DUBAI Knowledge المعرفة

THE WESTMINSTER SCHOOL - DUBAI BRANCH

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION	WELLBEING	NATIONAL AGENDA PARAMETER
GOOD	GOOD	VERY GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Qusais
	Opening year of school	1995
	Website	www.gemsws-ghusais.com
	Telephone	97142988333
	Principal	Carl Roberts
	Principal - date appointed	1/1/2019
	Language of instruction	English
	Inspection dates	27 to 01 December 2023

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	5224
	Number of Emirati students	68
	Number of students of determination	188
	Largest nationality group of students	Pakistani

TEACHERS

	Number of teachers	297
	Largest nationality group of teachers	Indian
	Number of teaching assistants	22
	Number of guidance counsellors	1

CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	IGCSE, AS, A Level
	Accreditation	BSO, BSME

School Journey for THE WESTMINSTER SCHOOL - DUBAI BRANCH

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

Year	Rating
2008-2009	Acceptable
2009-2010	Acceptable
2010-2011	Acceptable
2011-2012	Acceptable
2012-2013	Acceptable
2013-2014	Acceptable
2014-2015	Good
2015-2016	Good
2016-2017	Good
2017-2018	Good
2018-2019	Good
2019-2020	Good
2022-2023	Good
2023-2024	Good
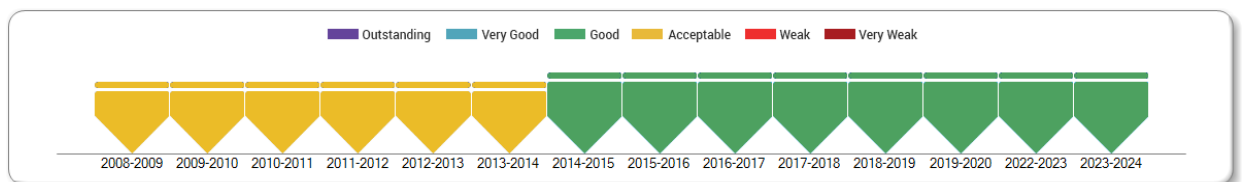
SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Children in the Foundation Stage (FS) and students in all other phases achieve well in the core subjects, including Islamic Education and Arabic. Achievement is particularly strong in Post-16 in mathematics and science. Students across all phases collaborate constructively when completing tasks. They are generally confident and willing to contribute to debates and discussions in lessons.

- Throughout the school, students behave very well and show positive attitudes towards their learning. They demonstrate an excellent understanding and appreciation of Islamic values and show respect for the culture and heritage of the UAE. Students are very aware of the needs of those less fortunate than themselves. They contribute to school initiatives which raise funds for a range of local and international charitable projects.

Provision For learners

- Teaching is good or better across all phases. Teachers' consistent approach to planning enables students to build systematically on their prior learning. They generally use questioning effectively to check for understanding and develop critical thinking. Although the school has developed accurate internal assessment processes, teachers' use of the resultant information to guide lesson planning is variable.

- The curriculum in FS is successfully designed to promote learning. Limited resources restrict learning opportunities in science. The curriculum effectively prepares students for external examinations. The process of review ensures there is progression in students' learning. The range of courses meets the needs of most students. However, in Post-16 there is a limited choice of options. The curriculum is effectively adapted to meet the needs of almost all learners.

- Rigorous policies and procedures are in place to ensure the care and safeguarding of all students and members of staff. The school premises are safe and well maintained. There are effective systems for identifying students of determination and those with gifts and talents. Very few students of determination study in the post-16 phase as their options to progress to further education, training or employment are limited.

Leadership and management

- The principal, senior and middle leaders provide the school with a clear direction and effective management. They promote a positive and supportive ethos and learning environment in the large school community. Communication is very effective. Parents feel that their opinions are fully considered. Governors act as constructive, critical friends for the school.

Highlights of the school:

- The quality of teaching, learning, and assessment in FS.

- Progress in mathematics, especially in FS and Post-16.

- Students' positive attitudes and their strong sense of social responsibility.

- The understanding of Islam shown by students, and their awareness of Emirati and world cultures.

- The strong support of parents.

Key recommendations:

- Ensure that in all lessons, teachers make full use of assessment information to plan work that is matched to students' attainment levels.
- Increase the range of curriculum pathways in the upper phases to cater for a wider range of students' abilities.
- Ensure that all learning spaces have sufficient resources to support teaching and learning.

OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Very 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	Good	Good	Good	Good
	Progress	Very good	Good	Good	Very good
Mathematics	Attainment	Good	Good	Good	Very good
	Progress	Very good ⬆	Good	Good	Very good ⬆
Science	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Good	Very good

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good ⬆	Good	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	Very good ⬆	Good	Good	Very good
Assessment	Very good ⬆	Good	Good	Good

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

For further information regarding the inspection process, please look at UAE School Inspection Framework

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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

A. Registration Requirements	Met Fully

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

- In the most recent Progress in International Reading Literacy Study (PIRLS), the school exceeded its targets by a considerable margin. In the National Agenda Parameter benchmark tests, the outcomes for the whole school were outstanding in English, mathematics and science. Progression for the Emirati students across the three subjects was very good, with the strongest subject being mathematics.

C. Leadership: International and Emirati Achievement	Very good

- Most leaders understand the subject skills and the required content necessary to prepare students for the international benchmark tests. They adapt the curriculum to ensure that all the elements are properly covered and appropriately taught. They also carry out this analysis for the reading tests in the National Agenda Parameter, enabling leaders to identify any groups of students in need of extra support.

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

- The most recent reading literacy skills profile shows that a large majority of students' reading literacy scores are above age-related expectations. However, fewer Emirati students are at this level. Based on this information, the school has put into place a number of initiatives and interventions to support developing readers. These are having a positive impact on students' outcomes. More recent assessments show that the proportion of students with reading literacy levels at or above age-related expectations has increased, with a narrower gap between Emirati students and others.

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

For Development:

- Consolidate the improvements made in students' reading literacy levels and fully close the gap between Emirati and other students.

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 outcome is at a good level.

- Students make a very positive contribution to the school's wellbeing climate. Wellbeing student leaders are aware of anyone who may have wellbeing issues and know how to inform the relevant adult for intervention. They organise and present themed assemblies and events which lead to specific and measurable improvements in wellbeing outcomes. Members of staff are listened to and feel valued. Wellbeing initiatives raise morale for all, thus benefitting everyone in the school.
- Wellbeing is a priority that underpins the ethos, climate and culture of the school. Leaders and teachers actively model good wellbeing practice. Policies are comprehensive and effectively applied. The principal leads a skilled and experienced team of teachers and counsellors who give effective support to students and adults who may be experiencing wellbeing issues. As well as survey data, informal feedback is obtained from staff and students. Wellbeing is constantly monitored in classrooms.
- Special initiatives and extra-curricular activities help students to recognise their own wellbeing needs and to support one another. Most display a level of digital diligence and maturity which enables them to exercise vigilance in their online activities. Students and their parents feel a strong sense of belonging to the school. The recently introduced wellbeing curriculum is not yet fully embedded.

For Development:

- Ensure that the new wellbeing curriculum is fully understood and embedded in the daily practice of all teachers.

UAE social studies and Moral Education

- The school has a carefully planned social and moral education programme that enables students to develop their knowledge, skills and understanding. The programme adheres to the Ministry of Education (MoE) Social, Moral and Cultural Studies (MSCS) framework. Moral education and social studies are taught separately. Students benefit from a rich curriculum. They have opportunities to put learning into practice by volunteering in the community and helping others.
- The progression of each MSCS strand is incorporated into the curriculum map. In addition to lessons, UAE social and moral values are taught through curriculum enhancements, such as assemblies and the celebration of cultural events. Lessons are taught by appropriately qualified teachers. Students' progress is monitored through the school system with regular assessments.

Arabic in Early Years

- Children learn Arabic in FS2 and Year 1 with a focus on the basics of the language. In FS2, children are taught for 30 minutes per week, and in Year 1 for 100 minutes per week. Children are taught through phonetics. and learn to recognise the letters of the alphabet and their associated sounds. They complete simple writing tasks, linking words or colouring letters. All the common nursery rhymes are translated into Arabic and are learned in parallel with the English versions.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal assessments indicate that students' attainment levels are between very good and outstanding. However, classroom observations and recent work show that students in all phases are achieving at or slightly above curriculum expectations.
- Students in all phases have a good understanding of Islamic values, the Sunnah of the Prophet (PBUH) and the Fiqh. However, they have only basic skills in recitation of the Holy Qur'an, Tajweed skills and knowledge of Faith.
- Teachers have partially addressed the recommendations of the previous inspection. Students still are not reciting the Holy Qur'an confidently, especially with Tajweed skills. The impact of initiatives to address this issue has yet to be seen.

