2022/23

GEMS WINCHESTER PRIVATE SCHOOL / FUJ

Good

SCHOOL EVALUATION REPORT
Evaluation and Quality Directorate for Public and Early Childhood Education

SCHOOL INFORMATION

General Information

Curriculum	UK
Language of Instruction	English
Opening year of School	2016
Educational Zone	Fujairah
Phone	092014000
Location	Fujairah
Website	www.gemswinchesterschool-fujairah.com
Principal	Emmanuel Keteku
Owner	Global Education Management Systems (GEMS)
Evaluation visit dates	6 to 9 February, 2023

Students

Gender of students	Mix
Largest Nationality group of Students	Emirati
Age range	3 to 18 years
Grades or year groups	KG to Grade 12
Phases	Phases 1 to 4
Number of students on roll	1737
Number of Emirati Students	1336
Number of students with SEND	40

Teachers / Support Staff

Number of teachers	107
Largest nationality group of teachers	Filipino
Teacher-student ratio	1:16
Teacher turnover	25%

External tests and examinations

- Advanced Level (A level)
- Advanced Subsidiary Level (AS level)
- International General Certificate of Secondary Education (IGCSE)
- Granada Learning (GL)
- Programme for International Student Assessment (PISA)
- Trends in International Mathematics and Science Study (TIMSS)

SUMMARY OF EVALUATION OUTCOMES

2018-2019	2022-2023
Acceptable	**Good**

1. Students' Achievement Subjects		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	NA	Acceptable	Acceptable	Acceptable
	Progress	NA	Acceptable	Acceptable	Good
Arabic as a first language	Attainment	NA	Acceptable	Acceptable	Acceptable
	Progress	NA	Good	Acceptable	Acceptable
Arabic as an additional language	Attainment	NA	Acceptable	Acceptable	Acceptable
	Progress	NA	Good	Acceptable	Acceptable
UAE Social studies	Attainment	NA	Acceptable	Acceptable	Acceptable
	Progress	NA	Acceptable	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4
1.3: Learning Skills	Good	Good	Good	Good

2. Students' personal and social development and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
2.1: Personal Development	Good	Good	Good	Good
2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
2.3: Social Responsibility and Innovation Skills	Acceptable	Acceptable	Acceptable	Acceptable

3. Teaching and assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1: Teaching for Effective Learning	Good	Good	Acceptable	Good
3.2: Assessment	Good	Good	Good	Good

4. Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1: Curriculum Design and Implementation	Good	Good	Good	Good
4.2: Curriculum Adaptation	Good	Good	Good	Good

5. The protection, care, guidance and support of students	Phase 1	Phase 2	Phase 3	Phase 4
5.1: Health and safety including arrangements for child protection/safeguarding	Good	Good	Good	Good
5.2: Care and support	Good	Good	Good	Good

6. Leadership and Management	Overall
6.1: The Effectiveness of Leadership	Good
6.2: Self-evaluation and Improvement Planning	Good
6.3: Partnership with Parents and the Community	Good
6.4: Governance	Good
6.5: Management, Staffing, Facilities and Resources	Good

KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students:

- Internal assessment data indicates that most students attain levels that are above curriculum expectations or standards in Islamic, Arabic, social studies across all phases, and science in Phase 1. Most students attain levels that are in line with curriculum standards in Phases 1, 2, and 3 in English and math and Phases 2 and 3 in science while only a majority of students attain in line with curriculum standards in Phase 4 in English, math, and science. Most students make better than expected progress in most subjects and phases apart from English and math in Phase 4 and science in Phases 1 and 4.
- Are eager to learn and take increasing responsibility for their own work, as they get older, and most have a secure understanding of their strengths and their next steps for improvement. Students communicate their learning clearly and make good connections between what they learn in school and the world in which they live. Students think critically about problems when given the opportunity, but they make better use of opportunities for enterprise and innovation in specialist teaching areas and in extra-curricular activities, than in most lessons.
- Students are positive in lessons, behave well and relate well to each other. Students are courteous and well mannered and happy to discuss their work.

Parents:

- Play an active role in the life of the school as collaborates in their children's education and are positive about the quality of education and care their children receive. Parents review their children's work and progress on the school's learning platform, and through specific meetings with teachers. They attend regular workshops on aspects of the school's curriculum, such as safety online, and they occasionally bring their own experience into school to lead workshops, for example, in vocational education lessons. Parents are included in the school's governance arrangements.

