

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

**Inspection Report
2018-2019**

**GEMS Wellington
International School**

11 YEARS OF INSPECTIONS

Outstanding

Curriculum
UK/IB



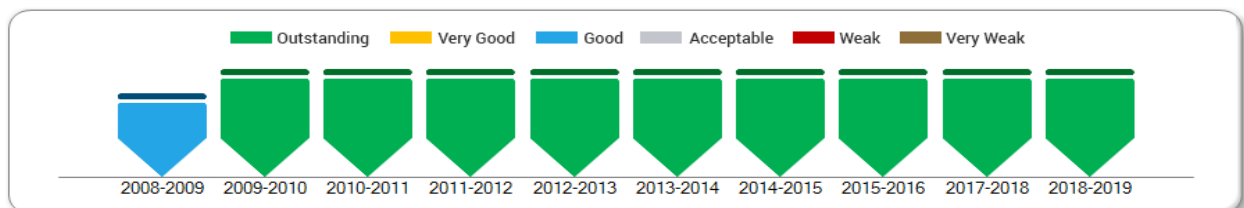
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School Information

General Information	Location	Al Sufouh
	Opening year of School	2007
	Website	www.wellingtoninternationalschool.com
	Telephone	043484999
	Principal	Maryssa O' Connor
	Principal - Date appointed	8/1/2018
	Language of Instruction	English
	Inspection Dates:	28 to 31 January 2019
Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	FS1-Year 13
	Number of students on roll	2693
	Number of Emirati students	82
	Number of students of determination	360
	Largest nationality group of students	Indian
Teachers	Number of teachers	214
	Largest nationality group of teachers	UK
	Number of teaching assistants	96
	Teacher-student ratio	1:13
	Number of guidance counsellors	4
	Teacher turnover	26%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK/IB
	External Tests and Examinations	GCSE, IGCSE, IB
	Accreditation	UK
	National Agenda Benchmark Tests	GL,

School Journey for GEMS Wellington International School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' excellent learning skills contribute significantly to their achievement. Children thrive in the Foundation Stage (FS) and make rapid progress. Older students achieve extremely well in most subjects, as evident in their impressive achievement in English, mathematics and science in the National Curriculum assessments, GCSE and the International Baccalaureate (IB). Progress and attainment in Islamic education are variable across the phases, and in Arabic it is still acceptable overall.
- Students behave extremely well. They are enthusiastic and work hard. They readily and responsibly take on leadership roles, making a strong contribution to the school and the wider communities. Students relish opportunities to develop innovative and entrepreneurial skills. A strong sense of moral values is evident in their sense of environmental responsibility and support for people less fortunate than themselves.

Provision for learners

- Teaching in the FS, secondary and post-16 phases are of high quality and frequently exemplary. This is also evident in many lessons in the primary section although there are some inconsistencies. Teachers use assessment information skilfully to ensure that groups are suitably challenged and supported. They are successful in engaging and motivate students by using a wide range of innovative and highly effective strategies for learning.
- Students enjoy a wealth of experiences that stimulate their curiosity. In most subjects, curriculum topics are designed to encourage students to think deeply, generate their own ideas and to develop their independent research skills. Extensive social, cultural and sporting activities provide memorable moments and enrich students learning and personal development. The curriculum is skilfully adapted to meet the needs of all groups of students.
- Parents are effusive in their praise for the care of their children provided by all staff, including leaders, and academic and support staff. They value the way their children are known as individuals and that staff have their best interests at heart. Support for students of determination is highly effective. Guidance on university entrance and careers is extremely well-organised.

Leadership and management

- Leaders and governors have a relentless commitment to inclusion and to ensuring that all students do as well as they possibly can. They play a significant role in creating an environment where students and staff are inspired to think creatively, within a harmonious, purposeful and challenging environment. Leaders celebrate success, but are equally competent at recognising when and where improvements are required.

