



**المعرفة**  
Knowledge



## GEMS WINCHESTER SCHOOL

### UK CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER



**GOOD**

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## SCHOOL INFORMATION



GENERAL INFORMATION

|  |                            |                                    |
|--|----------------------------|------------------------------------|
|  | Location                   | DubaiLand                          |
|  | Opening year of school     | 2011                               |
|  | Website                    | www.gemswinchesterschool-dubai.com |
|  | Telephone                  | 97143374112                        |
|  | Principal                  | Matthew Lecuyer                    |
|  | Principal - date appointed | 8/14/2017                          |
|  | Language of instruction    | English                            |
|  | Inspection dates           | 20 to 23 November 2023             |



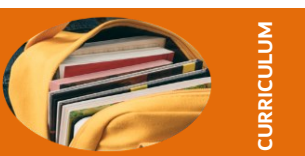
STUDENTS

|  |                                       |                |
|--|---------------------------------------|----------------|
|  | Gender of students                    | Boys and girls |
|  | Age range                             | 3 to 18        |
|  | Grades or year groups                 | FS1 to Year 13 |
|  | Number of students on roll            | 4128           |
|  | Number of Emirati students            | 40             |
|  | Number of students of determination   | 282            |
|  | Largest nationality group of students | Indian         |



TEACHERS

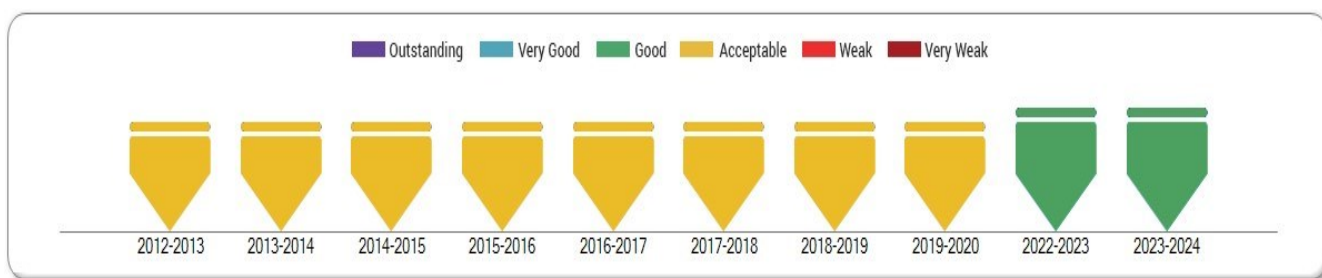
|  |                                       |        |
|--|---------------------------------------|--------|
|  | Number of teachers                    | 233    |
|  | Largest nationality group of teachers | Indian |
|  | Number of teaching assistants         | 37     |
|  | Number of guidance counsellors        | 2      |



CURRICULUM

|  |                                  |               |
|--|----------------------------------|---------------|
|  | Curriculum                       | UK            |
|  | External Curriculum Examinations | IGCSE. A, AS, |
|  | Accreditation                    | BSO           |

## School Journey for GEMS WINCHESTER SCHOOL



## 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

- Attainment in Islamic Education, Arabic as an additional language and mathematics has improved. Students attain a good level in most core subjects and phases. However, attainment is less high in Arabic as a first language, in English in the Foundation Stage (FS) and in English and science in the post-16 phase. Progress in most core subjects is good.
- Students’ attitudes and behaviour, their understanding of Islam and their social responsibility are very well developed in most phases. A particular improvement has been made in FS and Post-16, where students play an appropriate and influential role in the community. The behaviour of the many children who are new to the school is developing, as they acclimatise themselves to formal education.

