

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

Inspection Report 2018-2019

The Winchester School

11 YEARS OF INSPECTIONS

Very good

Curriculum
UK



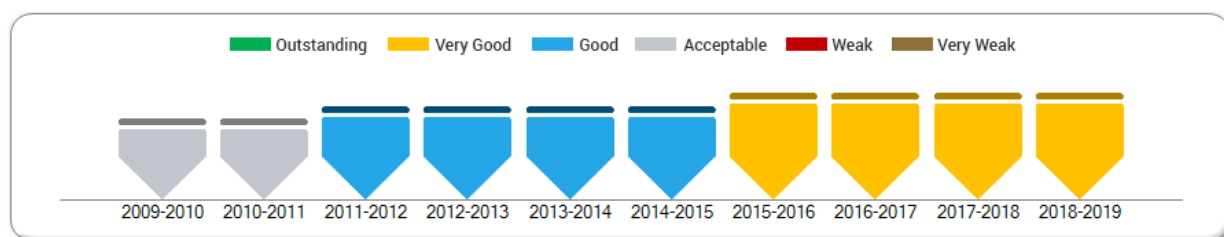
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School Information

General Information	Location	Jebel Ali
	Opening year of School	2003
	Website	www.thewinchesterschool.com
	Telephone	048820444
	Principal	Meenakshi Dahiya
	Principal - Date appointed	1/8/2016
	Language of Instruction	English
	Inspection Dates:	21 to 24 January 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	3876
	Number of Emirati students	31
	Number of students of determination	221
Teachers	Largest nationality group of students	Indian
	Number of teachers	224
	Largest nationality group of teachers	Asian-Indian
	Number of teaching assistants	45
	Teacher-student ratio	1:17
	Number of guidance counsellors	2
Curriculum	Teacher turnover	17%
	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, AS, A-level, BTEC
	Accreditation	CIE and Pearson
	National Agenda Benchmark Tests	GL

School Journey for The Winchester School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- In all phases and subjects, students' achievement and their learning skills are mostly very good and often outstanding, especially in the Foundation Stage (FS), the post-16 phase and science throughout the school. Since the last inspection, improvements have been secured in students' attainment in mathematics in the primary phase, their attainment in science in the post-16 phase and their progress in Islamic education in the secondary phase.
- Students' personal and social development are outstanding throughout the school. They have a deep understanding of Islamic values and put these into practice in the tolerance, care and respect they show to fellow students and staff. Their sense of responsibility for the school and wider communities is evident in the outstanding ways in which they take on leadership roles.

Provision for learners

- The quality of teaching and assessment is very good overall. Improvements in the effectiveness of teaching since the last inspection are evident, but inconsistencies in the quality of teaching remain. This is particularly evident where there are higher levels of teacher turnover, such as in FS2, where both teaching and assessment are not as strong as they were at the time of the previous inspection.
- The design of the curriculum and how it is adapted to meet students' needs is a particularly very good feature of the school. In FS, outstanding curriculum experiences promote children's love of learning. The post-16 curriculum is adapted very effectively to provide pathways into future education for students of all abilities. In the primary and secondary phases, the taught curriculum does not always enable students to attain the highest levels.
- Students' well-being is at the centre of the schools' vision. Procedures for safety and child protection are of an outstanding standard. High expectations are set for students' behaviour and attendance. Older students are provided with timely career guidance. Students of determination receive very good support in withdrawal lessons. However, support in lessons is not consistently very good.

Leadership and management

- This is an inclusive school, where UAE priorities are fully integrated into the school vision for improvement. Leaders are highly effective in working as a team to share best practice across the phases. The use of assessment data in the self-evaluation process is very effective. Although varied in scope, monitoring procedures are not as well implemented. Parents and governors work very well in partnership with the school to support school improvement.

