

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

Inspection Report 2018-2019

The Westminster School

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



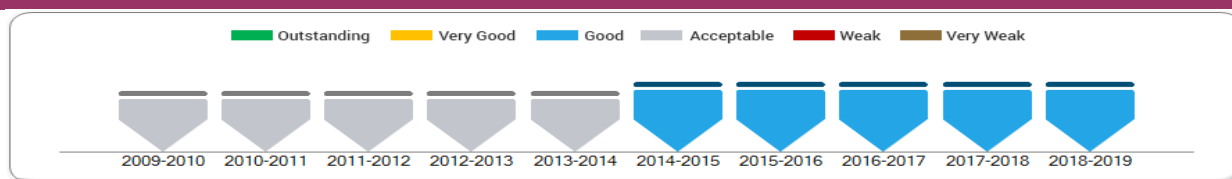
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School Information

General Information	Location	Al Qusais
	Opening year of School	1988
	Website	www.gemsws-ghusais.com
	Telephone	04-2988333
	Principal	CARL ROBERTS
	Principal - Date appointed	1/1/2019
	Language of Instruction	English
	Inspection Dates:	18 to 21 February 2019
Students	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	5123
	Number of Emirati students	171
	Number of students of determination	280
	Largest nationality group of students	Pakistani
Teachers	Number of teachers	286
	Largest nationality group of teachers	Indian
	Number of teaching assistants	22
	Teacher-student ratio	1:18
	Number of guidance counsellors	1
	Teacher turnover	12%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, AS level, A level
	Accreditation	none
	National Agenda Benchmark Tests	GL

School Journey for The Westminster School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' attainment and progress is at least good in most subjects and phases. In most phases, progress in English is not as rapid as at the time of the last inspection. In Arabic, as an additional language, students' attainment and progress remain no better than acceptable. The strong learning skills of post-16 students contribute to their very good progress in mathematics and science.
- Many aspects of students' personal development are outstanding. They have a deep understanding of Islamic values and the heritage and culture of the UAE. Most are self-disciplined, have excellent attitudes to their work and are keen, and willing to take on responsibilities, which contribute to a harmonious school community. These strengths are not always evident in the boys' section in the secondary phase.

Provision for learners

- Teaching is most effective in post-16, where students are encouraged to take responsibility for their own learning and are provided with regular opportunities to carry out research and think critically. In other phases, although good overall, the impact of teaching on student learning is variable. Assessment procedures do not always provide reliable information regarding students' achievement. Consequently, the use of assessment to meet the learning needs of students is uneven.
- The Foundation Stage (FS) curriculum ensures that children make a good start to learning, especially in the acquisition of spoken English. In most subjects the curriculum builds progressively from year-to-year but does not always reflect the expected standard of the National Curriculum for England. Adaptations to the curriculum, including a cross-curricular approach, effectively engage and motivate most students to learn.
- Procedures for the safety and protection of students are in place and are for the most part effective, the exception being student arrival and departures from school. Relationships between staff and students are good. However, the school's ability to ensure support, especially for the emotional well-being of students, is limited by staffing levels.

Leadership and management

- The appointment of a new principal has improved the capacity of leaders to bring about better outcomes for students. Actions taken prior to this appointment to improve systems of self-evaluation, have not been successful and remain an underdeveloped area. Governors have improved their knowledge of the school, but have not acted quickly enough to address weaknesses in learning and staffing resources. Partnerships with parents remain very good.

What the School does Best:

- The commitment of leaders at all levels in working towards meeting the UAE national priorities
- The rapid progress children make in FS in acquiring English language skills
- Students willingness to take on leadership roles and the benefit this brings to the school and wider communities, particularly in relation to sustainability and conservation
- The effectiveness of teaching and the development of students' learning skills in post-16, which results in very good progress in mathematics and science
- The adaptation of the curriculum, which results in students developing a deep understanding of the UAE's values, culture and society

Key Recommendations:

- The principal, senior leaders and governors must accelerate students' progress and raise attainment by ensuring that:
 - assessment systems lead to valid and reliable information on students' attainment in each year group and inform robust systems of self-evaluation and improvement planning
 - teachers consistently use assessment information to set work at an appropriate level of challenge for all groups of students
 - teachers provide all students with clear feedback to help them to improve
 - teachers in all subjects consistently provide students with opportunities to think critically and solve problems
 - all teachers have a secure understanding of the expectations of the National Curriculum for England
 - the behaviour and attitudes to learning of boys in the secondary phase are improved.
- Urgently review, strengthen and improve the effectiveness of the procedures for the protection, safety, care and support of students.

