



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

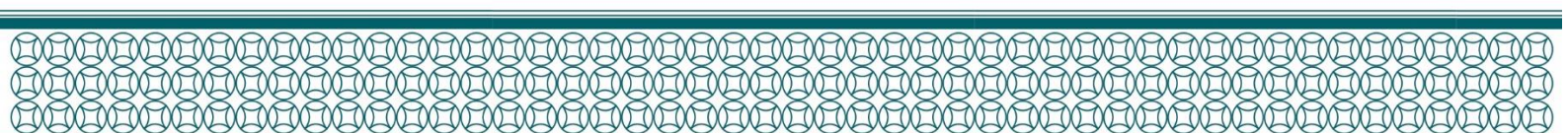
Inspection  
Report of

GEMS Winchester School, Abu Dhabi

Overall  
Effectiveness

Good

Academic year: 2018-2019





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## School Information

School Profile			
School Name:	GEMS Winchester School, Abu Dhabi		
School ID:	9230	School phases:	KG-Middle
School Council: **	N/A		
School curriculum: *	National Curriculum for England (NCfE)	Fee range and category*	AED17,400 to AED23,800 Low to Medium
Address:	Al Danah, Abu Dhabi along 9 <sup>th</sup> Street/Al Falah Street and Sultan Bin Zayed the First Street	Email:	GEMS.Winchester@adec.ac.ae
Telephone:	+971 (0) 20435 499	Website:	gemswinchesterschool-abudhabi.com

Staff Information			
Total number of teachers	78	Turnover rate	11%
Number of teaching assistants	22	Teacher-student ratio	1: 30 KG 1:25

Students' Information			
Total number of students	1,365	Gender	Boys and Girls
% of Emirati students	1%	% of SEN students	1%
% of largest nationality groups	Indian 22%	Pakistani 21%	Filipino 11%
% of students per phase	KG 26%	Primary 56%	Middle 18%
			High N/A

Inspection Details			
Inspection Hijri dates from:	20/01/1440	to	23/01/1440
Inspection Gregorian dates from:	30/09/2018	to	03/10/2018
Number of lessons observed:	131	Number of joint lessons observed:	9

\*Relevant for Private schools only

\*\* Relevant for Government schools only



## The overall performance of the school: Good

- Since the previous inspection student numbers have increased in Kindergarten (KG) and lower primary classes. A new principal joined the school in January 2018. There have been recent new senior leadership appointments, including a leader of 'Teaching and Learning', and a restructuring of leadership teams.
- The overall performance of the school is good. Strong leadership and management have successfully maintained and strengthened good achievement overall. The progress of all groups of students, including SEN and G&T students, is good overall. Students' good personal and social development is supported by very good protection, care, guidance and support. Good teaching and assessment and a good curriculum result in strong achievement, although teachers do not always use assessment and teaching strategies precisely enough to meet the needs of all students. Insufficient opportunities for enterprise and innovation are planned in the curriculum.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> <li>• Students' achievement is good in all core subjects and in Art, PE and music across the school.</li> <li>• Attainment has improved to good in mathematics and Arabic as a second language across phases, in science in primary and middle phases, and in English in primary phase.</li> </ul>		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> <li>• Students enjoy positive, respectful and very good relationships with each other and with their teachers. Attendance and students' understanding of health and well-being are good.</li> <li>• Students' understanding of UAE culture and Islamic values is good.</li> <li>• Students show a strong sense of social responsibility and environmental awareness, but innovation and enterprise skills are less well developed.</li> </ul>		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> <li>• Teachers engage students well with interesting activities in lessons, although the highest quality practice is not always applied consistently across the school.</li> </ul>		



	<ul style="list-style-type: none"> <li>Teachers' good subject knowledge helps secure students' understanding.</li> <li>Teachers do not always use assessment information or questioning skills to precisely meet the needs of all students.</li> </ul>
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<b>Performance Standard 4</b>	<b>Curriculum</b>		
<b>Judgment</b>	Good	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>The quality of the curriculum is good. Review and development are a growing strength in ensuring strong provision across subjects.</li> <li>Opportunities to develop enterprise and innovation skills are inconsistent in lessons.</li> </ul>		

