



المعرفة
Knowledge



THE WINCHESTER SCHOOL - DUBAI BRANCH

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



OUTSTANDING

CONTENTS

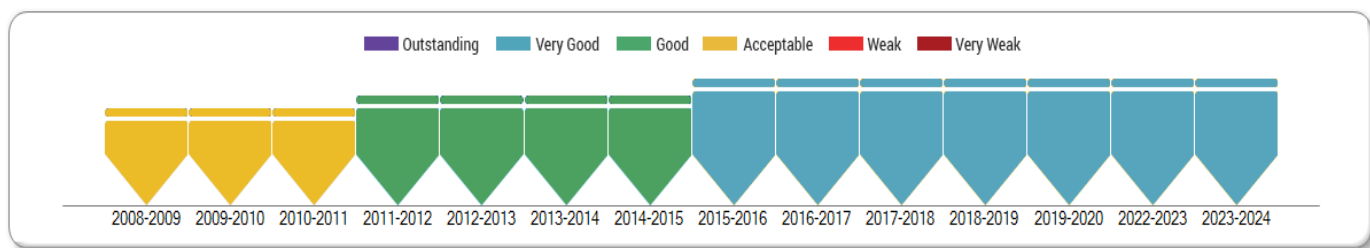
SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?.....	21



SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Jebel Ali
	 Opening year of school	2003
	 Website	www.winchester.sch.ae
	 Telephone	97148820444
	 Principal	Meenakshi Dahiya
	 Principal - date appointed	1/8/2016
	 Language of instruction	English
	 Inspection dates	30 to 03 November 2023
 STUDENTS	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS1-Year 13
	 Number of students on roll	4303
	 Number of Emirati students	4
	 Number of students of determination	414
	 Largest nationality group of students	Indian
 TEACHERS	 Number of teachers	234
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	49
	 Number of guidance counsellors	2
 CURRICULUM	 curriculum	UK
	 External Curriculum Examinations	IGCSE/ AS/ A level
	 Accreditation	UK

School Journey for THE WINCHESTER SCHOOL - DUBAI BRANCH



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Achievement in English, mathematics and science is outstanding in the Foundation Stage (FS) and in Post-16. Students' achievement in science is also outstanding in Primary and Secondary. Achievement in the other key subjects is mostly very good. Students are enthusiastic learners, capable of taking responsibility for their own learning. Collaborative learning is a strength in FS and Post-16.
- Students exhibit very positive attitudes, self-discipline and empathy, fostering respect for other students and staff. They prioritise safety, healthy living and punctuality. They demonstrate an excellent understanding the benefits to their wellbeing and achievement. All students have an excellent appreciation Islamic values and Emirati culture. Student leadership is a key feature, with a strong sense of understanding and opportunities for innovation and entrepreneurship. Environmental awareness is evident, with students leading sustainability campaigns in the local and wider communities.

Provision For learners

- Most teaching is very good, and outstanding in FS and Post-16. Teachers demonstrate strong subject knowledge, delivering engaging and motivating lessons. Questioning is generally used effectively. teachers make use of assessment data in lesson planning to meet students' diverse learning needs. However, implementation is not yet consistent in lower Primary and lower Secondary.
- The National Curriculum for England (NCfE) is effectively implemented and well planned to develop students' knowledge and skills. It offers balance, progression and a wide range of choices for older students, who also have a variety of alternative pathways. Student-led activities enhance their skills and talents. The curriculum successfully promotes an understanding of UAE culture and heritage.
- All staff are fully trained in health and safety. They understand the safeguarding procedures and know how to keep students and themselves safe and secure. Students have the confidence to report any concerns to an adult in school. They also have a strong sense of how to keep themselves safe online. The school places a high regard on the promotion of healthy living.

Leadership and management

- School leadership is generally strong. Leaders project a clear vision and mission for the school that is shared with all stakeholders. The school improvement plans are comprehensive, but do not always include clear and measurable targets. Partnerships with parents are highly effective. Governors know the school well and hold school leaders to account. The school has the resources and staffing to support teaching and learning.

Highlights of the school:

- Students' outstanding achievement in FS, in Post-16, and in science across the school.
- Students' very good progress in Islamic Education and Arabic.
- Students' outstanding personal, social, leadership and innovation skills.
- The school's outstanding curriculum design and its alignment with Emirati culture and UAE society.
- The school's outstanding health and safety arrangements and the excellent partnerships with parents.

Key recommendations:

- Improve the consistency of teaching in the lower primary and lower secondary years.
- Ensure effective implementation of assessment information in lessons and match learning activities to the diverse needs of students in primary and secondary.



OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Very good	Very 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	Very good	Very good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Very good	Very good	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	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

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

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 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](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully
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- Not Applicable

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Outstanding

- The school did not meet its 2021 Progress in International Reading Literacy Study (PIRLS) target, although the score was 35 points above the PIRLS average of 564. However, students' attainment in English, mathematics and science sustained an outstanding judgement in benchmark assessments over two years. Attainment in mathematics was slightly better than in English and science. It is a similar picture for the very small cohort of Emirati students.

C. Leadership: International and Emirati Achievement	Outstanding
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- All leaders have meticulously analysed the results of the National Agenda (NA) assessments to identify any gaps in students' learning. Consequently, departments have produced very informative and detailed year-by-year action plans to address the gaps. School leaders ensure that teachers implement appropriate strategies to personalise learning, to support and to challenge students in their thinking, However, not all staff are fully aware of the value of the outcomes of NA assessments.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Outstanding	Outstanding

- The school has increased the reading literacy skills of most students. In reading tests, most students in Primary and Secondary have reading literacy levels above their mean reading ages. Parent volunteers and older students, alongside leaders at various levels, actively contribute to supporting and facilitating reading activities throughout the school. In Primary, students engage in reading English and Arabic books, as well as science and mathematics reading comprehension texts during registration time. The school further develops students' phonics skills and fosters a culture for reading by introducing books tailored to students' interests and abilities across various writing styles.

Overall school standards in the National Agenda Parameter are outstanding

For Development:

- Ensure that new staff are aware of the importance and purpose of the National Agenda project.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

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

- The school strongly prioritises wellbeing, integrating it into its ethos and culture. Across the school wellbeing and academic achievement are valued equally. Guided by a skilled and passionate wellbeing leader, the wellbeing team ensures high quality provision. Robust self-review and monitoring systems are in place and the outcomes of further wellbeing assessments and surveys will provide more nuanced insights for decision-making.
- Stakeholder engagement is strong, especially from students and teachers. The pastoral team and school counsellor provide personalised support and open and effective communication channels lead to targeted interventions and improvements. Through an increasing range of communication and wellbeing information sharing strategies, parents now better understand the importance of wellbeing and how to influence this positively.
- Careful planning informs a holistic and integrated approach to the wellbeing curriculum. Many student-led initiatives ensure they are proactive advocates for both their own and their peers' wellbeing. Aligned to the PERMAH approach, further wellbeing modules are planned to provide a more structured approach to wellbeing curriculum design and delivery. Most teaching teams foster high quality classroom climates that enable student wellbeing growth. Students are highly positive about their experiences in school where they are strongly engaged and feel highly valued.

For Development:

- Through increased differentiation and personalisation, establish consistently high-quality classroom climates and experiences that meet the wellbeing needs of all groups of students.

UAE Social Studies and Moral Education

- Students actively participate in vibrant debates in moral, social and cultural studies (MSCS) classes, enjoying an enriching educational experience. The curriculum aligns MSCS standards with each year group and is taught in weekly lessons up to Post-16. Social and moral themes and principles are integrated in various subjects to promote deeper understanding.
- In lessons, students benefit from an integrated curriculum that encourages exploration of moral and social issues, particularly within the English curriculum. The school's MSCS programme follows the Ministry of Education (MoE) guidance and is taught by specially assigned staff members. Regular assessments and transparent communication with parents underscore the school's commitment to all-round student development.

Arabic in Early Years

- Children are taught Arabic in FS2 and Year 1. Children in FS2 attend one 30 minute lesson each week. In Year 1, students have four 55 minute lessons per week. The school uses an adapted Arabic curriculum in FS2 and the MoE curriculum in Year 1. Thirteen qualified teachers deliver the Arabic programme. Teachers engage children with songs and a variety of age-appropriate videos and familiar characters to build their interest. In FS2, assessment of children's progress is mainly observational, with more formal assessments in Year 1.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In Primary and Secondary, students memorise and recite the Holy Qur'an and Hadith. They understand the Tajweed rules and apply them. In Post-16, students use the Holy Qur'an, Hadith and Seerah when justifying their answers.
- Students understand the benefits of the Holy Qur'an and Hadith in their daily lives. They analyse and reflect well on everyday situations using Islamic laws and etiquettes like good manners, repentance and asking permission.
- In all phases, students' recitation and memorisation skills are yet to be secure. They attempt to recall verses from the Holy Qur'an in their lessons or through the use of technology. These skills are not consistently strong in some year groups.

