

Inspection Report



GEMS Wellington International School

2014-2015



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School information



General information

Location	Al Sufouh
Type of school	Private
Opening year of school	2005
Website	www.wellingtoninternationalschool.com
Telephone	04-348-4999
Address	P.O. Box 37486, Dubai, UAE
Principal	Mr. Keith Miller
Language of instruction	English
Inspection dates	2 nd – 5 th February 2015



Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	Foundation Stage1 - Year 13
Number of students on roll	2425
Number of children in FS1	89
Number of Emirati students	54
Number of students with SEN	331
Largest nationality group of students	British



Teachers / Support staff

Number of teachers	177
Largest nationality group of teachers	UK
Number of teacher assistants	67
Teacher-student ratio	1 to 13
Number of guidance counsellors	3
Teacher turnover	17%



Curriculum

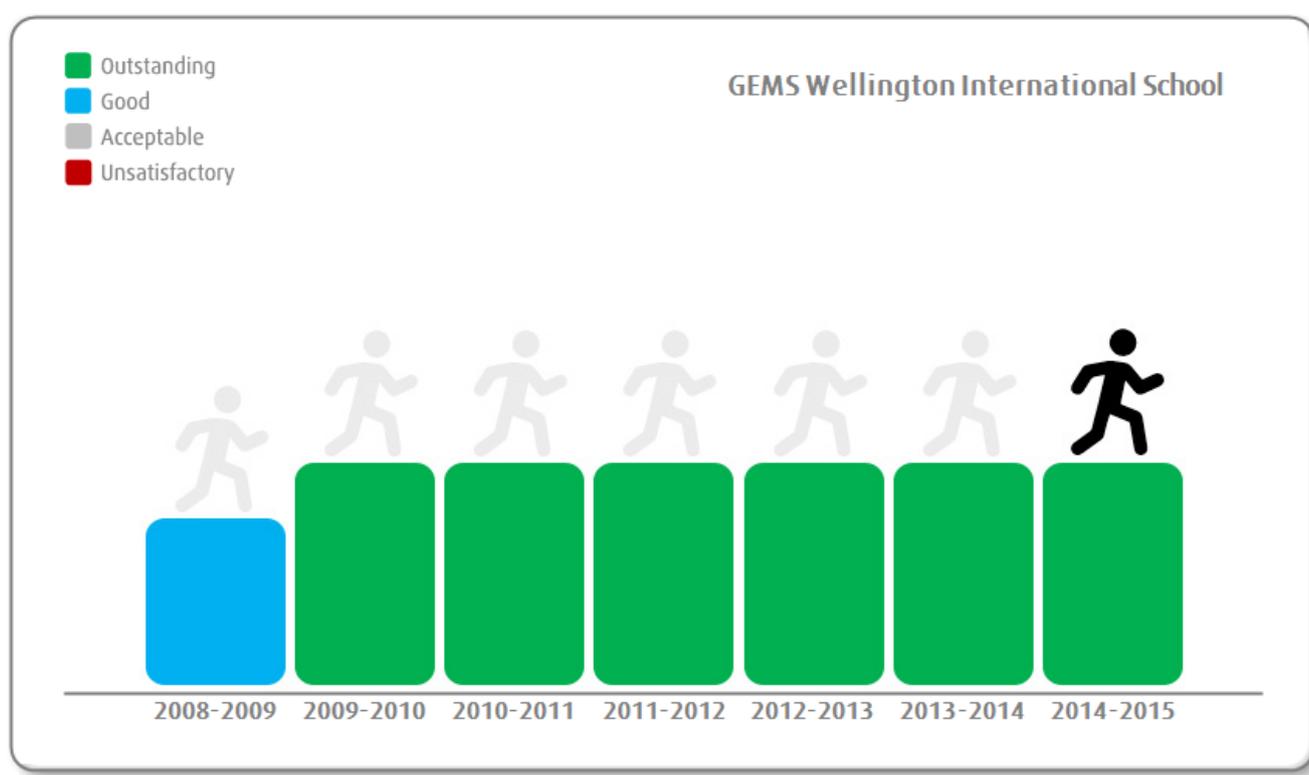
Educational Permit	UK
Main Curriculum / Other	UK/IB
Standardised tests / board exams	Cambridge International Examinations / International Baccalaureate
Accreditation	British Schools Overseas



Dear Parents,

GEMS Wellington International School was inspected by DSIB from 2nd - 5th February 2015 and the overall quality of education provided by the school was found to be **Outstanding**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students attained good standards of learning in almost all subjects.
- Throughout the school, students demonstrated outstanding attitudes toward learning.
- Teaching was imaginative and inspiring in most subjects.
- The curriculum was consistently rich and innovative.
- Students with special education needs received outstanding support.

