Key recommendations

- Governors and school leaders at all levels should align their self-evaluation more effectively with the standards in the inspection framework, to ensure a reliable and realistic review of current provision, outcomes and priorities for school improvement.
- Leaders should adopt more rigorous monitoring processes to ensure that all teachers, in their planning, consistently:
  - make effective use of all assessment data to personalise provision, to meet the needs of individual students
  - address the identified specific learning needs of children with SEND and those who are gifted or talented

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language	Attainment	Not applicable	Good	Good ↑	Good
	Progress	Not applicable	Very good	Good	Good
Arabic as an additional language	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
English	Attainment	Good	Good	Very good	Good ↓
	Progress	Very good	Very good	Very good	Very good
Mathematics	Attainment	Good	Good	Good	Outstanding ↑
	Progress	Good	Good	Good	Outstanding
Science	Attainment	Good	Good	Good ↓	Very good
	Progress	Good	Good	Very good	Very good ↓

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	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	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Good ↑
Management, staffing, facilities and resources	Good ↑

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Attainment in mathematics and science meets expectations but in English it is below expectations when measured against the National Agenda Parameter.
- The leadership team show a strong commitment to the National Agenda and their plan identifies clear strategies to help them reach their targets.
- All the data from the benchmark tests are analysed in some depth to provide the school with a greater understanding of students' strengths and weaknesses.
- The school's analysis of all the data is informing the modifications to the curriculum which place a greater emphasis on the development and application of skills.
- Teachers adjust their strategies in the classroom to enable students to apply their learning skills in the real world.
- Most students understand the N.A.P. reports and this is beginning to have a positive impact on their learning. The use of resources to develop enquiry skills is increasing.

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

Emirati Students

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

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

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

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

- The school is committed to ensuring that all Emirati students have high aspirations and achieve their potential. Senior leaders are aware of students' achievements, through the school's effective procedures for assessment data analysis. The school provides effective intervention programmes for identified students to improve their reading and comprehension skills. However, these are not implemented consistently in all lessons.
- Emirati students have positive and responsible attitudes, are keen to learn and take increasing responsibility for their own learning. They persevere with tasks and show resilience when the work is challenging. In the secondary phase, students are aware of their strengths and weaknesses and value the additional help they receive in tutorial groups.
- Teachers do not always modify curriculum materials well enough to enable Emirati students to understand a wide range of key vocabulary and access more challenging texts. Whilst teachers and students are aware of the CAT4 profiles, not enough use is made of this information and other assessment data to plan the next steps and set targets for students. Students benefit from guided reading in primary and language intervention programmes in secondary.

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

Moral Education

- The school has integrated the moral education programme across the curriculum and has mapped the learning outcomes into other subject areas.
- Teachers of all subjects develop strategies to link moral education topics to learning themes in their lessons by encouraging students to think creatively.
- Students show an interest in the concepts presented in moral education and can apply them to their own experiences, exploring these during class discussion.
- Assessment of moral education is still being developed to take account of how students themselves feel, think, and act.

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

Social Studies

- The school has effectively integrated the UAE social studies outcomes across the humanities curriculum and has created links to other subjects through STEAM projects.
- Most teachers are secure in their subject knowledge, but lessons do not always provide sufficient challenge for students to develop critical thinking skills.
- When given the opportunity, students are willing and able to share their prior knowledge and experience in this field. They can do basic research supported by technology.
- The school has developed some innovative ways of assessing students' learning. The use of assessment information to inform planning for all learners is still developing.

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

Innovation in Education

- Technology is commonly seen across the curriculum, as a tool to enhance learning. Students can think critically but need to be challenged to do so.
- Students are able to manage their own innovative projects, such as radio and online video broadcasting and apply a range of skills of innovation.
- In better lessons, teaching allows students to explore innovative ideas, such as designing an eco-friendly building to cope with a natural disaster, such as an earthquake or hurricane.
- There are many curriculum enhancements that encourage students to be innovative. In secondary, for example there is a skills program for students which introduces them to creative subjects.
- Leaders at all levels are committed to supporting the development of a highly innovative provision for students. In partnership with others, a culture of innovation in learning is fast becoming embedded.

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

Main inspection report

1. Students' achievements

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

- The majority of students in all phases demonstrate skills, knowledge and understanding that are above curriculum expectations for understanding of Islamic concepts and principles. The majority of students in all phases also make better than expected progress in lessons.
- Students show confidence in interpreting prescribed verses of the Holy Qur'an and Hadeeth. They can apply their learning to real-life situations. Their skills in recitation and applying recitation rules are developing.
- Students in Islamic for non-Arabic speakers achieve higher outcomes than in Islamic for Arabic speakers, due to more effective teaching strategies that involve them in meaningful discussion, whilst also promoting students' independent learning in lessons.