What the School does Best:

- Students' outstanding personal development, especially the tolerance, care and respect they show for others and their understanding of the heritage and values of the UAE
- The outstanding curriculum in FS and post-16, which underpins outstanding learning skills and achievement in most subjects
- The outstanding attention given to ensuring students' and adults' health, safety and well-being
- The range of learning pathways into future education and careers for students of all abilities
- The partnership between the school and parents, which supports whole-school improvement.

Key Recommendations:

- Improve leaders' strategic whole-school overview by increasing the effectiveness of monitoring in the self-evaluation process.
- Improve the consistency of how well teachers:
 - use time in lessons to maximise learning
 - adjust teaching strategies to ensure students of all abilities make the best possible progress
 - embed students' mastery skills to enable them to securely attain above curriculum standards
 - accurately assess the depth of students' understanding.

Overall School Performance

Very good

1. Students' Achievement

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

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	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



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

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

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments

is above expectations.

- Between 2011 and 2015, students' scores in the Trends in International Mathematics and Science Study (TIMSS) tests were outstanding. They increased significantly between the two cycles and exceeded the school's targets. Programme for International Student Assessment (PISA) scores increased between 2012 and 2015, exceeding the school's targets in mathematics, science and reading. Students' performance in relation to measures of cognitive potential (CAT4) is outstanding. Progress in the National Agenda Parameter tests in the primary and secondary phases is very good in English and mathematics and outstanding in science.

Impact of Leadership

is above expectations.

- Leaders at all levels are very committed to implementing the UAE National Agenda. The action plan accurately identifies the changes needed to address gaps in students' attainment in external benchmark tests. The curriculum places emphasis on the cross-curricular elements of the PISA test, and modifications are being made to address the differences between the internal assessment information and the IGCSE results.

Impact of Learning

is above expectations.

- The school is focusing on the development of teaching strategies to extend students' subject-specific learning skills. The science department is successfully developing independent learning, investigation and research skills. Teachers regularly use CAT4 data to differentiate their lessons and know their students' learning journeys very well.

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

For development:

- Ensure that the results of internal assessments and external examinations are better aligned.

Reading Across the Curriculum

- The analysis of internal and external assessment data is used to guide reading strategies and interventions. This has improved examination results and extended students' subject-specific vocabulary.
- Students read for pleasure and purpose using decoding, blending, skimming and scanning strategies. Phonic programmes, guided reading and other initiatives help produce confident readers.
- The library provides a vibrant environment, which is pivotal in developing life-long readers. Books in Arabic are not as readily available as books in English.
- A commitment to reading is a central feature of the school ethos. Subject leaders meet regularly to share strategies, plan workshops, explore reading initiatives and review outcomes.

The school's provision, leading to raised outcomes in reading across the curriculum, is well-developed.

For development:

- Improve opportunities for students to read for pleasure in Arabic.

UAE Social Studies

- The school has skilfully planned and adapted the UAE social studies curriculum to meet the learning needs of all students. Excellent resources and enrichment activities enhance students' learning experiences.
- Collaboration is a key strength of students' learning. In the most effective lessons, students show high levels of independence, make extensive use of technology and demonstrate critical thinking.
- In lessons and recent work, the majority of students attain levels that are above the curriculum standards.
- The majority of students make better than expected progress in relation to their individual starting points and the expectations of the curriculum.

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

Innovation

- When given the opportunity, students are confident users of learning technologies. However, the wide range of technology available is not fully used in daily lessons.
- The school provides an excellent environment for students to initiate a range of creative projects. Teachers regularly include 'The Big Question' in lessons, which encourages students to think critically.
- Innovation is promoted in the subjects and in the cross-curricular and extra-curricular activities. These include designing creative solutions to global issues.
- Leaders' commitment to innovation is evident in how the development of innovative practice is weaved into the school improvement plan.