Areas for improvement

- Improve provision and outcomes for students learning Arabic as a first or additional language.
- Improve the quality of teaching and students' progress in both secondary and Post-16 Islamic Education lessons.
- Ensure that the governing body provides appropriate support and holds school leaders to account for improvements in the performance of students learning Islamic Education and Arabic as a first or additional language.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at GEMS Wellington International School



How well does the school perform overall?

Overall, GEMS Wellington International School provided an '**Outstanding**' quality of education for its students.

- Students developed very good study skills and as a result made outstanding progress and attained very high standards in most subjects across the school. In Arabic and Islamic Education, students' progress and attainment were generally acceptable in most phases.
- Across all phases, almost all students displayed excellent attitudes and behaviour. Most demonstrated a secure understanding of the benefits of physical exercise and a balanced diet. Students across the school were very proud of their own cultures. Students' understanding of Islamic values was good. Almost all demonstrated a strong work ethic. Most showed a well-developed understanding of environmental sustainability.
- Almost all teaching was of a very high standard. Good questions by teachers encouraged students' curiosity and interest. Teachers' expectations of students were very high in most lessons, with the exception of teaching in Islamic Education and Arabic lessons. Very effective assessment procedures were used consistently to help students make at least good, and often outstanding progress.
- The curriculum was exceptionally well-planned to provide students of all ages and abilities with an interesting, exciting and challenging range of learning opportunities. Across all phases, the curriculum was adapted very well for different groups of students. A very good range of options was available for senior students. An excellent range of after school extra-curricular sporting and cultural activities was available.
- The school provided a very safe and exceptionally well maintained learning environment. The outstanding facilities and vibrant displays inspired students to learn. Relationships between teachers and students were very good in every area of the school. Students with special educational needs were identified at an early stage and given very good assistance to help them make good progress. Year leaders and counsellors looked after students' welfare and very good career guidance was given to the older students.
- Senior leaders were highly successful in creating a culture of continuous improvement and innovation across the school. The school was very effective at enabling parents to be involved in their children's education and the life of the school. Governors supported the school well, but had not held the Principal fully to account for the standards achieved or the progress made in Islamic Education and Arabic.



How well does the school provide for students with special educational needs?

- Almost all students with special educational needs made outstanding progress in their personal, social and emotional development. This ensured that they were fully included in the life of the school and that they were very well prepared for their next stages of education. The academic progress of students with special educational needs was good or better in almost all subjects. Progress in learning Arabic was less strong.
- Teachers adjusted the curriculum well to help students actively participate in learning. These modifications enabled students with special education needs to learn at their own pace and levels of understanding, while at the same time challenging them.
- Teachers and teaching assistants helped students to fully participate in lessons and to develop their learning skills. The special education team gave outstanding support to classroom teachers and to individual students.

1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Good	Acceptable	Acceptable
	Progress	Not Applicable	Good	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Unsatisfactory	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	Outstanding	Outstanding	Good
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Outstanding	Outstanding	Outstanding

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

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

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Outstanding	Outstanding	Outstanding	Outstanding

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Outstanding	Outstanding	Outstanding	Outstanding

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Good 
Management, staffing, facilities and resources	Outstanding

Overall school judgement

Outstanding

Key strengths

- Students attained at outstanding levels and made outstanding progress in learning English, mathematics and science across most phases.
- Students' learning skills and their responsible attitudes toward learning were outstanding.
- The imaginative and inspiring teaching in most subjects was informed by very effective assessment procedures.
- The rich and innovative curriculum throughout the school was supported by a stimulating learning environment.
- The school had an inclusive ethos and provided very good support for students with special educational needs.