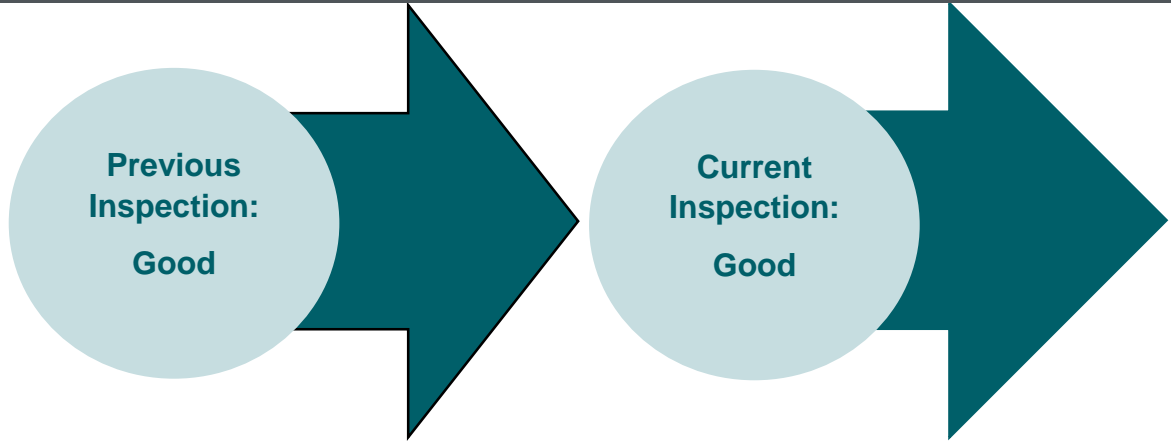
<b>Performance Standard 5</b>	<b>The protection, care, guidance and support of students</b>		
<b>Judgment</b>	Very Good	<b>Change from previous inspection</b>	Improved
<b>Justifications</b>	<ul style="list-style-type: none"> <li>The overall quality of protection, care guidance and support is very good. Health and safety procedures are robust, thorough and well documented. Arrangements for safeguarding, care and welfare of students are rigorous.</li> <li>Behaviour management is positive and effective. The pastoral care and guidance of all students is very supportive and informative.</li> <li>Thorough systems identify students with special educational needs (SEN) and gifted and talented (G&amp;T) students, although support for them, and for English Language Learners (ELL), is not always well-planned in lessons.</li> </ul>		

<b>Performance Standard 6</b>	<b>Leadership and management</b>		
<b>Judgment</b>	Good	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>Leadership and management are good overall. The inspirational principal supported by leaders at all levels promotes an aspirational vision for all</li> <li>Partnerships with parents are strong and communication systems very effective. Facilities are spacious and of high quality. Day-to-day management is highly organized and effective.</li> <li>The monitoring of teaching does not yet involve all levels of leadership in systematic and in-depth evaluation of its impact on achievement, and CPD and mentoring processes are not yet consistently developing best practice across the school.</li> </ul>		



## Progress made since last inspection and capacity to improve

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- Students' English skills have improved. In primary phase speaking, reading and writing skills are now good overall. A focus on phonics development has improved KG children's speaking and listening skills to acceptable from weak entry points. Students now demonstrate good speaking and listening skills across English medium subjects. Extended writing across subjects is being developed further with the support of 'booster' classes.
- The attainment and progress of more-able students has improved as attainment has improved in Arabic and English medium subjects, and tracking of progress has been strengthened by internal and external assessment to support identification of, and planning for, different groups. However, teachers do not yet consistently match activities to their needs so that they are routinely provided with sufficient challenge.
- Opportunities for students to be innovative, develop leadership skills, and take responsibility for learning have improved. Leadership opportunities being developed through the Students' Involvement Programme (SIP) have resulted in students leading morning assemblies, and older students supporting younger children. Learning leaders now support their peers in developing learning skills in lessons. In the best lessons, students use 'success criteria' to support self- and peer-evaluation, and students engage more frequently in discussion, dialogue and reflection on their learning.
- The school has made progress in addressing almost all the recommendations of the previous inspection report. Leaders demonstrate clear understanding of what needs to be done to improve and have maintained high level school performance. Overall, school leaders' capacity to improve the school is good.