### Provision For learners

- Teaching and the development of students’ learning skills continue to be good across all phases. Assessment systems and procedures are thorough. Attainment data are collected, and individual progress is tracked. School internal data are compared with external assessment and examination results. Teachers have a rich amount of information to use when planning learning.
- The curriculum is broad and balanced. There is progression from year to year. Vocational pathways now provide supplementary opportunities for a wider range of students. The curriculum is modified to meet the needs of most groups of students in Primary, Secondary and Post-16. It is enhanced by an extensive programme of after-school activities, events and visitors.
- The highest levels of attention are given to the health and safety of the students. The wellbeing of students is at the centre of the school’s actions. Teachers have a good knowledge of students’ emotional and social needs. Students of all abilities are welcomed. The identification of students of determination is a high priority. Students receive appropriate guidance on career pathways and higher education.

### Leadership and management

- School leaders are developing a strong ethos of staff training and inclusion. Together with the governors, they have effective methods of gathering information to support their knowledge of the school’s performance. Leaders and governors work closely with parents, involving them in school life and supporting their understanding of their children’s achievements. The management of the school, staffing, accommodation and resources all support the drive for improvement.

### Highlights of the school:

- The establishment of an accreditation programme for leaders.
- A learning environment where students feel safe and supported.
- Collaboration with parents in the support of their children’s learning.
- The responsible attitudes of students.
- Improvements to students’ achievements in Islamic Education and Arabic as an additional language.

### Key recommendations:















- Improve school self-evaluation and improvement planning.
- Improve the quality of teaching of language skills.
- Enhance staffing provision.



# OVERALL SCHOOL PERFORMANCE

Good

## 01 Students' Achievement

|   |            | Foundation Stage | Primary  | Secondary  | Post-16  |
|---|------------|------------------|--|--|--|
| <br>Islamic Education                  | Attainment | Not applicable   | Good  | Good    | Good          |
|   | Progress   | Not applicable   | Good   | Good   | Good   |
| <br>Arabic as a First Language        | Attainment | Not applicable   | Acceptable   | Acceptable   | Acceptable   |
|   | Progress   | Not applicable   | Acceptable   | Acceptable   | Acceptable   |
| <br>Arabic as an Additional Language | Attainment | Not applicable   | Acceptable   | Acceptable   | Not applicable   |
|   | Progress   | Not applicable   | Good   | Good  | Not applicable   |
| <br>Language of instruction          | Attainment | Not applicable   | Not applicable   | Not applicable   | Not applicable   |
|   | Progress   | Not applicable   | Not applicable   | Not applicable   | Not applicable   |
| <br>English                          | Attainment | Acceptable       | Good   | Good   | Acceptable  |
|   | Progress   | Good             | Good   | Good   | Good   |
| <br>Mathematics                      | Attainment | Good             | Good   | Good  | Acceptable   |
|   | Progress   | Good             | Good   | Good   | Good   |
| <br>Science                          | Attainment | Good             | Good   | Good   | Acceptable  |
|   | Progress   | Good             | Good   | Good   | Good   |
|   |            | Foundation Stage | Primary  | Secondary  | Post-16  |
| Learning skills   |            | Good             | Good   | Good   | Good   |



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

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

## 03 TEACHING AND ASSESSMENT

|                                 | Foundation Stage | Primary | Secondary | Post-16 |
|---------------------------------|------------------|---------|-----------|---------|
| Teaching for effective learning | Good             | Good    | Good      | Good    |
| Assessment                      | Acceptable ↓     | Good    | Good      | Good    |

## 04 CURRICULUM

|                                      | Foundation Stage | Primary | Secondary | Post-16 |
|--------------------------------------|------------------|---------|-----------|---------|
| Curriculum design and implementation | Good             | Good    | Good      | Good    |
| Curriculum adaptation                | Acceptable ↓     | Good    | Good      | 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 | Outstanding      | Outstanding | Outstanding | Outstanding |
| Care and support   | Good             | Good        | Good        | Good        |

## 06 LEADERSHIP AND MANAGEMENT

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



|                                     |                  |  |
|-------------------------------------|------------------|--|
| <b>A. Registration Requirements</b> | <b>Met Fully</b> |  |
|-------------------------------------|------------------|--|

|   | Whole school | Emirati cohort |
|---|--------------|----------------|
| <b>B. International and Benchmark Achievement</b> | <b>Good</b>  | <b>Good</b>    |