Changes since the last inspection

- The school had maintained very high standards and continued to find ways of improving its provision.
- Staff members had met the recommendation of last year's inspection team to improve the children's transition from the Foundation Stage 2 to Year 1. Teachers in these years had taken part in extensive joint development work and improved their assessment of learning. They reviewed the Year 1 curriculum, which resulted in teachers taking better account of earlier mathematics learning. Staff members had kept parents up-to-date with the changes.
- The school had paired the Islamic Education department with the humanities department. Good practice was evident in Islamic Education in the primary phase, but not in the secondary or Post-16 phases, wherein the quality of teaching was inconsistent.
- Arabic teachers had received additional training and support from a visiting specialist. Arabic department managers had attended leadership training. There were signs of improvement in the teaching of Arabic as a first language, but there were not any significant improvements in the students' progress or attainment. There was no improvement in the quality of learning Arabic as an additional language.

Recommendations

- Improve the leadership, management, quality of teaching and assessment in Arabic as a first or additional language, so as to improve students' progress and attainment of the curriculum standards.
- Improve the quality of teaching of Islamic Education in the secondary and Post-16 phases, so as to improve students' progress and attainment of the curriculum standards.
- Ensure that the governing body provides appropriate support and holds the school's leaders to account for further improvements in the attainment by students learning Islamic Education and Arabic as a first or additional language.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- Almost all children attained levels of spoken language and literacy above expectations for their age group. In the Foundation Stage 1 they could talk about class activities and their learning. Most children in the Foundation Stage 2 could speak at length on what they knew and they could retell a story in logical sequence. Children in the Foundation Stage 1 were skilled in recognising and using letters to form words and those in the Foundation Stage 2 were skilled in reading and writing.
- In mathematics, almost all children confidently applied inquiry and problem solving skills to real life situations. Their knowledge of numbers was good and almost all children could describe and compare different shapes.
- In science, almost all children had made very good progress in developing their enquiry skills and their understanding of the world. They were able to describe phenomena such as floating and sinking and offer explanations of why such things occur.

Primary

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable 
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic Education, students had good memorisation skills and recited with correct intonation. They had a good knowledge of the aspects of Iman, the benefits of Zakah, and Halal foods. They made good progress in understanding the rights of neighbours, calculating Zakah amounts and avoiding sources of impurity.
- In learning Arabic as a first language, students had appropriate listening skills and had made slight improvements to their extended writing, but a majority had weak creative writing skills. Students made acceptable progress in understanding texts, but were not confident enough to speak fluently or at length.
- In learning Arabic as an additional language, most students had adequate listening and speaking skills. Their reading and writing skills were weaker. Students could say simple words and sentences.

Most students made adequate progress in learning new vocabulary and expressions, but their progress in applying these in different contexts was weak.

- In English, students in the lower primary years could retell a story in their own words. They used adjectives and adverbs accurately to add imagery to their writing. They used punctuation effectively, including speech marks and exclamation marks.
- In mathematics, most students attained above appropriate year group expectations in arithmetic, geometry and problem solving. Older students could confidently work with basic fractions, solve problems and apply their knowledge of area and perimeter. Their progress was enhanced by effective use of information and communication technology (ICT).
- Nearly all students were enthused by and had a very good understanding of science; for example, of the way the human body works and of how to keep it healthy. They had made exceptional progress in developing their investigative skills.

Secondary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Unsatisfactory	Acceptable
Arabic as an Additional Language	Acceptable	Good
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic education, the majority of students had a good knowledge of the Prophets' (PBUH) stories, some scientific aspects in the Qur'an, and the differences between Hajj and Umrah, but they had limited recitation and memorisation skills. Students made acceptable progress in understanding the conditions of Umrah, the scientific miracles in Hadeeth, and contracts in Islam.
- In learning Arabic as a first language, students had appropriate listening skills and could understand familiar texts adequately, but a majority lacked fluency when reading new texts. They could write simple sentences using familiar vocabulary, but their paragraphs lacked coherence, correct usage of grammar and accurate spelling. Overall, they made acceptable progress in developing their language skills.
- In learning Arabic as an additional language, most students could understand basic instructions, but could say very few sentences about themselves. Most students made good progress in developing their vocabulary and learning new expressions. Students' progress in reading and writing was slower.
- Almost all students could accurately analyse challenging English texts. They could discuss and explain different language forms and features. Almost all students had a wide range of spoken and written vocabulary. They could write simple and compound sentences, as appropriate, to add meaning and emphasis to their writing. They understood the structural elements, functions and purpose of language. They could produce extended pieces of writing in a variety of genres.
- In mathematics, the attainment of almost all students was above the expected levels in algebraic skills, data handling and geometry. They could apply these skills in cross-curricular science projects. Some younger students did not have well-developed inquiry and high order thinking skills.
- Almost all students had developed a very good understanding of science, which led to impressive examination results. They made particularly good progress in experimental work, when they produced reasoned hypotheses and tested them effectively with well-developed, performed and evaluated fair tests.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Good	Outstanding
Science	Outstanding	Outstanding