## Provision for Reading

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- The school library is well stocked, with a recent increase in the number of titles from 4,000 to 10,000 and 2,000 new Arabic titles.
- A school reading improvement plan identifies action points for improvement. Early reading is promoted through phonic and guided reading, and older students support younger students in Arabic and English. Students are encouraged to read Arabic print, number and symbols.
- New guided reading texts are supporting students' reading skills from KG. Reading in Arabic and English across the curriculum is a whole school focus. Commitment to preparing students for PISA mock examinations is demonstrated in results above the Abu Dhabi average.
- Staff have received training in the teaching of reading and students' progress in reading is assessed regularly.
- Parent support groups help students during lessons, and parents are encouraged to read with their children at home.
- The school promotes initiatives such as the Summer Reading Challenge and celebrating famous authors such as 'Roald Dahl'.



## Key areas of strength and areas for improvements:

### Key areas of strength

- Improved attainment in Arabic as a second language, English, mathematics and science.
- Understanding and respect of UAE culture and heritage.
- Positive relationships between students, teachers and parents.
- Safe and secure school environment.
- Clear vision and direction of the school by the senior leadership team.

### Key areas for improvement

- Continue to raise attainment in all subjects by:
  - further strengthening internal assessment processes through the sharing and evaluation of targets by teachers, for example through regular student progress meetings
  - supporting teachers to develop their understanding of National Curriculum standards, and their confidence in using them to raise expectations of students
  - planning additional activities within the curriculum which support and challenge English Language Learners (ELL), G&T and SEN students.
- Improve the use of assessment in lessons by teachers and students by:
  - developing teachers' skills in the use of tracking data to set learning targets for students which match their learning needs more precisely, including the needs of ELL, G&T, SEN and more and less able students
  - ensuring that lesson activities are consistently planned to match clear curriculum outcomes
  - developing students' use of success criteria to support assessment of their learning
  - further encouraging self-review and peer evaluation by students.
- Further develop leadership at all levels by:
  - ensuring middle leaders work in partnership with the 'Teaching and Learning' leader to support teachers in improving their practice in their area of responsibility
  - developing the monitoring of teaching so that all levels of leadership are involved in systematic and in-depth evaluation of its impact upon achievement
  - ensuring CPD and mentoring programmes are closely linked to areas identified as priorities from evaluations of teaching and learning and consistently develop best practice across the school.
- Extend opportunities for students to develop their skills of innovation, creativity and enterprise in the classroom by;
  - planning additional activities which support purposeful interaction, collaboration and problem solving
  - promoting more class-based research opportunities
  - developing the use of higher order questioning to support students' reflective and critical thinking
  - providing more opportunities for design and creative activities including, for example, activities using multi-media and re-cycled resources.





## Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	
	Progress	N/A	Good	Good	
Arabic (as a First Language)	Attainment	N/A	Good	Good	
	Progress	N/A	Good	Good	
Arabic (as additional Language) *	Attainment	N/A	Good	Good	
	Progress	N/A	Good	Good	
Social Studies	Attainment	N/A	Good	Good	
	Progress	N/A	Good	Good	
English	Attainment	Acceptable	Good	Acceptable	
	Progress	Good	Good	Good	
Mathematics	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Science	Attainment	Acceptable	Good	Good	
	Progress	Good	Good	Good	
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Learning Skills		Good	Good	Good	