- With an average score of 561, the school fell short of its set target in the Progress in International Reading Literacy Study (PIRLS) 2021 by 15 points. No Emirati students participated in this assessment. In benchmark assessments, over two years, students improved by one level in English and science and by two levels in mathematics, becoming good in English and science and very good in mathematics. Emirati students sustained a weak judgment in English. They improved in mathematics and science, becoming respectively good and very good.

|   |             |  |
|---|-------------|--|
| <b>C. Leadership: International and Emirati Achievement</b> | <b>Good</b> |  |
|---|-------------|--|

- A large majority of leaders understand how subject skills and content align to the proficiency levels of the Programme for International Student Assessment (PISA) and international benchmark levels in the Trends in Mathematics and Science Study (TIMSS) and PIRLS. They implement international assessment action plans and reading literacy plans to address the gaps identified in the benchmark assessment reports. Monitoring the impact of the modifications on students' progress is a developing feature.

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

- The school's most recent reading literacy skills assessment reveals that a majority of students' reading literacy scores are at or above age-related expectations. A minority of Emirati students have scores that are at or above age-related expectations. The school plans interventions aimed at improving students' reading skills. Results from monitoring the impact of interventions suggest that a large majority of students, including the Emirati students, are making at least expected progress in their reading proficiency. The school fosters a strong reading culture in most curriculum areas

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

#### For Development:

- Ensure that all leaders are well informed about international benchmark assessments.
- Improve students' English reading skills.



## Wellbeing



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core well-being 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.**

- Leaders are committed to wellbeing. They consistently promote and model wellbeing principles. Policies are comprehensive and offer a clear vision for wellbeing development, leading to positive impact. The school environment is safe and accessible for all students. Governors and senior leaders systematically approach and review provision, evaluating its impact and informing improvement. Well-developed methods for data collection and analysis are in place. A dedicated professional training programme supports improvement. Identification of potential wellbeing issues by teachers, rather than reaction to them, is less secure.
- Parents feel that the vision of tolerance, respect and responsibility underpins support for their children's wellbeing. They are encouraged to engage with their children's education, especially in constructing individual education plans (IEPs) and in forming targets. Students have access to skilled and trusted adults who support them in their concerns. Precise interventions lead to specific and sustained improvements in wellbeing. Members of staff experience high satisfaction in a supportive and collaborative atmosphere, where their contributions are valued.
- The wellbeing curriculum is embedded in the school. It is effectively customised to meet a range of diverse needs. Teaching teams cultivate a classroom climate where wellbeing permeates the learning experience, enabling students to flourish. Students express very high levels of positivity towards the school community. They have a secure understanding of their own wellbeing and that of others. They support online safety within their groups and across the school community.

### **For Development:**

- Extend the programme for online safety.
- Develop training for all teachers on the identification of students who may require wellbeing interventions.

## UAE Social Studies and Moral Education

- The school uses the UAE Moral Social and Cultural Studies (MSCS) framework. Teachers provide an integrated approach to learning for students from Year 2 to Year 13 which includes aspects of social studies and moral education. Students are encouraged to develop their reading comprehension skills during lessons. They are also encouraged to share their experiences, for example, by demonstrating Emirati children's games in Year 5.
- Ministry of Education (MoE) texts are used in planning. The curriculum is enriched by bringing visitors into classrooms, who share their expertise and experience with students. The MSCS framework is further enhanced by projects, which allow students to research and develop their own interests. The MSCS curriculum ensures that close links with Emirati culture are maintained.

## Arabic in Early Years

- In FS1 and FS2, Arabic is taught for two periods of 30 minutes each, with all children taught together. In Year 1, lessons are split between Arabic as a first language and Arabic as an additional language. Both groups of students receive four periods of 60 minutes. In FS, the curriculum is planned following themes in English. Teachers use observations to assess students. However, there is no evidence of teachers tracking students' progress.