- The majority of students had a good knowledge of the importance of marriage in Islam and the social and economic causes of divorce. They recited Qur'anic verses with limited skills, but could not provide sufficient textual evidence to support their views. They made acceptable progress in understanding the process of divorce and its conditions.
- In learning Arabic as a first language, students could read familiar texts with adequate accuracy and write short paragraphs with acceptable coherence, but their written work had spelling and grammar errors. In speaking, few students were fluent and confident. They made acceptable progress in understanding the texts, analysing the characters, and writing suitable endings to stories using their own words.
- In English, almost all students could confidently express themselves in speech and writing. They read challenging texts. They made rapid gains in knowledge and understanding through studying a wide range of texts in different genres. Students understood the key parts of the language and how each has a purpose. They explored and demonstrated a good understanding of variations in language, form and contexts for meaning.
- In mathematics, almost all students had a secure knowledge of statistics, functions and basic calculus. They could confidently apply their skills to finance, business and pure mathematics problems. Students were still developing their understanding of advanced calculus concepts and their ability to apply multiple concepts to unknown situations. Students were making confident progress towards developing their communication and reasoning skills.
- In science, almost all students on the International Baccalaureate course had a very good understanding of the topics studied and demonstrated the ability to determine and develop their own areas of enquiry. They had made very good progress in developing data collection and analysis skills.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> • In almost all lessons, students were fully engaged in learning. Almost all were highly motivated and enthusiastic. Most students reflected on, and could evaluate their learning. • Almost all students interacted and collaborated effectively and contributed productively to each other's learning in group work. • Students could confidently apply their learning to real world contexts and make connections between different areas of learning. • Students progressively developed enquiry, research and critical thinking skills. They used a range of learning technologies well to support their learning, especially in the senior years. 				

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> • Across all phases, almost all students displayed excellent attitudes toward learning. They displayed the ability to work independently and to take responsibility for their own learning. They accepted critical feedback positively and used it to improve their work. Most students, of all ages, demonstrated sensitivity when offering comments on the work of others. • The students' behaviour was outstanding across all phases. The basis for the mature behaviour seen in the primary and secondary phases was established in the Foundation Stage, when children learned to share and be aware of the needs of others. • Excellent relationships and mutual respect between the staff and students, and amongst students, ensured that there was a positive climate for learning in almost all lessons. Through a wide range of elected and other leadership roles, students made valuable contributions to the life of the school. • Most students demonstrated a secure understanding of the benefits of physical exercise and a balanced diet. They made healthy choices about their own health and fitness, and many participated in the excellent range of sporting opportunities the school provided. Older students stressed the importance of social and emotional well-being to their health. They knew how to seek help if they felt anxious or depressed. • The students' rate of attendance was good. Almost all students were aware of the link between regular attendance and academic achievement. Almost all students were punctual at the start of the day and for lessons throughout the day. 				

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

- Students across all phases of the school demonstrated very good knowledge of their own and global cultures. The school's curriculum enabled students to acquire valuable knowledge of different cultures' contributions to mankind. For example, they understood Arab contributions to astronomy.
- Students' knowledge and understanding of Islamic values were very good. Students reflected on the significance of Islamic practices in Muslims' lives, and reflected well on the influence of Islamic values and beliefs upon the local society.
- The entire school community demonstrated respect for and appreciation of the UAE's national anthem every morning. Students demonstrated their enthusiasm of the National Day through sharing their experiences in writing and by oral presentations. Students admired the UAE's development. With the exception of very few students in the secondary phase, most students knew key information about the UAE's heritage.

	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

- Students across all phases made valuable contributions to the life of the school. Most students took advantage of the many opportunities the school provided for them to take responsibility. Through the School Parliament and a variety of other student-led committees and groups, they were able to express their views. Students' views were taken seriously and contributed well to the development of the school.
- Almost all students demonstrated a very positive work ethic. They showed initiative and resourcefulness in, for example, organising school events, organising inter-house competitions, their own work experiences and a variety of clubs and other activities.
- Students showed a well-developed understanding of environmental sustainability. Many were actively engaged in projects to support conservation in the local community and in the wider world through the purchase of land to protect the rain forest. However, a few students demonstrated a lack of personal responsibility by leaving litter to be collected by others at the end of breaks and lunch times.