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	Acceptable ↓	Good ↓	Good
	Progress	Very good	Good ↓	Good ↓	Good ↓
 Mathematics	Attainment	Good	Good	Good	Very good ↓
	Progress	Good	Good	Good	Very good ↓
 Science	Attainment	Good	Good	Good	Good ↓
	Progress	Good	Good	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	Very good ↓	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	Acceptable ↓	Acceptable ↓	Acceptable ↓

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	Good ↓	Good ↓	Good ↓	Good ↓
Care and support	Very good	Good ↓	Good ↓	Good ↓

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.).

Schools Progression in International Assessments

meets expectations.

- The school did not meet the Programme in International Student Assessment (PISA) or Trends in International Mathematics and Science Study (TIMSS) targets in 2015. The Year 4 and Year 8 TIMSS in mathematics and science did improve between 2011 and 2015. In the 2018 N.A.P. tests, students' results in English were weak in all year groups. Results in mathematics and science were stronger. On average, twenty per cent or more of students attain higher standards in General Learning (GL) N.A.P assessments than is indicated by measures of cognitive potential in (CAT4).

Impact of Leadership

is approaching expectations.

- Leaders support the vision of the National Agenda (NA) and exhibit elements of innovative practice in their approach. The NA action plan is effective, but its impact is restricted because the targets are not measurable. The understanding of the implications of N.A.P. assessment information is developing. Curriculum adaptation in English, mathematics and science to incorporate TIMSS and GL priorities is just emerging.

Impact of Learning

is approaching expectations.

- The results of the cognitive ability and benchmark assessments are beginning to be used more effectively to identify strengths and areas for development. The school has an emerging model of effective student-centred teaching and learning which is beginning to promote stronger critical thinking skills. The use of technology by students for research, problem-solving and enterprise are emerging features across the curriculum.

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

For development:

- Develop and implement strategies to enhance the school's TIMSS and PISA scores.
- Improve the quality of the school's NA action plans by including measurable outcomes for each action.
- Implement strategies to enhance students' independent inquiry, research and critical thinking skills.

Reading Across the Curriculum

- The promotion of reading as a lifelong skill is developing, with more students reading for pleasure and vocabulary development being a focus in key subjects.
- Students are beginning to use their reading skills for learning, although some still have limited abilities in deciphering unfamiliar words. Girls achievement is better than boys.
- The school's library programme is beginning to engage and motivate students to become life-long readers. Resources are limited and there is a lack of clarity around the roles of the library staff.
- A knowledgeable team of leaders is promoting reading across the curriculum. A policy and action plan to guide the development of reading skills is in place.

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

For development:

- Encourage reading for pleasure across the school and plan how the role of the library will be central to this success.

UAE Social Studies

- Social study themes explore history and heritage focused on the development of architecture, structures and modern living. Links to the UAE are not embedded for younger students.
- The intention is that discussion, research and the use of technology are included in lessons. This is less evident in practice where students are directed in their learning.
- Knowledge, understanding and appreciation of the UAE is developed in the context of Dubai.
- Students' progress emanates from their interest and desire to learn. This is more the case in the secondary phase as younger students are not challenged enough in their thinking.

