

INSPECTION REPORT

2022-2023



GEMS WELLINGTON INTERNATIONAL SCHOOL - DUBAI

UK/IB CURRICULUM









OUTSTANDING

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Sufouh
	Opening year of School	2005
	Website	www.wellingtoninternationalschool.com
	Telephone	97143484999
	Principal	Maryssa O'Connor
	Principal - Date appointed	9/1/2018
	Language of Instruction	English
	Inspection Dates	21 to 25 November 2022





STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS to Year 13
	Number of students on roll	2904
	Number of Emirati students	81
	Number of students of determination	179
	Largest nationality group of students	Indian

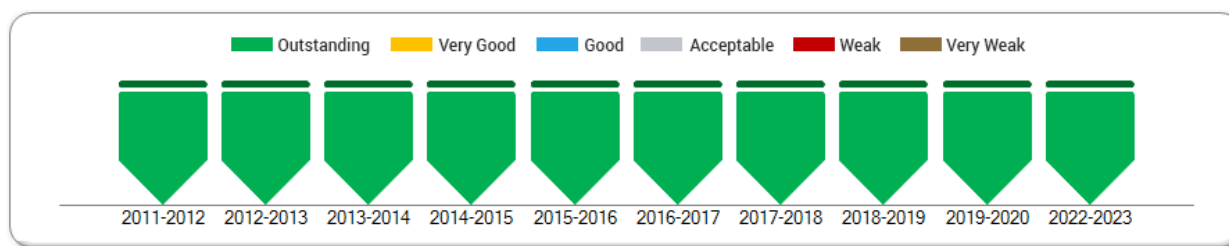
TEACHERS

	Number of teachers	212
	Largest nationality group of teachers	UK
	Number of teaching assistants	90
	Teacher-student ratio	1:14
	Number of guidance counsellors	4
	Teacher turnover	22%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK/IB
	External Tests and Examinations	GCSE, IBDP
	Accreditation	IB, BSO

School Journey for GEMS WELLINGTON INTERNATIONAL SCHOOL - DUBAI BRANCH



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' achievements remain very strong in all areas. Improvements have been made in Islamic Education and the Arabic languages. The students' work ethic combined with their range of learning skills enables them to accept the challenge of academic and extra-curricular activities and succeed at a high standard.
- Students' social, personal and emotional development is successfully managed by the school, providing many opportunities for students to lead by example. Students' understanding of Islamic values and of the Emirati culture, is demonstrated through the many initiatives started by them and continued by others over subsequent years.

PROVISION FOR LEARNERS

- Teaching and assessment are now outstanding across the school, with measurable improvements in Primary. Lessons are well-planned and designed to be delivered to encourage and allow students to learn. The school's assessment systems are robust. Data are collected, analysed and used by teachers in developing their lessons. Marking and teachers' encouraging feedback to students are supporting their learning further.
- Across the school, the curriculum is providing a solid grounding for students to make appropriate choices for their future learning pathways. The school offers a wide range of courses in Key Stage 4 and Post-16, where the International Baccalaureate (IB) Diploma Programme (DP) and Careers-related Programme (CP), in addition to other vocational courses, provide multiple opportunities to meet the needs of students.
- The protection, care, guidance and support provided by the school's pastoral, inclusion and counselling teams are very effective. Students know whom to see and where to find them if needed. The school leadership regularly reviews school policies and reacts quickly where changes are required.

LEADERSHIP AND MANAGEMENT

- The Principal and senior leaders of the school, ably supported by an effective middle leadership team, are continuing with their strong direction and vision for academic performance and inclusivity. The school continues to maintain the positive outcomes for its students, as seen in previous years. The school's facilities and resources are effective and well-utilised to support a range of students' need. Governance overall, both corporate and local, is very effective.

The best features of the school:

- Students' well-developed learning skills, and their excellent attainment and progress in almost all subjects
- Students' attitudes and behaviour, their appreciation and respect for the values of Islam and the culture of the UAE, leading to a very good sense of social responsibility
- The quality of teaching, lesson planning and delivery that supports the positive outcomes of students
- The broad curriculum experiences offered to meet the needs of students, especially in KS4 and Post-16
- The quality of leadership, self-evaluation, parental partnership, governance, management and facilities and resources, which are making a positive impact on students' outcomes.