What the School does Best:

- The principal, senior leaders and governors know the school extremely well and are successful in sustaining an inclusive culture that offers all students the opportunity to achieve as well as they can.
- Children make an excellent start in the Foundation Stage and, due to effective teaching, continue to achieve high standards in most phases and subjects.
- Students behave extremely well, and their positive attitudes contribute to the harmonious and purposeful learning environment.
- The engaging, motivating and challenging curriculum provides a wealth of opportunities for students to gain an all-round education, pursue their ambitions and develop their individual gifts and talents.
- Students' health, safety and well-being are a high priority. Students of determination are extremely well supported.







Key Recommendations:

- Sustain current initiatives, particularly in regard to:
 - accelerating students' progress and raising their attainment in Islamic education and Arabic
 - promoting more rapid progress in primary mathematics by monitoring closely the progress of students and identifying their next steps of development
 - securing more rapid progress in primary science by ensuring that work is consistently pitched at the right level for different groups.

Overall School Performance

Outstanding

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	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Good	Not applicable
 English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Very good	Outstanding	Very good
	Progress	Outstanding	Very good	Outstanding	Outstanding
 Science	Attainment	Outstanding	Very good	Outstanding	Outstanding
	Progress	Outstanding	Very good	Outstanding	Outstanding
Learning skills		Outstanding	Outstanding	Outstanding	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	Outstanding	Outstanding
Assessment	Outstanding	Very good	Outstanding	Outstanding

4. Curriculum

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

6. Leadership and management

The effectiveness of leadership				Outstanding
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](#)

National Priorities

National Agenda Parameter



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

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

Registration requirements

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

School's Progression in International Assessments is above expectations.

- The school's performance in TIMSS and PISA assessments exceeds relevant targets. In benchmark assessments there are improved outcomes in English, mathematics and science. All subjects are now very good and science outcomes improved significantly between 2017 and 2018. When cognitive ability assessments tests (CAT4) are compared to benchmark assessments, there is very good achievement in relation to measured potential in each of English, mathematics and science.

Impact of Leadership is above expectations.

- Leaders are proactive in planning to meet targets for upcoming TIMSS and PISA assessments. Their plans are well-developed and focus on adaptations to teaching, learning and the curriculum through carefully analysed assessment data. These adaptations are improving students' capacity and confidence to exceed expectations.

Impact of Learning is above expectations.

- Critical thinking and learning by inquiry are targeted skills across the school. Their development is successful when students are encouraged to explore their understanding of key concepts and topics through research and discussion, both inside and outside the classroom. In lessons where teachers facilitate student-led enquiry and explore the relevance of topics to real life, these skills are finely tuned.

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

For development:

- Ensure that preparation for participation in external benchmark assessments is carefully integrated into the existing curriculum.
- Improve the confidence of teachers to empower students to explore their own learning by more skilful questioning and links to real life in all subjects.

Reading Across the Curriculum

- Across all phases, reading in English is well developed. Teachers identify and address gaps in students' literacy skills, through a creative approach to promoting a culture of reading.
- In Years 5 and 6, an innovative strategy of 'Sound Training' is improving the decoding and reading skills of students and enabling a better understanding of difficult vocabulary.
- The library supports lifelong reading habits among students as well as promoting reading in Arabic and English and, in making resources available for teachers and students.
- Senior leadership is fully committed to the development of reading across the curriculum, with the Arabic and English departments introducing various projects to encourage students to read regularly.

The school's implementation of reading across the curriculum is above expectations.

UAE Social Studies

- The UAE social studies curriculum is taught for a sixty-minute discrete period each week in the primary and secondary phases. The curriculum is adapted very successfully and meets the needs of all groups of students. A very wide range of resources, including digital technology, is in use.
- Students use digital devices effectively to support their enquiry and research skills while exploring topics in the UAE social studies curriculum. Critical thinking and problem-solving skills are key features of learning.
- Most students demonstrate excellent levels of knowledge, skills and understanding in lessons and in their digital workspaces.
- Internal assessment data indicates that most of the students make better than expected progress from their starting points in relation to the UAE social studies curriculum standards.