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	Very good	Good	Good
Progress	Not applicable	Very good	Very good ↑	Very good

- In the primary phase, the large majority of students attain above curriculum standards in all elements of the subject. In the secondary and post-16 phases, students' attainment is not as consistent across all elements. Memorisation and recitation skills do not consistently meet the expected curriculum standards.
- Students understanding of Islamic values and key Islamic concepts, such as the principles of worship, justice, brotherhood and moderation, are strong features of students' learning in the primary phase. Students in the upper phases have a well-developed understanding of Islamic laws, such as acts of worship, Halal and Haram food and marriage laws.
- Students' understanding of the Holy Qur'an, Hadith and Seerah and their ability to refer to them for evidence or guidance have improved this year.

For development:

- Improve students' skills in reciting and memorising the Holy Qur'an in the upper phases.

Arabic as a First Language

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

- Students in the primary phase analyse the elements of a story very well. In writing, post-16 students make very good use of supportive evidence. In the secondary phase, students' listening skills and reading comprehension are more secure than their writing and fluency of speech.
- In the upper primary years, students write new introductions and ends to a story. Post-16 students understand and analyse a variety of literary texts. In the secondary phase, students read with confidence. A minority are insecure in their use of Arabic to express their own opinions.
- The introduction of reading sessions is improving students' engagement with Arabic, but has not had sufficient impact on their speaking and writing skills, particularly in the secondary phase.

For development:

- Ensure that teachers' expectations of students' speaking and writing are consistently high, particularly in the secondary phase.

Arabic as an Additional Language

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

- Students in the primary phase understand repeated instructions. Their reading comprehension is a strength, but a minority of students lack the confidence to answer questions. Most students link ideas together in simple sentences. Grammatical accuracy is insecure for a minority in the secondary phase.
- The majority respond appropriately to direct questions and ask questions under the direction of their teachers. They successfully follow the developing plot in a story. A minority have difficulty in adapting language to respond in new situations.
- The introduction of reading sessions is improving students' reading comprehension skills. This has not had a significant impact on students' ability to use new vocabulary to respond in speech and in writing.

For development:

- Ensure students are provided with sufficient opportunities to speak with confidence, good pronunciation and accurate intonation.

English

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

- In FS, children have strong listening skills and rapidly learn letters and sounds, but their speaking skills are developing more slowly. Progress slows in the primary and secondary phases, but is outstanding in the post-16 phase, particularly when students are given the opportunity to lead learning.
- Students' listening skills are consistently highly developed. As they move through the school, students become increasingly articulate. They read a range of texts confidently and with very good comprehension. Students' writing does not always show the expected level of creativity in the primary and secondary phases.
- Students' reading skills are being enhanced. From the primary phase onwards, they are provided with increasing opportunities to read and discuss age-related books, poems and plays, which is enhancing their love of literature.

For development:

- Promote creativity and critical thinking by increasing opportunities for students to lead their learning by carrying out personal research and presenting their findings.

Mathematics

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

- Students make rapid progress, particularly in the post-16 phase, because of their ability to link mathematical ideas and see patterns between them. This facility underpins their outstanding test and examination results. At every stage, students' confidence in number and their ability to interpret data, enhance their mathematical understanding.
- In FS, children develop secure number skills. Primary students have well-developed spatial awareness and understanding of geometrical properties. Students develop excellent algebraic skills and increasingly use this ability to support high A-level examination results.
- A focus on developing mathematical vocabulary and the application of mathematics to real-life situations is showing the relevance of the subject. The use of word problems promotes students' ability to analyse and convert information into mathematical expressions.

For development:

- Increase the use of problems that promote understanding of broad themes such as measurement.

Science

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

- From FS onwards, students make rapid progress because they develop high interest in scientific enquiry. As a result, test and examination results are outstanding in every phase. At all ages, students have highly developed investigative skills and transfer conceptual understanding into experiments with ease.
- In FS, children are 'mini-investigators' in their daily activities. Primary students carry out experiments to calculate gravitational force. From Year 7 onwards, students have an excellent grounding in chemistry, biology and physics. This leads progressively to their outstanding results in external examinations.
- Higher expectations for students to read, analyse and extract information are enhancing their, already excellent, practical and laboratory skills. Students apply these skills exceptionally well in the scientific thinking prior to an investigation, but not consistently so when communicating their findings.