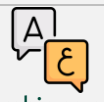

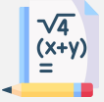

Key Recommendations:

- Sustain the drive to improve students' achievement in all subjects through effective curriculum modification by:
 - allowing all students to develop their writing skills and setting appropriately challenging independent tasks, and
 - providing opportunities to challenge students with gifts and talents on a consistent basis.
- Review the school timetable and the day-to-day management of students' movement to reduce the impact of lost time between lessons.

Overall School Performance

Outstanding

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good ↑	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Good	Not applicable
 English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding ↑	Outstanding	Outstanding ↑
	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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

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

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	meets expectations

- The school sustained its performance in the international benchmark tests. In the National Agenda tests the school achieved an outstanding judgement across all phases, and in each subject.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- Leaders, at all levels have a thorough understanding of the subject skills and proficiency levels of all the benchmark tests. Their data analysis guides them to any areas of underperformance which they address by skilfully adapting the curriculum and modifying teaching strategies for learning in lessons.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	is above expectations

- The school has a range of strategies that target reading for understanding which are impacting on students' outcomes in assessments. The prevalence of critical thinking, across all phases, is helping to develop the inquiring minds of students.

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

For Development:

- As more reading data become available and actions are taken, ensure that their impact is closely monitored.
- Focus on the achievement and reading skills of Emirati students to ensure that they are in line with the rest of their age groups.

Wellbeing

The quality of wellbeing provision and outcomes is at a very high level:

- The direction and vision for wellbeing form part of the whole school vision. Governors hold leaders accountable. Data are analysed and used to design purposeful wellbeing provision. Wellbeing strategies are continuously reviewed to refine whole school approaches. The school updates internal practice based on feedback from all stakeholders. Student leaders have a voice in embedding improvement, with students initiating projects. Parents and staff indicate high levels of engagement and contributions to positive changes in practice.
- The school is proactive in identifying and addressing strategies to enable students to access wellbeing support. The vision of ‘providing the right opportunity, at the right time for every child’ is effective. The extended leadership structure ensures that staff are supported at all levels. Wellbeing working groups establish a collective staff voice that creates opportunity for reflection. The school’s performance management process has wellbeing at its core. The school is successful in engaging students, parents and stakeholders in a wide range of wellbeing matters.
- The introduction of the ‘GroWell’ curriculum offers explicit teaching of social and emotional skills, to support and develop students’ wellbeing. Students make safe decisions, healthy choices and adopt healthy lifestyles. They consider their own and others’ health and safety and make informed decisions about their physical health. Surveys show that students feel safe, valued and engaged in the life of the school. Students know that their opinions are valued and are empowered to make positive changes.

UAE social studies and Moral Education

- The school offers Moral Education and Social Studies using the most recent Moral, Social and Cultural Framework. The course is delivered to all students in English. It is taught from Years 1 to 13 for two 40-minute sessions per week.
- The curriculum is designed in such a way that students feel able to contribute, to think and to defend their views. It progresses well from one year to the next and between phases. Teaching is structured in such a way that it is very student-centred. Students readily make connections to the real world and especially to the Emirati context. They discuss complex issues with ease and self-assurance. A wide range of assessment techniques ensures that progress is tracked accurately.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The majority of students makes progress that is securely above expectations in all phases. Progress is faster in Primary and reflected as solid attainment especially in the Hadeeth and Holy Qur'anic recitation and Seerah. Attainment is securely in line with curriculum standards in Secondary and Post-16.
- Students in Secondary and Post-16 demonstrate stronger attainment when they learn about Islamic concepts through the use of real-life applications. Students in Primary are more confident with their knowledge of the Pillars of Islam and Iman. Progress and attainment are evident in students' notebooks.
- Students, and especially Emirati students, are improving in their Holy Qur'anic memorising. Boys in Secondary and at Post-16 show confidence when discussing Islamic laws and Fiqh. Students make better achievement when they are provided with research and critical thinking opportunities and appropriate challenge.

For Development:

- Improve students' knowledge of Holy Qur'anic recitation, Hadeeth, Seerah and the Pillars of Islam and Iman in Secondary and Post-16.
- Provide all students with critical thinking opportunities to develop their knowledge and skills.