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

Innovation

- Students collaborate effectively in high quality creative activities, for example, art, broadcasting and drama, and offer innovative ideas in relation to school organisational matters.
- The student leadership council plays a significant role in supporting students in the development of creative projects.
- Some teachers routinely promote deeper thinking and understanding through skilful questioning and open-ended activities. However, such strategies are not consistent features across all subjects.
- The development of innovation skills is included in curriculum plans. Projects such as the SpaceX programme enhance students' skills but are not routinely part of student experiences in lessons.
- There is a clear commitment to innovation throughout the school. Central themes such as those related to EXPO 2020 have provided teachers and students with opportunities to research and develop innovative ideas.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students in Islamic education for non-Arabic speakers achieve higher outcomes than for Arabic speakers. In the primary phase, students have a stronger knowledge of the main concepts of Islam than those in secondary years. Secondary students demonstrate a more secure understanding of Islamic etiquette, worship, morals and values than students in post-16.
- Across the school, students have a sound knowledge and understanding of Seerah, the Prophets' (PBUH) stories and most of the Islamic principles. Recitation skills of the Hadeeth and Holy Qur'an are underdeveloped as a result of limited opportunities for practice.
- Students ability to provide evidence from the Holy Qur'an and Hadeeth is improving well, although their ability to link what they learn to real-life situations is developing at a slower rate.

For development:

- Provide more opportunities for students to link what they learn to real-life situations.
- Enhance students' memorisation, understanding and recitation skills of the Holy Qur'an.

Arabic as a First Language

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

- Students in the upper-secondary and post-16 phases are articulate and can express themselves more confidently than those in the lower secondary and primary classes. Primary students rely on teachers' support for the production of extended speech.
- Students' reading and listening skills are stronger than their skills of speaking and writing. Although students' writing is of a good standard, it lacks depth and does not meet the Ministry of Education standards for extended writing.
- In the senior sections of the school students have improved their skills in literary analysis and in making comparisons between texts. Primary and lower secondary students are also improving their grammatical and language skills, for instance, in being able to extract parts of speech and examples of syntax from a given text.

For development:

- Improve students' writing and formal speaking skills by increasing the level of challenge in tasks.

Arabic as an Additional Language

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

- In the primary phase, students' vocabulary is limited. They find it difficult to decode and understand the meaning of what they read. In the secondary phase, girls show better writing and speaking skills than boys.
- Most students in the secondary phase are increasing their range of vocabulary and structured writing. Opportunities for speaking are more limited in the primary phase, leading to slower progress in oral communication and listening.
- Across the school students make the expected progress in reading. However, they lack opportunities to read texts of different genres in order to develop their full understanding of what is being read and to extend their vocabularies.

For development:

- Increase the opportunities for students to speak Arabic in lessons and to link these activities with real-life situations.
- Provide more opportunities for students to engage in independent writing and to develop a wider range of vocabulary.

English

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

- Almost all children start FS by learning English as an additional language and their speaking and listening skills develop rapidly. In the primary phase these standards decline. The attainment of the girls is significantly better than that of the boys in the secondary phase.
- While more able students reach higher than expected standards in English, other students show basic weaknesses in fundamental skills. Year 11 students achieve well in IGCSE examinations, but outcomes in external tests in other years are weaker.
- Well-conceived initiatives, including strategies for improving reading and writing, are beginning to have an impact. Students' abilities to think and interpret critically are improving so that in the secondary phase they are articulate speakers able to express intelligent opinions and argue persuasively in discussions.

For development:

- Ensure that in reading and writing, all students make at least the progress expected in a school following the National Curriculum for England.

Mathematics

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

- Attainment and progress in mathematics is stronger in post-16 than in the other phases. In this phase the quality of teaching is more secure, and the students apply their mathematical skills to solve problems, sometimes related to real-life situations.
- In FS and the primary phase, students are confident in the use of number and are developing their knowledge of shape. Secondary phase students are strong in number and data, but less secure in problem-solving.
- Over the last year, teachers have given greater emphasis to teaching shape and measurement and, as such, students across the school are becoming more competent in these areas of mathematics. The sharper focus on problem-solving has not brought improvement at the same pace.

For development:

- Systematically develop students' understanding of mathematical language, and improve their ability to retain and recall key mathematical concepts in order to solve problems.