Teachers:

- Know their students well and plan lessons, which meet the learning needs of most groups. Most teachers use time and resources efficiently in their planning, and at the end of each lesson, they carefully evaluate how successful their planning has been in improving students' achievement.
- Use the information gained from curriculum and cognitive assessments to plan work, which meets the needs of almost all groups, including students with special educational needs (SEND) and gifted and talented students. Teachers compare their students' results with those of students in similar schools to gauge the effectiveness of their teaching.

School Leaders:

- The newly appointed principal and school leaders at all levels set a vision and direction for the school with a strong focus on improving students' academic and personal achievement. They ensure that all students have equal opportunities to improve through the efficient allocation of staff and other resources to meet students' diverse needs. Their actions have led to improvements in all areas because school leaders understand their responsibilities and are held accountable for the school's performance.
- Self-evaluation is fully established in all areas of the school's life, including regular reviews of students' assessments and the quality of teaching and school leaders' comprehensive improvement plans are based on a clear understanding of strengths and key priorities. School leaders have not yet ensured that the quality of teaching is consistently good in all subjects and phases. They demonstrate a strong capacity for improving the school further.

What does the school need to do next to improve student outcomes?

In addition to addressing the action points identified throughout this report, the school should take account of the following key priorities to inform its improvement planning.

Student's achievement:

Improve achievement and learning skills by:

- Ensuring that students develop strong listening, speaking, reading, and writing skills in Arabic and English, and take up opportunities to participate in discussions and express themselves with increasing fluency, orally and in writing, in all lessons.

- Strengthening students' appreciation of Islamic values and their impact on UAE culture, heritage, and society.

- Building on the effective practice observed in the majority of lessons so that in all subjects and lessons, students think critically about problems, carry out their own inquiries and solve problems for themselves.

Teaching and assessment:

Improve the impact of teaching and assessment on achievement by:

- Making effective use of questions in lessons to promote thoughtful dialogue, especially in Arabic medium subjects and in mathematics in Phase 3.

- Ensuring a broad range of teaching approaches and resources is deployed in every lesson to promote high levels of achievement.

- Planning lessons in all subjects and phases, which develop students' critical thinking and independent learning skills.

Leadership and management:

Improve the impact of leadership and management on student outcomes by:

- Strengthening subject leadership in Arabic medium subjects so that students' overall achievement matches that generally seen in English medium subjects.

- Taking full account of students' achievement seen in lessons, as well as that seen in assessments, when evaluating the strength of teaching and learning.

- Broadening the range of qualifications available for students in Phases 3 and 4.

MAIN EVALUATION REPORT

1 Students' Achievement

Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Acceptable	Acceptable	Acceptable
Progress	NA	Acceptable	Acceptable	Good

- In lessons and their recent work, most students in all phases attain levels that match curriculum expectations. In Phase 2, students explain the divine revelation of verses in the Holy Qur'an, and they display a secure understanding of worship etiquette. In Phases 3 and 4, students' written work demonstrates an appropriate understanding of Islamic values and principles such as hospitality, but their ability to memorize and recite verses from the Holy Qur'an applying Tajweed rules is less well developed.
- Most students in Phases 2 and 3 make expected progress in lessons, for example, in their comprehension of Seerah, but only a minority can recall significant events accurately, such as identifying the early followers of the Prophet (PBUH). In Phase 4, the majority make better than expected progress, for example, when classifying permissible and forbidden foods. There are no significant variations in the rates of progress made by different groups of students.

Areas for development:
- Students' memorization and recitation skills following Tajweed rules in Phases 3 and 4.
- Students' ability to recall important events in the life of the Prophet (PBUH) in Phases 2 and 3.

Arabic as a first language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Acceptable	Acceptable	Acceptable
Progress	NA	Good	Acceptable	Acceptable

- In lessons and in their recent work, most students' attainment is in line with curriculum standards in all phases. Most students are able to listen, speak, and read with reasonable fluency and accuracy and comprehend the plots of stories and characters' motivations. Students' writing skills are not as strong as their speaking and reading skills owing to the number of spelling and grammatical errors noted in all phases.
- In lessons and their recent work, the majority of students in Phase 2 make better than expected progress in relation to appropriate learning objectives aligned with curriculum standards, and they make proficient use of standard Arabic when reading texts and re-telling stories. In Phases 3 and 4, students demonstrate expected progress when making inferences from their reading of texts, but they do not make sufficient use of standard Arabic in their oral and written work. There are no significant differences in the rates of progress made by different groups of students.

