

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



المعرفة Knowledge

INSPECTION REPORT

2017-2018

The Winchester School

Celebrating 10 years of inspections

THE WINCHESTER SCHOOL

UK CURRICULUM



Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	12
1. Students' achievements	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	17
4. Curriculum	18
5. The protection, care, guidance and support of students.....	19
Inclusion of students with SEND (Students of determination).....	21
6. Leadership and management	22
The views of parents, teachers and senior students.....	23

School information

General information

Location	Jebel Ali
Type of school	Private
Opening year of school	2003
Website	www.thewinchesterschool.com
Telephone	048820444
Address	P O Box 38058
Principal	Meenakshi Dahiya
Principal - Date appointed	01/08/2016
Language of instruction	English
Inspection dates	19 to 22 February 2018

Teachers / Support staff

Number of teachers	220
Largest nationality group of teachers	Indian
Number of teaching assistants	46
Teacher-student ratio	1:17
Number of guidance counsellors	2
Teacher turnover	23%

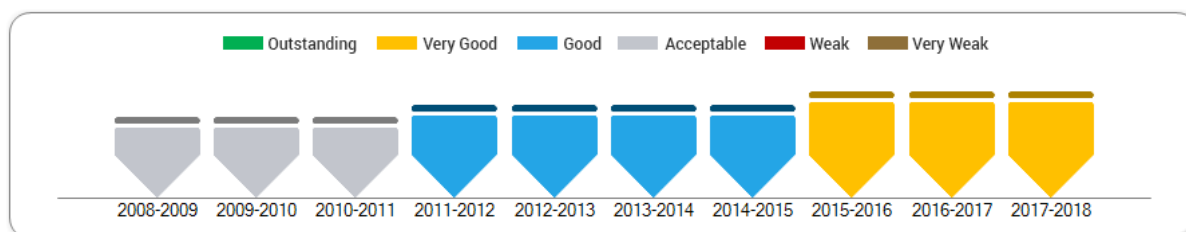
Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	3826
Number of children in pre-kindergarten	0
Number of Emirati students	46
Number of students with SEND	287
Largest nationality group of students	Indian

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	IGCSE, AS and A levels. BTEC
Accreditation	Not applicable
National Agenda benchmark tests	GL, CAT4

School Journey for The Winchester School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

The **Winchester School** was inspected by DSIB from 19 to 22 February 2018. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The leadership of the principal, capably supported by senior leaders, middle leaders and governors, is highly appreciated by students, staff and parents. Strengths and weaknesses of the school are well known. Relationships across the school are excellent. Governors monitor the school and offer support and challenge to the leaders. Relationships with parents are outstanding. All areas for improvement have been addressed. Statutory and regulatory requirements are met.

Students' achievement

Students' attainment and progress are outstanding in the Foundation Stage and range from good to outstanding across the phases. Progress is at least very good in most subjects and outstanding in mathematics and science. Students' innovation, enterprise, enquiry, research, problem solving and critical thinking skills are developed very well. Learning skills are very good overall and outstanding in the Foundation Stage and post-16 phase.

Students' personal and social development, and their innovation skills

Students' personal development, Islamic understanding, social responsibility and innovation skills continue to be outstanding across all phases. Students' attitudes towards the school are excellent. Attendance and punctuality are outstanding. Students' understanding of Emirati heritage and culture is very strong. They have an excellent environmental awareness and a strong appreciation of environmental sustainability.

Teaching and assessment

Teaching is variable across the school but improving as a result of personalised development opportunities. Relationships are supportive, subject knowledge is strong, lessons are well-planned and resources are well considered. Challenge and planning matched to the needs of all students are improving but still variable. Assessment systems are efficient. Data is used very effectively to influence teaching and adapt the curriculum.

Curriculum

The school follows the Early Years Foundation Stage (EYFS) and the revised English National Curriculum with due regard given to Arabic and Islamic education. There are well-planned cross-curricular links and the extra-curricular provision is very strong. Curriculum modifications for students with special educational needs and disabilities (SEND) and those who are gifted and talented, are very good. Statutory requirements are fully met.

The protection, care, guidance and support of students

The school provides a safe and supportive environment. Relationships are exemplary and child protection is outstanding. Support for students with SEND and those who are gifted and talented, is very good. All students have access to known and trusted members of staff who offer very good support for their academic progress, future aspirations, health and personal well-being.