3. How good are teaching and assessment?

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

- Teachers had strong subject knowledge and understood how their students learned and, as a consequence, they developed meaningful contexts for learning.
- Lessons were effectively planned, purposeful and had relevant activities to engage and stimulate students' interest. Teachers provided an effective balance of whole class, group work and individual learning opportunities. Teachers made effective use of resources to motivate students and enhance their learning.
- Skilful questioning by teachers encouraged their students' curiosity and interest.
- Teaching strategies and tasks catered well for the range of students' abilities in lessons. Teachers' expectations of students were very high in most lessons.
- Students were expected to take responsibility for their learning and be capable, independent learners. There was appropriate time given for students to reflect upon and evaluate their learning.
- In Arabic as a first language, teaching was inconsistently challenging for students to extend and improve their four language skills. Although teachers planned their lessons adequately, they did not always include activities tailored skilfully to address the needs of all students.

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

- The school had rigorous assessment systems aligned to the UK and other curriculum standards. A wide range of assessment strategies was effectively and efficiently used across the school.
- External examination results from a variety of international bodies such as Cambridge, the International Baccalaureate (IB) organisation and the Centre for Evaluation and Monitoring were used. The resulting data was carefully analysed to inform future curriculum development.
- Detailed analysis of all assessment data was done by all departments and the effects upon teaching quality and thus students' progress was consistently evident in all subjects. The effective use of ICT was evident in recently piloted schemes, including 'Jing' and 'Fingertips Online.' These services added a new dimension to the quality of feedback provided to students.
- Diagnostic, summative and formative assessments assisted teachers toward addressing the individual learning needs of students. Students were encouraged to be reflective about their work and progress. Well-structured self and peer-assessments were integral parts of almost all lessons.
- Teachers had detailed knowledge of their students' strengths and weaknesses. Good ranges of assessment techniques and data were used to provide challenge, support and feedback to students. A major strength was the quality of the dialogue between teachers and students about how to improve their work. In the early phases, colour-coded targets were very effective for improving students' attainment and progress in learning the key subjects.

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The curriculum was broad and exceptionally well-planned. It provided students of all ages and abilities with interesting, exciting and challenging learning opportunities. As a result, students achieved high standards in external examinations in most key subjects. The curriculum was carefully structured to provide continuity and progression in skills development across all phases. Teachers paid very close attention to the transitions between phases to ensure continuity, particularly in the development of students' inquiry and critical thinking skills. The curriculum was enhanced by an extensive range of enrichment activities. Entrepreneurship, creative media, performing arts, music, design and sports were strong features of the curriculum. These provided students with numerous opportunities to extend their problem solving skills and realise their creative potentials. Students' learning was significantly enhanced through well-planned and engaging topical work in the primary phase, which brought together a range of different subjects. There were extensive cross-curricular links in the secondary phase. The Extended Essay task and the Theory of Knowledge course in the Post-16 phase allowed students to bring many different skills together in summary form. The curriculum was reviewed on a regular basis to ensure that the needs of students were being met. The very good range of optional courses in the Cambridge and IB Diploma Programme had been further increased to better meet students' aspirations and interests. Curriculum planning for Arabic as a first language was not always based on the current attainment levels of the students. It did not focus closely enough on the development of the four skills, particularly extended speaking and writing. 				

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The school modified the curriculum exceptionally well for different groups of students. These modifications guided teachers' lesson planning and positively affected the progress of particular groups of students. The range of options that were available in Years 10 and 11 and in the sixth form provided all students with opportunities to succeed in line with their abilities and aspirations. The flexible pathways available to students enabled career options to be kept open and provided breadth, depth and enrichment to their learning. An excellent range of extra-curricular activities, including sports, debating, robotics, musical and dramatic productions and computing activities provided students with numerous opportunities to develop their interests. Many were able to achieve success in national and international competitions. There was no specific provision for the 58 Arab children in the Foundation Stage. The school offered an optional 80 minutes of Arabic for all children. These sessions were mainly delivered by volunteer parents and were focused on Arabic story-telling and basic vocabulary. 				