For Development:

- Ensure that the citation, recitation and memorisation of the Holy Qur'an and Hadith are fully developed and in line with the curriculum expectations.

ARABIC AS A FIRST LANGUAGE

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

- The school has enhanced student's reading skills in all phases through the use of reading corners, morning sessions and virtual platforms. Students in the primary and secondary phases, especially the younger students, are less confident in the use of standard Arabic.
- In their lessons and recent work, students demonstrate improvement in their reading comprehension and writing for different purposes, especially in classes at the end of the phases. However, their writing lacks precision, cohesive linguistic structures and length.
- Students in the upper years, both in the secondary and post-16 phases, possess strong reading comprehension and skills of literary text analysis. They are often capable of citing strong textual evidence to support their analyses.

For Development:

- Improve students' narrative, descriptive and informative extended writing.
- Increase the opportunities for students to practice and engage in spoken activities using standard Arabic.

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' reading skills are well developed. They practice reading in all lessons, during morning reading sessions, and through virtual reading platforms. Students in the upper Secondary can write narrative texts. However, their independent writing is sometimes too conversational.
- The improvement in teaching strategies and discussion of familiar topics relevant to daily life enhance students' speaking skills. Students in the lower Primary can form a short story using simple, connected sentences that express a series of images.
- Students' reading comprehension skills and text analysis have significantly improved through the use of sentence prompts and word lists. However, their listening skills are less well developed, which limits students' ability to engage in discussions of unfamiliar contexts.

For Development:

- Provide more opportunities, particularly for the lower achievers and beginners, to practise their weaker language skills.

ENGLISH

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

- Children in FS make rapid progress in developing their pre-reading and writing skills. Although in Primary and Secondary students progressively develop their knowledge and skills, their understanding and application of writing conventions are inconsistent. Post-16 students make effective use of examination guidelines to improve their work.
- Students are confident and articulate speakers who communicate their thinking clearly. In Post-16, students do this with precision, often supporting their views with relevant information, derived from analyses of texts. Students' reading fluency, comprehension and inference skills are developed progressively.
- The introduction of guided reading, for instance the New Group Reading Test (NGRT) initiatives, as well as the strong focus on developing students' vocabulary, are helping to accelerate progress. These initiatives are resulting in higher attainment in most phases.

For Development:

- Raise achievement in Primary and Secondary to match that in FS and Post-16.
- Provide more opportunities for students in lower Primary and lower Secondary to develop their critical thinking skills.

MATHEMATICS

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

- Students' levels of attainment in external assessment tests are very strong throughout Primary and Secondary. Attainment and progress in lessons and books accelerate through both phases so that, by the end of the phases, a large majority of students achieve above curriculum expectations.
- In FS, children have a secure understanding of shapes and measures. In Year 6, students are able to deduce the missing angles in different triangles. In Year 11, students make very strong progress in probability. In Post-16, students have a secure understanding of advanced mathematics.
- Opportunities for students to use investigation and basic problem-solving skills have improved. More able students are not moved on quickly enough in Primary to solve complex problems based on everyday situations.

For Development:

- Ensure that students, especially in lower Primary and lower Secondary, develop and use skills to solve complex problems from everyday contexts.
- Make more use of ongoing assessment to move more able students on to higher order tasks as soon as they are ready.

SCIENCE

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

- Most children in FS and most students in the other phases attain levels that are above curriculum expectations. In the primary, secondary and post-16 phases, the assessment information indicates a very strong performance by students.
- In the upper primary, secondary and post-16 phases, most students' investigative and experimental skills are very well developed. Most students can explain their hypotheses clearly and confidently.
- Students' critical thinking and problem-solving skills, and the use of scientific vocabulary, are improving in all phases. Most students work well independently and collaboratively to complete investigations and tasks. However, students' analytical skills, especially the higher attaining students, are not fully secure.

For Development:

- Ensure that teachers increase the level of challenge for all students and improve their scientific analytical skills, particularly those of higher attaining students.

LEARNING SKILLS

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

- Students across the school show enthusiasm for learning. They take responsibility and actively seek improvement. They confidently rectify misconceptions, especially in science, and identify areas for enhancement. Collaboration and clear communication are strengths in FS and Post-16, though less consistent in Primary and Secondary.
- Students excel in establishing meaningful connections and effectively communicate their learning. However, the full potential of technology in supporting learning remains underutilised in some phases, particularly for inquiry and research.
- Most students display autonomy in their learning, participating in research and innovation. However, the accessibility of these opportunities varies across subjects. Students' enthusiasm and collaborative skills contribute to a positive learning environment. Students have strong capacity for the application of higher order thinking skills.

