

# INSPECTION REPORT

2022-2023



**THE WESTMINSTER SCHOOL - DUBAI BRANCH**

**UK CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Qusais
	Opening year of School	1995
	Website	www.gemsws-ghusais.com
	Telephone	04-298-8333
	Principal	Carl Roberts
	Principal - Date appointed	1/1/2019
	Language of Instruction	English
	Inspection Dates	16 to 20 January 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	5200
	Number of Emirati students	93
	Number of students of determination	226
	Largest nationality group of students	Pakistani

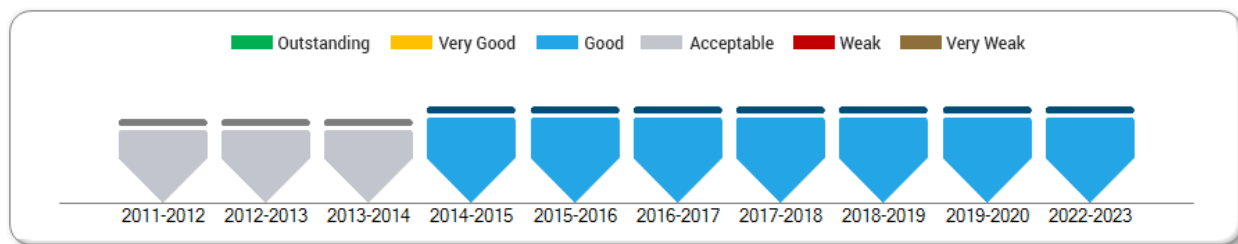
### TEACHERS

	Number of teachers	297
	Largest nationality group of teachers	Indian
	Number of teaching assistants	22
	Teacher-student ratio	1:18
	Number of guidance counsellors	2
	Teacher turnover	16%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	Cambridge, EdExcel, Oxford AQA
	Accreditation	BSO, BSME

### School Journey for THE WESTMINSTER SCHOOL - DUBAI BRANCH



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- The learning outcomes of students learning Arabic as an additional language have improved in the primary and secondary phases. Across the key subjects, attainment, progress and learning skills are strongest in the upper phases. Particular strengths include students' independent learning skills in science, and their confidence when speaking English.
- The personal and social development of students is outstanding. There is a clear improvement in boys' behaviour in the secondary phase. Students assume leadership roles in many forms, including daily routines and special events. They show understanding and appreciation of the multicultural society of Dubai and of the values of Islam. They are well informed about Emirati culture and other cultures.

### PROVISION FOR LEARNERS

- The quality of teaching has improved since the previous inspection. Almost all lessons feature good or better teaching and learning. As with the academic outcomes, teaching is strongest in the post-16 phase. Assessments of learning have likewise improved. They are of good quality in all phases. A particular strength is the use of external assessments to establish students' reading literacy levels in Arabic and English.
- The curriculum is of good quality and meets the needs of most students. It is reasonably broad and balanced, but the school's facilities constrain some curricular activities. Adaptations to the curriculum are effective in addressing the needs of students of varying abilities and backgrounds.
- The school protects, cares for, guides and supports students very well. All are safe on the premises and when on school transport. The school has increased staffing to support students of determination. Students receive appropriate guidance as they progress through the secondary years and on to the post-16 phase or other destinations.

### LEADERSHIP AND MANAGEMENT

- Leaders in senior roles are effective. Consequently, the school has improved in significant ways since the previous inspection. The aspects which were previously acceptable are now good. Many academic and social outcomes are very good or outstanding. Partnerships with parents are a particular strength.

### The best features of the school:

- Academic outcomes in all key subjects, and students' outstanding personal and social development.
- The quality of teaching.
- The curriculum, with very good adaptations.
- Provision for students' health, safety, care and support.
- The overall leadership that has resulted in clear improvements.

### Key Recommendations

- Raise students' reading literacy so that a majority exceeds age-related levels.
- Improve the quality of teaching so that lessons are good or better in all key subjects.
- Ensure that the facilities enable active learning.
- Increase students' access to printed and electronic resources to encourage independent learning.