Areas for development:
- Students' writing skills in all phases.
- Students' use of standard Arabic in their oral and written work in Phases 3 and 4.

Arabic as an additional language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Acceptable	Acceptable	Acceptable
Progress	NA	Good	Acceptable	Acceptable

- In lessons and in their recent work, most students in all phases attain levels that match curriculum expectations in listening, speaking, reading, and writing. Students apply grammatical rules when reading, but most lack sufficient skills to write longer grammatical sentences with the correct spelling.
- In Phase 2, the majority of students make better than expected progress from their starting points and towards appropriate learning objectives aligned with curriculum expectations and can read simple sentences fluently and communicate with growing confidence, using standard Arabic. In Phases 3 and 4, most students make expected progress, identifying new vocabulary and understanding simple instructions in Arabic, but they need additional guidance when reading longer texts and only the majority can hold simple conversations or answer questions. There is no significant variation in the rates of progress made by different groups of students.

Areas for development:

- Students' writing skills using correct spelling and grammatical rules in all phases.
- Students' speaking skills using standard Arabic, particularly in Phases 3 and 4.

UAE Social studies	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Acceptable	Acceptable	Acceptable
Progress	NA	Acceptable	Good	Good

- In lessons and in their recent work in Phases 2, 3, and 4, most students attain levels that are in line with curriculum expectations. Students understand the importance of having values and ethics in their lives and the contribution of individuals to society in developing their country. Across all phases, most students can explain features of UAE history and its commitment to Islamic values, but they do not yet have a deep understanding of their own roles as current and future citizens.
- In Phase 2, most students make expected progress in relation to appropriate learning objectives aligned with the curriculum standards. They can compare and connect natural geographical phenomena with areas in the UAE. However, they are not yet able to discuss the location of phenomena in other regions. In Phases 3 and 4, the majority of students make better than expected progress; in Phase 3, students make clear connections between innovations such as remote sensing and the technology needed for the Emirati Mars Mission; and in Phase 4, students find out things for themselves and use technologies to support their deeper understanding. All groups make progress at similar rates, but in Phase 3, girls make more rapid progress in lessons than boys.

Areas for development:

- Students' understanding of their current roles and as future citizens across all phases.
- Students' deeper awareness and understanding of the location of natural phenomena in different regions in Phase 2.

English	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good	Good

- In the most recent IGCSE examinations in 2022, most students in Phase 4 attained above curriculum standards in English as a first language and literature. In English as a second language, most attained in line with curriculum standards. PISA results indicate a proficiency level above international expectation.
- In lessons and in their recent work, most students attain levels that are in line with curriculum standards in all phases, and most students listen attentively and speak English fluently, but in their writing, they make spelling and punctuation errors. In Phase 3, most students identify figurative language, but only a few employ this technique in their own writing. In Phase 4, students adapt their writing to suit their purpose and audience.
- In all phases, the majority of students make better than expected progress in relation appropriate learning objectives aligned with the curriculum standards. In Phase 1, children know how to sequence a story using a story map and practice speaking in full sentences; in Phase 2, students identify metaphors and similes, and by Phase 4, students use a range of key stylistic features in their own writing. There is no significant variation in the rates of progress of different groups, including students with SEND and gifted and talented students.

Areas for development:
- Students' writing skills, specifically spelling and punctuation in all phases.
- Students' use of figurative language in their own extended writing in Phase 3.

Mathematics	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Good	Good	Acceptable	Good

- In the most recent IGCSE examinations in 2022, only the majority of Phase 4 students attained levels that are in line with curriculum standards. TIMSS results indicate a proficiency level below international expectation. PISA results indicate a proficiency level above international expectation.
- In lessons and in their recent work, most students in Phases 1, 2, and 3 attain levels that are in line with curriculum standards and in Phase 4; the majority attain levels above curriculum standards. In Phases 1 and 2, most students recognize numbers, patterns, and shapes, and in Phase 3, students can convert different types of fractions, but a few students write numbers incorrectly and do not read the symbol in the sum accurately. In Phase 4, the majority of students solve a range of problems confidently by following the correct mathematical operation.
- In Phases 1, 2, and 4, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the curriculum standards. They make effective use of prior learning to improve their understanding of new work, such as computing higher value numbers in Phase 2. In Phase 3, most students make expected progress, but their mental mathematical skills are less well developed. There are no differences in the rates of progress made by different groups of students.