Science

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

- Students in all phases make better than expected progress, with post-16 progress being the strongest in lessons and over time. Trends in attainment in national examinations indicate strengths in A-Level Biology, but less so in A-Level chemistry and physics. Girls' attainment is stronger overall than that of boys.
- Most students, especially those in the primary phase, use appropriate resources and scientific vocabulary to conduct and report their independent practical investigations. Students are developing their skills of reasoning as well as the ability to apply their scientific knowledge in real-life situations.
- Students are developing a deeper understanding of scientific concepts as a result of teachers placing a greater emphasis on activities that require critical thinking. However, this is not consistently seen in all lessons.

For development:

- Provide more regular opportunities for all students to develop their critical and higher-order thinking skills.
- Raise the attainment of boys to match that of girls in all phases of the school.

Learning Skills

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

- In post-16 lessons, students display more effective learning skills than those in the other phases. They concentrate for sustained periods without needing direct intervention from the teacher, taking responsibility for, and seeking to, improve the quality of their work.
- Students can collaborate well in their learning and speak about it confidently. The majority of students can link their work effectively to real-life situations. Critical thinking and problem-solving skills are not consistently well-developed features of learning.
- Since the last inspection there has been a focus on the promotion of research skills, but these are not well-developed throughout the school. Most students use learning technologies to carry out research, but they do not always analyse or critique their own findings.

For development:

- Ensure that students regularly carry out independent research and critically analyse their findings.

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

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

- Students have a strong sense of personal responsibility. They thrive on receiving critical feedback. Boys in the secondary phase do not always demonstrate responsible attitudes to learning or exercise self-control in following the school's behaviour rules.
- Most students show genuine concern and empathy towards others and enjoy excellent relationships with staff. Most are respectful and considerate.
- Students have a strong commitment to following a safe and healthy lifestyle. They encourage others in making healthy eating choices and taking regular exercise. Levels of attendance are good and almost all students are punctual to school and lessons.

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

- Across the school, students have a clear appreciation of the Emirati heritage and culture, and of the cultural backgrounds of other students in the school. Their appreciation is evident in their active participation in the school activities and celebrations.
- Students also have a clear appreciation and understanding of how Islamic values influence contemporary UAE society and are able to give examples of how values, such as justice and tolerance, make the UAE society secure.
- A clear understanding and appreciation of the multi-cultural nature of Dubai is a strong feature in the school. Students are able to provide details of the similarities and differences between cultures. Almost all students show respect for other nationalities, languages, and religions.

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

- The children in FS are learning how to be responsible members of the school community. Almost all of the older students set a good example for the younger students, through their positive involvement in school activities.
- Most students have a strong work ethic and try hard to do their best. They collaborate in high-quality creative activities through, for example, art, broadcasting, music and drama. These take pride in their school community and develop a strong understanding of environmental and sustainability issues.
- The school has a committed students' council which represents the views of students and makes suggestions for improving life in school. The students' tolerance council plays an important role in the school's anti-bullying policy.

For development:

- Ensure that boys display higher levels of self-discipline and respect for the school rules.

3. Teaching and assessment

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

- Teachers' subject expertise is used to particularly good effect in post-16 lessons to challenge students with high-level questioning. This is not a consistent feature of teaching in other phases.
- In some subjects, teachers promote critical thinking skills well, but this is not consistent across the school. In the most effective lessons, teachers successfully engage students in active learning. However, the cramped conditions in many classrooms preclude this approach.
- Leaders' drive to improve teaching has been partially successful. Sharing specific success criteria with students is helping them to review their own progress. In some lessons, students are not fully engaged, and their behaviour is not managed well enough.

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

- Assessment systems in the FS are effective and lead to accurate measures of children's attainment and progress. In other phases, assessment processes are not secure; they are not consistently linked to the curriculum standards and so do not provide accurate measures of student attainment.
- The development of learning profiles and student tracking systems is helping the school to identify and address strengths and weaknesses, but not always in a timely manner. The benchmarking of students' academic outcomes against appropriate external expectations lacks rigour.
- Teachers' proficiency in using assessment information to provide appropriate classroom challenge, support and feedback to students is improving, but is variable in practice. There are insufficient opportunities for students to reflect on and assess their own learning.