## Overall School Performance

**Good**

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
<p>Islamic Education</p>	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Good ↑	Good ↑	Not applicable
	Progress	Not applicable	Good ↑	Good ↑	Not applicable
<p>English</p>	Attainment	Good	Good ↑	Good	Good
	Progress	Very good	Good	Good	Very good
<p>Mathematics</p>	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Good	Good ↓
<p>Science</p>	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Good	Very good

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

## 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	Good	Good	Good	Very good
Assessment	Good	Good ↑	Good ↑	Good

## 4. Curriculum

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

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

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

## 6. Leadership and management

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

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
<b>Progress in international assessment</b>	meets expectations.	is approaching expectations.

- International assessment data show improvements in students' overall scores in the PISA tests of 2018. Although the school did not meet its targets in the TIMSS 2019 tests for mathematics and science in Year 9, it reached the high international benchmark in mathematics in Year 5. Progress in the National Agenda benchmark tests is approaching expectations.

	Whole school	Emirati cohort
<b>Leadership: data analysis and curricular adaptation</b>	meets expectations.	meets expectations.

- The leadership team supports the vision and goals of the National Agenda. The action plan and subject-specific schemes of work indicate interventions and curriculum adaptations that match gaps which have been identified by recommendations from the PISA, TIMSS and GL reports. The analyses and subsequent curriculum adaptations have improved students' outcomes.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	is approaching expectations.	is approaching expectations.

- The reading skills of most students are in line with expectations. The promotion of critical thinking is strongest in science and in English in the post-16 phase.



Overall, the school's progress toward the UAE National Agenda targets meets expectations.

### For Development

- Establish an effective system to monitor the consequences of curriculum adaptations.
- Improve students' reading skills across the school.
- Increase the opportunities for the development of critical thinking, and the skills of independent inquiry and research in mathematics.

## Wellbeing

The quality of wellbeing provision and outcomes is at a **high level**.

- Leaders, students, teachers and the support staff are respectful. Students' opinions are heard through the Student Council. Governors review the school's actions and hold senior leaders to account for provision and outcomes. Students reflect critically on the influences which society has on them . Healthy food options are available from the canteen. Routines, activities and resources are planned to promote wellbeing across the school. Wellbeing data are collected from students and other stakeholders and used to monitor, evaluate and modify the school's approaches.
- Teachers give students appropriate praise, encouragement and support. They identify students who may have wellbeing issues. They work in partnership with parents and the counsellor, who is available to help staff with any concerns. The school addresses the needs of members of staff and students through structured wellbeing programmes. The Student Council and the house system provide opportunities for students to offer feedback. Students are encouraged to express their thoughts in classroom discussions, debates and assemblies.
- The school implements a thorough approach to wellbeing. The wellbeing policy includes online safety and is shared with stakeholders. Students are helped to make informed choices about their online activities. They make connections between healthy lifestyles and overall wellbeing. Teachers and students are deeply committed to the concept of inclusion. Students report that they feel supported, happy and safe in the school. This is reflected in their behaviour and their respectful attitudes towards fellow students and adults.

### UAE social studies and Moral Education

- The school follows the UAE Moral, Social and Cultural (MSC) education framework very closely. MSC education is a separate subject. Lessons are taught by teachers and form tutors. Older students learn about contemporary geopolitical issues. All students learn about the culture and traditions of the UAE as well as personal health, hygiene, welfare and environmental issues.
  - The school uses the most recent MSC framework and has developed a strongly integrated MSC curriculum. The programme develops students' critical thinking on historical and current issues. It also enables students to base their opinions on clear and relevant information. Students' work is assessed each term.
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## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students' attainment in the upper grades of the secondary phase and the post-16 phase is slightly stronger than in Primary. Girls as a group are progressing more quickly than boys. Students use success criteria effectively. Teachers assess students' learning rigorously.
- Students demonstrate good understanding of Seerah, Hadeeth and Islamic etiquettes. They make strong progress in Islamic morals and values through discussing real-life case studies, particularly in the secondary phase. However, non-Arab students have better Islamic knowledge due to more effective teaching.
- The improvement in students' memorisation skills is due to the weekly Holy Qur'an sessions. Involvement in a range of Islamic competitions has developed students' recitation skills. However, these skills are not consistent across all grades.

#### For Development

- Improve students' recitation skills so that they are consistently good in all grades.

#### Arabic as a First Language

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

- Recent assessments, lessons and students' work reflect improved reading comprehension, speaking and writing skills. Reading comprehension and writing are noticeably developed in the secondary and post-16 phases.
- Students have effective skills in reading and knowledge of grammar. They can analyse texts with depth and understanding in the upper years, demonstrating improved critical thinking. In the lower years, students have appropriate core reading skills. Some can communicate their opinions on texts, both orally and in writing.
- Improvements in teaching and assessment are reflected positively in Arabic language outcomes.