For development

- Share the good practice from Islamic for non-Arabic speakers to lessons for Arabic speakers.
- Provide students the opportunity to take more ownership of their learning, especially in Islamic for Arabic speakers.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language	Attainment	Not applicable	Good	Good ↑	Good
	Progress	Not applicable	Very good	Good	Good

- Students in the post-16 and the secondary phase achieve well in their free writing and speaking. Although these skills are not as well developed in the primary phase students make very good progress in all other aspects of the subjects.
- Data analysis shows that all students in all stages and in all classes achieve at least good outcomes and standards are steadily improving across the primary and secondary phases.
- Improvements are beginning to have impact on students' attainment particularly in the secondary phase. Students are now provided with more opportunities to develop all of their language skills.

For development

- Increase the breadth and depth of reading opportunities through the Arabic reading project.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Students' achievements in Arabic as an additional language across both phases of the school is now acceptable. However, a lack of challenge in many lessons prevents students from making more rapid progress.
- Although attainment levels are broadly in line with students' prior experience progress reflected in assessment results is slow.
- Students in both phases display better listening and reading skills than speaking and writing.

For development

- Provide frequent opportunities for students in both phases to develop their speaking and extended writing skills.

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

- Most children start in Foundation Stage with very limited English language skills. They make rapid progress in all phases and by year 10 all are fluent English speakers. Almost all students achieved the highest grades in IGSCE.
- English speaking skills are a strength across all phases. In FS2 and primary, teachers focus particularly on the development of speaking and listening. The new phonics programme is improving core literacy and speaking skills. In higher years, students are encouraged to debate and present balanced arguments. As a result they develop these skills well.
- A new reading course of levelled readers and a linked phonics programme in Foundation Stage and primary, is accelerating students' development of reading skills. A weekly guided reading and library lesson for primary students augments progress.

For development

- In guided reading lessons, ensure that students in primary classes consistently apply their phonics skills to decode new words.

		Foundation Stage	Primary	Secondary	Post-16
Mathematics	Attainment	Good	Good	Good	Outstanding ↑
	Progress	Good	Good	Good	Outstanding

- Attainment is consistent across the first three phases but better in the post-16 phase. As a result of a greater level of student engagement and more opportunities to develop problem solving skills.
- A strong feature of students' learning is their good understanding of number and mental arithmetic. In post-16 almost all students demonstrate a very high level of competence in the application of mathematical concepts.
- Linking the learning to the real world impacts positively on students' achievements in lessons. This enhances students' understanding and enables them to develop a range of strategies to solve number problems.

For development

- Provide students in all phases more frequent opportunities to develop problem solving skills.

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

- The attainment levels reflected in internal assessments is stronger than is indicated in external examinations, as internal tests focus more on knowledge acquisition than on higher order scientific skills.
- In secondary and in Post-16 phases, achievements in biology and physics are stronger than they are in chemistry. Although practical and investigative skills are improving, theoretical knowledge is by far the strongest feature of attainment in science.
- Investigative work remains underdeveloped in all phases, but particularly in the primary school. The skills needed for this to be developed are not practised regularly enough.

For development

- Provide frequent opportunities for students in all phases to develop the skills of investigation.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Good	Good	Good	Very good

- Across all phases, students enjoy their learning. For the most part, they can sustain focus and are independent learners, especially in Post-16. Students collaborate well.
- Increasingly, students make connections between different subjects and the real world. To support this, students use technology with increasing confidence. However, students do not critically evaluate their research restricting deeper and more insightful thinking.
- In the better lessons, critical thinking is an intrinsic feature and students can communicate their learning with ease and clarity. They are mature learners, and most notably in the post-16 phase, they are very aware of their strengths and weaknesses and what they are required to do to improve.

For development

- Ensure that students critically evaluate the outcomes of their research.

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

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

- The very positive attitudes of almost all students leads to a very responsible student body with high levels of self-discipline. Students work closely together to resolve any differences.
- Relationships among and between students are of a very high quality. Student-teacher interactions are highly respectful and contribute to a very positive school climate. This is a significant strength of the school.
- The importance of safe and healthy living is well-known by students. Their participation in sport and aesthetic activity is improving. Participation in yoga and stress management sessions have a very positive impact on students' physical and mental well-being.

