THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
SHEIKH MOHAMMED BIN RASHID AL MAKTOUM
OUTSTANDING
DUBAI
Knowledge المعرفة
INSPECTION REPORT
2017-2018
GEMS Wellington International School
Celebrating 10 years of inspections
GEMS WELLINGTON INTERNATIONAL SCHOOL
UK/IB CURRICULUM

Contents

School information 3
The DSIB inspection process 4
Summary of inspection findings 2017-2018 5
National Priorities 9
Main inspection report 13
1. Students' achievements 13
2. Students' personal and social development, and their innovation skills 17
3. Teaching and assessment 18
4. Curriculum 19
5. The protection, care, guidance and support of students 20
Inclusion of students with SEND (Students of determination) 22
6. Leadership and management 23
The views of parents, teachers and senior students 24

School information

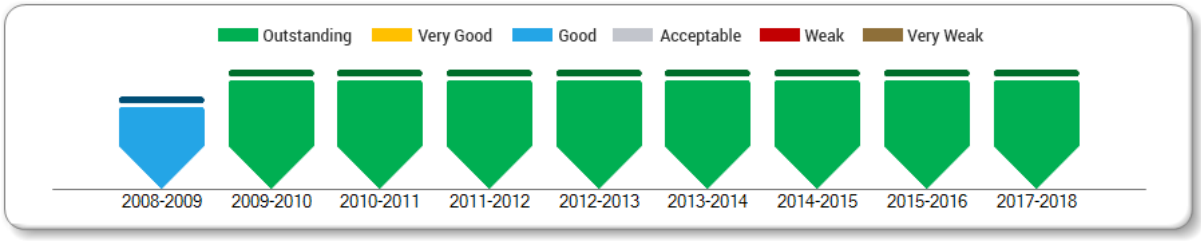
General information	
Location	Al Sufouh
Type of school	Private
Opening year of school	2007
Website	www.wellingtoninternationalschool.com
Telephone	00971-4-3484999
Address	PO Box 37486, Dubai, UAE
Principal	Mrs. Ruth Burke
Principal - Date appointed	9/1/2015
Language of instruction	English
Inspection dates	05 to 08 February 2018

Teachers / Support staff	
Number of teachers	213
Largest nationality group of teachers	UK
Number of teaching assistants	92
Teacher-student ratio	1:13
Number of guidance counsellors	5
Teacher turnover	22%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	2688
Number of children in pre-kindergarten	87
Number of Emirati students	78
Number of students with SEND	374
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK/IB
External tests and examinations	GCSE, IGCSE, IBDP, IBCP
Accreditation	BSO, COBIS
National Agenda benchmark tests	GL

School Journey for GEMS Wellington International School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

GEMS Wellington International School was inspected by DSIB from 05 to 08 February 2018. The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal and senior leaders have an ambitious vision for this very high performing, inclusive school. They are fully supported by the governing body, middle leaders, teachers and the school community. Parents are delighted with their children's progress at the school. The school has outstanding accommodation and resources. The governing body supports and funds the school well.

Students' achievement

Students have excellent learning skills throughout the school. They achieve outstanding standards in English, mathematics and science in most phases. However, such strengths are not evident in Islamic education and Arabic languages where achievement is generally acceptable.

Students' personal and social development, and their innovation skills

Students enjoy the diversity of the school and develop very strong personal and social skills. They respect staff and one another and appreciate their own and other cultures. Their behaviour reflects tolerance and respect for all people, as well as an appreciation of Islamic values. Students are highly resourceful, innovative and creative. They have an excellent work ethic.

Teaching and assessment

Teachers use their expert knowledge to plan and deliver very effective lessons in most classes. They make very good use of technology and strongly promote the development of critical thinking through effective questioning. Most teachers use assessment information skilfully when planning, to meet students' learning needs and track their progress, though this is less strong in the primary phase.

Curriculum

The curriculum is rich and promotes innovative learning and the progressive development of students' knowledge and skills. It is regularly reviewed and meets the English National Curriculum and most Ministry of Education (MoE) requirements. In the upper phases there is a diverse range of curricular choices which provide personalised pathways to meet individual students' needs.

The protection, care, guidance and support of students

The school's well designed and implemented policies and procedures ensure that the school is a safe environment. Student arrival and departure arrangements are very effective. Teachers care for all students. They are aware of and show concern for their students' academic and emotional needs. The school effectively identifies and supports students with special education needs and disabilities (SEND) and those who are gifted and talented.

