دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

School Performance Report

Combined Internal and External Evaluations

Gems Winchester School L.L.C.

The overall performance of this school is Very Good.

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Introduction

Performance Standard 1: Students' achievements
Performance Standard 2: Students' personal and social development (not inspected in 2021-22)
Performance Standard 3: Teaching and assessment
Performance Standard 4: Curriculum (not inspected in 2021-22)
Performance Standard 5: Protection, care, guidance and support of students
Performance Standard 6: Leadership and management

Basic information about school inspections

School inspections are structured around six Performance Standards:

1. Students' achievement;

2. Students' personal and social development, and their innovation skills; (not inspected in 2021-22)

3. Teaching and assessment;

4. Curriculum; (not inspected in 2021-22)

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

6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

Definitions	Performance Categories
Substantially exceeds expectations	Outstanding
Exceeds expectations	Very Good
Meets expectations	Good
Minimum performance required	Acceptable
Below expectations	Weak
Significantly below expectations	Very Weak

Basic information about the school

Name: Gems Winchester School L.L.C.

I.D. number: 9230

Phases: Cycle 1;Cycle 2;KG

Curriculum: British

Fee category: Medium

Location: 230, Hatta St, Al Danah, Abu Dhabi 22217

Web address:
https://www.gemswinchesterschool-abudhabi.com/

E-mail address: 9230@adek.gov.ae

Telephone: 024035499

Number of teachers: 74

Teachers' assistants: 23

Teachers' nationalities: Various

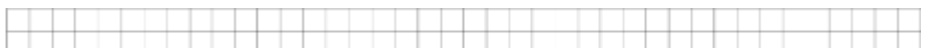**Number of students:** 1513

Teacher to student ratio: 1:20

Students' nationalities: Various

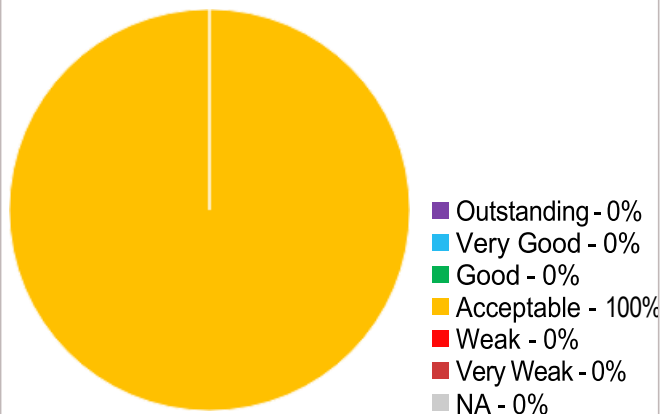**Proportion of Emirati students:** 0.79

Proportion of students of determination: 1.12

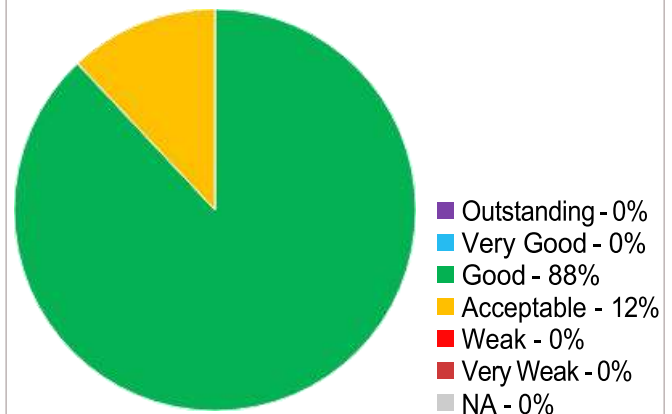**Dates of inspection:** 06-Jun-2022 to 09-Jun-2022

The overall performance history of this school:

2014-2015

- Outstanding - 0%
- Very Good - 0%
- Good - 0%
- Acceptable - 100%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2016-2017

- Outstanding - 0%
- Very Good - 0%
- Good - 88%
- Acceptable - 12%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2018-2019

- Outstanding - 0%
- Very Good - 6%
- Good - 94%
- Acceptable - 0%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2021-2022