Areas for development:
- Students' number formation and their recognition of symbols in sums in Phase 3.
- Students' mental mathematical skills, especially in Phase 3.

Science	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good	Good

- In the most recent IGCSE examinations in 2022, the majority of Phase 4 students attained levels that are above curriculum standards in physics, chemistry and biology. PISA results indicate a proficiency level above international expectation. TIMSS results indicate a proficiency level below international expectation.
- In lessons and in their recent work, most students' attainment is in line with curriculum standards. In Phase 2, students describe the digestive system and how nutrients are transported in the body. However, a minority do not use the correct terminology; in Phase 3, in chemistry students explain how particles are arranged in matter and in Phase 4, most students explain how nuclear reactions can be a source of energy, but a few are unable to represent a reaction in an equation.
- In lessons and their recent work, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the curriculum standards. In Phase 2, students distinguish between reversible and irreversible changes in matter and give real-life examples. There are no differences in the rates of progress made by different groups of students.

Areas for development:

- Students' use of correct scientific terminology in Phase 2.
- Students' ability to represent reactions in the form of equations accurately in Phase 4.

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- In all phases, students work hard in lessons and take increasing levels of responsibility for their learning, for example, organizing the resources, they need to create newspaper front pages in English in Phase 2, but in a few subjects, students rely on their teachers' instructions rather than taking the initiative when they have completed a task. Students interact and collaborate successfully; for example, in science, students set up experiments, contribute ideas, and discuss each other's observations. Most students confidently explain what they have learned, using the vocabulary learned in the lesson.
- Students apply their learning to their own lives effectively, for example, relating shapes in mathematics to everyday household items; and they make appropriate connections between subjects, for example, in Islamic education, they make links with mathematics when recording their understanding and memorizing of verses in the Holy Qur'an. Students carry out research in lessons using new technologies, and they solve problems and work things out for themselves, but this is more often seen in the English medium subjects. In a few subjects, students do not have opportunities to improve their critical thinking, enterprise, and innovation skills because they spend too long completing worksheets or listening to teachers' explanations.

Areas for development:

- Students' consistent development of their innovation, enterprise, and critical-thinking skills in lessons in all phases.

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

2.1: Personal Development	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- In all phases, students demonstrate positive and responsible attitudes; they usually relate well to each other and respond positively to the feedback they receive from teachers and peers, for example, when reviewing work completed in class. Students respect school rules and regulations, and they show keen awareness of behavior policies and expectations as they helped to devise them. Students' positive attitudes help them to improve their achievement, but a few boys occasionally need further support to maintain good behavior; students' state that on the very rare occasions bullying occurs, it is dealt with rapidly.
- Students have a reasonable understanding of healthy lifestyles, including good mental health. They participate in activities that keep them fit in assemblies, physical education (PE) lessons and in timetabled well-being sessions. Students' awareness of healthy eating lacks consistency as a minority bring in unhealthy snacks for break and lunchtime.
- At 94%, students' attendance is at a good level. A minority arrive late for morning assembly, but almost all arrive punctually to lessons.

Areas for development:

- Students' understanding of the importance of healthy eating.

2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures	Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable	Acceptable

- Students understand concepts such as respect, for example, when talking to their teachers and receiving visitors and hearing the beliefs of others, but they do not make sufficient links between these concepts and their knowledge of Islamic values and its impact on everyday life. Students' have basic understanding of Emirati culture and heritage. They participate in celebrations of national days and festivals and they take part in the GEMS Jewels journal competition, where they exhibit examples of their writing and their artistic appreciation of UAE heritage and modern life.
- Students demonstrate a basic understanding of UAE heritage and society in lessons, for example, when learning about national defense and industry. Most students lack a detailed understanding of other nations' cultures or the contrasting ways of life of people in different parts of the world.

Areas for development:

- Students' appreciation and deeper understanding of the values of Islam and its impact on everyday life across phases.
- Students' deeper knowledge of the UAE and other nations' cultures in all phases.