## 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    |

- Attainment has improved across all phases. This improvement is supported by internal data and is attributed to effective modification of the curriculum and improved teaching. Students' learning skills have developed, and their knowledge has expanded through a range of extra-curricular activities.
- In Primary, students demonstrate secure understanding of accounts from the Holy Qur'an. Secondary students refer to the divine revelation to support their understanding of Islamic laws. In Post-16, students discuss contemporary world issues. A minority of non-Arab students find difficulty in reading the Holy Qur'an and Hadith fluently.
- Effective modification of the curriculum, particularly for new students, has improved attainment. Teaching strategies have been adjusted to fit the interests and needs of students of all ability groups. The purposeful use of technology assists learning in all phases.

#### For Development:

- Develop the literacy skills of non-Arab students to enable them to be more able to recite texts from the Holy Qur'an and Hadith accurately and with understanding.

### ARABIC AS A FIRST LANGUAGE

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

- Attainment and progress are broadly in line with expectations, with better achievement in upper Primary and in Post-16. The attainment of girls is better than that of boys. There are insufficient levels of challenge for most students, particularly for higher attainers.
- Listening and reading comprehension skills are well developed. Students can respond to comprehension questions with confidence. The skills of prediction and inference are slowly developing. Students' independent creative writing and textual analysis are insufficiently extended.
- Online reading platforms, and the focus on reading comprehension in lessons, are having a positive impact on improving students' reading skills. However, students' ability to demonstrate detailed analysis of different types of literature is less secure.

#### For Development:

- Improve students' independent creating writing skills.
- Raise teachers' expectations and provide greater levels of challenge.

### ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students understand and respond to a range of oral and written questions on familiar themes. They can construct sentences and paragraphs, using prompts. A minority of students find difficulties in speaking, particularly when discussing unfamiliar topics.
- In lessons, students show stronger listening and reading skills. They read and understand familiar texts and respond orally to direct questions. Their writing skills are increasing, with support. The application of new language to everyday contexts and students' own interests is less developed.
- Teachers extend students' reading comprehension, speaking and writing skills well. Their strategies have a positive impact on improving students' language skills. They do not create enough opportunities for the development of independent language skills, nor do they provide enough challenge for more able students.

#### For Development:

- Improve students' writing skills by providing an appropriate balance of support and independent practice.
- Enhance students' ability to apply newly acquired language in everyday contexts that are relevant to their experiences and interests.

## ENGLISH

|            | Foundation Stage | Primary | Secondary | Post-16      |
|------------|------------------|---------|-----------|--------------|
| Attainment | Acceptable       | Good    | Good      | Acceptable ↓ |
| Progress   | Good             | Good    | Good      | Good         |

- Internal and external assessment results indicate that students' attainment and progress vary across and within phases. Outcomes, seen in lessons and in students' workbooks, confirm that most students make progress above what is expected. Speaking and listening skills are well developed across the school.
- Students consolidate their knowledge of grammar as they progress through school. They can identify the elements of specific kinds of writing. However, they have few opportunities to use these skills to produce pieces of extended writing in the primary and secondary phases.
- In FS, children exhibit progress in listening, speaking and writing from low starting points. They successfully engage in a range of learning activities. Their understanding and awareness of the sounds that letters make are slowly developing.

### For Development:

- Increase opportunities for students to develop their English language skills,, with particular attention to extended writing in Primary and Secondary.

## MATHEMATICS

|            | Foundation Stage | Primary | Secondary | Post-16    |
|------------|------------------|---------|-----------|------------|
| Attainment | Good             | Good    | Good ↑    | Acceptable |
| Progress   | Good             | Good    | Good      | Good       |

- Attainment, as judged from international benchmarking assessments, is strong for students in Primary. External assessments indicate that attainment is less strong in Post-16. The progress of boys and girls is similar but is dependent on the level of challenge provided during lessons.
- Children in FS develop their knowledge of shapes. Operations with numbers, including fractions, are a strength of students in Primary. Students in Secondary use trigonometric ratios to solve right-angle triangles. In Post-16, students learn how to differentiate and integrate composite functions.
- Students do not have enough opportunities to use learning technology for research and investigations during lessons. Critical thinking skills are not well developed across the phases. Discussions of mathematical reasoning during lessons remain a developing feature.