- Outstanding - 0%
- Very Good - 71%
- Good - 0%
- Acceptable - 0%
- Weak - 0%
- Very Weak - 0%
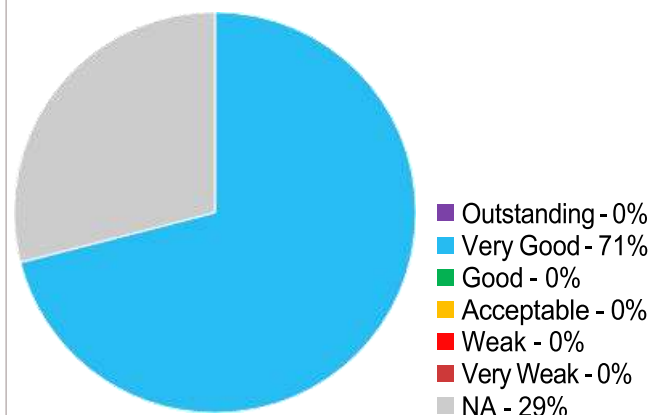- NA - 29%
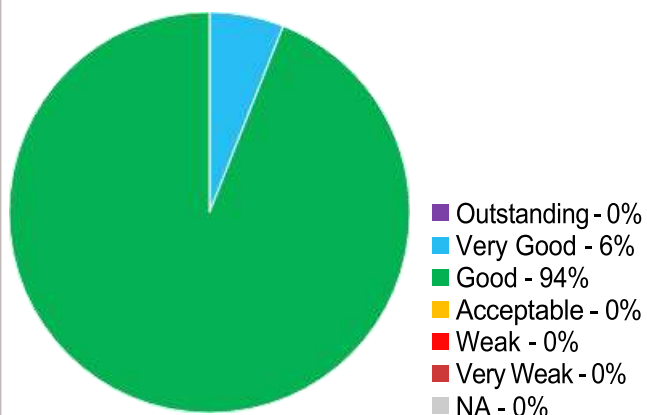
Summary of inspection judgements
PS1: Students' Achievements

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
1.1 Students' attainment in Islamic Education	Not Applicable *	Very Good	Very Good	Not Applicable
1.1 Students' attainment in Arabic First Language	Not Applicable *	Very Good	Very Good	Not Applicable
1.1 Students' attainment in Arabic Second Language	Not Applicable *	Very Good	Very Good	Not Applicable
1.1 Students' attainment in Social Studies	Not Applicable *	Good *	Good *	Not Applicable
1.1 Students' attainment in Language Of Instruction	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable
1.1 Students' attainment in English	Good	Very Good *	Good	Not Applicable
1.1 Students' attainment in Mathematics	Good	Very Good *	Good	Not Applicable
1.1 Students' attainment in Sciences	Good	Very Good *	Very Good	Not Applicable
1.2 Students' progress in Islamic Education	Not Applicable *	Very Good	Very Good	Not Applicable
1.2 Students' progress in Arabic First Language	Not Applicable *	Very Good	Very Good	Not Applicable
1.2 Students' progress in Arabic Second Language	Not Applicable *	Very Good	Very Good	Not Applicable
1.2 Students' progress in Social Studies	Not Applicable *	Good *	Good *	Not Applicable
1.2 Students' progress in Language Of Instruction	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable
1.2 Students' progress in English	Very Good *	Very Good *	Very Good *	Not Applicable
1.2 Students' progress in Mathematics	Good	Very Good *	Very Good *	Not Applicable
1.2 Students' progress in Sciences	Very Good *	Very Good *	Very Good	Not Applicable
1.3 Students' Learning skills	Very Good *	Very Good *	Very Good *	Not Applicable

PS2: Students' personal and social development

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.2 Islamic values, Emirati & world cultures	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.3 Social responsibility & innovation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Very Good *	Very Good *	Very Good *	Not Applicable
3.2 Assessment	Very Good *	Very Good *	Very Good *	Not Applicable

PS4: Curriculum

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
4.1 Curriculum	Not Applicable	Not Applicable	Not Applicable	Not Applicable
4.2 Curriculum adaptation	Not Applicable	Not Applicable	Not Applicable	Not Applicable
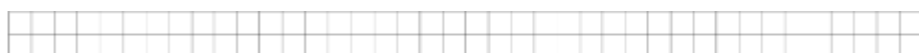
PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Very Good	Very Good	Very Good	Not Applicable
5.2 Care & support	Very Good	Very Good	Very Good	Not Applicable

PS6: Leadership and management

Indicators	All Phases
6.1 Effectiveness of leadership	Very Good
6.2 Self evaluation & improvement	Very Good
6.3 Partnerships with parents	Very Good
6.4 Governance	Very Good
6.5 Management	Very Good
Overall Judgement	**Very Good**

Changes since the previous inspection

The school has made very good progress in addressing the recommendations from the previous inspection. Students' attainment and progress in all subjects have improved overall except in social studies, where it has remained good. During the COVID-19 pandemic, the school's online distance learning program, supported students in maintaining and improving the good attainment and progress the school had already established. The school now provides more opportunities for students to work collaboratively and to share learning in groups. They develop a range of problem-solving and critical thinking skills and students respond effectively to teachers' higher order questioning. All students use technology more effectively to support learning, and students in the secondary phase engage effectively in research, presentation skills and use of multi-media resources very effectively to process and present their work. There is now more effective analysis of students' assessment data, and assessment design across all subjects is aligned more effectively to the curriculum and students' attainment and progress records. The school now processes student performance data more accurately to target future learning. Students' Lexile levels are available for children in FS and students in the primary phase to support the further improvement of students' reading and comprehension skills. Students of determination, those identified as gifted and talented, English language learners are supported with reading development. They have individual learning support in lessons from learning support assistants. Middle leaders are now effective in coordinating teaching and learning and monitoring subject leads to effectively identify the areas required for continued professional development so as to ensure best practice across the school. – Leaders now ensure all teachers develop their understanding of National Curriculum standards, and their confidence in using them to raise expectations of students through regular and individualized training.