\*Relevant for Private schools only



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<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education remains good.</li><li>• Attainment is good. Internal assessment identifies very good attainment. However, attainment observed in lessons and students' work is good because only the majority attain levels above curriculum expectations. Students demonstrate clear understanding of the meanings of Surahs and Ayat from the Holy Qur'an and Hadeeth.</li><li>• Progress is good across phases because teachers encourage dialogue and interaction. In the best lessons use of focused questioning and real-life examples interest quickening the pace of learning. However more able students do not always make sufficient progress because they are not consistently challenged. Students make good progress in developing their knowledge of Islamic concepts and values and apply them well to daily life. The majority make good progress in developing recitation skills.</li></ul>
<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic FL and Arabic SL remains good.</li><li>• Attainment is good overall and has improved in Arabic SL in both phases. Internal assessments indicate attainment is good overall and very good in primary phase for Arabic FL. In lessons and students' work attainment is good because the majority of students attain levels above curriculum standards.</li><li>• Students make good progress across phases. They develop strong reading, speaking and listening skills through questioning, discussion and problem solving. Writing skills are relatively less developed. More able students do not always have sufficient opportunities to extend their learning.</li></ul>
<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies remains good.</li><li>• Attainment is good. Internal assessment indicates attainment is very good in primary and outstanding in middle phase. Students' attainment in lessons and their work is good because the majority attain above curriculum expectations.</li><li>• Progress is good across phases because teachers ensure students gain strong learning skills overall, including critical and creative thinking through the creation of mind maps. Students make good progress in developing their understanding of UAE history and geography, for example discussing the vision of past leaders and the problems of overconsumption of water. However, students' understanding of the geography of the world beyond the UAE is less well developed. More-able students are not consistently provided with challenging learning activities.</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>• Achievement in English is good in all phases,</li><li>• Attainment has improved to good in primary but remains acceptable in KG and middle phases. Internal assessments and students' work indicate attainment is good overall. Speaking, listening and reading skills are well developed across phases. Handwriting and extended writing are less well developed.</li><li>• All groups of students make good progress due to effective teaching of phonics and guided reading. Students' strong progress in improving their communication skills supports their presentational skills. However, students do not consistently reflect upon and communicate their learning in a variety of media, and more able students are not always sufficiently challenged.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is good.</li><li>• Attainment has improved to good across phases. Internal assessments and students' work indicate good attainment overall, with the majority attaining levels above curriculum standards.</li><li>• Progress is good because teachers ensure students' basic number skills are secure and they apply these with increasing confidence in mental maths and solving mathematical problems. However, students tend to take a passive approach to learning when group sizes are large, and the most able students are not consistently challenged make sufficient progress.</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is good throughout the school.</li><li>• Attainment is good overall. Internal assessments and students' work indicate that in KG most students attain levels in line with the curriculum from low starting points on entry to the school, particularly in English proficiency. Attainment is now good as students move through primary and middle phases because the majority of students attain levels above curriculum standards.</li><li>• Students make good progress across phases because teachers provide a variety of activities which effectively promote strong development of scientific knowledge and concepts and students interact and collaborate well. However, students' independent development of scientific skills of hypothesising, investigating, experimenting and innovating are less well developed.</li></ul>
<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students develop a range of creative skills in art and music. In physical education (PE) they demonstrate well developed skills in catching, throwing and shooting. In information and communication technology (ICT) lessons students are less confident and competent in their ICT skills.</li></ul>
<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are good overall across phases.</li><li>• They enjoy their learning and take steps to improve it. KG, children make suitable choices and take responsibility for their learning.</li><li>• Students use communication and collaboration skills well across the curriculum. They make clear connections in their learning between subjects and in relating this to their understanding of the world.</li><li>• Students are resourceful in solving problems, but their skills of innovation and enterprise, and using technology to research information and extend their thinking, are less well developed.</li></ul>



Subjects	Relative Strengths	Areas of Improvements
<b>Islamic Education</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of Islamic values.</li> <li>Referencing understanding to real-life situations in a multi-cultural UAE.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of recitation skills demonstrated by a minority of students.</li> <li>Progress of more-able students.</li> </ul>
<b>Arabic</b>	<ul style="list-style-type: none"> <li>Literacy skills, particularly speaking.</li> <li>Collaboration, interaction, and communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>Developing extended writing skills</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of UAE history and geography.</li> <li>Interaction, collaboration and presentational skills.</li> </ul>	<ul style="list-style-type: none"> <li>Use of maps to support students' understanding of Emirati culture and the world outside the UAE.</li> <li>Progress of more-able students.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>Students use of their English language and speaking skills.</li> <li>Interaction, collaboration and engagement during discussions that interest them.</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting and extended writing opportunities across subjects.</li> <li>Reflection and opportunities to communicate learning using a variety of media for different purposes.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Students are developing a good understanding of mathematical concepts and apply their skills well in class activities.</li> <li>Independence in learning in best lessons with ICT and practical activities allowing students to be investigative and innovative in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Challenge for the most able and gifted and talented is not consistent and their progress is not accelerated in all lessons.</li> <li>More opportunities for students to work in smaller groups so all can take an active role in recording and discussion.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of physical life earth and space sciences.</li> <li>Interaction, collaboration and communication skills when provided with opportunities to be scientific investigators.</li> </ul>	<ul style="list-style-type: none"> <li>Scientific thinking enquiry and independent investigative skills.</li> <li>Scientific skill development particularly innovation, hypothesising and recording scientific investigations.</li> </ul>
<b>Other subjects</b>	<ul style="list-style-type: none"> <li>Use of collaborative approaches in other subjects.</li> <li>Independent opportunities to take responsibility for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Small group and partner work to support communication skills.</li> <li>Use of ICT by students to support their learning.</li> </ul>
<b>Learning skills</b>	<ul style="list-style-type: none"> <li>Collaboration and interaction skills.</li> <li>Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Skills of innovation and enterprise.</li> <li>Use of ICT to support research and independent and small group activities.</li> </ul>



## Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	
Social responsibility and innovation skills	Good	Good	Good	

**Areas of Relative Strength:**

- Students' personal and social skills are good. The development of their innovation skills is acceptable. Students show very positive attitudes towards learning. They enjoy very good relationships amongst themselves and with staff based upon mutual respect and common values. Students behave well, although in a few lessons some go off task when not fully engaged by the teaching.
- Attendance, of above 94%, and punctuality are good. Students demonstrate a sound understanding of, and commitment to, the benefits and importance of healthy eating and an active lifestyle.
- Students have a good appreciation and understanding of UAE culture and heritage. They respect Islamic values in their daily lives and celebrate the diversity of world cultures. National and International Days are regarded as important community events.
- Students contribute regularly and constructively to the life of the school, for example through 'buddy reading groups', mentoring programmes and responsibilities on the school council and as Eco-leaders.
- Students have a positive work ethic and enjoy developing their own projects when given opportunity. Their innovation and enterprise skills are not consistently demonstrated in subject classrooms.
- Students enjoy and support sustainability and conservation projects and are well-informed on environmental issues.

**Areas for Improvement:**

- Enterprise and innovation skills.
- Behaviour in a few lessons.



## Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching	Good	Good	Good	
Assessment	Good	Good	Good	

- The overall quality of teaching and assessment is good. Most teachers apply their good subject knowledge effectively to engage students through interesting activities in lessons. Teacher-student interaction and relationships are very good.
- Collaborative work is effectively encouraged by teachers through the use of group work and practical activities. Good questioning promotes thoughtful discussion.
- Teachers' planning ensures activities support the learning of broad groups of students but is not sufficiently adapted to fully address the needs of different individuals in all lessons, including English Language Learners (ELL), less able and more able students.
- Teachers do not yet consistently develop students' critical thinking, problem-solving and innovation skills.
- Assessment processes are consistently applied throughout the school and data is analysed carefully to enable teachers to accurately track the achievement of individuals and different groups of students. External assessments such as GL progress tests and CAT4 Cognitive Abilities Tests are used appropriately to compare student outcomes against international expectations.
- Teachers do not always use assessment information effectively to consistently and fully meet the needs of different groups, especially the most able students.
- Teachers provide students with increasingly well focussed learning targets and feedback on how to improve their work.

**Areas of Relative Strength:**

- Teachers' good subject knowledge and range of learning strategies.
- Internal assessment processes.

**Areas for Improvement:**

- Opportunities to develop critical thinking, problem-solving and innovation skills.
- Use of assessment information to meet the needs of different groups, including ELL, more able and less able students.



## Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	
Curriculum adaptation	Good	Good	Good	
<ul style="list-style-type: none"><li>• The overall quality of the curriculum is good. The school's implementation of the curriculum follows a clear rationale and ensures that learning builds well on students' previous achievements in all key subjects.</li><li>• A wide range of options provide older students with opportunities to develop their interests and talents. Cross-curricular links are well planned and managed.</li><li>• Regular review leads to good provision across subjects and systematic improvements, for example in the planned continuity and progression of skills, particularly literacy.</li><li>• Modification of the curriculum meets the needs of almost all groups of students and includes enrichment plans, guided reading programmes and booster classes. Activities do not always fully meet the needs of ELL, SEN and G&amp;T students.</li><li>• The curriculum provides a good range of extra-curricular activities. Provision of opportunities for innovation, creativity and social contribution is inconsistent, particularly within subject lessons.</li><li>• Links with UAE culture and society are well provided across the curriculum.</li><li>• The curriculum meets the moral education requirements well. Moral values are embedded in the curriculum and addressed in specific moral education lessons. The school promotes values of caring, equality, and respect effectively.</li></ul>				
<b>Areas of Relative Strength:</b>				
<ul style="list-style-type: none"><li>• Curriculum review and development.</li><li>• Links with UAE culture and society.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Curriculum modification to meet the needs of all, including ELL, G&amp;T &amp; SEN students.</li><li>• Opportunities for innovation, creativity and enterprise in subjects.</li></ul>				