For development:

- Consistently organise laboratory tasks that require students to effectively communicate their scientific findings.

Learning Skills

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

- Students interact very well and demonstrate impressive collaborative learning skills. They think critically and skilfully link learning to real-world experiences and events. However, when giving presentations, students in the primary and secondary phases demonstrate less well-developed communication skills.
- Students across the school are highly motivated learners. In FS, children very quickly develop a capacity to find things out for themselves and become independent learners. Post-16 students are highly motivated, regularly take responsibility for their learning and willingly take the lead when working in a group.
- There are numerous opportunities for students to develop their innovative ideas. Year-group teams, led by the innovation champions, lead the way in the use of learning technology, especially in the after-school activities. These opportunities are less evident in daily lessons.

For development:

- Develop primary and secondary students' ability to communicate their learning more effectively.

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

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

- Across the school, students display excellent behaviour, attitudes to work and relationships with peers and adults. They respond exceptionally well to opportunities to take on leadership roles. They thrive on critical feedback and have a strong sense of responsibility for their own learning.
- Bullying is rare and students are sensitive to the needs of others. Student well-being leaders support their peers when necessary. Students are aware of the importance of maintaining a healthy lifestyle and enjoy participating in a wide range of sports activities.
- Students' attendance across all phases is excellent. They are punctual in arriving at school, but not always to lessons. Students recognise and understand the link between their attendance and achievement.

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

- Students across the school are very aware of Islamic values and understand their relevance to the UAE. They understand and appreciate the values of modesty, respect and tolerance, and how these are reflected in the diverse population of the UAE.
- A particular strength is students' understanding and appreciation of UAE heritage and culture. In all phases, students can give details about the country such as its history, art, food, dress and tourist attractions.
- In all phases, students are very proud of their own cultures. Their understanding of world cultures has improved this year as a result of the cultural activities and awareness programmes organised by the school.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding
- Students' excellent work ethic is evident in all phases. They enthusiastically take on a range of responsibilities, showing total commitment to their roles. They demonstrate high levels of independence and initiate a variety of charitable fund-raising projects. - Most students have a well-developed social awareness. This is evident, for example, in the willing support they give to any new students through the 'buddy' system. Many are actively engaged in voluntary work in the local community. - Students show an excellent understanding of environmental sustainability and a determination to protect the environment. The enthusiastic environmental club ensures there is a focus on water conservation and consistent attention to the recycling of plastic products.				

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good ↓	Very good	Very good	Very good
- Teaching is very effective overall. Most lessons successfully interest and motivate students to do their best. Planning is comprehensive and generally takes into account students' different starting points. The slow pace of few lessons prevents teachers from fully consolidating learning. - Teachers routinely ask questions that develop students' curiosity and higher-order thinking skills. Occasionally, they do not probe enough to check the depth of students' understanding. Most teachers use resources, including learning technology, very well to inspire learners and promote innovation. - The wealth of tasks provided for children in FS is relevant and holds their interest very well. However, at times, this leads to spending too little time on deepening and embedding learning through sustained interaction and effective questioning.				

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good ↓	Very good	Very good	Very good
- In all subjects, there are effective procedures for measuring students' attainment and progress against the curriculum standards. In FS, assessment information is used well to identify gaps in learning. However, assessment is less successful in identifying children who are exceeding the learning goals. - The systematic collection of assessment information provides teachers with a wide breadth of information on students' academic and personal development. However, checks on students' progress do not always recognise lesson-by-lesson learning gains or assess the depth of students' understanding. - Information from the analysis of external test and examination results is used effectively to improve the curriculum. Assessment information is also used to advise students on their next steps in learning, but checks are not always made to ensure this guidance is acted upon.				

For development:

- Ensure that lessons flow at a pace that allows all activities to be concluded and students' understanding to be fully assessed and consolidated.
- Improve the accuracy of assessments of higher levels of learning, especially in FS.