### For Development

- Align curriculum adaptation and support to meet the needs of the more and the less able students.
- Promote the joy of reading for pleasure.

### Arabic as an Additional Language

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

- Listening comprehension and reading skills are developing well across the year groups. Recent lessons and work samples indicate that students achieve good outcomes in reading comprehension, speaking and writing in relation to their individual starting points. This is especially so in the secondary years.
- Students engage well in reading and link it to their personal experiences. They make good progress when speaking and writing. They make good use of vocabulary lists to support their writing. Students can speak increasingly well, using recently learned vocabulary.
- Improvements in teaching and curriculum enrichments, as well as better assessments of learning, help to promote better outcomes for students in each phases. Students use and apply their Arabic language skills with confidence.

### For Development

- Continue to develop and extend students' literacy skills.

### English

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

- From low starting points in FS, children make rapid progress in developing their pre-reading and communication skills. In the primary years, students' literacy and speaking skills develop progressively. Older students have the knowledge and skills required to perform well in external assessments.
- Students' listening, speaking and reading are stronger than their writing. Those in the primary and secondary phases acquire a technical knowledge of English, but do not sufficiently apply it in their written work. Only a minority of students can write extensively and creatively.

- Post-16 students develop strong communication skills because of active learning experiences. They can present persuasive arguments both orally and in writing. Recent teaching initiatives are beginning to enhance students' vocabulary, reading comprehension and spoken fluency in the primary and secondary phases.

### For Development

- Encourage students in the primary and secondary phases to apply their technical knowledge when writing, and to write more extensively and creatively.
- Build upon current strategies to develop students' critical reading skills and to promote a love of reading.

## Mathematics

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

- Students' attainment in external examinations is strong in the post-16 phase. Boys and girls attain fairly equally throughout the school. Their progress in lessons largely depends on the level of challenge provided by teachers.
- Children in FS can identify numbers on a line and apply basic addition skills. Problem-solving skills are a strength in the primary phase. Students in the secondary phase have good number skills. Calculus is one of the strengths at Post-16.
- Students' confidence when applying their mathematical knowledge in other subjects has improved. Too few opportunities are provided for investigations and discussions during lessons. Students' use of technology is underdeveloped throughout the school.

### For Development

- Raise students' attainment in international assessments in the primary and secondary phases.
- Enable students to use technology more frequently and challenge them to conduct investigations.
- Encourage children in FS to approach mathematics through relevant experiences that include geometry, measurement and numbers.

## Science

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

- Children in FS are developing a curiosity about living things in their natural environment. In the other phases, most students have improved their investigative skills. Secondary and post -16 students continue to achieve well in external examinations.
- All students in the primary, secondary and post-16 classes use the scientific method confidently in lessons. They make good predictions, recording their results and writing relevant conclusions successfully. Most are increasing their understanding of scientific concepts well.
- In the upper primary, secondary and post -16 years, most students are developing their research and critical thinking skills and can apply them successfully to solve scientific problems. Most work well both independently and collaboratively to complete investigations and other tasks.
- Emirati students make good progress during practical investigations.

### For Development:

- Ensure that scientific inquiry and practical investigations increase students' critical thinking skills and their scientific literacy.
- Initiate inquiry-based learning in FS.

## Learning Skills

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

- In all phases, students have very positive attitudes to school and are keen to learn. They increasingly take responsibility for learning as they progress through the school. They act purposefully to improve their work, most evidently in the upper secondary and post-16 years.
- In all subjects, students interact very well. When given the opportunity, they collaborate effectively in a range of learning situations. Senior students communicate their learning well. Students regularly connect their learning to the outside world and occasionally to other subjects.
- Students progressively develop their critical thinking, problem-solving and investigative skills, which are stronger in science than in other subjects. The use of technology to enhance learning, including research, is a developing feature for students in all phases.

### For Development

- Encourage students to think critically, to solve problems and to be innovative and enterprising in all subjects.
- Enable students to make connections with other subject areas and the wider world.
- Increase students' use of technology to support their learning.