## Performance Standard 5: The Protection, care, guidance and support of students

Indicators:	KG	Primary	Middle	High
<b>Health and safety, including arrangements for child protection/ safeguarding</b>	Very Good	Very Good	Very Good	
<b>Care and support</b>	Good	Good	Good	
<ul style="list-style-type: none"><li>• The overall quality of protection care, guidance and support for students is very good. All staff, students and parents are fully informed of the rigorous, clearly written procedures for the safeguarding of students. The nurse, counsellor, child protection officers and the operations manager liaise very effectively, and ensuring students' safety on the internet is given high priority.</li><li>• The school premises are well suited to the educational needs of all students and are very safe, hygienic and secure. Rigorous health and safety checks are made frequently, documented accurately and filed appropriately. Buildings and equipment are very well maintained. The school systematically promotes awareness of safe and healthy lifestyles.</li><li>• Trusting and respectful staff relationships with students are supported by successful behaviour management strategies. The school's approach to promoting good attendance and punctuality is effective.</li><li>• Thorough systems identify SEN and G&amp;T students and plans to support them students are shared with staff and parents. SEN and G&amp;T students benefit from specific interventions but support for their progress in the classroom is inconsistent.</li><li>• Effective guidance and support are provided for all students because their development is regularly monitored.</li></ul>				
<b>Areas of Relative Strength:</b>				
<ul style="list-style-type: none"><li>• Safeguarding of students, including child protection.</li><li>• Arrangements to ensure health, safety and security.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Support for SEN and G&amp;T students in lessons.</li></ul>				





## Performance Standard 6: Leadership and management

### Indicators:

<b>The effectiveness of leadership</b>	Good
<b>Self-evaluation and improvement planning</b>	Good
<b>Partnerships with parents and the community</b>	Good
<b>Governance*</b>	Good
<b>Management, staffing, facilities and resources</b>	Good

- The overall quality of leadership and management is good. The inspirational principal and new leadership team have established a very clear vision which is shared by all. Leadership is caring and respects diversity. A comprehensive Continuing Professional Development (CPD) programme, including mentoring, is promoting best practice, but this is not yet consistently developed across the school. Morale is high.
- Self-evaluation is systematic and rigorous. The school self-evaluation form (SEF) is based upon analysis of internal and external data, identifies key priorities accurately, and links closely with the comprehensive school development plan (SDP). Monitoring of teaching is effective but does not yet involve all levels of leadership in systematic and in-depth evaluation of its impact on achievement.
- Partnerships are good. Parents are actively involved in the school life with daily online access to what their children are learning. They support reading in KG classrooms. Communication between the school and home is very good. Parents receive regular and accurate reports on students' progress and development. There are strong links with civil defence, other GEMS schools in the UAE.
- Governors, well supported by the GEMS organisation, have a good understanding of school priorities, provide effective support and challenge to senior leaders and ensure appropriate staffing and finance is available. Governors' monitoring of academic progress and improvement priorities for improvement is increasingly systematic as data systems strengthen.
- Day-to-day management is very effective. Staff are appropriately qualified and well deployed. Facilities are spacious and of high quality. A wide range of resources meet student needs effectively.
- The school employs external GL online assessments in primary and middle phase to evaluate standards in English medium subjects, and CAT 4 assessments to evaluate the cognitive ability of each student. ADEK 'Question a Day' initiative is used throughout the school and has influenced the design of internal assessment arrangements. PISA mock examination results indicate that school is performing above other schools in Abu Dhabi.

### Areas of Relative Strength:

- Leaders' clear strategic direction and bold vision.
- Very effective communication systems with parents.

### Areas for Improvement:

- Strengthening the monitoring of teaching and learning.
- Further development of CPD and mentoring provision.

\*Relevant for Private schools only