What the school does best

- Outstanding attainment and progress in the Foundation Stage and the outstanding progress in science across all phases
- The very strong performance in the National Agenda Parameter, supporting attainment and progress across the school
- The outstanding personal development, Islamic understanding, social responsibility and innovation skills across all phases
- The outstanding teaching and assessment in the Foundation Stage
- The outstanding health and safety across the school and the outstanding care and support in the Foundation Stage and post-16 phase
- The outstanding adaptations to the curriculum
- The very good leadership, characterised by supportive relationships and the commitment and determination of the principal, who is actively and wholeheartedly supported by senior staff and governors
- The outstanding partnerships with parents and the community.







Key recommendations

- Improve the quality and consistency of teaching and learning by sharing the very good and outstanding practice that already exists, matching work carefully to students' abilities and ensuring teachers do not over direct the lesson.

Overall School Performance

Very good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic education	Attainment	Not applicable	Very good ↑	Good	Good
	Progress	Not applicable	Very good	Good	Very good ↑
 Arabic as a first language	Attainment	Not applicable	Very good	Good	Very good ↑
	Progress	Not applicable	Very good	Good	Very good ↑
 Arabic as an additional language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Very good ↑	Very good ↑	Not applicable
 English	Attainment	Outstanding	Very good ↑	Very good	Outstanding
	Progress	Outstanding	Very good	Very good	Outstanding
 Mathematics	Attainment	Outstanding	Good	Very good	Outstanding
	Progress	Outstanding	Very good	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding ↑	Outstanding ↑	Very good ↓
	Progress	Outstanding	Outstanding ↑	Outstanding	Outstanding
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Very good	Very good	Outstanding

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

The school meets the registration requirements for the National Agenda Parameter

- Attainment of students in the National Agenda Parameter (N.A.P) benchmark tests is above expectations in mathematics and science and meets expectations in English.
- Leaders' strong commitment to the National Agenda is demonstrated through the rigorous analysis and use of N.A.P data alongside a comprehensive action plan.
- Data analysis is very strong and well-trained teachers use it very effectively in lesson planning and to set individual student targets and to monitor progress towards these.
- The school has reviewed and appropriately modified the curriculum to ensure all subjects deliver the skills and knowledge required for success in N.A.P tests.
- Students are given opportunities for research. They are challenged to think deeply about their learning and how it relates to the real world. They think critically and use effective problem-solving strategies.
- Mutually agreed targets are set based upon performance in N.A.P and other assessments and this is effectively raising performance. Students confidently use a range of resources, including learning technologies, for research.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- The school has a strong commitment to raising the achievement of Emirati students. Rigorous systems are in place to track the attainment and progress of students. Senior leaders are held to account by governors. The school has instituted a number of support and development programmes including weekly after school lessons in English, mathematics and Arabic, personal interviews and additional meetings for parents.
- Emirati students have very positive attitudes to their learning. They participate well in whole class discussions, communicate their ideas effectively and work constructively in paired and group activities. They are clearly identified as a distinct group within the school and all have individual portfolios of work. The team responsible for reviewing lessons and progress includes an Emirati parent. Other parents say they are regularly consulted with regard to student achievement and appreciate the additional support provided.
- Teachers' implement specific curricular adaptations, using a variety of assessment systems, to ensure lesson planning takes account of individual learning needs. Emirati students are represented in some higher attaining groups across the school and older students engage successfully in international curriculum courses. Emirati students achieve less well than other groups in verbal reasoning in the CAT 4 cognitive tests but, compared to their potential, the progress of most students' is very high.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- Moral education is timetabled as required. Scope and sequence documents have been developed and are being revised to ensure a coherent programme across the school.
- Teachers plan engaging lessons and seek student perspectives. However, their effectiveness is limited.
- Students are keen to learn and collaborate purposefully on research projects. They are willing to share their perspectives when challenged.
- Test results and some work samples are collected, but assessments across cognitive, behavioural and affective domains are still being developed.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The UAE social studies programme is balanced with cross-curricula links and outcomes sequenced to enable progression across phases.
- Teachers use appropriate strategies, but challenge and questioning for deeper learning are inconsistent. The school has developed work books to supplement teaching.
- Students are engaged and active participants who can work in groups and undertake basic research. Critical thinking and problem solving are still being developed in this area.
- Assessment strategies are developing and currently track progress in students' understanding more than their skills.