For Development:

- Improve students' Holy Qur'an recitation and Tajweed skills.

ARABIC AS A FIRST LANGUAGE

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

- Students' listening skills are secure across the year groups. Reading skills remain above writing skills, although both have improved this year. especially in Post-16. Students' work confirms internal assessments, showing that achievement is above curriculum expectations.

- Students' comprehension skills are generally improving. In addition, the quality of writing has improved, although less confident students have difficulty. Students' levels of standard Arabic usage in speaking are secure.

- Programmes for improving reading and writing are having a clear impact on learning. Improvements in teaching and learning are enhancing students' progress. However, the fast pace of some lessons hinders the consolidation of learning.

For Development:

- Manage the pace of lessons to ensure that sufficient time is allowed for the consolidation of students' learning.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students are developing their language skills effectively. Although there is some variation, internal test results align with the work seen in lessons and in students' notebooks. Newer students are progressing well in relation to their starting points.

- The large majority of students are improving their comprehension and writing structures. In the higher ability groups, reading proficiency is strong. Listening and oral communication skills are generally well developed. Higher achieving students can engage in conversations and relay information.

- Recently initiatives, and the use of digital technology, are having a positive impact on teaching and learning The emphasis on enjoyable, practical activities is engaging students more actively in learning. Students are provided with more helpful guidance through teachers' written comments on their work.

For Development:

- Provide students with more opportunities to engage in conversations using Arabic.

ENGLISH

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

- In Post-16, students demonstrate eloquent speaking and competent reading skills that support their strong progress. In the primary and secondary phases, reading and speaking skills develop at a steady pace. Children in FS continue to make rapid progress in speaking and listening.

- Students' writing skills are not as strong as their reading and speaking skills. Some students of lower ability in the primary and secondary phases make slower progress than they could. Students' progress in the development of writing skills is variable across the year groups.

- In the primary and secondary phases, students are becoming more proficient readers because they regularly practice comprehension, inference and retrieval skills in lessons. Post-16 students use these skills very competently when carrying out critical research and analysing complex texts.

For Development:

- Ensure greater consistency in the development of students' writing skills by sharing the most effective teaching practices.

MATHEMATICS

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

- Across all phases, a majority of students attain above curriculum standards, however this is stronger in Post-16. Similarly, in FS and in Post-16, a large majority make better than expected progress. In Primary and Secondary this applies to the majority of the students.

- The use of number is a strength across all phases. Solid foundations are laid in FS. Students develop a strong conceptual understanding of number bonds. By Year 7 they are able to multiply and divide whole numbers and decimals by powers of 10 and can apply these concepts to problem-solving.

- Throughout the school, there is a strong focus on the acquisition of specialist mathematical vocabulary. This is impacting positively on students' ability to understand and solve word problems.

For Development:

- Increase opportunities for independent learning across all phases, but specifically through practical activities in Primary.

SCIENCE

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

- The achievement of most children in FS and of students in external examinations in Years 11 and 13 is strong. Attainment in external benchmarking assessments in most year groups in the primary and secondary phases has improved.

- In FS, children begin to develop scientific vocabulary. In Primary, younger students can compare the properties of different materials. Older students independently investigate the behaviour of light moving through different media and record their findings. Secondary students generally demonstrate confidence in practical activities.

- Post-16 students demonstrate a deep understanding of contemporary issues that have their basis within science. Children in FS have limited opportunities to build investigative science skills to test their ideas independently.

For Development:

- Extend students' scientific vocabulary so that they fully understand the words and phrases used in examinations and other assessment tasks.

- Provide more opportunities for children in FS to build their investigative skills.

LEARNING SKILLS

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

- Children in FS are enthusiastic learners who become absorbed in the activities in which they participate. Engagement in learning is a strong feature across the school. In Post-16, students are very actively engaged in their courses and take full responsibility for their learning.

- Students across all phases collaborate constructively when completing tasks. They are generally confident and willing to contribute to debates and discussions. Students generally have regular opportunities for critical thinking. Investigation and problem-solving skills are developed in most subjects.