Arabic as a First Language

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

- Across the three phases, majority of students make better than expected language development over time. Attainment of students in Primary is stronger than elsewhere in the school. Secondary students are improving their levels of achievement, particularly in writing.
- Primary students respond with accuracy to classical Arabic using extended sentences and a good range of vocabulary. Students demonstrate well-developed reading and developing writing skills. Sometimes their diction is limited, and their written work is then simple sentence structures with frequent mistakes in spelling and grammar.
- As lessons become more engaging, students are improving all their language skills. The processes of writing, and reinforcement in the use of classical Arabic, is providing more opportunities for students to develop their skills. However, teachers are not yet providing enough out-of-class learning experiences to ensure further development.

For Development:

- Ensure that all students, particularly in the upper phases, have sufficient opportunities to develop their speaking, reading and writing skills, both in and outside the classroom.

Arabic as an Additional Language

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

- The school's data show that a majority of students are making better than expected progress in their language skills. However, students' attainment is still in line with curriculum expectations across the two phases.
- Most students demonstrate appropriate listening and speaking skills. Most can recite previously learnt Arabic phrases but are not yet able to engage in conversations on unfamiliar topics. Students show adequate decoding skills when reading and understand the general meaning, but they do not read aloud with confidence. Writing is underdeveloped and restricted to copying and composing short paragraphs but with frequent mistakes.
- Although students are making good progress in lessons due to their active engagement, the lack of depth in their acquisition of language, and insufficient focus on the development of their oral and written communication skills, is impacting negatively on their achievement.

For Development:

- Ensure that students enhance their language skills further by providing them with regular practice to develop their skills, especially speaking, reading and writing.

English

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

- Students display high achievement in the development of language skills across all phases. Progress is consistent and is supported by personalised challenges ensuring that most students reach or exceed their targets.
- The development of speaking and reading skills is a diversified and consistent effort across all phases, involving a wide range of resources. Students' writing skills are less evident. In FS2, children apply their phonetic skills to read a range of high frequency words, and most can decode simple text.
- The quality of planning and teaching through purposeful and motivating tasks is contributing to students' outstanding results. Students demonstrate advanced levels of comprehension and understanding and are eloquent when expressing opinions about complex topics.

For Development:

- Improve students' writing skills, particularly with the production of longer written work.

Mathematics

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

- Across all phases, most students are consistently attaining results that are above the curriculum standards and making better than expected progress in learning the various aspects of mathematics.
- A major strength of this subject is the emphasis placed on fluency, reasoning and problem-solving, and instilling into students the understanding of the importance of justifying all answers in their responses to various operations.
- The clear success story since the previous inspection is the fact that, in spite of the disruption to schooling during the last two years, standards of students' achievement have not only been sustained across the school, but some have improved even further

For Development:

- Ensure that there is continuity and progression on the promotion of, and focus on, specialist mathematical language across all phases.

Science

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

- Information from internal and external tests indicates that across all phases, almost all students' understanding and application of knowledge is above the curriculum standards. Similarly, the progress of almost all students is better than expected when judged against their starting points.
- Investigative skills are particularly well developed across the school. Students ask questions and then design practical approaches to find their answers, using increasingly sophisticated analysis of their observations. High-level skills, such as researching from multiple sources and evaluating the findings, are developing positively.
- Improvements have been made in the achievement of students in Primary. This is not limited to understanding and application, but also includes enhanced practical skills, for instance, in observing, recording and predicting the outcomes of scientific investigations.

For Development:

- Ensure that students' scientific understanding and skills are maintained as they progress from Primary into Secondary.

Learning Skills

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

- Students take responsibility for their learning and demonstrate resilience and perseverance in their learning tasks. Children in the FS are curious and enjoy working independently, and in groups, to share ideas and to develop their critical thinking skills. These features are being consistently developed in the other phases too.
- Students are enthusiastic about learning together, supporting one another, and in engaging in partnerships with their teachers. Their thinking is relevant. Most can solve complex problems. Students engage with enthusiasm in the challenges set by teachers to extend their learning and develop their skills even further.
- Students display investigative attitudes to learning, and their work reflects this maturity. Across the school, confident students find things out for themselves and are able to explain with increasing confidence what they know, understand and can do.

For Development:

- Strengthen further students' communication and collaboration skills.