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

Innovation

- Students respond eagerly when asked to, 'think outside the box', as evident in the innovative and intriguing ideas in Year 6 about clearing the oceans of plastic material and assisting people with dementia.
- In all phases, students initiate and develop original projects. Secondary students, for example, are supporting the innovation team and becoming leaders in exponential technologies.
- Teachers' enthusiasm to explore new ideas is evident, not least in their imaginative use of 'learning zones', where primary students learn in inventive, ground-breaking ways.
- Students have many opportunities to hone their innovation skills. Notable are their global entrepreneurial initiatives and the imaginative schemes devised by the 'eco warriors'.
- Leaders' success in promoting innovation is manifest at every turn. The 'innorati' scheme, for example, effectively encourages innovation and leadership skills among Emirati girls.

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

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

- Primary students demonstrate stronger knowledge and understanding of Islamic concepts and rulings compared to their older peers. Gaps in students' prior knowledge and understanding of Islam hinder the ability of older students when analysing texts on contemporary issues.
- In the primary and lower secondary phases, where students are able to identify gains in their learning and demonstrate stronger interest in their studies, progress is more rapid. Older students lack the in-depth understanding of what Islamic concepts entail and their application skills are less well-developed.
- Students are responding to the improvements in teaching, which includes more use of modern technology. Recitation skills remain particularly strong in the primary phase. However, Arab students have fewer opportunities to deepen their understanding of Islamic concepts and principles because of limitations in language and gaps in the curriculum.

For development:

- Ensure that there is clarity around each newly-introduced concept to students, and that opportunities for real life connections are embedded.
- Improve curriculum transition across year groups so that students build successfully on their existing skills and knowledge.

Arabic as a First Language

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

- Although students' achievement is broadly as expected across the phases, primary students are making slightly quicker progress. Most students in Years 1 and 2 read fluently for their age and use grammar correctly in their writing. In the older phases, students improve these skills but at a slower pace.
- Students are generally competent when reading aloud. Their speaking skills are less well-developed, particularly in the higher years. Younger students demonstrate confidence with all language skills. Across the school, most students write with reasonable accuracy.
- The improved quality of teaching methodology, and the use of aligned assessments, are helping to engage students in their learning and make gains in their levels of progress.

For development:

- Improve students' speaking and writing skills by providing opportunities for purposeful dialogue, and ensuring that students act upon the feedback provided on their written work.

Arabic as an Additional Language

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

- In both phases, students read well. They use dictionaries with confidence to support their understanding. Although primary students use familiar greetings in Arabic, their spoken vocabulary is limited, which prevents them from conversing more freely at a higher standard.
- Students' skills in writing are improving, but they frequently seek translation in English. Most primary students form short sentences correctly with the use of common words. In the secondary phase, students' participation in lessons indicates their improving ability to speak in full sentences using the correct grammar.
- Leaders have promoted the use of more age-related teaching and learning methods, such as singing and playing games. Where students use these learning centres and focus on an aspect of language development, they are increasingly engaged and make more rapid progress.

For development:

- Improve students' oral skills by providing opportunities for them to converse more confidently about their day-to-day lives.

English

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

- Children in the FS, most of whom speak English as an additional language, progress swiftly. This rapid progress continues in the primary phase, where students speak fluently and write with considerable flair. Secondary and post-16 students typically achieve well above international averages in external examinations.
- Students listen with growing understanding as they move through the school. They are developing a love of reading and speak knowledgeably about the books they have enjoyed. Most write at length and for a range of purposes, using the correct spelling, grammar and punctuation.
- Students are increasingly researching, debating and writing about real life topics. This is enhancing their critical thinking, research skills and creative responses. They are becoming skilled in assessing their own and their classmates' work resulting in a clearer understanding of how to improve.

Mathematics

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

- Children make a rapid start in the FS, acquiring very secure skills in mathematics. Attainment in internal and external assessments is improving in all phases. Highly effective challenge and support for students contributes significantly to this accelerating progress.
- Students in the primary phase build well on their secure start in the FS, with the large majority reaching a greater depth of understanding. Older students are able to attempt increasingly complex mathematical operations. Students' ability to relate their knowledge and understanding to unfamiliar situations is developing well.
- Efforts to deepen students' understanding of key mathematical concepts are successful. Students are increasingly able to link their work in mathematics to the real world and apply them in other subjects, such as science and economics.

For development:

- Provide regular feedback on students' work so that they are clear about what they should do to improve.