- Students are skilled at using digital technologies to source information from school learning platforms. They have increasing opportunities to make links across subjects. Insufficient opportunities are provided in the primary and secondary phases for the development of innovation and enterprise skills.

For Development:

- Provide more opportunities in Primary and Secondary for students to develop their innovation and enterprise skills.

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

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

- Throughout the school, students behave very well and have positive attitudes towards their learning. They enjoy learning and recognise its importance in promoting and shaping their academic and personal development.
- Teachers create a positive learning environment which allows students to feel valued. Students' cordial relationships with teachers and other staff are built on mutual trust and respect. Students are thoughtful and respectful.
- The school encourages a healthy lifestyle for all students. Teachers of physical education and medical staff ensure that discussion of health issues is regular and effective. Students' attendance and punctuality are generally very good.

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

- In all phases, students demonstrate an excellent understanding and appreciation of Islamic values and how they influence life in the UAE. Students express their enjoyment of life in the UAE as it is a safe place, with people who are tolerant towards one another.
- Students show respect for, and have knowledge of, the culture and heritage of the UAE. They are able to give concrete examples of Emirati customs, traditional dress and national symbols such as camels and falcons.
- Although students display an excellent understanding and knowledge of their own cultures, their awareness of world cultures is less well developed. The school organises an annual international day where students can explore other places and cultures.

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

- Students are proactive and have a strong sense of community. They need very little prompting to use their own initiative. They take their mentoring and leadership roles seriously. They raise funds for global disasters and a range of charitable activities.
- The exemplary work ethic which students develop across all phases is set in FS, where children make choices about their learning activities. Older students participate in a range of work experience facilitated by internships.
- Students are knowledgeable about environmental and ecological issues. They have a deep understanding of concepts such as conservation and sustainability. They enjoy taking leadership roles in a variety of environmentally related activities and projects.

For Development:
- Improve students' understanding of a wider range of cultures.

03 TEACHING AND ASSESSMENT

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

- In the primary and secondary phases, teaching is steadily improving with less variability across subjects. Skilful teaching in FS is marked by teachers' understanding of how young children learn. Teaching in Post-16 remains very effective.

- Teachers' consistent approach to planning enables students to build systematically on their prior learning. However, not all teachers adjust the learning activities to meet the individual needs of students.

- Questioning is generally used effectively to check understanding and to develop critical thinking in most subjects. There is an uneven balance of teacher-led activities in some subjects. This limits the opportunity for students to take greater responsibility for independent learning.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good ⬆	Good	Good	Good

- Across all phases, the school has developed internal assessment processes that enable teachers to evaluate students' progress accurately. Assessment in FS is stronger, as progress trackers give teachers immediate feedback on the adaptations that they need to make to the learning activities.

- The school has a strong understanding of the importance of collecting data from a wide variety of strands. All of this information is analysed by leaders to help them identify strengths and weaknesses in students' outcomes, both in subjects and in reading.

- Since the previous inspection, the impact of consistent assessment procedures and of well analysed data in FS, has led to effectively planned lessons which address the needs of all children.

For Development:

- Ensure greater consistency in the use of assessment data to inform the planning of learning activities.

04 CURRICULUM

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

- The curriculum in FS is based on the Early Years Foundation Stage (EYFS) framework. It is successfully designed to match the limited learning resources available in the phase. It is less well suited to teaching science. The primary and secondary curricula effectively prepare students for external examinations.

- A continual process of review, along with a detailed annual evaluation of the curriculum, ensure continuity and progression in students' learning, and that students transfer smoothly to the next stage in their education.

- Different areas of learning are successfully brought together in themed cross-curricular topics in FS and Primary, enabling students to link their learning between subjects. Older students routinely make connections to Islamic values and to moral, social and cultural themes.

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

- The curriculum is effectively adapted by teachers in all phases to meet the needs of almost all learners. A wide range of courses meets the needs of most students of different abilities. However, there is a limited range of pathways available for students after they finish the secondary phase.

- The curriculum provides a wide range of enrichment and extra-curricular activities that enhance students' learning experiences and their wellbeing. Planned activities allow students to celebrate the traditional culture of the UAE and the diversity found in Emirati society.