What the school does best

- Provides an inclusive education in which students with SEND are very effectively supported and challenged resulting in very good progress at each stage of their education.
- Provides a stimulating education for young children in which they thrive, have fun and make outstanding progress in English, mathematics and science.
- Provides a rich and innovative curriculum where a wide range of interesting courses and personalised pathways are available to meet the needs of students, especially in the Post-16 phase.
- Very high quality teaching in English, mathematics and science, the creative arts and a range other subjects which enables students to make very strong progress from their starting points and achieve very high standards of attainment.
- Enables students to develop personal and social skills to a very high level in a safe, secure and caring environment.

Key recommendations

- Improve students' achievement in Islamic education and Arabic languages.
- Ensure that the very high standards of teaching and assessment observed in the best primary classes are consistently applied across the whole phase.

Overall School Performance

Outstanding

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Acceptable ↓
Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Good	Not applicable
English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Mathematics	Attainment	Outstanding	Very good ↓	Outstanding	Very good
	Progress	Outstanding	Very good ↓	Outstanding	Outstanding
Science	Attainment	Outstanding	Very good ↓	Outstanding	Outstanding
	Progress	Outstanding	Very good ↓	Outstanding	Outstanding

	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	Very good ↓	Outstanding	Outstanding
Assessment	Outstanding	Very good ↓	Outstanding	Outstanding

4. Curriculum

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

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment meets expectations in English, is above expectations in mathematics but below expectations in science.
- The school meets the registration requirements for the National Agenda Parameter (N.A.P.)
- All leaders are committed to the National Agenda. They have a clear action plan which is contributing effectively to improvements.
- Data is analysed thoroughly and students' strengths and weaknesses are identified, so that teachers maintain the highest expectations for learning.
- The curriculum includes regular opportunities to develop critical-thinking and problem-solving skills. Students are responding well to the increased challenge.
- Teaching strategies in classrooms challenge students to think deeply about important ideas and then apply this learning to problems and global issues.
- Students are aware of their results in National Agenda Parameter assessments. Consequently they can identify their next steps in learning.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- School leaders use data to inform their understanding and knowledge about the achievements of Emirati students. They regularly monitor progress and use the information to plan interventions for improvement. The strong partnership with parents promotes improvements in attendance, behaviour and academic achievement.
- In lessons, Emirati students are aware of their own progress and achievements as they are set targets in each subject. Teachers' support helps to narrow gaps in achievement. They have high expectations for students. Emirati students are motivated, take responsibility for their learning and rise to the challenge to do as well as they can.
- The school plans appropriate pathways and curricular adaptations to support Emirati students' learning. The data from CAT4 assessments and National Agenda Parameter benchmark assessments, successfully informs students' personalised learning journeys. The school's new literacy programmes are impacting positively on students' comprehension and verbal reasoning skills.

The schools provision for raising the achievement of Emirati students is above expectations.

Moral Education

- Teachers in phases two and three, have skilfully integrated the outcomes and concepts of the UAE moral education programme into its curriculum provision.
- Samples of students' work and lesson observations indicate that teachers are developing inspiring resources and activities to supplement the moral education text book.
- Students collaborate in groups to produce ideas and solve problems. Older students are beginning to think critically about moral values relating to their own lives.
- Formative assessments of students' understanding of concepts are undertaken by class teachers, and student's attitude to learning is reported to parents.

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- The UAE social studies topics are taught through discrete lessons in the primary phase and effectively integrated into other subjects in the secondary phase.
- Teachers plan lessons that meet the learning outcomes and engage students, often supplementing the textbook with their own resources and including advanced learning technologies.
- Students show enthusiasm and interest in learning about the UAE and contribute positively to discussion, sharing examples from their own experiences.
- Teachers make formative assessments of students learning which informs future planning and provides information for parents on students' attitudes in social studies.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- Students in all phases participate in creative projects and make use of learning technologies which lead to innovative outcomes.
- Students are developing skills of innovation, enterprise and entrepreneurship through a range of programmes and activities.
- Teachers provide students with models of innovative practice and opportunities to use advanced learning technologies. Skills that support innovative outcomes are consistently developed through practical application.
- The Creativity, Action and Service (CAS) learning activities outside of school and additional opportunities, such as Model United Nations enrich the curriculum, and provide students with opportunities to think innovatively.
- The principal and senior leaders actively promote innovation across the school. It is now embedded in teaching, students' learning and their programmes of work.