### For Development:

- Improve students' attainment in external curriculum-related assessments in the post-16 phase.
- Increase opportunities for students to develop their skills of critical thinking, research and investigation.

## SCIENCE

|                   | Foundation Stage | Primary | Secondary | Post-16      |
|-------------------|------------------|---------|-----------|--------------|
| <b>Attainment</b> | Good             | Good    | Good      | Acceptable ↓ |
| <b>Progress</b>   | Good             | Good    | Good      | Good         |

- The outcomes at IGCSE for biology, chemistry and physics are in line with internal assessment data. Students' results in the combined science course and in all three science subjects at AS and A Level are less strong. In lessons, students make strong progress.
- Students display an understanding of scientific concepts in oral work. The notebooks of students in upper Primary and Secondary do not reflect their well-developed knowledge and understanding.
- Teachers promote investigative work to enable students to develop their understanding of the scientific method and to apply their critical thinking and problem-solving skills. The impact of this work is inconsistent, particularly in the post-16 phase.

### For Development:

- Develop students' scientific literacy skills more strongly, particularly in the upper primary and in the secondary phases.
- Improve students' performance in external assessments in GCSE combined science and at Post-16 AS and A Level in all three sciences.

## LEARNING SKILLS

|                        | Foundation Stage | Primary | Secondary | Post-16 |
|------------------------|------------------|---------|-----------|---------|
| <b>Learning skills</b> | Good             | Good    | Good      | Good    |

- Children in FS are keen learners. Older students regularly take responsibility for their learning by preparing thoroughly for lessons. Students successfully communicate their learning through sharing ideas when collaborating with their classmates.
- Linking learning to everyday experiences and the UAE are strengths in many subjects, especially in MSCS and Islamic Education. For example, students have discussed the work of charitable organisations such as the Red Crescent and Dar al Bir.
- Students use information technology effectively. They engage in research projects and use learning platforms to develop their skills in different subjects and to support their independent learning. Problem-solving and critical thinking remain underdeveloped across the school.

### For Development:

- Improve students' critical thinking and problem-solving skills consistently across subjects and phases.



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

|                             | Foundation Stage | Primary   | Secondary | Post-16   |
|-----------------------------|------------------|-----------|-----------|-----------|
| <b>Personal development</b> | Good ↓           | Very good | Very good | Very good |

- Most students demonstrate positive attitudes to their learning and to school. Behaviour has improved. Children in FS, new to the school, show positive attitudes and respect for others. They are slowly developing self-discipline.
- Relationships between students are strong. They care for the wellbeing of others. Incidents of bullying are rare. Students work together to resolve any differences. Those in Secondary and Post-16 show a mature understanding of their roles and responsibilities.
- Students show tolerance for the customs and traditions of others. They generally make appropriate choices of food. They understand the importance of exercise. The rate of attendance is very good.

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

- Children in FS demonstrate some understanding of and respect for Islamic and national values. They can give some information about their own cultures. In Post-16, students are able to discuss social and global issues in relation to Islamic values and principles.
- Students across all phases link their excellent understanding and appreciation of Islamic values to everyday contexts. However, their knowledge of other world cultures is not extensive.
- Students benefit from the MSCS programme, where they learn about Emirati heritage and the many events and celebrations that are linked to the UAE. In particular, they celebrate National Day and participate in a programme of assemblies focusing on the growth of the UAE.

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

- The student council contributes positively to school life. In Post-16, students take the lead on a wide range of projects and events which they initiate and organise, such as the financial club. Students are represented on the local advisory board.
- In all phases, students have a good understanding of their responsibilities to the local and global communities. They engage in regular fund-raising events and projects, both in school and as part of national campaigns.
- Environmental sustainability is embedded throughout the school. Children in FS are committed to protecting their environment. Older students design and build model electric cars and manage the hydroponic garden. However, not all students take pride in their environment, as some often drop litter.