2.3: Social Responsibility and Innovation Skills	Phase 1	Phase 2	Phase 3	Phase 4
	Acceptable	Acceptable	Acceptable	Acceptable

- In all phases, students understand their roles and responsibilities in the school community. They are involved with the local community through volunteer activities and social contributions, for example, by donating money from the school market day to charities.
- Students enjoy working in the school's innovation laboratory. They exhibited their designs in the Lego League Competition at the Expo. Students have a few opportunities to initiate their own projects and develop their innovation and entrepreneurial skills in a minority of lessons, but not all students readily take the initiative, make independent decisions, and take up these opportunities.
- Students' awareness of environmental concerns and the importance of conservation is evident in their presentations in morning assemblies and in school projects such as the planting of seeds. Students' participation in activities that support sustainability and conservation in the wider environment is limited as they do not yet returned to levels seen before the pandemic.

Areas for development:

- Students' innovative and entrepreneurial skills in all phases.
- Students' participation in sustainability and conservation projects in all phases.

3. Teaching and assessment

3.1: Teaching for Effective Learning	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Acceptable	Good

- Most teachers plan lessons carefully, using time and resources creatively, including new learning technologies, to stimulate students' participation in an enjoying learning atmosphere. For example, in science, teachers encourage students to experiment and find out things for themselves. In a minority of lessons, for example in Phase 3 and in Islamic education, teachers take too long to explain what students' need to do, or they place too much emphasis on the completion of worksheets rather than more imaginative tasks.
- Most teachers ask probing questions, which encourage students to think hard and improve their work, for example, when debating the motives of characters in stories in English lessons. Teachers understand students' starting points, plan suitable activities to promote individual achievement and most teachers plan work to help students with SEND to make progress towards their personal learning plans (PLP). In most subjects, teachers provide suitably challenging activities for higher attaining students or for those who have completed their assigned tasks.
- Teachers typically encourage students to take responsibility for their own learning by providing opportunities for reflection on their work. Most teachers plan activities that promote students' problem solving and research, but not all teachers adopt this approach consistently across subjects and phrases, especially in Phase 3.

Areas for development:

- Teachers' consistent approach to promoting students' critical thinking and problem-solving skills in all lessons, especially in Phase 3.

3.2: Assessment	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- Internal assessment processes provide valid and reliable measures of students' progress. School leaders employ a range of suitable strategies to compare students' achievements with external data so that teachers and their students have a good idea of the strength of achievement. These include a range of external assessments such as PISA, TIMSS, GL and IGCSE, AS and A level examinations.
- Assessment data is analyzed rigorously and tracked accurately over time to monitor students' progress. Most teachers make effective use of assessment outcomes and trends to plan additional support or further challenge, where necessary. However, not all teachers in all subjects and phases use assessment outcomes accurately to influence lesson planning and to provide support and challenge to raise students' achievement.
- Most teachers improve their understanding of students' strengths and learning needs in lessons through focused questions and regular checks on their students' progress. They mark students' work regularly and most include constructive written feedback. Students are often involved in assessing their own work and that of their peers, but this is not yet seen in all lessons and subjects, such as Islamic education and mathematics in Phase 3.

Areas for development:

- Teachers' consistent use of assessment outcomes in their planning to provide support and challenge to raise students' achievement in all phases.
- The quality of assessment, marking and feedback in all lessons and subjects, especially in Phase 3.

4. Curriculum

4.1: Curriculum Design and Implementation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- The curriculum has a clear rationale, is broad, balanced, and age-appropriate with schemes of work that provide a good balance of skill development and knowledge acquisition. It closely follows the British curriculum with suitable alignment to the MoE curriculum for Arabic medium subjects. Arabic taught as an additional language is not yet fully aligned to MoE requirements as it does not always match schemes of work to students' levels of proficiency.
- The curriculum is well matched to the needs of most students and ensures that learning builds well upon previous achievements in almost all key subjects. The range of subjects offered successfully prepares students for the next stage of their education and lives.
- Students are presented with an extensive range of curriculum choices, leading eventually to IGCSE, AS, and A level qualifications. In Phase 1, curriculum planning provides good opportunities for children to choose between the topics they want to pursue in lessons.
- The curriculum's thematic approach in Phase 1 ensures that cross-curricular links are embedded, and that learning is integrated. In other phases of the school, planned cross-curricular links enhance students' understanding of different subjects, such as English and social studies where students strengthen their vocabulary by learning technical terms in geography.
- Regular curriculum reviews measure the impact of the curriculum on students' outcomes. A review of provisions has recently led to a redesigned phonics program for younger students. As a result of such considered changes, the curriculum meets the needs of most students.

Areas for development:

- Compliance with MoE requirements regarding students' grade and level alignment in Arabic as an additional language.