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

- Students have an excellent appreciation and understanding of how Islamic values influence contemporary UAE society and the daily life of Muslims. For example, students listen to the Holy Qur'an in assembly and they apply the principles, of Islam, such as co-operation, during lessons and at break-times.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. Students respect the traditions of UAE, and they participate willingly in activities during religious and UAE national holidays.
- Students demonstrate a clear understanding, awareness and appreciation of their own heritage, its art, and literature and celebrate events which, in particular draw upon Indian and Pakistani cultural heritage.

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

- Community contributions, such as volunteering and charity work, and a range of initiatives set up and undertaken by students are key features of school, particularly in the upper phases.
- Students have an excellent work ethic and are keen to develop the skills of innovation. They have well-developed leadership skills which is reflected in students' council, where they are mature, proactive and model exemplary attitudes towards both adults and their peers.
- Students are very interested in environmental sustainability in and out of the school. They take the initiative to plan and lead many activities to improve their school environment and show a deep understanding of global, environmental issues.

For development

- Provide more opportunities for Foundation Stage children to be involved in free-choice activities.

3. Teaching and assessment

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

- Across all phases, teachers are knowledgeable about their subjects and their students. Lessons are planned, and frequently include documented, differentiated tasks and opportunities for 'real-world' links and critical thinking. However, these opportunities are not always evident in practice.
- The needs of some groups of students, notably students with SEND and those with gifts or talents are not consistently being met, as some of the teaching is characterised by teacher talk, rather than student activity.
- In the better lessons, a learning environment is created where students thrive, are highly active in guided learning and subsequently, make rapid progress. However, these features are not consistently applied in all lessons.

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

- There are no significant differences in the way in which systems of assessment are used across the phases.
- The school is now using assessment data effectively to identify those students with specific educational needs and talents. However, teachers do not use this information consistently, to plan appropriate, individual provision for students in their lessons and fully meet their learning needs.
- There have been some improvements in assessment processes this year. For example, the school is raising students' awareness of assessment results and this is beginning to have an impact on their achievements. Similarly, improvements in the quality of written feedback is enhancing the students' quality of learning.

For development

- Ensure that all teachers use all the assessment data and information to appropriately and effectively personalise the learning to meet the needs of all students.

4. Curriculum

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

- The school has responded positively to the introduction of the new English curriculum and the requirement for greater breadth, depth and challenge. The curriculum is age-appropriate. There are opportunities for all students to experience a variety of physical, creative and practical subjects.
- The curriculum structure and design promotes continuity and progression in learning. Transition at the various key stages is managed effectively and prepares students for their next step, whether it's university, the world of work or moving from primary to secondary.
- Cross-curricular links and a topic based approach, are central to the curriculum at all ages. The STEAM project, and other initiatives, ensures students see the connections between subjects and the real world. Teachers plan meaningful links across all phases.

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

- Leaders ensure that teachers modify the curriculum to meet the needs of all groups of students in all subjects. However, not all learning opportunities are sufficiently personalised to meet the needs of all groups of students.
- Students engage in wide variety of activities that promote enterprise, creativity and innovation, both through the curriculum and competitions and the extra-curricular programme. The promotion of skills of creativity is embedded as art, music and drama permeate many aspects of school life.
- There is systematic inclusion of links to Emirati culture, values and tradition across all aspects of the curriculum and school life. Teachers, across all phases take opportunities in lessons to deepen students' understanding of UAE culture and society.
- Arabic is taught in FS2 for 2 lessons each week, a total of 100 minutes

For development

- Personalise learning opportunities within the curriculum to more effectively meet the needs of different groups of students, particularly gifted and talented and more able students.

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

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

- This is a responsible and safe school. The focus is always on how to improve over time so that risks to students, staff and visitors are minimised. Detailed policies, procedures and record keeping underpin efficient responsiveness to routine maintenance. There is a strong and effective focus on child protection.
- There is a high level of supervision throughout the school day. This is especially evident at key points of the day including corridor movement, transport and school evacuations. The health clinics in conjunction with the PE department have a very positive effect on BMI for students through dietary advice as well as tailored fitness programmes.
- Improvements are being made to security, evacuation procedures and conditions in classrooms where space is limited.

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

- Behaviour management is inclusive, positive and student-centred. It works well because of highly positive relationships between adults and students. The few students who engage in unacceptable behaviour are managed fairly and firmly, and they are encouraged to improve their own levels of self-discipline.
- The school uses a range of effective procedures to identify students with SEND. Individualised programmes are well-planned. The needs of students who are gifted are talented are not sufficiently catered for.
- The school has a well-developed care team culminating in improved counselling support across the phases. The care team link very well to phase leaders, so that students at risk are identified and supported in a timely way. Support and guidance for career choices is comprehensive across secondary and Post-16.

For development

- Improve provision for students who are identified as having gifts and talents.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Good

- The leader for inclusion, governors and senior leaders all promote an inclusive ethos in the school. Currently the school does not have sufficient capacity to implement fully the planned initiatives and intervention programmes but it is taking steps to address this.
- The school uses a range of effective assessment procedures to ensure accurate identification of need and makes good use of information from external agencies for more complex cases. Targets are not always precise enough to accurately inform teaching and learning strategies and criteria for assessment.
- The school has developed a strong partnership with parents, who are fully involved at all stages of the process including planning intervention and reviewing progress. Parents receive regular communication on their child's progress and guidance on how they can support their child's learning at home.
- Students with SEND have access to individualised programmes in small tutorial groups with specialist teachers who know the students well. These teachers are skilful in planning tasks that build on students' prior learning. They provide a good level of support to enable students to make good progress from their starting points.
- Students' progress is tracked and used well by specialist teachers to inform the next steps in learning. This information is not always used well enough by subject teachers and as a result some students do not make expected progress in lessons.

For development

- Consider carefully the school's staffing capacity to enable it to fully implement its inclusion policy.
- Ensure that all teachers provide tasks which are well matched to students' abilities, and enable students with SEND, to make good progress in lessons.

6. Leadership and management

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

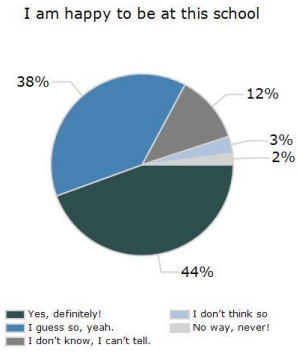
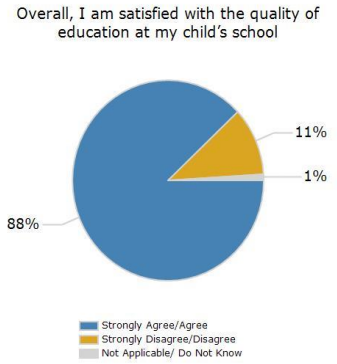
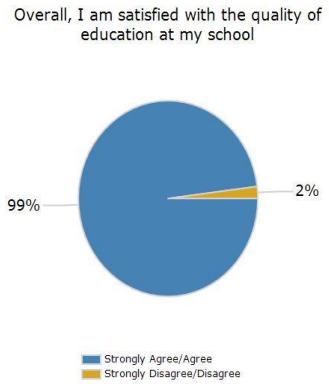
- Senior and middle leaders, led by the principal and vice principal, are dedicated and effective across all phases of the school. Most leaders are successful in improving aspects of the work of the school and development plans for improvement are appropriately aligned to local and national priorities. Leaders are quick to respond to challenges and levels of morale across the school are positive.
- Senior leaders effectively engage a range of stakeholders in the processes of self-evaluation and school improvement-planning. Most key priorities are accurately identified and analysed. School improvement plans link well to self-evaluation priorities. However, the alignment with the standards, in the UAE Inspection Framework is not as clear. Consequently, too many performance indicators appear inflated in the school SEF.
- The school works well with parents and employs a broad range of effective methods, including technology, to communicate with and engage parents. Parents' views are valued and they are both highly supportive of the school and actively encouraged to become partners in the education of their children. Progress reports to families are regular and valued. The scope of the school's engagement with other partners, locally, nationally and internationally is growing.
- Both the governors and the local advisory board includes representation from all key school stakeholders. Increasingly the local advisory board both support and hold the principal and other leaders to account for raising standards across the school. They monitor the school's actions and play a significant part in planning for school improvement and exert a positive influence on the school's leadership and direction.
- Day-to-day school routines are well-thought out and implemented. The sufficiency and deployment of staff is good. All staff are well-inducted into school routines and are reasonably well-supported on a professional level. There is a shortage of LSA support for some students with SEND. School resources and facilities are improving over time. This is welcome and is supporting students on their learning journey.

For development

- Improve the accuracy of self-evaluation processes with more effective use of assessment data.

The views of parents, teachers and senior students

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

Students No. of responses = 218	Parents No. of responses = 746	Teachers No. of responses = 250
		

Students	Overwhelmingly, students appear happy and well supported at the school. They feel safe and well cared-for and are satisfied that they are receiving a good education.
Parents	Almost all parents are very satisfied with the school's provision for the education of their child. A large minority feel that not enough is done to promote a love of reading in Arabic but most parents particularly feel that the school makes excellent provision for the care support and guidance of their child; a view also held by the inspection team.
Teachers	Almost all teachers are highly positive about the school and their work within it. This reflects in a relatively low annual turnover of staff and a clear sense of community and high morale that inspectors saw during the inspection week.

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