4. Curriculum

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

- The curriculum in FS provides excellent opportunities for child-initiated learning. Post-16 students benefit from a highly-personalised curriculum. The curriculum in the primary and secondary phases does not provide enough opportunities for students to demonstrate the depth of their knowledge across the subjects.
- Curriculum reviews are based on the systematic analysis of assessment information. The choices available in the secondary and post-16 phases cater well for students' needs and interests. A Business and Technology Education Council (BTEC) vocational course helps students, including those of determination, transition into tertiary education and the world of work.
- An increased focus on reading across the curriculum, and on the development of higher-order thinking skills, is helping students extend their knowledge of subject-specific language and make connections in their learning.
- The school provides appropriate coverage of moral education through timetabled lessons and integrated learning opportunities.

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

- The school is highly successful in seeking information from students regarding their future aspirations. This information is used very effectively to modify and adapt the curriculum to ensure that all students have appropriate qualifications and pathways into further education.
- The enhanced extra-curricular activities including music, art and science, technology, engineering, art and mathematics (STEAM) provide excellent opportunities for students to be creative and innovative. Students benefit from extensive opportunities within the curriculum and after-school to study Islamic education and Arabic for both first and additional language learners.
- The greater emphasis, across the phases, on reading and 'Big Task' activities is helping students enhance their skills. Teachers are increasingly using learning objectives to modify teaching, but are inconsistent in ensuring challenge and depth of learning.
- Arabic is taught in FS1 for 60 minutes a week and in FS2 for 120 minutes a week.

For development:

- Ensure that, in all subjects, the curriculum provides an appropriate level of challenge and promotes depth in knowledge and understanding.

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

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

- Safeguarding is given a high priority. All policies are clear and contain appropriate safeguarding and child protection training for all staff. All necessary steps are taken to protect students from any form of abuse. Workshops on internet safety are provided by external agencies.
- The school premises and specialist facilities provide excellent accommodation. Records are kept of the regular checks of the premises, which ensure that any problems are quickly identified and rectified. All safeguarding reports and medical records are stored securely.
- Healthy living is promoted systematically through contributions from the school medical staff. The staggered breaks and departure times for buses minimise disruption. Students are carefully supervised both in the school and when on school transport.

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

- Mutual trust and respect are strengths throughout the school and underpin students' exemplary behaviour. In FS, children are provided with carefully-planned and personalised support. The consistency of in-class support is more variable in the primary and secondary phases.
- Swift and accurate assessments enable the early identification of students with barriers to learning. Strategies are quickly developed and implemented in lessons to support their progress. For those students facing the greatest barriers, specialist staff provide effective support.
- Procedures for the identification of students with gifts and talents have been refined. Through the choir, the school band and the inter-school challenges, students are offered more opportunities to demonstrate their achievements. Older students receive highly-personalised academic guidance with regard to career choices and university entrance.

For development:

- Ensure greater consistency in the in-class support provided for students of determination and those with gifts and talents, in the primary and secondary phases.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The inclusive ethos of the school is clear in the admission policy. The committed inclusion team, the interim inclusion champion and the governor for inclusive education oversee strategies to improve the effectiveness of interventions across the school.
- Using a range of assessment procedures, specialist staff accurately and swiftly identify students' barriers to learning. They have a good understanding of the KHDA categories and the impact of support on students' learning. They implement interventions that are well matched to students' needs.
- Relationships with parents are extremely positive. Parents receive regular information on their children's progress. They work in partnership with the school, and most contribute to reviews of their children's termly individual education plans (IEPs).
- The curriculum and lessons are modified and personalised to meet students' wide range of needs. In most lessons, effective support enables students to achieve their next steps in learning. However, the effectiveness of support is not consistent across the phases or subjects.
- Most students are motivated and engaged in their learning. They make better than expected progress against their personal IEP targets and are becoming increasingly self-confident. Those students who receive specialist individual support make particularly rapid progress.