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


Innovation in Education

- Students think critically and apply their learning very well to real world situations. For example, Year 6 students investigating how to deliver aid safely to flooded disaster areas, use their understanding of fair testing to evaluate the most successful solutions.
- Students across the school initiate and develop original and successful community projects that showcase their extensive problem solving and creative skills.
- Active learning, critical thinking and problem solving are a common feature in most lessons. Higher order thinking skills are promoted in lessons and have a positive impact on students' innovative skills.
- Adaptions within the curriculum support the development of innovation and thinking skills to a high level. Extra-curricular activities and competitions, such as the solar challenge, also support innovation.
- Leaders at all levels actively support and promote innovation across the school. A core innovation group, including teacher champions and student leaders, successfully supports and drives innovation across the school.

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

Main inspection report


1. Students' achievements

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

- A majority of students demonstrate knowledge and understanding of Islamic education that are above curriculum standards in lessons and recent work. Primary students achieve better than the other phases, and post-16 students make better progress than secondary students.
- Students' understanding and application of Islamic values, such as honesty and respect, as well as key concepts such as knowledge and individual responsibility, are particularly strong. Students have a good understanding of the Pillars of Islam and Iman (faith). Their knowledge of the Seerah (life of the Prophet PBUH) is secure.
- Students' understanding of the Hadith and the Holy Qur'an has improved this year. Students' memorisation and recitation skills of the Holy Qur'an are strong in the primary school but less developed in the other phases.

For development


- Improve students' memorisation and recitation skills especially in the upper phases.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 	Attainment	Not applicable	Very good	Good	Very good ↑
	Progress	Not applicable	Very good	Good	Very good ↑

- Students across all three phases display strong achievement in Arabic and their attainment is above curriculum expectations. In the primary and post-16 phases, they show good levels of comprehension and independent writing.
- Students, across all three phases, demonstrate strong listening skills and their speaking skills are well developed although less so in the secondary phase, where their diction is not so precise. Students' debating skills are particularly strong in the upper year groups.
- Students across all phases demonstrate good levels of independent learning and higher order thinking skills. The focus on comprehension and extra reading are having a positive impact on students' achievement.

For development


- Share the very good teaching across the department and ensure all lessons promote students' speaking and diction skills.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Very good ↑	Very good ↑	Not applicable

- The large majority of students achieve above curriculum expectations in both phases, although students in the lower primary school display better attainment against additional languages standards. There is no discernible difference between boys and girls.
- Progress is very good in relation to students' starting points. Students demonstrate strong comprehension skills as a result of the focus given to reading. Their speaking skills are developing well through role play and the focus on dialogue.
- Students across all phases demonstrate good levels of independent learning and higher order thinking skills. The focus on comprehension and extra reading are having a positive impact on students' achievement.

For development


- Share the very good teaching across the department and ensure all lessons are as exciting and engaging as the best.

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

- In the Foundation Stage, almost all children make outstanding progress from their starting points and against expected outcomes. Almost all children are effective communicators; they listen very carefully and speak confidently. They initiate conversations, recognise letters and use a range of vocabulary.
- Primary students' skills in reading, listening and speaking are above expected age levels. Students' writing shows a very good grasp of spelling, punctuation and grammar. Written work is of a good length covering a wide range of genres with many examples of formal and imaginative writing.
- In the secondary and post-16 phases, progress accelerates and students' writing is of good length, consistently reasoned and suitably persuasive. Well-developed speaking and listening skills enable students to engage in high quality and well-informed class discussions and high-quality debate.

For development


- Improve the ability of students to evaluate and answer the questions posed in external examinations.

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

- Attainment trends across the school and over time show an improving picture. Overall, students' outcomes in external assessments are high in almost all phases. Progress in the Foundation Stage, and in the secondary and post-16 phases, is outstanding.
- In the Foundation Stage, children solve simple word problems adding and subtracting two numbers up to 20. Students' mental mathematics skills require development in the lower primary classes. Post-16 students' well-developed independent learning, critical thinking and problem-solving skills, enable them to use integration to find volumes of rotating curves.
- Students' application of skills and deeper conceptual understanding is sometimes restricted when opportunities are missed to build upon and extend existing knowledge. Students in the secondary phase do not always use their mathematical skills in challenging and unfamiliar contexts.

For development

- Ensure students are provided with the appropriate levels of challenge to extend their thinking and to apply their knowledge in unfamiliar contexts.