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

Main inspection report

1. Students' achievements

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

- Students' attainment is strongest in the primary phase, where a higher level of knowledge and understanding of Islamic concepts and principles is more evident. The non-Arab learners gain a better understanding than their Arab peers. Progress is better in the primary and secondary phases, than in the post-16 phase.
- In all phases students' acquisition of knowledge is strong. Their skills in recitation, and ability to correctly interpret Holy Qur'an verses and Hadeeth are underdeveloped. A slow pace of learning prevents students from attaining consistently good standards.
- Arab Muslim students' engagement in in-depth discussions of Islamic issues is inhibited by their limited language abilities.

For development

- Improve students' understanding of Islamic concepts and principles in secondary and Post-16 phases.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Across all phases, students' attainment and progress reach age appropriate levels. In reading comprehension, students find the meaning of difficult words and understand the main theme of a given text. In higher years, low expectations restrict better achievement levels.
- Most primary students are developing their understanding of short stories appropriately. Students' listening skills are strong in all phases, but only a minority of students speak classical Arabic confidently. Their writing skills are variable, with only a minority developing them well.
- The school has closely aligned its curriculum planning with that of the MoE. However, the activities in lessons do not fully reflect the same level of expectations and as a consequence achievement levels are not high.

For development

- Improve students' creative writing skills and provide sufficient opportunities for them to use classical Arabic in their oral presentations.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Good	Not applicable

- Most students in both phases acquire an age-appropriate range of vocabulary in different real-life situations in line with curriculum standards. However the majority of students in the secondary phase make better than expected progress, because of the more consistently effective teaching.
- Students in both phases can read text correctly, but lack fluency. A majority of secondary students are developing writing skills well. However, students speaking skills are less developed, particularly in the primary phase. In both phases, the most able students are attaining above expected curriculum levels.
- As a result of reduced class numbers teachers are able to provide better individual support for students. Parental involvement is contributing to the improvement in students' reading skills.

For development

- Provide more opportunities for students to interact with each other in a range of real-life situations to develop their oral language skills.

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

- Attainment and progress when measured by curriculum assessments is strong in all phases. In the FS and primary phase, students acquire language quickly. In the upper phases, the tasks enable students to develop very secure skills in English.
- The FS phonics programme supports children's excellent progress. In subsequent phases, students read and write for a variety of purposes and continue to develop their speaking skills. Most senior students understand nuances in the use of language.
- The school-wide reading programme to improve students' literacy skills supports the development of students' comprehension skills including inference, deduction and evaluation. Texts providing a wide breadth of genres, stimulate students' interest and encourage progress.

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

- In FS, children make excellent progress in early mathematics from their starting points. Students make very good progress throughout their primary years and more rapid progress in secondary and post-16 phases in number, algebra, trigonometry, data handling, graphical representations and shape and space.
- The development of number work in the FS and of higher level skills through secondary and at post-16 level are particular strengths of the mathematics provision. In primary, the recent focus on mathematical language is improving students' problem-solving capabilities.
- A recently introduced mathematics scheme is helping students to consolidate and apply their number skills in the primary phase.

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

- Attainment and progress are consistently outstanding across the school except in the primary phase, where they are very good. The rich learning environment in FS supports children's learning very effectively and develops their confidence in expressing the language.
- Most students, in all year groups, develop their investigative skills to a high level. The knowledge and understanding gained in practical activities, are developed particularly well in the two higher phases.
- Most students make very strong progress because they enjoy science. They have opportunities to apply their learning to the real-world, solve problems and to think deeply about big questions.

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

- Across all phases, students are highly motivated, attentive, and responsive and gain increasing independence in their learning. They collaborate purposefully when engaged in set tasks and challenge each other appropriately, to achieve high quality learning outcomes.
- Students are particularly strong at sharing their learning orally. They are clear and confident. This ability is developed in the FS, where children are encouraged to be curious, and share their ideas.
- The 'Bring Your Own Device' initiative is contributing effectively to a culture of independent learning amongst the students, which assists them in undertaking research and applying their skills to problems in new ways.

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

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

- Students are respectful and highly motivated across the school. They are keen to learn, self-disciplined and sensitive to the needs of others. The children in FS are familiar with the behaviour expectations and conduct themselves very well.
- Relationships between students and their teachers, are highly positive. Students are positive about the levels of learning support they receive from their teachers. Many older students help younger students by tutoring and mentoring them.
- Students have a good understanding of healthy lifestyles. They enjoy physical activities and know about healthy diets. Attendance is very good.