Science

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

- Children make a strong start in the FS, developing an excellent understanding of basic ideas and facts. Progress slows a little in the primary phase but accelerates at post-16. Investigative skills are very well-developed across the school.
- Primary students' knowledge and understanding vary between years. In the senior school, in all discrete sciences, students have an excellent understanding of scientific concepts and are able to interpret and explain, with confidence, what they know, both orally and in writing.
- Although progress and attainment in the primary phase have improved, learning is not consistently challenging for all students. In the secondary and post-16 phases, where work is more closely matched to the learning needs of students, progress is rapid and high standards are achieved in examinations.

For development:

- Improve attainment and progress in the primary phase by making work more challenging.

Learning Skills

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

- Students show a mature attitude to their work and are highly motivated in lessons. They are able to reflect on their own strengths and areas for development. They show confidence in refining and improving their work and giving guidance to others.
- The use of technology is a regular feature of students' learning. They demonstrate increasing competence in reading comprehension, skilfully extracting and synthesising key information. When given the opportunity students readily apply critical thinking skills and are adept at problem-solving. Their skills in innovation, enquiry and research are generally well-developed.
- Students engage in meaningful discussions with each other and their teachers. They have high expectations and aspirations, viewing learning as a route to success. They readily relate their learning to the wider world and increasingly make links between different curricular subjects.

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

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

- Students are aware of the need for regular attendance. They understand that this together with punctuality are important qualities to develop, recognising the link between high attendance and achievement. Almost all students arrive at the start of the school day on time.
- Highly respectful relationships are evident between students, resulting in excellent behaviour and mature attitudes. Students are empathetic and show kindness and responsibility for each other. However, a few students, do not always ensure that their environment is cleared of rubbish after mealtimes.
- Students have an excellent understanding of the importance of developing and maintaining healthy lifestyles. They take regular exercise participating in sporting activities both in and out of school. They demonstrate a clear understanding of emotional and mental well-being with strategies for maintaining this.

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

- Students have a strong awareness and appreciation of Islamic values, traditions and daily routines. They have a secure knowledge of the famous Islamic landmarks and celebrate international events, such as the Chinese New Year and Indian celebrations, indicating an appreciation of the diverse cultures in Dubai.
- Students talk knowledgeably and confidently about the culture of the UAE and have a good understanding of how Islam has influenced its development. Across all phases students enthusiastically participate in celebrating the UAE national events and festivals of different countries.
- Almost all students continue to extend their knowledge of the rapid developments happening in Dubai and the current government initiatives, such as the Year of Tolerance.

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

- From the FS to post-16 students show exemplary responsibility and care and consideration for others. They willingly take on leadership roles through a range of committees and clubs, while being extremely committed to their academic studies.
- Students understand the purpose of volunteering and are proactive in their approach. Year 12 students have designed a tutoring programme to support Year 11 students in preparing for examinations. The 'Adopt-a-School' initiative, led by secondary students, supports a range of community projects in developing countries.
- Students' ideas are valued giving them the incentive to share initiatives. Their high level of environmental awareness is evident in their involvement in numerous projects such as, 'Plastic Free School', where the focus on creative thinking is having a very positive impact on students' understanding and commitment to global issues.

For development:

- Encourage students to take greater responsibility for the cleanliness of the dining areas.

3. Teaching and assessment

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

- Teachers expertly use their subject knowledge to plan inspiring learning activities that stretch and challenge almost all groups of students. The quality and consistency of teaching in the primary phase is starting to reflect that of the rest of the school.
- Teachers have high expectations for students' achievement. The pace of learning in lessons is often swift with teachers creating a positive learning environment where students' views are shared and respected. In these contexts, students are confident in developing and applying their learning in new contexts.
- The most effective teachers in all phases extend critical thinking and problem-solving skills through challenging questioning. Although teaching strategies and the use of technology routinely promotes students' independence, creativity and innovation, this is not a consistent feature across all subject areas.