- Across the school, programmes of study in each subject identify tiered levels of challenge in each lesson. They ensure that students of different abilities and needs are supported effectively to consolidate or accelerate their learning.

For Development:

- Ensure that there are enough high-quality teaching and learning resources available to support the curriculum in FS.

- Ensure that a wider range of Post-16 curriculum pathways is available to suit the differing needs of students.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Rigorous policies and procedures ensure the care and safeguarding of the school community. All members of staff take responsibility for providing a safe and secure learning environment. Older students volunteer to work with younger students to raise awareness of the need for online safety.

- The school premises are safe and very well maintained. Regular evacuation and safety drills are conducted. Security and supervision arrangements are highly visible and effective. The drop-off and pick-up arrangements for students are closely monitored and very well managed.

- Healthy living is promoted in a variety of ways. Members of the medical staff and older students provide a wide range of healthy living and self-care programmes to students throughout the school.

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

- The school's systems for managing behaviour are effective. Strategies for promoting attendance and punctuality are successful. Relationships are positive and purposeful. Mutual trust and respect is evident in all interactions.

- Effective systems identify students of determination and those with gifts and talents. Inclusion leaders and teachers systematically identify students' learning needs and design interventions which are appropriately challenging to assist students' progress.

- Secondary students receive appropriate support and guidance with subject choices and, in the post-16 classes, with further study and career pathways. The very few students of determination in Post-16 have limited options to lead them on to further education, training or employment.

For Development:

- Create more options for students of determination to prepare them for further education, training or employment.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good

- Leaders promote inclusion through the provision of eleven highly qualified year leaders, three learning support teachers and four learning support assistants. Regular reviews lead to tracked improvements which are aligned with the school's strategic plan across all phases for students of determination.

- Assessment tools and teacher referrals ensure accurate identification of students of determination and those with gifts and talents. Barriers to learning are aligned with KHDA standards, and an in-house individual education plan (IEP) tracker charts progress against individual targets.

- Leaders promote parental engagement through a range of communications to update progress linked to their children's IEP goals. Parents are integral to support, with updates and reviews held twice per term regarding their children's progress.

- The school adapts provision for students of determination, promoting engagement across subjects. Curriculum modifications provide independence and interventions such as individual support sessions foster confidence and resilience. The curriculum is motivating and challenging. Extra-curricular activities build confidence and enhance personal development.

- Assessment for students of determination is irregular. Teachers' marking, feedback and guidance on next steps are inconsistent. There are no transition plans or alternative pathways to support students of determination into further study or the world of work.

For Development:

- Ensure more consistency in the charting of progress of students of determination against the targets in their IEPs.

- Revise the school marking policy to ensure better quality of feedback to students of determination.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and senior leaders are fully committed to continued improvement. They promote a vision for the school which is shared by all stakeholders. The principal, senior and middle leaders provide effective management, while promoting a positive and supportive learning environment within the large school community. Communication with stakeholders is very effective. Morale throughout the school is positive.

- Efficient systems for collecting and analysing a wide range of internal and external data support the self-evaluation process. Senior leaders can then make informed decisions related to school improvement. The effective monitoring of lessons ensures that there are appropriate checks on the impact of teaching on students' learning and progress. Leaders have made significant progress in addressing most of the recommendations made in the previous inspection report.

- Parents are very supportive of the school and the safe learning environment provided for their children. They are represented in many school committees. Communication channels between parents and the school are very effective. Parents feel that they have a real voice in the school. They value the open-door access to school leaders and teachers. Leaders and teachers have developed a wide range of community, national and international partnerships.

- Governance follows the GEMS dual model of corporate and local advisory boards (LAB) and includes representation from almost all stakeholders. The LAB meets regularly. Records show that members are proactively involved in all areas of school life. Governors are involved in the self-evaluation and planning processes, and act as constructive, critical friends for the school.

- Most aspects of the daily management of the school are efficiently organised, which helps to maintain a positive school atmosphere. Teachers are suitably qualified and have regular opportunities for targeted professional training. The library services are in the process of adapting to be a reading hub for the whole school. Many classrooms have limited space in which to accommodate large class groups. The school improvement plan anticipates an expansion of school facilities in the future. Although digital learning platforms are generally used effectively, there is no whole school digital learning strategy.

For Development:

- Ensure that all classrooms have sufficient space for the number of students.
- Develop a digital learning strategy for the whole school.

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