### For Development:

- Continue to develop self-discipline in FS.
- Extend students' appreciation of wider world cultures

## 03 TEACHING AND ASSESSMENT

|  | Foundation Stage | Primary | Secondary | Post-16 |
|--|------------------|---------|-----------|---------|
| <b>Teaching for effective learning</b> | Good             | Good    | Good      | Good    |

- Teachers have strong subject knowledge. They interact well with their classes. Students are engaged in lessons, where they have opportunities for active learning.
- Lesson planning is comprehensive and details the differing abilities of students. However, only in the better lessons are activities matched appropriately to the corresponding success criteria. Across subjects and phases, students often receive insufficient challenge.
- Teachers' questions are often closed. They do not allow students to think deeply. Students do not always have sufficient time to reflect on their answers. Critical thinking skills and problem-solving are inconsistent features. In science, they are evident when students plan investigations.

|                   | Foundation Stage | Primary | Secondary | Post-16 |
|-------------------|------------------|---------|-----------|---------|
| <b>Assessment</b> | Acceptable ↓     | Good    | Good      | Good    |

- In Primary, Secondary and Post-16, internal assessment processes are well developed and linked to curriculum standards. They provide information that allows teachers to measure students' progress. Assessment processes in FS are not extensive.
- External assessments are linked to curriculum expectations. Students participate in a range of tests to benchmark their performance against international standards. Analysis of collected assessment information informs members of staff about students' progress as individuals and groups.
- Leaders use available assessment information to inform curriculum adaptations. Teachers have good knowledge of the strengths and weaknesses of their students. Use of assessment information during lessons to meet the learning needs of all groups of students is a developing feature.

### For Development:

- Provide tasks at the correct level of challenge to build on what students already know and can do.
- Improve assessment processes and the use of assessment information in FS.

## 04 CURRICULUM

|   | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------------|---------|-----------|---------|
| <b>Curriculum design and implementation</b> | Good             | Good    | Good      | Good    |

- The curriculum has a clear rationale. It is aligned to the National Curriculum for England and to the Emirati vision. It fulfils all national requirements. The curriculum is planned to ensure that learning builds on students' previous experiences.
- Students have a wide range of curricular choices at GCSE and A Level. These choices have been enhanced by the addition of vocational pathways, through the introduction of options in both Secondary and Post-16. Cross-curricular links are stronger in FS and Primary.
- The curriculum is reviewed regularly and developed as required. For example, the English and science programmes in Primary and Secondary have been modified to take account of the demands of external assessments.

|                              | Foundation Stage | Primary | Secondary | Post-16 |
|------------------------------|------------------|---------|-----------|---------|
| <b>Curriculum adaptation</b> | Acceptable ↓     | Good    | Good      | Good    |

- Appropriate modifications are made within the curriculum to meet the needs of groups of students. The implementation of these modifications is variable across the school, particularly in FS.
- In Primary and Secondary, the curriculum is enhanced through a range of programmes that interest and challenge students. In addition, there is a wide range of extra-curricular activities. Enterprise is evident across most subjects. Special projects engage students in innovative activities.
- Links with Emirati culture and UAE society are strong. Appropriate learning experiences are integrated through most aspects of the curriculum. Students develop a clear understanding of Emirati culture.

### For Development:

- Ensure that cross-curricular links are established and implemented more consistently, particularly in the secondary phase.
- Ensure greater consistency in how teachers modify the curriculum to ensure that learning needs are met in lessons, particularly in FS.

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

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

- The school has rigorous procedures and policies to ensure students' safety and security. Members of staff, students and parents are fully informed about child protection and reporting procedures. A comprehensive register is maintained of all adults who work in or visit the school.
- The school provides a safe and secure environment. Standards of maintenance are very high. Reported problems are addressed efficiently. Arrangements for school transport are well planned and supported by students, ensuring their safety at the start and end of the day.
- Medical personnel and the physical education staff promote healthy lifestyles. They provide education on issues such as obesity. They help students with a wide range of diet and exercise programmes.