4.2: Curriculum Adaptation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- School leaders have skillfully modified the curriculum to meet the needs of most groups of students by providing effective intervention programs, such as English as an Additional Language (EAL) and the lower achievers' programs. Specific lessons are dedicated to key skills development including handwriting, spelling, punctuation, grammar, and well-being. The needs of higher attaining and gifted and talented students are successfully catered for in most subjects.
- A range of clubs and activities are in place to enhance students' learning, including innovation zones, robotics, and mental mathematics. The use of innovative approaches to learning in the majority of lessons, such as the use of tablets for decoding and online research enables students' deeper learning and critical thinking to take place, but not all planned work involves teachers adopting such approaches in all subjects and phases.
- Appropriate learning experiences are provided in most subjects to develop students' understanding of Emirati culture, UAE society and values. For example, the curriculum promotes Emirati poetry in English and a recent Grade 8 geography project resulted in greater understanding of the reasons for the 2022 Fujairah floods.

Areas for development:

- The focus placed on innovation in learning in the work planned for students by teachers in all subjects and phases.

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

5.1: health and safety including arrangements for child protection/safeguarding	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- The school has rigorous safeguarding and child protection arrangements in place, which are shared and understood by parents, students, and staff through regular training and workshops. The school is very effective in protecting students from all forms of abuse, including bullying and cyber bullying. The highly effective systems ensure a safe, hygienic, and secure environment with wide-ranging risk assessment and thorough and diligent supervision of students at all times, including on the school transport.
- Records are securely maintained, including those, which detail incidents and follow-up actions. Frequent safety checks and efficient evacuation rehearsals keep everyone safe. Students' medicines and their medical records are carefully stored and supervised by a highly qualified team of clinicians. Buildings and equipment are well maintained and enhance the achievement of all students, including those with SEND.
- The school's promotion of safe and healthy living permeates most areas of its work, but the emphasis on healthy eating has yet to have a positive impact on students' choices of snacks and lunches. The school organizes and hosts events and awareness-raising sessions designed to help students' understanding of common medical conditions.

Areas for development:

- Strengthening designed programs that promote the importance of healthy eating and enable students make healthy dietary choices.

5.2: Care and support	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- Staff have positive relationships and a good rapport with students and a strong sense of mutual respect prevails in the school. Systems for promoting good behavior are successful in almost all cases. Successful systems have led to a decline in the rates of students' absence over time but have not yet ensured that they all arrive on time in the morning.
- The school has effective systems in place for identifying students with SEND and gifted and talented students using curriculum outcomes, cognitive assessment results and the sharing of information with parents. Specialist staff support identified students to ensure that a specific and individual PLP is in place and that it is regularly monitored. The needs of gifted and talented students are effectively catered for in most subjects.
- Students' well-being and personal development are routinely monitored, and both students and parents know whom to go to for advice and guidance, including future options. They receive personalized guidance and advice on careers and university programs by means of the school's destinations learning platform and its growing links with local and international universities.

Areas for development:

- The school's systems for ensuring students' punctually in the morning assemblies.

6. Leadership and Management

6.1: The Effectiveness of Leadership	Judgment
	Good

- The principal and school leaders set a clear vision and direction for the school, which demonstrates their commitment to UAE priorities and the National Agenda and incorporates GEMS schools' vision and ethos. They have created an inclusive school where students with SEND are fully engaged in learning in almost all lessons, alongside all others. They address National Agenda priorities through their drive to improve students' overall achievement and to prepare them to become active citizens.
- Most leaders demonstrate a secure understanding of best practice in teaching, learning, assessment and curriculum planning. As a result, a positive learning culture permeates all school activities. They have not yet fully addressed the different rates at which students improve their achievement in different subjects.
- Professional and effective systems for communication ensure that everyone at the school understands their responsibilities for promoting students' academic and personal achievement. Good performance management programs ensure that staff at all levels are held accountable and that they have opportunities to review their work and agree development points. The morale throughout the school is positive.
- School leaders understand what needs to be done to improve the school as a result of their regular evaluation of performance. For example, they understand that the good practice seen in the innovation laboratory and in extra-curricular clubs is not yet seen consistently in lessons. They demonstrate a strong capacity for tackling potential barriers by ensuring that subject improvement plans address identified gaps in students' learning.
- School leaders have improved the school overtime through careful planning and review with the result that students enjoy high achievement in the majority of core subjects. School leaders ensure that the school is compliant with all statutory requirements and meets regulatory requirements, although Arabic taught as an additional language, is not yet fully aligned to MoE requirements because schemes of work are not consistently matched to students' levels of proficiency.