For Development:

- Maximise the use of learning technology to support inquiry, research and higher order thinking skills, particularly in Primary and Secondary.

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

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

- In all phases, students show responsible and very positive attitudes towards school and learning. They are consistently self-disciplined and empathetic. They share a mutual respect with one another and with members of staff, fostering healthy relationships across the school community.
- Students feel very safe in school and are aware of the meaning of healthy living. This helps them to make wise judgments and healthy choices. They participate in activities that promote a safe and healthy lifestyle
- Students diligently follow the school routines. They are punctual in arriving at the start of the day and to lessons. They fully understand the importance of punctuality and its positive effects on their achievement and wellbeing.

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

- Students demonstrate an excellent understanding and appreciation of Islamic values. They relate what they learn and do in school to their personal lives, helping them to integrate easily within the local community.
- All students recognise fully and appreciate the Emirati heritage and culture. They sing the National Anthem with respect and celebrate National Day with joy. They enjoy eating local food and pay visits to the other Emirates.
- Students enjoy the diversity of the different nationalities in the school and see this as preparation for living in the wider world. They share their cultures and traditions with pride during the school's international day.

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

- Student leadership is a special feature of this school. Students participate in local and international charity events and have a strong sense of empathy for others. Students feel heard and have a strong belonging to the school community.
- Innovation opportunities are readily available for all students. They take part in national and international competitions. A range of after-school activities supports their innovation skills and promotes a sense of entrepreneurship.
- Students across all phases display sensitivity to the needs of the environment. The student leaders design and implement effective environmental campaigns. These initiatives contribute effectively to sustainability and conservation in the local and wider world environment.

For Development:

- Sustain the student-led environmental campaigns.

03 TEACHING AND ASSESSMENT

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

- Most teachers demonstrate strong subject knowledge, delivering purposeful lessons that effectively engage and motivate students. Teaching consistently provides appropriate support and challenges for students at different levels, although personalised learning is inconsistent in primary and secondary.
- Teachers' questioning is highly effective, particularly in FS and Post-16, where teachers understand how students learn best. Their interactions with students promote eagerness and independence in learning. Time and resources are generally used effectively to promote learning.
- Teachers successfully use a range of activities and techniques to promote critical thinking, problem-solving and investigative skills. In the lower primary and lower secondary phases, teachers plan lessons to meet the needs of most but not all groups of students.

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

- The school's internal assessment processes are comprehensive and consistent. The assessment information is valid and reliable. Teachers use the information effectively to evaluate students' progress. The school rigorously analyse students' outcomes against external, national and international benchmarks.
- All assessment information is comprehensive and provides teachers with sufficient details about students' strengths and weaknesses. Assessment outcomes are monitored and analysed to identify gaps in learning and are appropriately aligned with curriculum standards.
- Teachers make use of assessment data in lesson planning to meet students' diverse learning needs. However, implementation is not yet consistent in lower Primary and lower Secondary. Students do not always act on the feedback given by teachers in the marking of their work.

For Development:

- Ensure greater consistency in the quality of teaching in lower Primary and lower Secondary, with particular reference to the use of assessment information in implementing the lesson planned.

04 CURRICULUM

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

- In FS, the curriculum promotes interest and enjoyment for children and provides a very effective introduction to the NCfE. The curriculum is fully compliant with the statutory requirements. It provides clear progressions and is reviewed regularly to identify and address any learning gaps.
- The curriculum is planned very effectively to develop students' knowledge, skills and understanding across all subjects and phases. Curriculum choices are extensive for older students. They give a sound preparation for life beyond school.
- Since the previous inspection, the school has improved procedures to ensure that transition for new students into the secondary phase is seamless. The curriculum in Primary has improved and the quality of provision matches that in the other phases.

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

- The school successfully adapts the curriculum to meet the needs of different groups of students. Implementation in lessons is inconsistent. The curriculum offers alternative pathways for older students, including Business and Technology Education Courses (BTEC) and integrated science courses.
- A wide range of extra-curricular and other activities, many initiated by students, provides opportunities for students to enhance their skills and talents. These activities include participation in global events that promote high-quality debating, innovation and learning skills.
- The curriculum enables students to develop a deep understanding of Emirati culture and UAE society. Student leaders promoting UAE culture and Islamic values raise awareness effectively. Cross-curricular links are evident in most lessons. The curriculum connects learning to students' experiences and everyday life.