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

- The positive and caring relationships ensure that teachers are well informed and aware of students' emotional and social needs. They contribute to the ethos of the school and to positive behaviour.
- The identification of students of determination and the support given, in the better lessons, is highly effective. Teachers provide challenging activities for students with gifts and talents, though not consistently. A wide variety of extra-curricular activities supports students' interests.
- Students have access to effective personal guidance and support. Older students are given a range of advice and information about careers pathways and higher education. The wellbeing and personal and emotional development of students are key features and strengths of the school.

### For Development:

- Improve the identification of students with gifts and talents and provide them with appropriate opportunities and challenge in all lessons.

## INCLUSION OF STUDENTS OF DETERMINATION

|   |      |
|---|------|
| <b>Provision and outcomes for students of determination</b> | Good |
|---|------|

- There is an ethos of inclusive education in all aspects of the school. Students of determination receive support and curricular modifications. Resources are well designed to meet most students’ needs. The developing systems of monitoring and review are influencing school self-evaluation and improvement planning.
- The school uses clear criteria to identify students’ needs, aligned to the categories specified by KHDA. Teachers’ knowledge and understanding of barriers to learning inform planning and intervention, in the better lessons. Students who experience the most significant needs are well supported.
- Highly effective communication with parents is a priority. Parents are actively and consistently engaged with their children’s educational programmes. They are informed of their children’s progress through formal and informal reporting methods. Their involvement and feedback are sought and valued.
- Supportive classrooms promote collaboration and engagement. However, the adaptation of lesson planning and delivery to meet students’ needs is variable. Provision for students with complex learning profiles is generally effective. Individual learning support is provided but does not consistently help students to access the curriculum.
- Target setting and planning are variable. Progress against individual targets is sometimes tracked but does not always inform the review and development of teaching. The majority of students of determination acquire an appropriate range of knowledge and skills. They make better than expected levels of progress.

**For Development:**

- Ensure that the monitoring and tracking of students’ progress inform appropriate classroom provision.

## 06 LEADERSHIP AND MANAGEMENT

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

- The school has an established accreditation programme for developing its own leaders. Most leaders have a good understanding of best practices in education. Through targeted professional training, they are beginning to establish a learning culture. Leadership is well distributed. Accountabilities are clear. Most middle leaders have a good understanding of the priorities in their areas of responsibility. Senior leaders' view of overall school performance is insufficiently clear. The school is fully compliant with all regulations.
- The school's process for self-evaluation is systematic and based on a wide collection of evidence. It leads to the creation of a focused development plan, which identifies school priorities. It is adapted, in the form of improvement plans, for different phases and subjects. Individual and group data are tracked. The quality of learning is evaluated, and outcomes are regularly monitored by leaders. However, the measurement of progress data for subjects and for students in lessons is not reliable.
- Parents feel included in school life and their children's learning and progress. Parents, through the Friends of Winchester and surveys from governors, make positive contributions to the school. There is a range of effective communication channels. Parents attend a wide variety of workshops. Termly reports and individual consultation meetings give parents a rounded picture of their children's achievements.
- The local advisory board includes a wide range of stakeholders, including members of the corporate body and students. They gather a broad range of detailed information. Governors regularly monitor the progress of the school towards its targeted priorities. Consequently, they can hold leaders to account for the quality of the school's performance. The appointment of appropriately experienced teachers in FS to address the needs of children who are learning English for the first time is yet to be addressed.
- Day-to-day management is very effective. It enables the school to run smoothly and supports the provision of a high-quality education. Staffing is generally sufficient. Approximately 25 per cent are new this year. The school premises are appropriate. There are sufficient specialist areas, although some provision for older students is limited. Resources for learning are plentiful.

### For Development:

- Embed and consolidate practices leading to measurable improvements.
- Improve the system for monitoring in lessons.
- Support the professional training of teachers in FS.





## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

**Dubai Schools Inspection Bureau**

*Knowledge and Human Development Authority*

If you have a concern or wish to comment on any aspect of this report, you should contact [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)