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The school had very comprehensive and effective child protection procedures and relevant staff training. The 'bring your own device' policy for the use of ICT was supported by strong school internet security. There were very effective internet safety and cyber bullying policies. There was excellent supervision of students on buses and throughout the school day. Students reported that they felt safe when in the school. Exceptional standards of hygiene and cleanliness were maintained. Emergency procedures were excellent, practiced regularly, carefully recorded and included specific reference to the needs of students with mobility issues. Medical staff members cared very well for students. The premises and equipment were excellent, very well maintained and provided a safe environment. Lifts to all floors enabled an inclusive environment for all students. Sports and play facilities were of high quality. The range of facilities was excellent and the learning environment was vibrant and stimulating. Students' work was prominently displayed. Many areas had themed displays, for example, 'Space' in science and 'Egyptians' in Year 4; these displays motivated and inspired students. Healthy living was systematically built into the curriculum and students had very clear understanding of what constituted healthy eating. However, the food sold in the canteen did not support the school's efforts to promote healthy eating. The school used its excellent sports facilities well and strongly promoted physical activity across the curriculum and during after school activities. 				

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Relationships between teachers and students were very strong. Mutual respect was shown in and outside of the classrooms in all phases. Students' behaviour was well managed and a calm and welcoming atmosphere was established in the school. Effective measures were in place to manage students' attendance and punctuality across all year groups in the school. There were very good procedures to identify students with special educational needs. The process of identification started when a student was admitted to the school and was very successful in detecting when a student may have special educational needs. There was excellent support for students with special educational needs. The school accepted students with a range of needs, including learning, physical and emotional. Very good support was arranged to meet their varied requirements. Year leaders and counsellors ensured that students' emotional well-being was appropriately addressed. Support for transition between phases was good. Preparation for further education or life beyond school was successfully supported. There was an extensive program of career counselling, which started as early as Year 7 and included both students and their parents. 				

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Outstanding
<ul style="list-style-type: none"> • A committed Principal and a highly effective special educational needs team implemented the school's inclusive strategy for special educational needs with rigour and purpose. This strategy was highly effective and clearly evident in almost all aspects of the school. The specialist team provided excellent levels of training, support, guidance and challenge across the school. • The special educational needs team, including an educational psychologist, used a carefully selected suite of assessments to accurately identify students with special educational needs. This included profiles of personal, social and emotional development as well as specific barriers to learning. This information was used carefully to inform the swift design of effective and personalised intervention and enrichment packages. • Curriculum modification in the classroom was generally effective and aligned well to the needs of students. Personal support was exceptionally well matched to the needs of students. Teaching assistants and teachers used specific prompts and resources effectively to promote students' engagement and enhance their learning skills. • Very effective partnerships and innovative support initiatives ensured that there was full parental engagement. Communication was sensitive, effective and responsive to the needs of the children and their families. All parents had access to, and benefited from a range of high quality guidance and training services. • The academic progress of students with special educational needs was good or better in almost all subjects. Progress in learning Arabic was less strong. Almost all students with special educational needs, including those with very complex learning profiles, made outstanding progress in their personal, social and emotional development. This ensured that they were fully included in the life of the school and were very well prepared for their next stages of education. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> • The Principal was very effective at communicating a compelling, up-to-date vision for the school. He had high expectations of all in the school community and set a clear direction for staff. He was supported by a team of very able senior managers. • The distribution of leadership across the school was outstanding. Middle leaders were empowered to take decisions, innovate in their areas of responsibility and continuously improve students' learning experiences. Year group heads were very effective and subject coordinators were strong in most, but not all areas. • Communication between senior leaders, middle leaders and class teachers was excellent. The measured use of electronic mail and weekly staff or team meetings ensured that all staff members knew what was expected of them. • Most leaders at all levels were proactive and took steps to improve provision and outcomes for students in their area of responsibility. As a consequence, the school had a high capacity to continuously improve and innovate. 	

- The school had been very successful in maintaining high performance in almost all areas of its work. Leaders had continued to sustain outstanding performance in learning and teaching in most subjects. Leaders were looking continuously for ways of improving students' learning outcomes with the innovative use of ICT and the creative organisation of students.