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

- Students have an excellent appreciation of the influence of Islamic values on everyday life in the UAE. Older students are highly skilled at reflecting on religious beliefs and different world cultures through their study of the 'Theory of Knowledge'.
- Students enjoy the diversity of the multicultural school community and show a deep appreciation of their own cultures. They demonstrate tolerance and respect for all people, as well as an appreciation of Islamic values.
- Students benefit from the school's celebrations of different cultures organised by the parent association, the many attractive displays celebrating the UAE heritage and the extensive international links and trips.

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

- Throughout the school, students show an excellent work ethic. They participate willingly in a range of activities within the school and the local and wider community.
- Students are highly resourceful, innovative and creative. Primary students care for their school and are successful in improving it. Senior students actively participate in the CAS programme. The number of student-initiated projects involving enterprise and entrepreneurship is increasing.
- Students take advantage of the many opportunities presented by the school to develop their entrepreneurship and leadership skills. They have been very successful in organising charitable events. Other projects have given them an understanding of global ecological and sustainability issues.

3. Teaching and assessment

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

- In the FS, teachers make very positive interventions with children, particularly those who have English as an additional language. Across all phases teachers demonstrate a secure subject knowledge and almost all know how best to help students learn.
- Teachers in most classes use their expert knowledge to plan and deliver very effective engaging lessons. They effectively promote the development of critical, deeper thinking.
- Teachers use and incorporate technology and other learning resources well into their lessons. They effectively enable students to take increasing responsibility for their learning, in some cases by using 'flipped learning'.

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

- There are strong, established systems for evaluating students' learning. Across the school, assessment information is readily available. Leaders and teachers analyse it carefully to provide support or to challenge those students at risk of underachieving.
- The National Agenda has helped drive improved lesson planning, teaching and more rigorous assessment practices. Leaders have used international benchmarking assessments to adjust teaching and the design of the curriculum, to ensure the school compares to the best schools internationally.
- The best assessment practice in the school motivates students to work hard, clarifies what is expected and provides feedback so that they are clear about the quality of their work and how to make it even better. This is not always as evident in the primary phase, or in Arabic and Islamic education.

For development

- Ensure that the quality of teaching and use of assessment in the primary phase and in the Arabic and Islamic education departments consistently matches that seen in the best examples elsewhere in the school.

4. Curriculum

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

- The curriculum across all phases is rich and promotes innovative learning and the progressive development of students' knowledge and skills. It is regularly reviewed and meets the English National Curriculum and most Ministry of Education requirements.
- In the upper phases there is an excellent range of curricular choices which provide personalised pathways to meet the needs of individual students. It provides opportunities for challenge, and activities that develop students' knowledge, skills and understanding.
- Cross-curricular links, reading literacy, and effective progression and continuity from one phase to the next are strengths in most subjects. However, the Islamic education curriculum lacks these features.

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

- The curriculum is modified to ensure it is fully inclusive. In the upper phases, it is personalised to support the needs of each student with an excellent range of curricular choices.
- The school considers students' views about curricular choices that link to their aspirations and interests. In the upper phases, student leaders act as ambassadors in core subjects to speak on behalf of their classmates and offer advice on the curriculum.
- Students choose from a range of creative and innovative opportunities across the curriculum. A wide variety of extra-curricular activities within and outside the school enhance all groups of students' academic and personal development.
- The school is providing two sessions of Arabic for all children in the FS. The session for the non-Arabic speakers is 30 minutes with 10 minutes additional time for those who are Arabic speakers.

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 child protection and safeguarding policy sets out clearly the arrangements to ensure the safety and security of children and these are disseminated to staff, parents and students and effectively implemented. Students report that they feel very safe in school.
- There are very effective arrangements to protect students from all forms of verbal, physical and emotional abuse and bullying. The arrangements for arrivals and departures, including using school transport, are very effective.
- Medical staff, including an on-site doctor, are vigilant in their care of students. The health and safety committee meets monthly and reviews all matters relating to wellbeing and security in the school.