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

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

- In all phases, students demonstrate confidence in their own abilities, self-reliance and responsibility. They participate enthusiastically in lessons and in extra-curricular activities. Older students support the younger very well through the Peer Joint Programme and the Anti-Bullying Week.
- Students' positive attitudes towards school and one another result in excellent behaviour. They contribute to the daily running of the school and offer sound ideas for improvement. Relationships between teachers and students are very positive. Students are very comfortable in seeking advice and guidance.
- The school promotes and monitors healthy eating habits. An increased enrolment in the extra-curricular sports programme and engagement in fitness challenges indicate students' strong awareness of the importance of healthy lifestyles.

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

- Students demonstrate an excellent understanding of Islamic values and appreciation of their importance in the UAE. Awareness of Emirati culture is strong across the school, especially in the post-16 phase.
- Students exhibit pride in their own cultures, enthusiastically describing their food, sports and national features. They share them in student-initiated assemblies and during National and International Days. They show a strong appreciation of the uniqueness of Dubai as a city of many different cultures.

- The school makes continuous efforts to improve students' awareness and knowledge of Islamic values. Events within the school, including Islamic celebrations and the Holy Qur'an competitions, all contribute to students' excellent appreciation of Islam.

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

- Students in all phases participate effectively in leadership roles. They raise issues that benefit all members of the school community. The wide range of volunteer roles is popular, recognised and respected throughout the school.
- Students actively participate in a variety of projects to raise awareness of others and to improve their lives. They engage in regular fund-raising events, sustainability campaigns and innovative projects, both in school and in national campaigns and competitions.
- All students demonstrate an excellent understanding of environmental sustainability and global issues. They actively support or initiate schemes that have positive environmental effects. They participate in recycling at school and in a plantation scheme to create green areas.

### For Development

- Continue to develop students' awareness and appreciation of other world cultures.

## 3. Teaching and assessment

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

- Most teachers have secure subject knowledge and understand how students learn. The quality of teaching varies slightly within phases and subjects. Teaching is stronger in Islamic Education, when taught in English, in Arabic and science, and in the upper secondary years and Post-16.
- Teachers routinely plan lessons with clear learning objectives and appropriate success criteria. In the best lessons, teachers interact very well with students, question them skilfully and use a good range of resources. In a minority of lessons, there is too much direction by teachers.
- Teachers increasingly use information from assessments to inform their teaching strategies to meet the needs of individuals and groups of students. In the primary and secondary phases, teachers' development of students' critical thinking, innovation and independent learning is an emerging feature.



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

- Internal assessment procedures are coherent, consistent and linked to the appropriate curriculum standards. They enable the tracking of students' attainment and progress, and the identification of strengths and what students need to do to improve.
- The school participates in a range of external tests to benchmark students' performances against international standards. The analysis of the resulting information enables the school to obtain an accurate and detailed picture of students' progress.
- Since the previous inspection, the school has narrowed the gap between the results of internal and external assessments. However, the use of assessment information in lessons and the quality of written feedback to students are inconsistent, but done best in the science department.

#### For Development

- Provide consistently good teaching across all subjects by sharing best practice.
- Improve questioning techniques to extend students' critical thinking skills.
- Provide appropriate and helpful written comments on students' work.

## 4. Curriculum

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

- Throughout all phases, the curriculum is well structured, broad and balanced. Transitions are smooth and enable students to maintain progress. Although planning is well structured, the curriculum does not always meet the learning needs of all students.
- Cross-curricular links are very effective in FS, through the thematic approach. In the other phases, links are less developed and are evident in only a few subjects or projects.
- Students moving into the secondary phase have appropriate choices to meet their interests. Post-16 students have an increased range of choices, thus helping to ensure that they are well prepared for their chosen careers.

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

- The curriculum is well planned to provide relevant learning opportunities for most groups of students. Teachers regularly review and modify the curriculum to meet their students' learning needs.
- The curriculum provides students with opportunities to develop their personal skills in a variety of projects, for example sustainability and enterprise. Students participate confidently in a good range of extra-curricular activities, sports and competitions.
- The school promotes the values and culture of the UAE through themes and in the teaching of specific subjects. These links are most evident in Islamic Education and Arabic lessons. As a result, students have a broad understanding of diversity.
- The school offers two periods a week of Arabic in Foundation Stage 2.

**For Development:**

- Ensure that the curriculum meets the learning needs of all students by challenging and supporting them as necessary.
- Implement more effective cross-curricular links.