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

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

- Students are very confident and independent thinkers. They display excellent positive attitudes, and they are extremely happy and proud to be part of the school. The school provides highly effective opportunities for students to make a significant contribution to all aspects of the community.
- Behaviour is exemplary. Students' relationships with staff are very respectful and based on trust and honesty. As ambassadors of wellbeing, students take responsibility for their own healthy lifestyles including children in the FS who follow the advice of the school on making healthy food choices.
- Students are very aware of the school's values and keen to attend academic and non-academic activities. They also enjoy reflecting their success stories of learning through their assemblies and events in school. Students display empathy and high levels of care for one another.

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

- Students in all phases, but especially in Post-16 and Secondary, show excellent levels of tolerance and a deep appreciation and understanding of Islamic values and Emirati culture. Children in FS successfully recognise items of UAE heritage and stand up proudly for the national anthem every day.
- Students in Primary and Secondary successfully participate in national and international celebrations and competitions promoted by the school's collaborative approach with parents. Many of these celebrations and competitions are integrated into the curriculum. Students are keen to use opportunities provided to display their knowledge and appreciation of Islamic values and the UAE heritage.
- The school's rich and inspiring environment, especially in music and drama, along with displays across the campus, reflect a high level of appreciation and knowledge of cultural diversity.

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

- Members of the student council are effective members of a school community who make meaningful contributions to decision-making and lead on a wide range of programmes in school. Students immerse themselves in an extensive range of volunteer roles to support the school and their fellow students.
- Across the school, students show a strong work ethic. They take part in a broad range of innovative and enterprising projects. Their work is recognised in internal and national competitions. Students take part in many fundraising events to support the local and international communities.
- Students demonstrate a pride in their school and have a strong focus on improving the environment. They actively support or initiate schemes that have a positive environmental impact through roles such as environmental leaders and producers of student magazines that focus on environmental awareness and action.

For Development:

- Provide all students with more opportunities to display their knowledge and appreciation of Islamic values and UAE heritage.

3. Teaching and assessment

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

- The quality of teaching for effective learning has improved in Primary. In almost all subjects, teachers use data very effectively to personalise learning. Most ask probing questions that promote students' critical thinking. In nearly all subjects, teachers provide learning opportunities that allow students to find things out for themselves and to draw conclusions. These features are less evident in Islamic Education and Arabic.
- Teachers know their students very well and plan personalised lessons that accelerate progress. They are skilful in challenging students constantly and in supporting them according to their individual characteristics.
- Most teachers adopt an intense pace in lessons and provide quality resources to enhance learning. They create motivating and inspiring environments where students experience an effective blend of rigorous learning and nurture of their wellbeing.

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

- The processes of assessment, for measuring attainment and progress, are both consistent and highly effective, across all the phases of the school.
- A highlight of this key indicator is the understanding of all leaders on the importance of assessment as a tool for raising achievement. Various forms of data are used by leaders and teachers to provide learning opportunities which enhance and support the achievement of students.
- Since the last inspection, the improvements made in the use and application of data to meet the needs of all students within the classroom, are impacting positively on students' outcomes in most, but not all, subject areas.

For Development:

- Adopt the consistent practices of the use of assessment, observed in some subjects, across all subjects in the school.

4. Curriculum

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

- The curriculum is well aligned with the NCfE and the Ministry of Education (MoE) requirements, and strongly influenced by the High-Performance Learning (HPL) initiative. In Post-16, it is aligned with the DP and CP, with additional vocational courses to support choice for most groups of students. Transitions are being eased by recent innovative developments, such as across phase teaching.
- The higher-order skills of critical thinking, problem-solving, research and analysis feature highly in almost all subject areas. All students use technology imaginatively to ensure understanding of the curriculum. The curriculum is skilfully mapped against core subjects, allowing students to develop their skills effectively.
- Cross-curricular opportunities allow students to celebrate the culture and heritage of the UAE. The school conducts regular and rigorous reviews of the curriculum in relation to students' achievement.

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

- The curriculum is modified effectively and regularly by considering information from assessment data. This ensures that it meets the needs of almost all groups of students. It is further enhanced by a programme of carefully considered enrichment opportunities which dovetail into the existing curriculum.
- The curriculum is rich, offering an excellent range of opportunities to motivate and inspire students. Enterprise, innovation, creativity and social contributions are mostly embedded and recorded in a celebratory way.
- The curriculum for Islamic Education and student understanding of the culture and society of the UAE are now embedded features across the school.
- Arabic is taught for 40 minutes per week in the FS.

For Development:

- Ensure that the curriculum is regularly reviewed to provide targeted and personalised challenge for the most able students.

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

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

- The school has robust safeguarding and anti-bullying procedures that are well communicated to everyone. The school maintains detailed and clear policies concerning all aspects of the protection and care of students.
- The maintenance of the school environment, equipment and buildings is excellent. The premises and facilities are designed to ensure that the requirements for the health and safety of all students are met. The school retains very detailed and secure records and informs all stakeholders immediately of any changes to safety procedures.
- The promotion of personal safety and healthy living is highly successful and systematically built into many aspects of school life. Students take part in a wide range of activities and opportunities to help them to make healthy lifestyle choices.

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

- Teachers know their students well. There is an ethos of mutual respect between students and their teachers. Behaviour management systems are clearly defined. The school's policies for managing attendance and punctuality are highly effective. Rigorous follow-up systems reinforce the school's expectations.
- The school has a fully inclusive admissions policy. Internal and external data ensure the accurate identification of students of determination, and of those with gifts and talents. Individualised planning and review ensure that the school provides exceptional levels of support across all phases, and across a wide range of individual learning needs.
- The wellbeing and personal development of students is central to the school's ethos. Students feel supported in their academic development. Older students have access to advice and guidance regarding careers and higher education choices.

For Development:

- Extend the provision of career and higher education guidance to KS3.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- A highly committed senior leadership team drives the school's inclusion strategy. The inclusive culture of high expectation for all is promoted throughout the school by all stakeholders. There has been considerable investment in training and time to provide staff with the necessary skills to support students.
- Intervention and classroom strategies to reduce barriers to learning are in place and progress is monitored. The school is continually refining the use of assessments to inform future support for students of determination. The school has an in-depth understanding of the range of challenges experienced by the students.
- Parents are well informed at all stages of their children's progress. They are encouraged to participate in the development and review of their children's plans through a detailed meeting where targets are discussed and agreed. The school sees parents as an integral part of the review process.
- The curriculum is modified and mapped so that it is relevant and meaningful for each student. Progress is tracked and interventions put in place where necessary. Additional interventions, for instance personal support and, withdrawal sessions, are regularly monitored and evaluated.
- Students are encouraged to focus and reflect on their learning. All staff take responsibility for tracking the progress of individual students. As a result of robust data analysis, focused interventions are put in place which ensure outstanding provision and learning for students of determination.

For Development:

- Continue to encourage students to become active participants in their learning at all stages.

6. Leadership and management

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

- The vision of the school is one of academic excellence, outstanding leadership and wellbeing in the community. All school leaders are clearly conversant with the best teaching practices and thoroughly aware of the requirements of the different curricula which the school offers. The school's leadership has been very effective in sustaining outcomes and in making additional improvements over time to support students' achievement.
- The processes for school self-evaluation are systematic and robust. The well-analysed data are used effectively to determine future direction and priorities. The monitoring of teaching is evaluative, effective and supportive. The school has clearly demonstrated that it is able to sustain high levels of students' achievement.
- Parents are actively involved in the life of the school and in their children's learning. Communication between parents and the school is highly successful. The school reports on the achievements of each child regularly throughout the year. The school has a number of partnerships with local and international organisations for academic and cultural activities.
- The governance of the school is through a corporate governing body and a Local Advisory Board (LAB), representing almost all stakeholders. There is a regular use of surveys to collect the opinions of the school community which provide a knowledgeable insight of the school. The LAB has several members who have joined since the previous inspection. There is a commitment to the resources and facilities of the school and to ensuring that sufficient well-qualified staff are deployed appropriately.
- The day-to-day management of the school is effective. Now that the school has reached its capacity for students, there can be significant movement of students around the school between lessons. The facilities and resources of the school are of high quality and are regularly updated. They are well suited to meet the needs of the diverse interests of the students.

For Development:

- Review movement of students around the school during the day and the subsequent lost time between lessons.
- Strengthen the LAB practices and procedures for accountability of the school's leadership in relation to the recommendations given in the inspection.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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