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

- The school encourages a very high level of analysis of both internal and external assessment data. The comparisons of data provide a strong base for alignment and impact in the classroom. This is stronger in the secondary phase than the primary section.
- Leaders and teachers use the cognitive ability tests and benchmark data to identify gaps in potential and provide targeted supports for students' identified needs. As a result, lesson planning is more skilful and provides the basis for support and challenge in class.
- Most teachers know their students well and use assessment information effectively to track individual progress over time. This is a developing feature in Islamic education and Arabic. Many students know their targets and what steps are necessary to achieve them. This is a strength in English and is developing in other subjects.

For development:

- Secure the consistency of high-quality teaching across all subjects and year groups especially in the primary phase.
- Measure more succinctly the progress of students over time and interpret this data to provide a clear guidance for students on their next steps in learning.

4. Curriculum

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

- The curriculum is effectively aligned with the National Curriculum for England, and with the International Baccalaureate (IB) at the post-16 phase. Continuous review is supporting more effective transitions between phases and ensuring that adjustments are made to meet students' identified needs.
- Gap analysis, using attainment and progress data, has led to increased options and modifications to the BTEC and IB courses. In Islamic education, curriculum monitoring is insufficient to ensure that each aspect of the subject is covered to the appropriate depth.
- Curriculum adaptations accelerate children's learning. Primary phase learning centres encourage students to be creative through building on Early Years Foundation Stage (EYFS) learning strategies. Across all phases stimulating projects, both in school and through extra-curricular activities, help students to make connections in their learning.
- Moral education is effectively integrated as well as being taught as a discrete subject in the curriculum.

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

- The curriculum is interesting, stimulating and challenging for all groups of students. Leaders are successfully encouraging an increasing emphasis on the development of critical thinking, research and analytical skills.
- The imaginative and innovative use of modern technology is an ever-increasing aspect of learning. Curriculum plans routinely include opportunities for students to practise, consolidate and extend their IT skills. An extensive range of extra-curricular activities provides worthwhile and memorable experiences for students.
- The curriculum fully embraces and promotes the heritage and traditions of UAE society. Children in the FS, for example, enjoy learning about the Islamic faith and traditions. They proudly demonstrate the greetings and phrases they are learning in Arabic.
- In the Foundation Stage, Arabic is taught for two twenty-minute periods each week.

For development:

- Ensure that the curriculum for Islamic education includes all aspects of the subject at the appropriate depth as students move throughout the school.

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

- All staff are trained and well aware of safeguarding and child protection procedures. The premises, including internal and external areas, are very well maintained. Potential risks are recorded, and prompt action taken when incidents happen to prevent recurrence.
- Accurate and secure records are maintained, including details of incidents and subsequent actions. Medical information is used carefully and sensitively to manage the care of individual students. The medical support staff are vigilant, thorough and always involve parents.
- Living a healthy lifestyle is encouraged and promoted very effectively. Students are mindful of the dangers from the sun and have ready access to fresh drinking water. Students participate in physical exercise and students of determination are included in all activities.

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

- Excellent relationships between staff and students result in a very harmonious, well-ordered and caring learning environment. The clearly defined expectations of behaviour are met very successfully by the school community. Rigorous systems ensure the promotion of very good attendance and punctuality for most students.
- A wide range of assessment procedures identifies students of determination and those who have differing learning needs. Interventions are focused on prime needs and students receive high-quality personalised support. This enables nearly all students to make rapid progress in most areas of their work across the curriculum.
- Students have access to a wide range of academic support and care. School counsellors, and staff in the clinic and Achievement Centre, provide expert individual guidance. Transition arrangements are carefully planned, and older students receive highly effective course and career advice.

For development:

- Leaders should encourage older students to maintain high standards of punctuality.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- Leaders at all levels facilitate a very inclusive ethos in the school. Applications from students of determination are welcomed and the school provides a wealth of resources to support learning. The qualified inclusion team, and the systems for review, implementation, monitoring and evaluation are highly effective.
- A wide range of focused assessment procedures, particularly on entry to the Foundation Stage and Year 7, ensure the swift and accurate identification of students of determination. The school responds to this information with comprehensive intervention programmes, closely aligned to individual profiles of strengths and challenges.
- The school places the parents at the centre of its provision for their children. Although parents confirm that they are fully informed of their children's progress through a variety of channels, a few would like to be even more closely involved in the teacher conferences.
- Well-developed individual education plans and profiles focus closely on each student's specific need. Targeted curriculum modifications lead to additional interventions, including personal support, and are usually highly successful in maximising active learning and engagement.
- Students benefit from the high-quality of support from the inclusion team, which contributes significantly to the swift progress towards their targets. Detailed feedback, including graduated prompting levels, support high challenge and achievement over time.