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

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

- Clearly defined policies and procedures are in place for safeguarding students. They are known to all stakeholders. All members of staff receive ongoing training in safeguarding. The school ensures that students are protected from all forms of abuse.
- The facilities meet all students' learning needs. Leaders keep detailed records of and procedures relating to all aspects of safety. However, some students do not always wear a seatbelt when on school transport.
- The school promotes healthy living. Members of the medical staff provide healthy living programmes in collaboration with the teachers of physical education. Topics related to healthy living are integrated across a range of subjects.

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

- Relationships between teachers and students are respectful and friendly. Mutual trust and confidence are evident and due to appropriate behaviour management. The school's diligence in promoting attendance and punctuality is effective.
- The school has thorough systems for accurately identifying students of determination and those with gifts and talents. The inclusion staff is committed to early identification of needs and to designing appropriate interventions.
- Students' wellbeing and personal development are high priorities. Teachers offer highly effective guidance and support. Senior students receive appropriate advice about further study and careers. The quality of support enables most students to make their best personal and academic progress.

#### For Development:

- Provide personalised support and guidance for all groups of students across the school.
- Increase the range of options for school leavers who do not wish to pursue academic studies.

### Inclusion of students of determination

Provision and outcomes for students of determination	Good
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- Governors and leaders provide an inclusive ethos in the school and good provision for students of determination. The school is responsive to many different needs. Appropriate policies, procedures, Individual Education Plans (IEPs) and time ensure that provision is consistent and ensures progress.
- Procedures on entry and in the early years are reliable. They inform appropriate interventions. Teachers have a secure understanding of the range of barriers to learning experienced by students of determination. The students contribute to the design, implementation and review of their own IEPs.
- The school places parents at the centre of its provision. Formal and informal reporting reflects students' individual learning priorities. Parents are well informed about the goals, which are aligned with their children's starting points. Comments on students' written work are inconsistent.

- Curricula and teaching are modified to meet students' academic and personal needs. These modifications ensure that students are engaged in relevant and meaningful learning. They promote independence and ensure that interventions by teaching assistants are appropriate.
- Teachers' assessments of students' work show better than expected progress in knowledge, skills and understanding. Students are generally well prepared for the next stages in their education.

**For Development:**

- Improve the quality of teachers' comments on the written work of students of determination to enable them to improve.
-

## 6. Leadership and management

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

- Senior leaders demonstrate a shared vision. They collaborate well to achieve the school's strategic goals. Frequent meetings facilitate effective communication. Most leaders understand best practices in curriculum planning, teaching and assessment of learning. Key tasks are delegated. There are effective lines of accountability. Staff morale is high. Leaders understand what needs to be done to advance the school. They have maintained or improved academic outcomes over the past three years.
- Systematic self-evaluation, using internal and external data, is embedded in the school's improvement plans and practices. The messages contained in the data are identified and analysed. The school's internal evaluations are accurate. Effective monitoring ensures that there are appropriate evaluations of teaching and learning. Consequently, there has been significant progress in addressing the recommendations made in the previous inspection report. The school has shown sustained improvements over time in most key areas. Leaders have the capacity to make further improvements.
- The school successfully engages parents as partners in their children's learning. They are consulted by way of formal councils. Their involvement makes positive contributions to students' experiences. Parents are well informed about their children's learning and development. They are empowered as partners, particularly if their children are students of determination. Reports clearly convey students' achievements. Some, but not all, written reports include next steps in learning. The school makes regular contributions to local, national and international communities, including charities.
- Local governance includes representation from all stakeholders. The Local Advisory Board seeks and considers stakeholders' opinions and has detailed knowledge of the school. Corporate governors regularly monitor the school's actions and hold senior leaders accountable for the school's performance, including the academic achievements and personal development of all students. Both governing bodies exert positive influences. Appropriate

staffing and resources are available to address almost all weaknesses. All statutory requirements are met.

- The school runs very smoothly because daily routines are well established. Teachers are suitably qualified, with expertise appropriate to their roles in almost all cases. The building allows access for all. Several primary and secondary classrooms are too small for the numbers of students in them. There are still too few books and computers across the school. The learning environment and available resources in FS and the lower primary phase now promote reading, an improvement since the previous inspection.

#### **For Development:**

- Share expertise among senior leaders to develop all leaders' capacity.
  - Improve the facilities to enable all students to participate in active learning.
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## 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](mailto:QA.Schools@khda.gov.ae)