

VERY GOOD



2019-2020

INSPECTION REPORT

UK CURRICULUM

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School Information

General Information	 Location	Dubai Hills
	 Opening year of School	2013
	 Website	www.gemswellingtonacademy-alkhail.com
	 Telephone	+97145129100
	 Principal	Neil Matthews
	 Principal - Date appointed	1/4/2018
	 Language of Instruction	English
	 Inspection Dates	20 to 23 January 2020
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	1006
	 Number of Emirati students	74
	 Number of students of determination	124
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	98
	 Largest nationality group of teachers	British
	 Number of teaching assistants	58
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	2
	 Teacher turnover	8
Curriculum	 Educational Permit/ License	England
	 Main Curriculum	National Curriculum for England
	 External Tests and Examinations	GCSE IGCSE
	 Accreditation	British schools Overseas (BSO)
	 National Agenda Benchmark Tests	GL Progress Tests

School Journey for GEMS WELLINGTON ACADEMY- AL KHAİL



Summary of Inspection Findings 2019-2020

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	<ul style="list-style-type: none"> Students very good learning skills make a significant contribution to their improving achievements. Their achievement in English, mathematics and science is very good in most phases. Primary students' achievement is good in Islamic education and Arabic as a first language. Although secondary students make good progress, their attainment remains acceptable. In Arabic as a second language, students' achievement is acceptable. Post-16 students' achievement is variable across key subjects. Students' attitudes to work and their exemplary behaviour are strengths of their personal development. Their very good understanding of Islamic values underpins their positive relationships with each other. They show a deep appreciation of the culture of the UAE and of their countries of origin. Students willingly act as volunteers in school and in the community. They care for their school and are keen to explore and initiate projects related to environmental sustainability.
Provision for learners	<ul style="list-style-type: none"> Teachers know their students very well and use this information, together with their strong understanding of the learning process, to plan engaging activities for their students. Key questions are used very effectively by most teachers to develop students' higher order thinking skills. Improving assessment processes are very effective in most subjects, but are not applied consistently to meet the needs of all students in Arabic as an additional language The curriculum is designed and implemented very well to develop students' knowledge, skills and understanding in most subjects. Links between subjects are planned, particularly those relating to developing students' knowledge of UAE culture. Most teachers are very successful in modifying the curriculum to meet the needs of students of different abilities. The welfare of students lies at the heart of the school ethos. Student and staff relationships are exemplary. Effective policies and procedures are in place with regard to child protection. Students are supervised very effectively, including when using school transport. Very good support is provided for students of determination. Systems to promote positive behaviour are highly effective, Older students receive personalised guidance when making choices for life beyond school.
Leadership and management	<ul style="list-style-type: none"> The focused, strategic leadership of senior staff and governors is improving the quality of teaching and student outcomes, most notably in English, mathematics and science. Self-evaluation processes are successful in identifying the school's strengths and areas for further development. The school has developed outstanding partnerships with parents. The governing board provides very effective support and acts as a constructive critic for the school. The school is appropriately staffed, and the premises are of a high quality.

The Best Features of The School:

- Attainment and progress in English, mathematics and science.
- Students' outstanding attitudes to work and their ability to manage their own behaviour.
- The outstanding care and support for students which contributes to a fully inclusive school.
- The improving systems of self-evaluation and the positive impact on the quality of teaching and student outcomes.
- The outstanding partnerships with parents.

Key Recommendations:

- Improve students' attainment and progress in Arabic as an additional language by ensuring that all teachers:
 - possess a secure understanding of the expectations of the curriculum standard and;
 - know how to teach all four skills at the correct level of challenge to all students.
- Build on the improvements in the quality of teaching and student outcomes by:
 - ensuring that all leaders and teachers fully understand what constitutes greater depth in learning and how this should be taught and assessed,
 - expanding the links made between subjects to increase the opportunities for students to apply what they know in unfamiliar situations.
- Ensure that the plans to offer a wider range of vocational curriculum options for post-16 students are fully implemented.

Overall School Performance

Very good ↑

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Very good	Very good ↑	Very good ↑	Good
	Progress	Very good	Very good ↑	Very good ↑	Very good ↑
 Mathematics	Attainment	Very good	Very good ↑	Very good	Good
	Progress	Very good	Very good ↑	Very good	Very good ↑
 Science	Attainment	Very good	Very good ↑	Very good	Good
	Progress	Very good	Very good ↑	Very good	Very good ↑
 UAE Social Studies	Attainment	Good			

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

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

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

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	Very good	Very good ↑	Very good ↑	Good
Curriculum adaptation	Very good	Very good	Very good	Very good ↑

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Outstanding ↑	Outstanding ↑	Outstanding ↑	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 the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), 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 :

The school meets the registration requirements for the National Agenda Parameter.

The school's progression in international assessments is above expectations

- As a relatively new school, participation in Trends in Mathematics and Science Study (TIMSS) and Programme of International Student assessment (PISA) Based Tests (PBTS) is increasing to the point where the school can begin to measure its progression in international assessments. In benchmark assessments, progression is very good overall and marginally better in English and mathematics than in science. When outcomes in aptitude tests are compared to outcomes in benchmark assessments, science shows most improvement. In all three subjects, the large majority of students exceed their potential, as measured by cognitive ability tests (CAT4).

The impact of leadership is above expectations.

- The school's leaders are proactive in developing and implementing well-integrated plans for key goals. Assessment information is analysed and interpreted well. Using this information, leaders identify key priorities for improvement in teaching and curricular review, in order to subsequently enhance learning and raise students' achievement. The impact of these improvements is very positive.

The impact on learning meets expectations.

- Across all key subjects, the development of critical thinking skills are embedded in lessons. These are most effective when teachers encourage and facilitate reflection and discussion among students, through effective questioning and reading opportunities. However, research, analysis and interpretation of information is better in English and science than in other subjects.

Overall, the schools' progression to achieve the UAE National Agenda targets is above expectations.

For development:

- Ensure that research, analysis and interpretation of information is integrated into all subjects.
- Ensure that outcomes in TIMSS and PISA assessments are well investigated for ongoing development of content and reasoning skills that improve applications to real life situations.

Moral Education

- The quality of the taught curriculum is strong It enables learning experiences that facilitate students' use of collaborative learning in developing moral skills through discussion, debate and research. All key concepts and learning objectives of the programme are fully addressed.
- The quality of teaching in moral education is very strong. Teachers use a very wide variety of strategies and plan engaging and motivating learning experiences for their students.
- On a day-to-day basis and towards the end of each topic, teachers assess students' understanding of key concepts. Observation of students' learning is a feature of good practice and anecdotal records are also maintained. Moral education outcomes are reported to parents.

The school's implementation of the moral education programme is **above expectations**.

For Development

Enable a greater level of in-depth research to take place during lessons including the use of digital devices.

Reading Across the Curriculum

- The school implements effective practices improving reading achievement in English. These include the use of standardised assessments and targeted intervention. It has been less successful in improving reading skills in Arabic.
- The library provision is very effective and instrumental in developing avid readers who read for pleasure and information. Teachers are developing students' reading skills very well across the curriculum.
- Students develop fluency and comprehension skills very well, building on the firm foundations established in the Foundation Stage (FS). They develop higher order skills systematically, enabling them to analyse increasingly complex texts critically.
- The school strategy has a very positive effect on improving students' access to challenging reading materials across subjects. Collaboration between English and Arabic departments is in the early stages of implementation.

The school's provision, leading to raised outcomes in reading across the curriculum, is **developing**.

For development:

- Improve students' reading skills in Arabic by implementing a systematic and structured approach to the teaching of reading, using targeted intervention and by developing the library provision.
- Establish closer collaboration between the English and Arabic departments to improve reading skill development in Arabic.

Innovation

- In most subjects, students are creative and reflective, independent learners and in many, they begin to show skills in critical thinking. Their use of technology is less consistent.
- Across all phases, students participate in creative projects initiated by themselves, their peers, or by the school itself. These activities promote entrepreneurial spirit, alongside skills in management, leadership, and innovation.
- Many lessons begin with key questions that encourage individuals or groups of students to solve problems and initiate innovative approaches to learning.
- Curricular enrichment and planned activities that link subjects enhance the development of creative skills. There are many examples of innovative practice, such as the Horizons programme.
- School leaders have established a climate where innovative practice flourishes. This is a key element of the school's vision and is fully reflected in the plans for further development.

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

For development:

- Increase the opportunities for students to use a range of technologies to enhance their learning.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessment information indicates that students' attainment is above expected standards in all phases. This is an accurate reflection of students' work in primary classes especially with regard to the Pillars of Islam and Seerah concepts. Students' knowledge, skills and understanding are not as observably well-developed in the secondary and post-16 phases.
- In all phases, students can discuss Islamic rules in depth. Although the majority of students are making significant progress in knowledge and understanding, this is less evident with regard to Seerah and the principles of Islam in secondary and post-16 classes.
- Students in Secondary and Post-16 are beginning to improve their recitation skills. They can refer to the Holy Qur'an and Hadeeth when debating Islamic laws and applying their research and life application skills.

For Development:

- Improve students' knowledge in Seerah and the principles of Islam, especially in Secondary and Post-16.

Arabic as a First Language

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

- The language skills of primary students are better than secondary and post-16 students relative to their age. This is due to a better integration of teaching across the four language skills in each lesson in the primary phase.
- Students across the three phases possess stronger skills in listening than in speaking. They are able to read and comprehend different texts. However, their critical analysis of literature remains underdeveloped, and this adversely affects the quality and depth of their writing.
- The library has been enriched with new titles and reading books. However, these resources are not fully utilised or integrated into the daily routine of students' language learning and are, therefore, not having a sufficiently positive impact on students' outcomes.

For development:

- Develop a robust plan to promote reading while closely monitoring its impact on students' overall language development.

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

- Most students' attainment levels, in both phases, are within expected curriculum standards. Reading for understanding and writing are the weakest skills.
- Students' vocabulary is developing. However, their ability to utilise this vocabulary in real situations remains underdeveloped. Students can read familiar words, but find it challenging to understand basic language instructions.
- Assessment and lesson planning is improving and more aligned with practice in other key subjects. However, students are still not provided with sufficient challenge to ensure their language development matches curriculum standards for their relevant years of study in Arabic.

For development:

- Develop and implement strategies to promote vocabulary retention.
- Provide students with real life opportunities to apply what they have learnt in different speaking and writing assignments.

English

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

- Attainment relative to curriculum expectations post-16 phase lags behind other phases. Across all phases, in all language skills, students make very good progress, although the development of writing skills is stronger in Secondary and Post-16 than in Primary.
- In the FS, children develop listening and speaking skills rapidly and build strong foundations in early literacy. A few students in all phases lack confidence in writing fluently. The large majority of students develop speaking skills very well, and in the secondary and post-16 phases they use sophisticated language and express their viewpoints clearly and confidently.
- In reading, fluency and comprehension skills in all phases are improving through targeted intervention and the provision of suitably graded materials. Secondary students' skills in applying correct grammar and spelling in their writing are improving across subjects.

For development:

- Improve students' writing skills in the primary phase, by targeting intervention for those writing below the expected level and increasing opportunities for all students to write more in lessons.

Mathematics

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

- Although student progress is equally very good in all phases, only a majority of post-16 students reach standards above those expected.
- In the FS, children have a well-developed understanding of number and shape. Primary students have improved number fluency. Their ability to understand and accurately solve word problems is strong. These skills are mirrored in the secondary and post-16 phases, where students use algebraic expressions accurately to solve problems in shape, measure and geometry.
- Overall, the large majority of students have better than expected understanding of key mathematical terms and concepts, leading to secure knowledge. Occasionally, some students struggle to apply their learning to real-life mathematical problems.

For development:

- Ensure that real-life applications of mathematical concepts are more central in lessons for even better understanding of the relevance of mathematics to students' life experiences.

Science

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

- Students throughout the FS, Primary and Secondary have a very good understanding of the main areas of science. In the post-16 phase, students with a wide range of ability follow A level courses, and their levels of knowledge and understanding are mainly secure, with many students performing very well. Public examination results are very good overall.
- Scientific investigation skills are very strong. The large majority of students express their understanding extremely clearly, and the most able students explain complex scientific ideas accurately. Students collect, analyse and interpret data from investigations well. Occasionally, students do not explain their understanding in sufficient depth.
- In Primary, teachers' expectations are improving and work is increasingly challenging. Teachers' understanding of the required standards are improving, so that lessons are closely matched to what students should be learning and in line with age-related expectations.

For development:

- Improve students' ability to discuss and extend their depth of understanding.

UAE Social Studies

All phases

Attainment

Good

- As a result of effective teaching and assessment, the majority of students in Primary and Secondary demonstrate a deep understanding of UAE social studies at a level that is above Ministry of Education (MoE) standards in history, geography and national education.
- Supported by their strong literacy skills, students in the primary phase can read maps and explain the concept of conservation. In Secondary, they discuss global warming issues, using secure research and life application skills.
- Students can carry out basic research and create mind maps, reflecting a balanced curriculum that enhances their knowledge and skills. At times, students are not able to distinguish fact and opinion within the texts they read.

For development:

- Ensure that students develop the ability to distinguish between fact and opinion.

Learning Skills

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

- Students enjoy and take responsibility for their learning. They explain what they learn accurately and confidently, using the correct terminology. Usually, they relate what they learn to life in the UAE and wider world. They use these skills very effectively in Islamic education but less so in Arabic lessons.
- Students' critical thinking and their ability to collect and analyse information are developing rapidly. They regularly discuss what they are learning, and this contributes to the depth and breadth of their understanding and knowledge. On many occasions, they initiate their own investigations.
- Since the last inspection students' independent learning skills, particularly their research skills, are developing well in most subjects, although they do not always make use of learning technologies in their research.

For development:

- Ensure that students consistently make effective use of learning technologies for their research.

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

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

- Across all phases, students demonstrate extremely positive attitudes to school. They are self-reliant, resilient, respectful and polite. Students work well in collaboration, offering support and showing empathy for the needs of their peers.
- Behaviour is consistently exemplary during classes and around the school. Students are self-disciplined and courteous towards adults and other students. The students and staff share a very strong relationship based on mutual respect. Students take the lead in developing their school.
- Across all phases, there is an excellent awareness and commitment to following healthy lifestyles. Students are very enthusiastic and consequently, frequently make sensible choices in relation to eating and taking regular exercise.

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

- Almost all students demonstrate a high level of respect and appreciation of Islamic values and key elements of UAE culture. They are fully engaged in celebrating national and international events in lessons and school activities.
- Across the school, students from a wide range of cultural backgrounds, possess a deep knowledge of their own heritage. The school does not offer sufficient opportunities for them to share their traditions and to then gain a better understanding of each other.
- Students respond positively to the curriculum in Arabic, Islamic education, social studies and moral education, which is very effective in developing their understanding of diversity and tolerance.

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

- Throughout the school, students are responsible for and contribute actively to the community around them. They show care and consideration for others and demonstrate active citizenship, volunteering in several school and local initiatives or pursuing their own suggested initiatives.
- From the FS upwards, students demonstrate a very positive work ethic. They are highly resourceful, innovative, and creative. Student voice is evident through the students' council and students' surveys, enabling them to develop their leadership, management, and communication skills.
- Conservation and sustainability feature strongly across the school. Avid collection of recyclable plastic bottles, and the hydroponic initiative demonstrate students' depth of understanding of environmental issues and their determination to make a difference.

For development:

- Enhance and build on students' understanding of each other by sharing traditions, knowledge and experience.
- Expand student entrepreneurial initiatives and ensure their significant social benefits.

3. Teaching and assessment

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

- Across the school, teaching is closely matched to students’ learning needs. Lessons start with probing questions that promote students’ imagination, involve close collaboration and encourage innovative approaches to learning. Teachers are well organised and provide a wide range of resources to successfully capture students’ interest and enthusiasm.
- Highly effective questioning encourages discussion that promotes independent thinking. Teachers provide many opportunities for students to develop critical thinking skills through finding and analysing information. This is effective in promoting very good understanding.
- Teachers are improving their understanding of the standards students are expected to reach for their age and this ensures that lessons are planned appropriately. Some teachers’ understanding of what constitutes greater depth in learning is not strong.

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

- As a result of a proactive response to the previous inspection report, the school is narrowing the gap between internal and external assessment information. Assessment information is now accurately analysed and used well to improve teaching and for the purposes of curriculum modification.
- Systems for tracking the progress of students are very well developed and effective monitoring, evaluation and reporting support improved achievement for most groups of students.
- Teachers and school leaders know their students very well and use assessment information to plan better individual support and challenge. Students possess a developing knowledge of their strengths and areas for improvement. There are inconsistencies in teachers’ approaches to written feedback in students’ workbooks.

For development:

- Provide teachers with appropriate training to develop their understanding of how to plan and deliver activities that deepen students’ knowledge and understanding.
- Improve consistency in monitoring and marking of students’ workbooks for improved feedback in line with the school’s assessment and feedback for success policies.

4. Curriculum

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

- The school provides a distinctive and inspiring curriculum that is clearly evident in the FS, Primary and Secondary. It is very successful in motivating and engaging students' interests. The curriculum does not cater well enough for the range of students' abilities and interests in the post-16 phase.
- The FS curriculum is very successful in providing personalised learning that enables children to flourish and develop a wide range of skills, including outstanding personal development. Thoughtful and imaginative planning ensures challenge, continuity and progression in learning across year groups and at transition points.
- The school is partially meeting the area identified for improvement made at the previous inspection regarding the need to ensure that Arabic is taught and learned to the required curriculum standards. Plans to extend the range of subject options at post-16 are in place but not implemented.

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

- Adaptation of the curriculum is very effective and meets the academic and personal needs of almost all students. Modifications are well applied and in some subjects, these ensure improved progress for many students of determination.
- The curriculum is adapted to engage students. Across all phases the learning environment is very imaginative and learning areas provide opportunities for creative and innovative work. There is a broad range of activities available to students outside normal lessons.
- There are relevant learning experiences to enable all students to develop a knowledge and appreciation of the heritage of the UAE, including through a well-established social studies curriculum. Emirati culture is discussed and supported through a range of artefacts and displays.
- In FS2 children are taught Arabic as a first and second language for 30 minutes, twice per week.

For development:

- Implement the plans to extend the range of subject options in the post-16 phase.
- Ensure greater consistency in curriculum adaptation to meet the needs of all students in all subjects.

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

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

- The school implements rigorous procedures for safeguarding students. All teaching and ancillary staff are trained in child protection procedures. Measures are taken to ensure that students are protected from all forms of abuse. Supervision is effective, both on the school premises and on school transport.
- Buildings and equipment are maintained to a very high standard. Although, safety checks of the premises and grounds are carried out daily by the maintenance staff, there is not a culture whereby all staff taking responsibility for ensuring that safety systems are fully implemented. Comprehensive records are maintained in respect of incidents, accidents and follow up actions.
- The school clinic is staffed with qualified medical personnel. The school's promotion of healthy living is very effective.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Staff have developed highly positive relationships with all students and they in turn develop respect and courtesy. Attendance is monitored closely with good levels of punctuality being noted in most, but not all phases.
- Procedures for identifying students of determination are very good. The school uses a wide range of assessments. Targets for improvement are focused with the modifications and adaptations suited to each student. The result is very good academic and pastoral progress.
- Assessment procedures are very well developed to identify students with gifts and talents. Students' well-being and pastoral guidance is a strong element of school provision. Guidance on subject choices is provided from year 10 together with newly established university entrance advice for post-16 students.

For development:

- Develop a culture of health and safety where every member of staff takes full responsibility for ensuring the policies, procedures and safety systems are fully implemented.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- This highly inclusive school is led with commitment and energy by the inclusion champion and governor. The inclusive education improvement plan has resulted in very positive developments in provision. The department maintains a very high profile in the school.
- The department focuses upon early and accurate identification of students' needs. The individual education plans, which guide provision, are of a high quality, with input from teachers, parents and the students. The result is that skilfully applied interventions are in place.
- Parents are very pleased with the communication systems that the school has established. They can make contact and visit at any time because the department is open to their involvement. The impact of this is that there is high quality teamwork to support each student.
- There is close alignment between the key identified barrier to learning of each student of determination and the support and modifications needed to overcome them. However, these plans are not always effectively implemented by all teachers. The team of inclusion teachers and learning assistants provide skilled support.
- Very good levels of care, guidance and support are in place, and many assessment tools are skilfully applied. Consequently, the large majority of students of determination show emotional resilience as they tackle increasingly difficult challenges and make very good levels of academic and personal growth.

For development:

- Monitor all lessons closely and regularly to ensure that students of determination are consistently well supported, and modifications always match their needs.

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

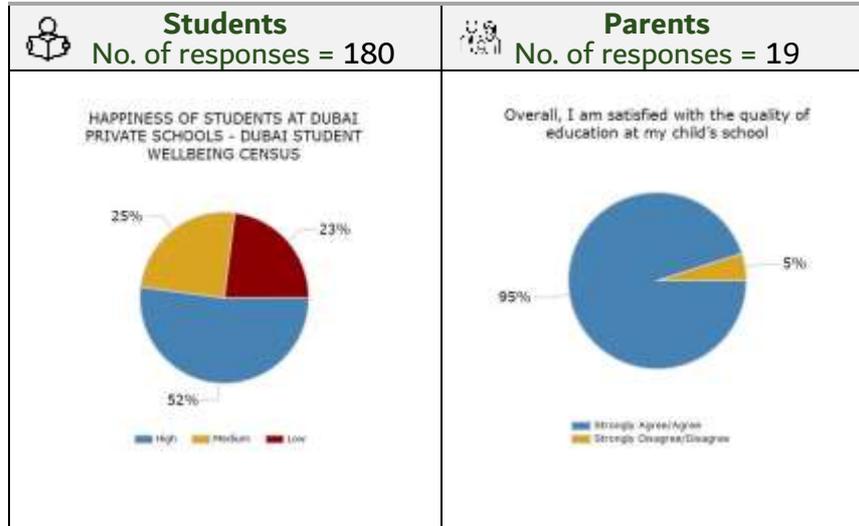
- Senior and middle leaders have established a positive, inclusive learning culture across the school. However, they have not all been successful in bringing about sustained improvement in student outcomes. Communication in the school is highly effective and relationships are consistently professional. Most leaders are improving their knowledge of the best practice in teaching and the expectations of curriculum standards. This is not yet fully secure in Arabic as a second language, nor when leaders monitor assessments of students' attainment above the curriculum standards in English, mathematics and science.
- The accuracy and effectiveness of self-evaluation is improving. The evaluation of the schools' work is now based on mostly reliable internal assessment information, moderated effectively against external information. Where external assessment information is not available, these processes are not always as effective. School leaders have increased the rigour of monitoring procedures. This ensures that the key priorities for improvement are accurately identified and, in the main, successfully implemented.
- The school is highly successful in engaging parents as partners in their children's learning. Parents value many aspects of the school, especially the two-way communication systems and the inclusive culture promoted across all aspects of school life. They are confident that their views are taken seriously by leaders and, where appropriate, promptly acted upon. The very positive partnerships that exist with local and national organisations have a positive impact on students' academic achievement and personal development.
- The capacity of the governing board to have sufficient impact is increasing through the embedding of processes linking governors to key areas of school's performance. Through reports from the principal, regular observations in school and links with senior staff, governors have a very well-developed knowledge of the school's work. Governors are effective in holding leaders to account, but occasionally miss opportunities to extend the rigour of this process through the use of external assessments.
- The school runs very smoothly. Staff are well qualified and receive training and support to ensure that they are effective in their roles. A very wide range of high-quality resources supports learning, and the attractive accommodation and facilities meet all curriculum needs. Since the last inspection, teachers of Arabic have begun to improve their understanding of curriculum expectations, but this has not yet had sufficient impact on students' achievement. The number of books available for learning Arabic has increased, but they are not used on a regular basis.

For development:

- Improve curriculum knowledge and expertise of leaders to drive improvement in Arabic as an additional language.
- Check the validity of assessments of students' attainment where these exceed the expected standard in English, mathematics and science.
- Ensure that governors use external assessment information effectively in monitoring procedures.
- Improve the effectiveness of staff and review the quality and use of learning resources to raise students' outcomes in Arabic, especially those learning Arabic as an additional language.

Views of parents and students

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



 Students	<ul style="list-style-type: none"> The percentage of students responding with a positive view regarding their well-being and the quality of their learning is increasing. The most significant increases relate to their positive relationships with teachers, how fairly they treat them, and their belief that there are adults in school who will listen to any concerns. The large majority of students agree that they feel safe in school and express confidence in their own ability. Most students confirm that they have never experienced physical or cyber bullying. However, almost half indicate that verbal bullying does occur as frequently as once a month. This assertion was not confirmed by students during the inspection.
 Parents	<ul style="list-style-type: none"> Almost all parents are satisfied with the quality of education provided by the school. They are confident that the school listens to, and acts on, their views. Almost all parents confirm that the school has procedures in place to keep their children safe and to learn the skills that they need to be successful learners. Parents are very happy with the information they receive from the school and how well this supports them in helping their children to progress in their learning. A majority of parents who responded to the survey indicate that they are involved in activities in school at least once per month.

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