For development

- Ensure that the benchmarking of students' internal and external data is rigorous and provides teachers with a reliable and valid understanding of students' attainment levels.
- Develop the use of assessment information in lessons so that learning meets the needs of all students.

4. Curriculum

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

- The curriculum has a clear rationale and is aligned with the school's values and vision. The FS curriculum secures a firm base for students' academic and personal development.
- Students' knowledge and skills build progressively from year-to-year, and effective cross-curricular links enhance learning. Continuity in learning across phases is generally smooth. However, there is capacity for more precise adjustments to be made with a focus on the development of English language skills in all subjects.
- The curriculum is reviewed regularly, with more use being made of analyses of assessment information to adjust curriculum provision. An appropriate range of IGCSE, AS and A-Level courses, as well as skills programmes and work experience, cater well for students' academic and career aspirations.
- The UAE moral education programme meets the statutory requirements and has become an integral and enjoyable aspect of learning for students in the school.

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

- Children in FS benefit from opportunities to find things out for themselves. In other phases, curriculum adaptations, such as the science, technology, engineering, art and mathematics (STEAM) cross-curricular approach, provide many memorable experiences. Curriculum adaptation to address the differing abilities of students is less effective.
- A wide range of lesson activities, assemblies and special events enable students to develop a broad understanding of the UAE's culture and society. Increasing opportunities to engage in imaginative creative activities help to promote students' innovation skills.
- Recent improvements include provision in FS for outdoor learning. Additional modifications to the curriculum, including the whole school focus on Expo 2020 and the innovative 'Shakespeare' theme in the secondary phase, are proving beneficial and popular with students.
- Arabic is taught in FS2 for two 50-minute periods each week.

For development:

- Ensure that all teachers have a full understanding of the requirements of the National Curriculum for England and use this information in lesson planning.

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

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

- The school implements effective policies and procedures for health and safety, including the safeguarding and child protection. However, arrangements for students arriving and leaving school are not sufficiently well organised to ensure students are safe and fully supervised at all times.
- Staff receive regular training in child protection and safety, including measure to prevent bullying and cyber-bullying. Checks to provide a hygienic environment for students and staff are frequent and thorough.
- The school recognises the importance of promoting students' healthy living through regular exercise and sensible diet. Physical education teachers and school medical staff work together to support students in this area. All medical records are securely maintained.

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

- With the exception of FS, resources for providing support for students' well-being, are limited. The present counselling service does its best to meet the range of students' personal and emotional needs, but they are insufficient in number to be fully effective.
- Systems to promote attendance and punctuality work well. Staff maintain good discipline and relationships in most areas of the school. However, these approaches are not entirely successful in the boys' secondary phase.
- Although students with additional needs are efficiently identified, the quality of support they receive in lessons is variable, and there are too few adults to meet the academic and physical needs of all students. The building is not entirely suitable for students with mobility difficulties. Older students receive useful information about future careers.

For development:

- Review the school's systems and arrangements for the beginning and end of the school day.
- Ensure that the behaviour of boys in the secondary phase is managed effectively.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- Leaders and governors have a clear commitment to inclusion. They plan to improve access and provision, but limited resources prevent their ambition being translated into practice. The inclusion leader has insufficient administrative time to drive improvements and to maintain systems effectively.
- Most students of determination are effectively identified, and a few have a formal diagnosis. Advice for staff on meeting additional needs is usually appropriate. Interventions outside of the classroom, while very rare, focus on a more personalised approach to improving progress.
- Parents are broadly satisfied with the school's provision for their children of determination, and feel they can contribute to their children's learning. Although minor issues related to their children's education are dealt with well, larger issues, particularly related to resources and learning support, are not addressed to their satisfaction.
- The more skilled teachers are making use of the information available to modify teaching and meet students' needs in lessons. Teachers do not refer to targets in individual education plans (IEPs) as often as they could, so opportunities to address them are missed.
- The progress of students of determination is variable, ranging from very good to weak. The most rapid progress is made when students receive additional support. Provision and practices lack the flexibility needed to address self-esteem and anxiety issues for students with more complex needs.