	Overall
Self-evaluation and improvement planning	Outstanding
<ul style="list-style-type: none"> • The school had a very good range of self-evaluation processes to evaluate its performance. These included lesson observations by senior and middle leaders, peer observation and surveys of parents and students. As a consequence, senior and middle leaders knew the school well and the key priorities were identified for making further improvements. • Senior and middle leaders observed lessons systematically and provided helpful feedback to teachers in most departments. This process conveyed the school's high expectations, helped teachers to improve their practice and provided information for the school's incisive performance management system. However, some leaders' judgements about the quality of teaching and learning were over-generous, especially in the Islamic Education and Arabic departments. The school was very successful in developing the leadership skills and talents of teachers. • Improvement plans focused on key areas of the school's work. Each strategic priority had its own detailed, well-structured action plan with clear outcomes and time scales. • The school had continued to achieve very high standards in most areas of its work. Staff members were innovative and continuously looking for ways of improving students' learning experiences. The recommendation from the previous inspection report regarding provision in the Foundation Stage had been met. However, much remained to be done to address the improvements required in teaching Islamic Education and Arabic. 	

	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> • The school was very effective at enabling parents to be involved in their children's education. Parents participated in many ways in the life of the school. The parents' association 'WISPA' supported the school well, raised money for charities and provided monthly feedback to the Principal. • The quality of communication between the school and parents was very good. The weekly bulletins, school web site, informal meetings with leaders and teachers and direct electronic mail contact with all teachers collectively ensured that parents could find out what was happening in the school. • At each phase, the school provided informative reports on students' progress. The reports included helpful information on their levels of attainment and next steps in learning. These reports and the meetings with teachers were appreciated highly by parents. • Very effective links had been forged with other schools, local and global businesses and other organisations to the benefit of both staff members and students. The outstanding links with businesses helped students to develop their technological and entrepreneurial skills. 	

	Overall
Governance	Good ↓
<ul style="list-style-type: none"> Parents could readily express their views on different aspects of the school through the regular surveys, directly with the Principal or through the parent council. This council provided regular feedback to the school's leaders and the Board of Governors. Governors held the Principal to account on a number of key performance indicators, which included the academic performance of students, the retention of teachers and students and finances. These indicators worked well for English, mathematics, science and other areas of the school's work. However, the governing body had not held the Principal fully to account for the standards achieved or the progress made by students learning Islamic Education and Arabic. The corporate owning body was ambitious for the school's success and had approved the financing to support high quality staffing and resources. Recently it provided additional support for the Arabic programme. However, no significant improvements had been made in students' Arabic attainment. 	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> The school operated very efficiently on a day-to-day basis. The school was very well staffed with well qualified teachers, most of whom had good experience of teaching in the UK. The school had sufficient classroom and technical support. Staff members were deployed very well. The very good quality buildings and facilities were clean and well-maintained. There were excellent specialist facilities, such as a fully fitted theatre, libraries, science and computer laboratories, an observatory, radio and video studios, a senior student study area, swimming pools and other sports facilities. There were no specialist science facilities for the primary school students. The school had very good ICT facilities in classrooms and an extensive Wi-Fi network across the school which could support the school's 'bring your own device' policy. Classroom resources were plentiful. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	167	10%
	Last year	122	8%
 Teachers	90		48%
 Students	265		77%

- A small proportion of parents, a minority of teachers and most senior students responded to their surveys. Almost all parents and teachers who responded to their surveys were satisfied with the quality of education provided by the school. They thought students were safe, well behaved and had developed a good range of learning skills.
- Almost all parents and teachers considered that students had good self-awareness and good awareness of other cultures and that students had good opportunities to learn environmental and community responsibility.
- Almost all parents and most teachers thought that the school was well led. Almost all parents thought that the school provided an appropriate range of resources.
- Almost all parents thought that their children were making good progress in English and mathematics and most thought their children were making good progress in science. However, only a minority thought that their children were making good progress in Arabic and Islamic Education. Students' views on the progress they made in each core subject mirrored those of their parents.
- Most parents believed that their children learned well as a result of good teaching and assessment of learning, including the marking of their children's work. A few parents made critical comments about the quality of teaching of Arabic.
- Most parents and the majority of teachers thought that the school's leaders listened to them and acted on their views.
- Although almost all parents thought that academic reports and meetings with teachers kept them informed about their children's progress, a few said that the new interim reports lacked detail, as these only contained levels and lacked teachers' comments.

*The percentage of responses from parents is based on the number of families.

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae

Knowledge and Human Development Authority

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