For development:

- Encourage parents to be further involved in discussions with staff about their children's progress.

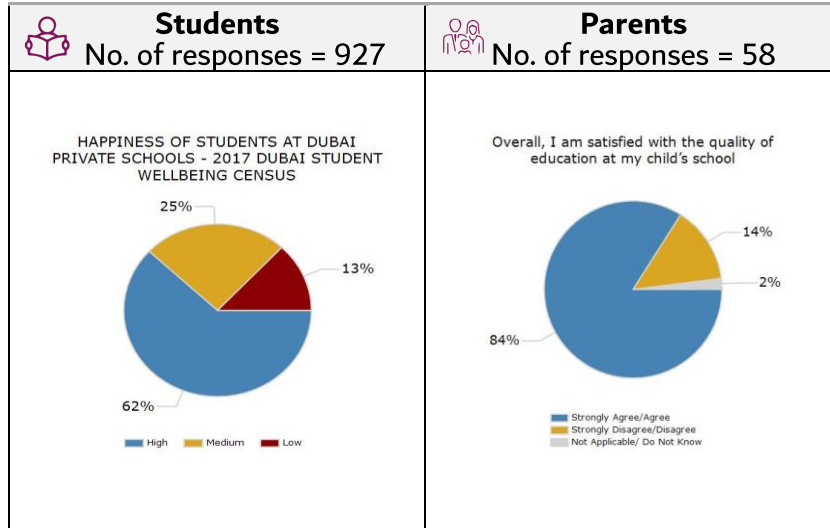
6. Leadership and management



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

- The principal sets an exceptionally clear, strategic direction which promotes an ambitious vision for the school. Leaders at all levels promote the National Agenda priorities with unremitting commitment and passion while sustaining a culture of inclusion and innovation. The school's motto, 'success for all as life-long learners', is reflected in leaders' unswerving commitment to ensure that all students reach their academic potential, underpinned by a strong sense of personal responsibility, tolerance and ambition.
- Leaders gain an accurate view of the school's provision by monitoring closely students' achievement and the quality of teaching and learning. Development planning is highly effective. Centred on the National Agenda, improvement plans are carefully designed and include quantifiable success criteria. The recommendations and development points identified by the last inspection have been addressed successfully.
- Parents hold the school in high regard. They value the school's 'open door' approach and the opportunities to be partners in their children's learning. Parents are kept well informed about their children's achievements through termly reports and face-to-face consultations. The thriving parents' association contributes to the strong partnership within the community. Mutually beneficial partnerships with local entities, such as a local fitness centre, and the Mars exploration project, also contribute much to students' academic and personal development.
- The partnership between centrally based governance and the local advisory board works extremely well. Governors have a wide range of educational expertise and experience. Members of the advisory board have a variety of skills and are pro-active and supportive. The school's performance is kept under continuous review, with both groups contributing to the evaluation of provision and outcomes and in sharing the school's commitment to inclusion.
- Leaders manage the school very effectively. Staff are well qualified, regularly improving their skills because they are determined that the students will do well. Resources are exceptionally good and improving. The premises are attractive, well-maintained and meet the needs of all students. Subject areas are extremely carefully designed and contribute to students' enthusiasm for learning. Imaginative and attractive open seating areas enable students, teachers and parents to meet informally.

The View of parents and senior students

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



 <p>Students</p>	<ul style="list-style-type: none"> The large majority of students who responded to the survey feel content and secure at school. Students praise the ethos of the school and report a sense of belonging and care. Students' levels of engagement with their teachers and peers are viewed positively.
 <p>Parents</p>	<ul style="list-style-type: none"> Although a small sample, parental responses indicate satisfaction with the quality of education their children receive. They report that their children are safe and happy at school and enjoy mutually respectful relationships with teachers and peers. The inspection findings are mostly in agreement with the views of parents.

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