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

- Across all phases, students make exceptional progress in relation to their starting points in acquiring knowledge and understanding across all three areas of science. This leads to impressive results in the N.A.P. tests and at iGCSE, although students achieve less well at AS and A levels.
- Practical and enquiry skills are developing systematically across all phases, and students are highly competent working in the laboratory with a very strong understanding of fair testing. They control variables effectively and can evaluate and suggest improvements to their work.
- Students' skills in problem solving, critical thinking and analysis are generally well developed, however challenge for individual students to achieve high success in attainment is not consistent in post 16.

For development

- Improve students' attainment at post 16, by ensuring challenge in lessons so that they develop deeper understanding and skills application.

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

- In all phases, students are enthusiastic learners. In the Foundation Stage and post 16 phases, students take sustained responsibility for their learning. In the primary and secondary phases, they are less independent and rely a little too much on teacher direction.
- In all phases, students interact very positively and show impressive skills in collaboration. In the Foundation Stage, children share well, and as they move up the school they become increasingly adept at explaining their learning and, where appropriate, supporting their peers.
- Students routinely make effective connections to the real world and other areas of learning, using strong critical thinking skills. They research well using technology and books although, in the primary and secondary phases, this is usually on short focused tasks so that opportunities are limited for extended independent research.

For development

- Provide more opportunities for extended independent research and enquiry learning in the primary and secondary phases to enhance the skills of independent learning.

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

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

- Across the school, students display excellent attitudes, behaviour and relationships. They are confident, show self-reliance and take responsibility for themselves and others. They are proactive and willing to take risks as part of the learning process.
- Students are self-disciplined, polite and mature. Senior students play a very effective role in modelling the highest standards of behaviour. Students report that participation in mixed-age clubs contributes to the development of strong, caring relationships across the school.
- The strong well-being programme, focusing on mutual respect, dignity and trust as well supporting the community and healthy lifestyles, underpins students' very high standards of personal development.

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

- Students across the school demonstrate excellent appreciation of Islamic values. They understand their impact and relevance to the UAE modern society. Most students reflect upon these values and put into practice much of what they learn from this awareness.
- Students fully understand and appreciate their own cultures; however, their understanding of world cultures is much more evident in the secondary and post-16 phases as compared to the lower phases.
- A particular strength is students' awareness of the UAE heritage and culture. This is having a very positive impact on most of the students, who enthusiastically sing the UAE National Anthem and give details about the country they consider their second home.

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

- Students across the school are responsible and contribute actively to the life of the school and wider community through roles such as leaders and the school council. Students understand that economic decisions made in the UAE and across the world affect the sustainability in the environment and their future.
- Students' work ethic is outstanding. They are innovative and entrepreneurial. They actively engage in a range of charitable projects for local causes.
- Students' innovation skills are well developed. They initiate and develop original and successful projects, such as the solar pavement and the use of water in the home to generate electricity, to support environmental sustainability.

For development

- Develop students' greater awareness of world cultures especially in the lower phases.

3. Teaching and assessment

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

- The quality of teaching overall is very effective in meeting the needs of almost all students, particularly in the Foundation Stage. It is sometimes less successful across other phases especially when teachers over direct the lesson, as this restricts students' learning opportunities.
- Most teachers plan lessons effectively using assessment data and individual learning portfolios that allow them to personalise student learning. The annotated lesson plans with activities that are matched to students' abilities and needs, are not always implemented in a way that support and challenge individual students.
- An enquiry based approach engages students and fosters curiosity. It enables students to take ownership and reflect upon their learning. Open-ended questioning in most lessons provides challenge, promotes critical thinking and successfully develops problem solving skills.

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

- Rigorous and effective systems are used to collect and analyse assessment information. These are very well established in the Foundation Stage. Assessment information is used effectively across the school, particularly to identify gaps in the curriculum.
- Assessment practice across the school has been strengthened by closer comparison of international bench-marking, external and internal assessments. A minority of teachers' understanding of data is not secure and this is reflected in their implementation of lesson plans, the match of activities to students' abilities, and the level of challenge provided.
- Students and teachers use assessment information to set targets to improve attainment. There is rigorous monitoring and tracking of individual students' progress towards these targets.

For development

- Ensure consistent high quality teaching, by building on the strong practice that already exists, and ensure the level of challenge provided meets the needs of all students.
- Ensure all teachers' understanding of assessment data is secure in order to plan and deliver effective tasks that meet the needs of all students.