Provision for reading

The school promotes reading across all phases in the school. The development of reading is well established and ensures that students continue to build reading, comprehension and writing skills enabling them to access learning across all subjects taught in both English and Arabic.

The library is a large, welcoming resource with areas for quiet reading, group activities and the use of ICT to support learning. The library is well stocked with English and Arabic books in both fiction and non-fiction as well as guided reading resources. Students read for interest and use the library to research information when required. They can also access online reading resources in this area.

FS children and Year 1 students, focus on developing their phonics reading skills. Teachers provide phonics booster sessions to underpin and support students' reading. There are reading corners in all FS and Year 1 classrooms, and children are encouraged to take books home to read with parents. Running records are in place to assess, monitor and record FS children and Year 1 students' reading levels and reading progress. The school plans to introduce the 'Little Wandle' reading scheme next academic year, which will transition into the 'Big Cat Reading' scheme. Leaders are currently planning the staff training to support this initiative. Learning in the FS and Year 1 is largely based on reading and language development both in Arabic and English, with learning activities based around stories chosen throughout the year on a thematic basis. Leaders ensure that the FS and Year 1 curriculum is language and story rich.

In the primary phase, reading development is promoted through regular reading activities such as focused reading tasks, project work and book reviews through classroom and homework activities. Every class has a dedicated reading lesson each week. This initiative is well supported by the school library and with a specialist digital library that students access in school and at home. The digital learning resource, provides the school with detailed analysis and reports of students' reading levels and reading progress, including suggestions for next steps and books to read. Frequent benchmarking tests provide the Lexile levels for each student. Reading is promoted further by encouraging students' interests and love of reading with 'mini libraries' in classrooms, reading at home and a broad range of whole school challenges. For example, 'Summer Reading Challenges', 'World Book Day' and 'World Read Aloud Day'. There is also a 'Book Swap Day', and 'Arabic Storyteller', where students use outside spaces to read with others, so promoting the love of reading across the school. The

annual book fair in school, provides further funding to reinvest in books for the library.

In the secondary phase, students read a wider range of Lexile based books to broaden their range of genre. Students read Lexile level fiction from years 1 to 6, Lexile levelled novels in years 7 to 9 including 'Treasure House Read Aloud', supported with comprehension passages based on their coursework books.

Further reading is promoted through the ADEK's Summer Challenge, Emirates Literature Festival and Reader of the Month.

What the school does to achieve its TIMSS and PISA targets

The school has established a whole school approach to ensure students are fully prepared for completing the TIMSS assessments. Students are not entered for the PISA examinations as there are not any 15 year old's enrolled in the school. Leaders know the school's targets and the range of skills and knowledge that students need to develop in preparation for the assessments. Leaders ensure that the relevant problem-solving and critical thinking skills are taught in curriculum areas such as mathematics, science, English language and reading. Leaders identify gaps in students' mastery of skills through practice assessment tasks. Curriculum plans, ensure that the identified skills are taught to enable students to successfully build the required skills across the core subjects. The teaching in the mathematics and science subjects provides a focus on students' ability to master these skills through problem-solving and critical thinking activities. Additional support is provided through personalized teaching, self-assessment, revision sessions and practice tasks. There are opportunities for students to complete online practice tasks in preparation for the final TIMSS and GL PT (Granada Learning progress tests) assessments.

Strengths of the school

1. The leadership of the Principal, leaders at all levels, teachers, and staff in maintaining the continued improvement in students' attainment and progress in all subjects.

2. The very secure and effective protection, care, guidance, support, and personal development of all students.

3. The school's partnership with parents that support and underpin the UAE national priorities and enable students' understanding of Arabic culture and Islamic values.

Recommendations for improvement

1. Raising students' attainment and progress further in subjects where attainment and progress is not yet very good, especially in social studies by:

- securing effective high-quality teaching and learning that leads to students working more consistently above curriculum standards.

- ensuring that teacher plans target realistic improvement for students' attainment and progress by making more effective use of students' individual assessment data.

- providing opportunities that promote group activities that provide the right levels of challenge to ensure students are targeted to achieve levels above curriculum standards.

- providing further opportunities for students to engage in more-open ended problem solving, enterprise, innovation and class based research activities in lessons.
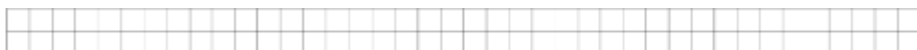
2. Building on the good examples of marking and assessment seen in school through regular monitoring to ensure greater consistency across subjects and ensuring formative feedback on how students can improve their attainment and progress by:

- strengthening the internal assessment processes, sharing good practice and regular student progress and target setting discussions.

- setting clear progress targets with students by subjects and cohorts.

- regularly reviewing the targets that have been set and modifying teaching and challenge for students accordingly.

3. Strengthening procedures that promote very good attendance by involving all stakeholders including parents, students, and key staff in the process by:

- revising the current procedures and policy with leaders at all levels and including parents in this process.

- establishing firm procedures of how best to improve attendance.

- considering the value of rewards and sanctions and how to strengthen the monitoring process.

- considering the introduction of a new rewards scheme.