For development:

- Provide sufficient resources and training to match the school's ambition for inclusion.
- Ensure that the inclusion team takes account of the views of the students in developing IEPs.

6. Leadership and management

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

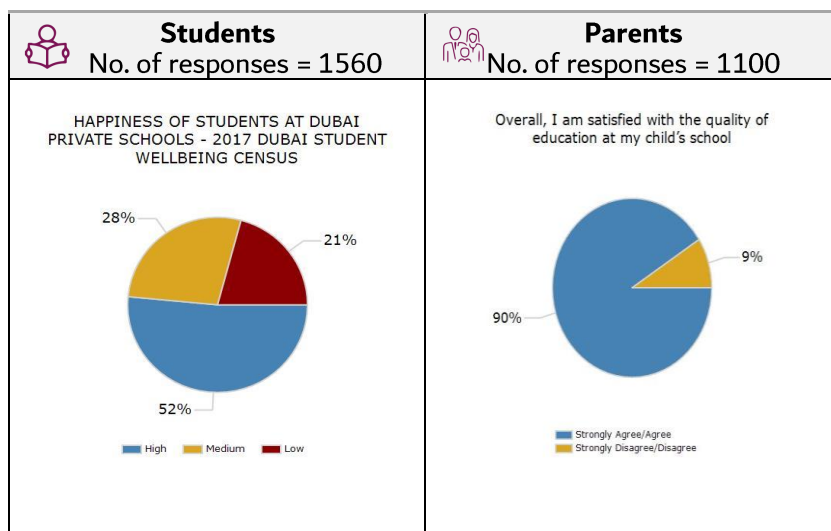
- Leaders have a strong commitment to bringing about improvements in order to meet the UAE national priorities. The appointment of the new principal has strengthened the knowledge and understanding of the National Curriculum for England, which is now being shared more widely in the school. Leaders with delegated responsibilities have variable understanding of the best practices in teaching and assessment. Improvements are being made to the ways in which innovation is promoted throughout the school.
- The analysis of internal and external assessment information is not fully supporting the self-evaluation process. Assessment practices do not provide accurate enough information to identify the key areas for improvement. The monitoring of teaching and learning is systematic and provides teachers with feedback aimed at bringing about improvement. However, opportunities are missed within these activities to ensure that teachers' assessments of students' attainment and progress are accurate.
- Parents are successfully engaged as partners in their children's learning. Typically, around a quarter of parents help with school events and many visit the school to share their expertise. Reports on students' achievement provide basic information, but are computer generated and impersonal. Students' next steps are not identified except for children in FS. Strong links with local businesses enables secondary students to secure appropriate work placements.
- The governors' understanding of the school's performance has improved. As a result, governors are more actively involved in the work of the school, for example in strengthening students' global awareness and in promoting the school's core values. With the appointment of a new principal, the board recognises the need to be more active in providing support and resources as well as in holding the school to account for students' academic outcomes.
- The running of the school generally operates efficiently on a day-to-day basis. There are sufficient qualified teachers to provide a broad and appropriate curriculum for students, in line with the school's mission. An appropriate range of professional training is provided for staff, including induction training for new staff. However, the availability of resources to support learning is variable in subjects and phases across the school.

For development:

- Improve the accuracy of self-evaluation so that it provides a reliable base for improvement planning.
- Improve the quality of reports to parents and provide personalised information about each child's achievement and personal development, including specific guidance on what they have to do to improve.
- Governors must take urgent action to improve the quality and availability of learning and staffing resources to support improvement in students' achievement and emotional well-being.

The View of parents and senior students

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



 Students	Students responding to the survey are positive about how they are getting on with their school work and about their relationships with teachers. Most feel that they are able to talk confidentially to an adult in school. About two-fifths of the students indicate that they worry a lot about things at home and/or school. A few students report that they have experienced some form of bullying.
 Parents	Parents responding to the survey are overwhelmingly positive. They are extremely confident that their children are kept safe. They feel they are well informed about their children's academic progress and personal development. A few parents raised individual concerns but there was no consensus evident. The most frequent comments relate to the amount, frequency, and nature of homework.

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