For development:

- Amend the school's admission policy to reflect the inclusive nature of the school, and secure the appointment of a full-time inclusion champion to drive improvement.
- Ensure the consistency of support provided for students of determination across subjects and phases.

6. Leadership and management

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

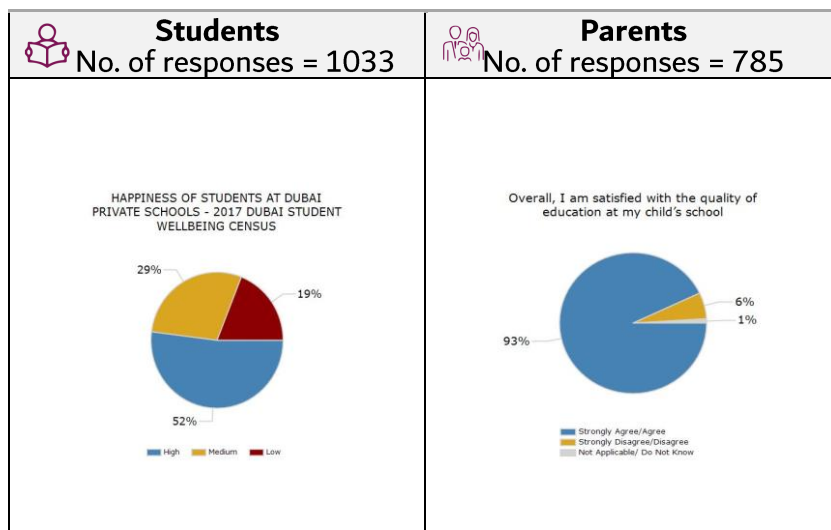
- Leaders at all levels are totally committed to the UAE vision of inclusive education. Effectively-distributed leadership ensures that all contribute to the future direction of the school and key priorities. Leaders have a strong understanding of the best practices in teaching. However, their implementation of the most effective assessment procedures is not as consistent.
- The school's self-evaluation processes are firmly based on analysis of internal and external assessment information. Regular monitoring of teaching and learning is carried out by leaders at all levels. However, the monitoring lacks the specific detail needed to support the school's evaluation of the quality of teaching, and there is insufficient attention given to the moderation of internal assessments. The school improvement plans focus on where action is most needed, but there is inconsistency in the monitoring of their implementation.
- Parents are actively engaged in the life of the school. A few visit lessons to help them understand how students learn. Parents are confident that their recommendations are valued and acted upon. A range of highly effective communication systems keeps them up-to-date with their children's progress. They feel that the school's strong local and international partnerships help nurture their children's academic and social development.
- Governance directly involves all the stakeholders, including the students. Governors' regular visits to school ensure they have strong first-hand knowledge of students' experience of learning. Governors use this knowledge well to influence the work of the school with suggestions for improvement. However, their use of this knowledge to hold leaders accountable for the school's performance is not as effective.
- The day-to-day management of the school is generally effective, but sometimes a less than prompt start causes initial delays to lessons. Students enjoy a spacious environment and excellent facilities, such as the STEAM café, the newly-surfaced sports areas and the specialist classrooms. The Arabic library is underdeveloped as a resource. Teachers receive on-going professional training. At present, the school has no substantive inclusion champion.

For development:

- Improve the monitoring of lessons to ensure that evaluations of the quality of teaching are accurate and that internal assessments are moderated.
- Ensure that timetabling enables students to arrive to all lessons punctually.

The Views of Parents and Senior Students

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



 Students	Almost all students feel safe and happy at school, believing that they work hard enough to succeed academically. Most indicate that they get on well with each other, feel valued, eat well and get enough sleep. Compared to other Dubai schools, fewer students report participating in sporting events, indicating that the after-school activities cost too much.
 Parents	Almost all parents are satisfied with the quality of education and feel that their children are safe. Most report that their children are hardworking and having fun at school. The issue of concern most frequently raised is the quality of Arabic teaching. This was investigated during the inspection and was found to be of a similar quality to teaching in the other subjects.

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