For Development:

- Ensure that teachers implement the planned tasks to provide suitable challenge to all groups, including students of determination across all subjects and phases.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has rigorous procedures and policies in place to ensure students' safety and security. The school meets all legislative requirements, including evacuation and lockdown procedures. Safety checks are frequent and rigorous.
- All staff are fully trained in the school's safeguarding and child protection procedures. They know how to keep students and themselves safe. As a result, students are confident to report any concerns to an adult. They have a strong sense of how to keep themselves safe online.
- The school places a high regard on the promotion of healthy living and organises regular healthy eating events and sports activities which clearly influence all aspects of school life.

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

- This is a supportive, caring environment which is particularly strong in FS and Post-16. There are many leadership opportunities for students in Years 5 and above. Mutual respect, trust and confidence characterise interactions between staff and students. Post-16 students volunteer to help younger students in need of additional support.
- The school has robust attendance and punctuality procedures. Pastoral support is highly effective, and wellbeing is a high priority for everyone. The identification of students of determination and the gifted and talented is a strength. The implementation of students' individual education plans (IEPs) is not always consistent.
- There is strong communication between teachers, support assistants, parents and students. Their opinions are heard, and responses are prompt. Career guidance is a prominent feature for older students. Students of determination are provided with alternative pathways to suit their ability levels.

For Development:

- Ensure that all teachers refer to students' IEPs in planning lesson learning activities.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very Good

- School leaders, governors and staff are committed to developing a high-level supportive environment where students are welcomed and celebrated. Inclusion is supported effectively by a dedicated team of specialist teachers and learning support assistants (LSAs).
- The school has clear identification and intervention procedures based on entry assessments, standardised testing, internal testing and ongoing reviews. A range of interventions is put in place. Individuals and groups of students have an IEP, with specific targets agreed by teachers and parents.
- Parents speak positively about the inclusion centre and appreciate the regular communication between school and home. They value the open-door policy where their opinions are considered, and the positive relationships. Some parents would like more guidance for older students when transitioning to life after school.
- The inclusion department works diligently in producing specific strategies in students' IEPs. A large majority of mainstream teachers differentiate but are yet to interact consistently with the students of determination who are being supported by LSAs in their lessons.
- The inclusion department makes use of a wide variety of information in constructing students' IEPs. Parents receive regular reports and are consulted when IEPs are reviewed. Most students of determination make better than expected progress.

For Development:

- Ensure that the detailed IEP learning targets and strategies are implemented in all lessons.

06 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

- Led by the principal, leaders at all levels establish a clear strategic direction and a shared vision focused on high outcomes, wellbeing and inclusion. Leaders display a strong understanding of the curriculum and effective teaching practices. Professional relationships with all stakeholders contribute to a positive school culture. Leadership responsibilities are appropriately distributed to the relevant staff. However, there is inconsistency in the capacity of some middle leaders, particularly in the primary and secondary phases, to identify and address potential barriers to sustained improvement.
- The school self-evaluation process is thorough. It takes account of both internal and external data with input from staff and account taken of the views of parents. The school knows its strengths and areas for improvement through the continuous monitoring of teaching and learning. The key priorities are accurately identified and analysed. However, the school improvement plan lacks specific, measurable targets. Most recommendations from the previous inspection report have been addressed, leading to sustained improvement.
- The school effectively involves all parents in their children's education. Through subject-focused events and literacy support, parents contribute to their children's achievement. Regular, informative communication through weekly emails keeps parents informed about their children's progress. Parents are supported well when their children choose their options in Year 9. Comprehensive academic and personal development reporting is provided on termly basis. The school has extended partnerships with the local, national and international communities.
- The governance structure, which includes the Local Advisory Board, represents nearly all stakeholders, including the corporate body. The board consistently seeks and considers stakeholders' views and possesses detailed knowledge of the school. Members provide essential support, including additional resources for Islamic Education and Arabic. Governors hold senior leaders accountable for the school's performance. They have a positive impact on the school by working to ensure that all the staffing and resources needed to continue to move forward are provided
- School leaders effectively oversee the day-to-day operation of the school. Well-known routines and procedures for students and staff are implemented effectively. Staff are well qualified. They regularly engage in ongoing professional training and are deployed to optimise their qualifications and expertise. The school's premises are maintained to a high quality and provide a stimulating learning environment. However, a few classrooms are occasionally overcrowded. Diverse resources, including technology, enhance the teaching and learning experience.

For Development:

- Ensure that all middle leaders have the skills needed to drive improvement in their areas of responsibility.
- Ensure that the school improvement plan is concise with clear and measurable targets.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae