



**المعرفة**  
Knowledge



# GEMS WELLINGTON ACADEMY AL KHAIL L.L.C

## UK CURRICULUM

**VERY GOOD**

## DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**VERY GOOD**

WELLBEING



**VERY GOOD**

NATIONAL AGENDA  
PARAMETER



**VERY GOOD**

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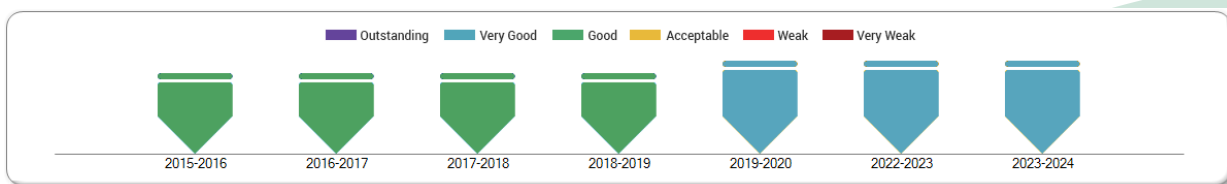
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## SCHOOL INFORMATION

Category	Item	Value
GENERAL INFORMATION	Location	Dubai Hills
	Opening year of school	2013
	Website	www.gemswellingtonacademy-alkhail.com
	Telephone	055466262
	Principal	Campbell William Douglas
	Principal - date appointed	1/8/2020
	Language of instruction	English
	Inspection dates	08 to 12 January 2024
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	2450
	Number of Emirati students	86
	Number of students of determination	282
	Largest nationality group of students	Arabic
TEACHERS	Number of teachers	191
	Largest nationality group of teachers	British
	Number of teaching assistants	70
	Number of guidance counsellors	2
CURRICULUM	Curriculum	UK
	External Curriculum Examinations	GCSE; IGCSE
	Accreditation	BSO

## School Journey for GEMS WELLINGTON ACADEMY AL KHAIL L.L.C



## 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

- Children sustain outstanding progress in English, mathematics and science in the Foundation Stage (FS). Additionally, there are improvements in aspects of Islamic Education, Arabic as a first language, English, mathematics and science. Students are keen to learn. Children in FS are particularly enthusiastic to engage in a wide range of learning activities. Their ability to extend their independent learning skills outdoors is more limited.
- Students are happy to come to school. They believe that they are safe and supported by their teachers if they experience difficulties. They have very positive attitudes, and some have excellent leadership skills. They deeply appreciate and respect the heritage and culture of the UAE, and they actively engage in all national celebrations. Older students develop their innovation, technology and design skills through access to robotics, drone workshops and 3D printers.

### Provision For learners

- Relationships between teachers and students are highly positive, especially in FS. Capable teaching assistants make a significant contribution to learners' success throughout the school. Teachers prepare students very well for external tests and examinations. External assessment data are analysed thoroughly, interpreted accurately, and used to identify the strengths and weaknesses of groups of students.
- The FS curriculum has a clear rationale which ensures that children benefit from a wide range of activities appropriate to their age. An exceptional variety of choices for older students supports their aspirations. The programme of enrichment activities caters very well for all students' interests and abilities. The curriculum is very effectively adapted to meet the varied learning needs of students.
- School policies and procedures, including safeguarding, child-protection and cyber-bullying are comprehensive and reviewed regularly. They are effectively communicated to all stakeholders and consistently implemented by members of staff to ensure that students remain safe. Alongside the highly-skilled teaching teams, careers and therapeutic specialists provide exceptional guidance and support for all students, including those with gifts and talents.

### Leadership and management

- Effective and inspiring senior leaders have established a purposeful learning community that provides a caring environment. They value inclusivity and wellbeing, and strive for excellence. They have improved students' outcomes in key subjects. Corporate governance has sustained investment in the school's improvement. The school has a flourishing community reputation. The day-to-day management of the school is very well organised, and impacts positively on students' achievements with highly effective routines.

### Highlights of the school:

- Senior leaders' vision to achieve high performance within an inclusive learning community.
- Outstanding progress in English, mathematics and science.
- Students' excellent personal development, understanding of Islamic values and social responsibility.
- The Local Advisory Board's commitment to the continuous improvement of the school, together with the engagement of parents as partners in supporting their children's learning.
- The very effective daily management of the school campus.

### Key recommendations:








- Improve teaching, students' learning skills and assessment practices.
- Review the provision for wellbeing and monitor its implementation and impact.
- Ensure consistency in the quality of classroom support for students of determination.



## OVERALL SCHOOL PERFORMANCE

Very good

### 01 Students' Achievement

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

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



## 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	Very good
Assessment	Outstanding	Very good	Very good	Very good

## 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	Outstanding	Outstanding	Outstanding

## 06 LEADERSHIP AND MANAGEMENT

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

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.



<b>A. Registration Requirements</b>	<b>Met Fully</b>
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	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Outstanding</b>	<b>Very Good</b>

- With a score of 587, the school exceeded its whole-school target in the Progress in International Reading Literacy Study (PIRLS) 2021 by 5 points. On average, across English, mathematics and science for the whole school, students sustained an outstanding judgement in benchmark assessments from 2022 to 2023. The strongest results were for science. The outcomes of Emirati students also showed significant improvement.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Very Good</b>
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- Most leaders demonstrate a coherent understanding of the subject skills and content required for all students to demonstrate their proficiency in each of the international benchmark assessments. The outcomes of all external assessments are subject to close and detailed scrutiny. This analysis has enabled leaders to take focused action to ensure that the curriculum is suitably adapted in response.



	Whole school	Emirati cohort
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Good</b>	<b>Good</b>

- The school's most recent reading literacy skills assessment reveals that the reading literacy scores of the majority of students are at, or above, age-related expectations. This is also the case for Emirati students. All teachers of English, mathematics and science are provided with the data and reports from benchmark reading assessments. They use them to inform their teaching practices. The use of a specialist vocabulary learning programme has begun. Early evidence indicates some benefits to all groups of students.

**Overall school standards in the National Agenda Parameter are very good.**

**For Development:**

- Respond to the two current priorities: Emirati students' achievement and the promotion of students' reading literacy.
- Carefully evaluate the range of actions to promote students' reading literacy.

## 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 students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

### **Overall, the quality of wellbeing provision and outcomes is at a very good level.**

- Wellbeing is deeply integrated into the school's ethos and culture. Committed, well-qualified senior leaders have strong ambitions to empower everyone to achieve the best wellbeing experiences. Computer programmes and informal feedback from members of staff and students assess students' wellbeing periodically. The information is used appropriately. Students are very well supported with a range of methods that identify and accommodate their wellbeing needs. Leaders use accurate information to provide appropriate plans for wellbeing improvements.
- Students and members of staff feel exceptionally well cared for. Students consult the specialist counsellors and are developing more resilience as a result. Members of staff feel trusted. A supportive, collaborative atmosphere prioritises wellbeing. All stakeholders are regularly involved in contributing to wellbeing provision. Students have significant input. They are ambitious to extend that impact even further.
- A very wide range of wellbeing experiences is on offer, with extensive extra-curricular activities across multiple themes. The content of the wellbeing curriculum enables the development of the whole person. Some of the arrangements for its delivery are not yet embedded to allow enough time for meaningful class discussions in Primary. Students appreciate the precise interventions which help them individually. They are diligent about their digital wellbeing.

### **For Development:**

- Embed wellbeing systems and allow students to lead change in all phases.
- Review the delivery of the wellbeing curriculum in Primary to ensure that lessons allow opportunities for meaningful, reflective discussions to take place.

## UAE social studies and Moral Education

- The curriculum is based on the Ministry of Education (MoE) moral, social and cultural framework. The subject is taught in English in both separate and integrated lessons from FS to Year 13. All students learn about the cultures and traditions of the UAE. Older students have opportunities to discuss social and moral issues and civic responsibility at the local, national and international level.
- The curriculum is delivered effectively. Cross-curricular links have been carefully established to strengthen the curriculum and to reduce repetition in other areas of learning. Teaching is of high quality, and stimulates and engages students, who make good progress. Students are assessed regularly through short tests, end of unit assessments and formal examinations.

## Arabic in Early Years

- Arabic is taught in FS1, FS2 and into Year 1. Children in FS2 attend two sessions of combined Arabic per week. They have one extra lesson of Arabic as a first language. Each lesson lasts for 25 minutes. In Year 1, students attend four sessions of Arabic as a first language for 190 minutes per week. The school deploys five qualified teachers to teach Arabic. They use a modified MoE Arabic curriculum. The emphasis is on developing fundamental language skills using engaging activities, captivating stories, interactive games and creative exercises. Teachers use ongoing and final assessments based on the MoE standards.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Good	Acceptable	Good ↑
<b>Progress</b>	Not applicable	Very good ↑	Good	Good

- Students in Primary exceed learning expectations in understanding Islamic creed and rulings on worship. Those in Secondary show an adequate knowledge of the Seerah and of interpretation of the Holy Qur'an. In Post-16, students demonstrate a strong understanding of Fiqh and the fundamentals of Sharia law.
- In Primary, students discuss acts of worship and connect them with their own experiences. In Secondary, students demonstrate a thorough understanding of Zakat Fiqh rules and recognise the benefits for society. Older students can analyse case studies linked with Sharia law, supporting their claims with reference to the Holy Qur'an.
- Students are developing the skill of supporting their answers with Holy Qura'nic verses and the Hadith.

**For Development:**

- Strengthen students' skills in supporting their answers using verses from the Holy Qur'an and Hadith.
- Raise students' proficiency in interpretation of the Holy Qur'an and in their knowledge about Seerah, in Secondary.

## ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Good	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Good	Good	Good ↑

- Students in Post-16 have noticeably improved their rate of progress. Students in the upper two phases demonstrate well-developed reading skills. Students in Primary show less confidence in reading aloud, with regard to pronunciation and expressive reading.
- All students have secure listening skills and the ability to speak fluently and confidently. However, they are insecure in their use of standard Arabic. Their skills in reading comprehension and analysis are sound. They can cite comprehensive textual evidence to support their viewpoints.
- Students' writing shows varying levels of development throughout the school. In the upper two phases, students produce written texts for different purposes, but they show deficiencies in coherence and grammatical accuracy.

### For Development:

- Enhance students' proficiency in writing throughout, and improve reading skills in Primary.
- Increase the opportunities for students to use standard Arabic.

## ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Good	Good	Not applicable
<b>Progress</b>	Not applicable	Good	Good	Not applicable

- Students are more proficient in speaking than in listening. Their vocabulary is appropriately extended through speaking activities in lessons. Nevertheless, only a limited number of students can effectively use previously acquired vocabulary when discussing everyday situations.
- Students' writing is confined to structured exercises. As a result, they experience difficulties when attempting to express themselves freely. In the upper secondary level, students can compose longer texts based on models provided by their teachers.

- The placement of students according to their years of Arabic study supports their progress over time. Students consistently demonstrate good reading skills across the school. However, their understanding of the meaning of what they read remains variable.

**For Development:**

- Offer additional opportunities for students to use and practise standard Arabic in appropriate contexts.

**ENGLISH**

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

- In FS, children’s communication skills develop rapidly. Students continue to make swift progress as they move through the school. In all phases, attainment and progress are above expectations. Most internal and external assessments align. ICGSE language and literature results are now outstanding.
- Most students are effective and confident communicators. They express themselves clearly with an increasing range of vocabulary. Writing skills are a current focus for improvement. Students are now able to write at greater length and to edit their own work. The quality of spelling, grammar and punctuation is also improving.
- The phonics skills of younger students develop rapidly, but their application to reading is slower. Across the school, students show a strong interest in reading. Students’ reading scores in external benchmark tests are in line with expected levels but no better.

**For Development:**

- Improve students’ reading scores in external benchmark assessments.



**MATHEMATICS**

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Very good	Outstanding ↑	Very good	Very good
<b>Progress</b>	Outstanding	Outstanding	Outstanding ↑	Outstanding

- In FS, children develop an understanding of one-to-one correspondence and conservation of number. They can count and use number words and numerals to represent quantities. They benefit from well-resourced activities, building foundations for very strong performance later in their school lives.
- Students reach very good standards by Post-16. Support and intervention groups, alongside challenging activities, help to boost their learning. Students are extremely well prepared for external tests and examinations. However, there is a lack of challenge for higher ability students.
- Most students in the Primary handle number confidently. They enjoy working on challenging problems, such as collating and analysing. Students in the other phases can use algebra to solve problems. They can select and use appropriate strategies to solve complex problems and interpret their solution.

**For Development:**

- Further challenge the highest attaining students in mathematics.

**SCIENCE**

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Very good	Outstanding ↑	Outstanding ↑	Very good ↑
<b>Progress</b>	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Children’s skills of prediction and their use of scientific vocabulary develop rapidly in FS. In the other phases, students continue to make excellent progress in the development of their knowledge of scientific ideas and their understanding of scientific enquiry.
- Children in FS are aware of the properties of some materials. In Primary, students know about changes of state and flowering plants. In Secondary, students develop their understanding of increasingly complex scientific ideas. Students’ understanding of scientific enquiry is strong.

- External test and examination results are consistently high. Students in all year groups are exceptionally well prepared for external assessments. Working scientifically is a regular feature of students' learning in all four phases. They are very successful in problem-solving activities.

**For Development:**

- Provide demanding learning activities to raise attainment in FS and Post-16.

**LEARNING SKILLS**

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

- Students are keen to learn. Children in FS are particularly enthusiastic to engage in a wide range of learning activities. Children's ability to extend their independent learning skills outdoors is limited. Regular connections are made to prior learning and between different subjects.
- Students are actively involved in lessons. They interact well in groups, make positive contributions, and understand the benefits of collaboration. Independent learning is a strength in mathematics in Secondary, but features less in other subjects and phases.
- Students regularly think critically and use enquiry and problem-solving skills in science in Primary and Secondary. These skills are less systematically developed in other subjects and phases. An increasing range of resources and learning technologies is available, though their use is variable.

**For Development:**

- Increase opportunities for students to develop critical thinking, enquiry and problem-solving skills in lessons.
- Enable students to work independently more regularly.

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal development</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students are happy to come to school. They believe that they are safe and supported by their teachers if they experience difficulties. They have a very positive attitudes towards learning, and some have excellent leadership skills. They trust that their opinions are recognised.
- Students' behaviour is excellent. They know what is expected of them. Relationships between students and members of staff are respectful and supportive. Students show tolerance of the diversity within the school community.
- Students' food choices are healthy. They understand how to check calories. They participate in a variety of physical activities and join after-school sports clubs. Attendance is good. Students are punctual to lessons.

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

- Students demonstrate a thorough awareness of Islamic values and how they influence Emirati society. They learn about Ramadan through school assemblies, and they respect their fellow students when they are fasting. They celebrate many Islamic events, and they usually organise Iftar gatherings throughout Ramadan.
- Students appreciate and respect the heritage and culture of the UAE, and they engage in all national celebrations. Through the curriculum and school events, students learn much about the leaders of the UAE and the modern Emirates in which they are proud to live.
- Students show pride in their own cultures and share them with their fellow students through activities such as International Day and cultural events, where they cook traditional food. Additionally, they celebrate Diwali, Christmas and Eid.

	Foundation Stage	Primary	Secondary	Post-16
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding	Outstanding	Outstanding

- The student council represents students on a range of issues. Children in FS help teachers in a wide number of volunteering roles. An online e-magazine and the student podcast provide regular information on current school events.
- Students initiate and lead activities that contribute to sustainability and conservation, such as making shirts from recycled plastic bottles. Older students develop their innovatory, technological and design skills through access to robotics, drone workshops and 3D printers.
- The student council plays an active role in organising events, for instance, delivering messages to students on e-safety. Students organise events to raise funds and to provide equipment and clothing for those less fortunate than themselves.

**For Development:**

- Improve attendance rates to be better than good.

## 03 TEACHING AND ASSESSMENT

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

- Relationships between teachers and students are highly positive, especially in FS. Teachers have high expectations and plan engaging lessons. Most use time and resources effectively. High quality questioning promotes thoughtful discussions. Capable teaching assistants make a significant contribution to learners' success.
- Tasks are carefully planned to meet the needs of individual students. Invariably they offer three levels of success criteria. The differences in the level of challenge are not always distinct enough to support and challenge all students appropriately. Teachers prepare students very well for external tests and examinations.
- Students' collaboration, communication skills and their ability to make connections between different areas of learning are successfully developed. Provision for critical thinking, enquiry and problem-solving skills in lessons is uneven.

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

- The FS assessment processes give comprehensive measures of children's academic, personal and social development. The regular assessments of students' attainment in all subjects are based directly on the school's curriculum. They do not always indicate reliable measures of progress for the full range of students in each year group in the other three phases.
- Information from external assessments is analysed thoroughly and interpreted accurately. Internal assessment, National Agenda test results, cognitive abilities test outcomes and reading literacy assessments create the class profile for each teacher at the start of the year.
- Most teachers understand the significance of assessment information for planning. However, the information is not used consistently in Primary, Secondary or Post-16 to meet the learning needs of all students.

### For Development:

- Ensure that there is sufficient challenge in learning activities, especially for higher achieving students.
- Consider the presentation of data analyses to ensure that reliable measures of progress for all students are in place in this still rapidly growing school.
- Ensure that all teachers in all subjects use assessment information consistently in lessons.

## 04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum design and implementation</b>	Outstanding	Outstanding	Outstanding	Outstanding ↑

- The curriculum in FS has a clear rationale. Children benefit from a wide range of appropriate activities. The requirements of the NCfE and the MoE are fully met. Transition links between phases are very strong. Strategic planning ensures effective progression.
- Content and activities are well matched to the age, interests and aspirations of most students. Teachers interpret the curriculum to match students' abilities. Links with external organisations provide valuable support for students to learn about national and international initiatives.
- Leaders review the curriculum thoroughly, making sure that it meets students' needs. Very wide choices for older students support their aspirations. A wide range of enrichment activities caters well for students' interests and abilities.

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum adaptation</b>	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The curriculum is very effectively adapted to meet the varied learning needs of students. Leaders have responded to the changing nature of the student population by enhancing the provision of English as an additional language.
- Students experience a very good range of after-school activities and trips, including residential visits and visiting speakers. This adds greatly to their social and cultural understanding and self-confidence. Students receive outstanding guidance about higher and further education, and potential careers.
- Projects, clubs and competitions provide opportunities for the development of critical thinking, enterprise and innovation. However, these features are not evident in all lessons. Displays and planned programmes contribute to the understanding and appreciation of the culture and values of the UAE.

**For Development:**

- Ensure that all lessons provide opportunities for the development of critical thinking, enterprise and innovation.



## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- School policies and procedures, including those for safeguarding, child-protection and cyber-bullying are comprehensive and reviewed regularly. They are very effectively communicated and consistently implemented by members of staff to ensure that students remain safe and are protected from any form of abuse.
- The school's buildings and equipment are meticulously maintained. The premises and facilities are fully inclusive. Regular risk assessments to monitor students' safety around the school and during arrival and departure times are particularly effective.
- The commitment to help students to develop a healthy lifestyle is exemplary. Through extra-curricular activities and planned lessons, teachers in the physical education department, as well as medical personnel and class teachers, monitor and motivate students to make healthy life choices.

	Foundation Stage	Primary	Secondary	Post-16
<b>Care and support</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Exemplary relationships ensure that students feel happy and exceptionally well cared for. They remain safe and are very well supported, especially if they experience problems. Behaviour is very good. Well-coordinated programmes contribute to the development of strong self-esteem.
- Students find most lessons exciting and interesting. They thrive in the very well-resourced clubs which include sports, music and social programmes. Strategies to promote attendance and punctuality are in place.
- With parental involvement, students of determination are swiftly identified. Alongside the highly skilled teaching teams, careers and therapeutic specialists provide exceptional guidance and support for all students, including those with gifts and talents.

### For Development:

- Ensure that teachers make all lessons appealing to all students.

## INCLUSION OF STUDENTS OF DETERMINATION

<b>Provision and outcomes for students of determination</b>	Very good
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- An inclusive culture is well embedded throughout the school, underpinned by shared core values which offer highly effective provision for students. The inclusion department is extremely well led by a highly-skilled team who have a very sound knowledge of students of determination and their needs.
- Students’ needs are swiftly identified using a range of assessment tools and through consultation with parents. The process ensures that appropriate adjustments are made to individual education plans (IEPs).
- Parents speak very highly of the school and the positive impact with which it has on their children. Highly effective communication between home and school ensures that parents are regularly informed of their children’s academic and personal progress.
- The curriculum is regularly reviewed to meet students’ needs very well. An increasing range of courses is provided. Considerable high-quality resources are available to students, together with specialist therapeutic professionals and specialist spaces. The physical resources in the school are very good.
- Lesson planning and teaching are well organised. Occasionally, some learning activities do not match students’ needs. As a result, the academic progress of students of determination is not yet consistent. Leaders oversee whole school assessment information, but do not yet identify whole school trends in detail.

**For Development:**

- Ensure that all learning activities meet the needs of all students of determination.
- Refine the analysis of progress data to provide patterns and trends to provide more accurate information.

## 06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders have established a purposeful learning community that provides a caring environment. They value inclusivity and wellbeing and strive for excellence. They ensure that the most able middle leaders have opportunities to demonstrate their expertise and effectiveness. Leaders continue to support positive outcomes through high expectations of themselves, teachers and students. Senior leaders hold all postholders to account for students' learning outcomes, while maintaining a rapid pace of change and sustaining very high morale.
- Senior leaders use consistent approaches to the monitoring of progress. Systematic self-evaluation, with input from a wide range of sources including parents and students, is designed to improve both provision and outcomes. The extended leadership group generally understands the importance of judging the effectiveness of teaching through its impact on students' learning needs. Leaders have improved some outcomes in key subjects. Development planning does not yet consistently provide measurable success criteria or checks on whether intended outcomes are being achieved.
- Substantial numbers of parents continue to participate in the life of the school. They appreciate the current streamlined communication channels which ensure that their opinions are heard. Leaders seek positive associations with other cluster schools and are developing innovative community partnerships including the swimming academy, which greatly enrich students' experiences. Parents value feedback about their children's progress, both formally and informally. They are very appreciative of sporting events and drama productions which nurture talent and develop potential.
- The Local Advisory Board includes representation from almost all stakeholders. **Members** hold leaders to account through regular performance review meetings and by benchmarking outcomes against other schools within the group. Corporate governance has maintained investment in the school's improvement. The results are enhanced parental satisfaction, improved student retention rates and performance outcomes, and a flourishing community reputation. Governors recognise the need to sustain investment in areas where attainment is less than good.
- The day-to-day management of the school is very well organised. Highly effective routines impact positively on students' achievements. Leaders have recruited experienced teachers. Extensive

professional training ensures improvement to students’ learning outcomes, but there is not yet full participation in the professional coaching programme . Sustained investment in the facilities and learning resources ensures an attractive environment, , conducive learning environment. Governors are investing in more specialised learning facilities with the planned creation of a specialised laboratory in Primary and outdoor provision.

**For Development:**

- Ensure that all leaders have an accurate understanding of what needs to be done to improve the consistency of teaching.
- Provide success criteria in development plans.
- Work towards a fuller participation in the professional coaching programme.



## 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](mailto:QA.Schools@khda.gov.ae)