Areas for development:

- Further actions by leaders to continue to promote best practice and improve students' achievements so that there are no significant variations between subjects and all MoE requirements are met in full.

6.2: Self-evaluation and Improvement Planning	Judgment
	Good

- School leaders' systematic self-evaluation systems include the monitoring of students' progress, through the rigorous interrogation of external and internal data, regular observations of the quality of teaching, questionnaires and surveys. They have introduced effective measures for monitoring students' well-being. As a result, school leaders have a good understanding of the school's strengths and key improvement priorities.
- They regularly observe teaching and its impact on achievement and provide precise, constructive feedback, which emphasizes the impact of teachers' planning on students' activities and the quality of learning. Their monitoring of data results in well-pitched intervention planning, where necessary, for individuals and groups, either in students' own lessons or occasionally in specialist support rooms such as the 'Growth Garden'. The successful introduction of EAL, which resulted from evaluation findings, has led to rapid gains for most students who require this level of support.
- School leaders compile and update the self-evaluation form (SEF) termly and ensure that their findings are included in the strategic school development plan (SDP) and in subject improvement plans. The SDP contains detailed actions with a strong focus on outlining success criteria and monitoring arrangements. The SEF provides analysis of information about students' assessment outcomes but does not yet include sufficient focus on students' achievements in lessons or in their recent work.

Areas for development:

- The embedding of analysis of students' achievements in lessons and their recent work in the school's self-evaluation process.

6.3: Partnership with Parents and the Community	Judgment
	Good

- School leaders' successful engagement with parents as partners is based on a range of efficient communication methods and manifests itself in parents' regular use of the learning platform to monitor their children's progress, and in their active participation in supporting learning. Parents of students with SEND contribute ideas to the PLP and help to review progress. Parents work with teachers to promote safety online, through their attendance at workshops and their vigilance at home, and they contribute to careers and guidance programs.
- Effective communication includes face-to-face meetings and written and electronic reports, which provide insightful information on students' personal and academic achievement such as their progress in reading. As a result, parents have a good understanding of their children's strengths and the next steps they need to take to improve their achievement.
- The school has been re-building its links with the local and wider community during the current academic year. There are growing links with partner schools and a few links with other schools in the locality. Students compete in a range of cultural and sporting activities and occasionally exhibit their own work on different platforms. Such links are always confine to working with GEMS partner schools.

Areas for development:

- Links with the local community, including other schools in the locality.

6.4: Governance	Judgment
	Good

- School governance includes a strategic leadership board and a Local Advisory Board (LAB). The LAB includes parent, staff, and community representatives, and meets with other groups such as the parents' organization and students' group to ensure that a range of views is taken into account when analyzing the school's performance and when considering priorities.
- Governors regularly review the SEF and SDP and hold the principal and school leaders to account. For example, governors monitor students' progress in internal assessments, and they visit lessons to observe students' work. Governors exert a positive influence on the school's leadership and its direction. They ensure that resources are available to respond to the school's priorities, but they have not yet undertaken sufficient analysis of the range of assessments and examinations in place to ensure that the school's provision fully aligns with the needs and aspirations of all students in Phases 3 and 4.

Areas for development:

- Governors' analysis of trends in students' achievement to investigate the range of qualifications and accreditation schemes in Phases 3 and 4.

6.5: Management, Staffing, Facilities and Resources	Judgment
	Good

- School procedures are effective and efficient. The timetable provides sufficient time for all subjects and extra-curricular activities and includes opportunities for students to reflect on their work in lessons and assemblies and to play and socialize together. The school is appropriately resourced with well-trained and competent staff, all of whom are deployed to promote students' personal and academic achievement.
- The well-designed premises include specialist facilities, all of which are easily accessible for all students and staff as a result of good adaptations to buildings, including an elevator and ramps. Well-equipped laboratories and specialist rooms enable students to improve their achievement. Teachers do not always use resources imaginatively in all lessons to engage students' fully in lessons or to stimulate their imagination and curiosity.

Areas for development:

- Teachers' use of resources in all lessons to engage students fully and to stimulate their imagination across all phases.

FOCUS ON THE STEPS IN FRONT OF YOU, NOT THE WHOLE STAIRCASE.