4. Curriculum

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

- The curriculum programme, courses and activities promote challenge, enjoyment, relevance and choice for students, who are able to pursue their interests, talents and individual goals. The lack of appropriate, timetabled provision for art in the primary phase, and music in the secondary phase, means students are deprived of key elements of the English curriculum.
- There are well-planned cross-curricular links that enable students to develop their learning skills across the range of subjects making their learning very meaningful. Students in all phases have exceptional opportunities to learn independently, to think deeply and critically, and to undertake authentic and independent research.
- The curriculum is planned very well to ensure that students make smooth transitions in their education from one phase to the next, and are very well-prepared to move to life beyond the school, and especially to higher education.

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

- The curriculum content, design and implementation are all very effectively modified to provide stimulating, engaging and challenging learning experiences for all groups of students.
- The school offers an excellent range of curricular and cross-curricular provision. Extended time is allocated after school, permitting a wide range of activities that enrich students' learning and give opportunities for enterprise, innovation, creativity and the development of a social conscience.
- Imaginative activities within the curriculum extend students' appreciation of the rich Arabic culture and heritage, and their place in UAE society.
- In the Foundation Stage 1, children have 60 minutes of Arabic teaching weekly in 30 minutes slots. In Foundation Stage 2, children whom Arabic is their first language have 120 minutes of teaching weekly.

For development

- Ensure provision for art in the primary phase, and music in the secondary is in line with the UK curriculum.

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

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

- Rigorous safeguarding arrangements and highly effective procedures ensure the safety and security of everyone on the school premises and transportation. The school protects and guides students on the safe use of the internet, and promotes anti-bullying campaigns. Risk-assessments for activities such as educational trips are rigorous.
- Medical staff ensure outstanding care in their excellent facilities. Healthy living is promoted with an excellent impact across the school community. Health and fitness for all are promoted in physical education lessons and extra-curricular activities, as well as linked to healthy diets and students' lunches.
- All areas of the school, including the buses, are exceptionally clean and hygienic. The operations manager is thorough in carrying out regular risk assessment of the building and play areas. The school maintains very detailed and secure records, including records of incidents and subsequent actions.

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

- Relationships are exemplary and staff know their students well. Systems for managing behaviour are known and respected by all students, resulting in a very calm and purposeful working atmosphere across the school. There are rigorous systems for monitoring attendance and punctuality.
- The school is highly inclusive. Students with SEND are identified using a range of assessments, including external specialists. More students who are gifted and talented have been recognised since the previous inspection.
- Class teachers and specialist SEND staff provide very good and often outstanding support. Students receive excellent support for their physical and personal well-being from the clinics and the student counsellor. High quality, personalised advice regarding course and career options is provided for older students.

For development

- Identify and support more students who are academically gifted and talented, particularly in the primary and secondary phases.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- The school is highly inclusive and welcomes all students. Governors, senior leaders and the school inclusion champion, continue to ensure that sufficient resources are provided to meet the school's priorities. The inclusion champion provides very good leadership.
- Accurate identification of students with SEND ensures their prime needs are clearly recognised. Systems are very thorough and a wider range of information is now assessed, including reports from external specialists. As a result, students are accurately placed into intervention groups most suited to their personal learning needs.
- The school closely involves parents as active partners in the process of supporting students' individual learning needs. Parents are very positive about the school's provision for their children. They greatly value the support, advice and training they receive from the inclusion champion and special needs support staff.
- Records of students' academic and personal development are detailed and informative. Individual education plans (IEPs) accurately set goals for future improvement. Parents are involved in the drawing up and reviewing of action plans and receive regular information about progress towards individual goals.
- Students' progress overall is very good. When students are supported by the specialist inclusion staff, progress is often outstanding. In some lessons, progress is hindered because insufficient account is taken of specific needs and tasks are not well matched to learning requirements.

For development

- Ensure progress is more consistent in lessons by making sure teachers take account of students' potential and prior knowledge.
- Ensure support for those students who are gifted and talented is focused on extending and developing their knowledge and skills.