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

- Teachers are aware of and show concern for students' academic and emotional needs. The school's clearly defines behaviour management strategies support students' self-discipline. Successful tracking of attendance ensures that students attend regularly and have the maximum time for learning.
- The school's admission procedures are wholly inclusive with effective procedures for identifying students with SEND. Individualised programmes and targeted support enables almost all students to make very good progress, including those who are gifted and talented.
- All students have trusted members of staff who provide guidance on personal issues. Students also receive very high quality advice and support from the careers personnel enabling them to make informed choices about their career pathways.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Outstanding

- School leaders promote a highly inclusive ethos. The inclusion team has wide ranging skills and qualifications, which inform very successful identifications and interventions. Across the school, very effective systems are consistently applied and reviewed.
- Procedures on entry are clear. The school uses a range of assessment tools and information from parents and teachers to identify students' needs accurately. Consequently, interventions are personalised and well matched to each student's needs.
- Information about their children's educational programmes and personal development is regular and detailed. Parents are generally well engaged with their child's educational programmes. Leaders recognise the occasional challenges faced by parents and provide additional help and support.
- The detailed personalised education plans for each student ensure that the provision is matched to individual needs. In addition to the inclusion leaders, the class teachers, counsellors, learning support assistants and careers leader make positive contributions to each student's development.
- The school carefully monitors the progress of students with SEND. Students are consistently gaining knowledge and skills, which prepare them very well for the next stage of their education. Most students make very good progress.

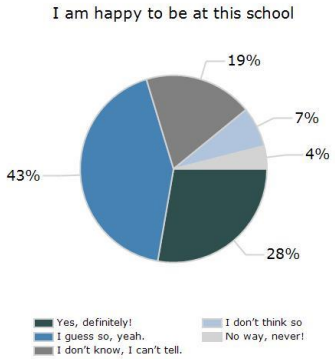
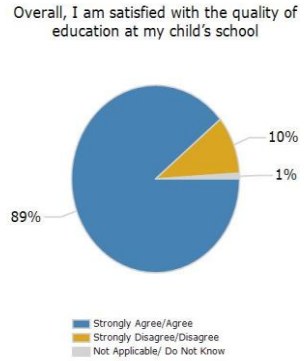
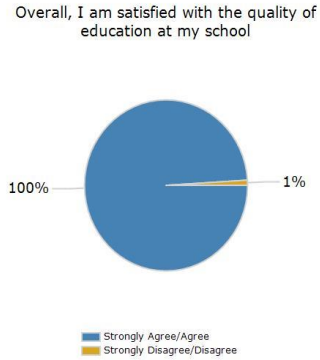
6. Leadership and management

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

- The principal provides a very strong lead to the whole school community and communicates the school's vision very well. As a result of the drive of the senior and middle leaders and the skills of teachers, the school has consolidated most aspects of its strong educational provision since the previous inspection. The school has an inclusive ethos.
- The school has a well-organised and systematic approach to self-evaluation which provides leaders and other teachers with a generally accurate picture of the school's performance. This information is used well to plan improvements in most areas of the school. The improvements in Arabic and in the primary phase have not had sufficient impact on students' outcomes.
- Parents are actively involved with their children's education and support the school very well. Communication between the school and parents is very good. Parents are fully informed on forthcoming school events and their children's progress and attainment. The school has strong links with other schools and productive links with local and international organisations.
- The Local Advisory Board includes parents. It is effective at holding the school to account for its performance. Each member has a specific role which is related to the school's priorities. The board members regularly evaluate key areas of provision by visiting the school and talking to staff and students. The owners resource and monitor the school's performance very well.
- The schools day to day management is very efficient. It is staffed with very well-qualified teachers, most of whom have a very good knowledge of their subjects and how to teach them. Teachers and learning assistants attend frequent training workshops. The premises and specialist facilities provide an engaging learning environment. The technological resources support innovative practice.

The views of parents, teachers and senior students

Before the inspection, the views of the 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.

Students No. of responses = 357	Parents No. of responses = 261	Teachers No. of responses = 181
		

Students	The majority of student respondents feel happy and safe at the school. Almost all are very positive about their use of technology. They report a good understanding of the importance of Islam in Dubai. Most are positive about teachers and other adults in the school. They feel that some activities develop their leadership skills.
Parents	Almost all of the few parents who responded to the survey are satisfied with all aspects of the school's provision. They report that their child is safe and happy in school. They compared unfavourably their child's love of reading in Arabic to that in English. Most agree the school is well led.
Teachers	Almost all of the teachers who responded to the survey are very satisfied with almost all aspects of the school and its levels of provision. Most are happy to work in the school and most are satisfied with the professional development they receive.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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