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

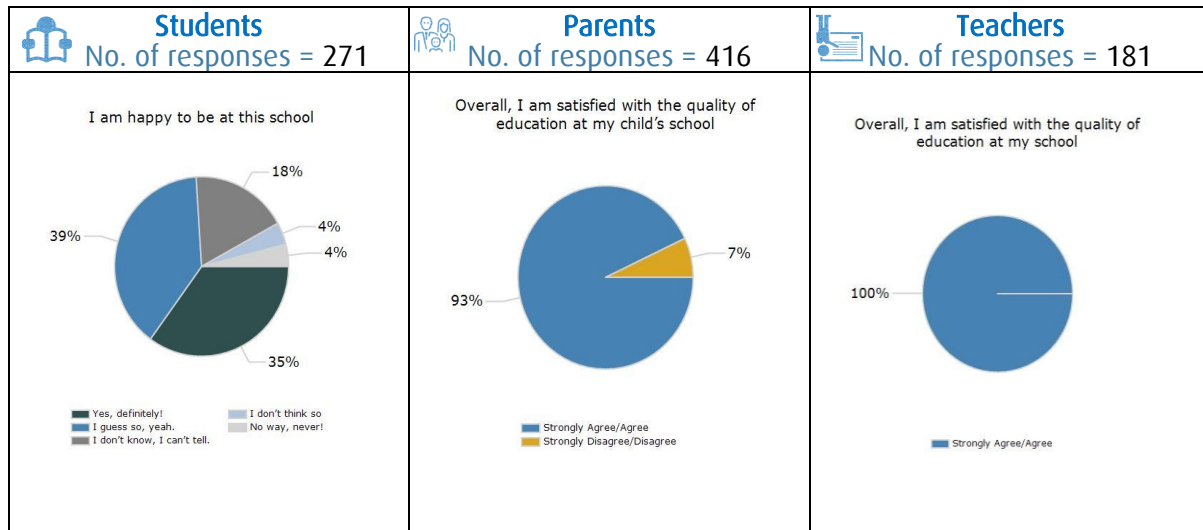
- The principal has a passionate vision for the school which is pursued with purpose and determination. Her strong and committed leadership inspires and motivates senior leaders, staff and students. Staff morale is very high. Leaders and managers fully support the UAE national and Emirate priorities.
- The school has a realistic view of its strengths and weaknesses. The school development plan is well considered, but the large number of action plans make it difficult to focus on priorities.
- Parents are highly supportive of the school. They are extensively engaged in the life of the school, including observing teaching. Most parents are consistently well informed about their children's learning as a result of the highly effective communication systems by the school. They believe the school is very approachable. The school has well-established links with the community and benefits from its extensive and effective local, national and international partnerships.
- Governance provided by GEMS Education is suitably supported by the recently constituted Local Advisory Body including representation from senior leaders, staff, parents and students. Board members bring with them a wealth of experience and expertise. Governors offer timely support, encouragement and challenge for the leaders in the school.
- Almost all aspects of the day-to-day management of the school are effective and efficient. All staff are well qualified, have appropriate expertise and benefit from up-to-date guidance and professional development. There are insufficient staff to teach art and music. Particular strengths are the school's buildings, facilities and resources. However, the primary building does not facilitate access to students with physical disabilities.




For development

- Ensure development and action planning are more consistent, coherent and focused across the school.
- Review staffing to ensure the provision of art in the primary phase and music in the secondary phase is in line with UK curriculum recommendations.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary 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 student survey was very positive. The vast majority of students responding to the survey feel safe and note that there is someone in the school who cares about them, who listens to them and who tells them when they are doing a good job. Almost all students feel teachers help them to learn independently and offer feedback on how to improve. They feel teachers know their strengths and weaknesses. Written comments highlighted concerns over playing football at break time, which inspectors raised with the school.
 Parents	<ul style="list-style-type: none"> A very large majority of parents responding to the survey are satisfied with the quality of education provided by the school. Most parents feel their children are happy, and almost all feel their children felt safe in school and on school transport. Most parents feel their children are developing a good awareness of the UAE culture and a good understanding of Islamic values. A very large majority of parents feel the school is developing their children's awareness of the community and environmental issues. Most parents feel the school is well led, and school leaders and staff are approachable. They are pleased with reports and parent meetings. Written feedback expressed minor concerns about teaching and homework, but the school is aware of these concerns and is acting upon them.
 Teachers	<ul style="list-style-type: none"> The teacher survey is extremely positive and almost all teachers feel they are satisfied with the quality of education and are happy to work at the school. All teachers agree the school is well led and students are happy and safe.

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