



GEMS WESTMINSTER SCHOOL - RAK

Acceptable

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	2013
Educational Zone	RAK
Phone	072035999
Location	Seih Al Uraibi, RAK
Website	https://www.gemswestminsterschool-rak.com
Principal	Nicole Haynes
Owner	-
Evaluation visit dates	23 to 26 January, 2023

Students	
Gender of students	Mixed
Largest Nationality group of Students	Emirati
Age range	4 to 18
Grades or year groups	KG1 to G12
Phases	Phases 1 to 4
Number of students on roll	3184
Number of Emirati Students	1239
Number of students with SEND	82

Teachers / Support Staff	
Number of teachers	188
Largest nationality group of teachers	Indian
Teacher-student ratio	1:17
Teacher turnover	14%

External tests and examinations

- Programme for International Student Assessment (PISA)
- Trends in Mathematics and Science Study (TIMSS)
- Progress in International Reading Literacy Study (PIRLS)
- International General Certificate of Secondary Education (IGCSE)
- Ordinary Level (O Level)
- Advanced Subsidiary Level (AS Level) and Advanced Level (A Level)
- Islamic Education Benchmarking Test (IS.B.T)
- International Benchmark Test (IBT)

- New Group Reading Test (NGRT)
- Granada Learning (GL): Progress Test in Science (PTS); Progress Test in Mathematics (PTM); Progress Test in English (PTE)
- Cognitive Abilities Test (CAT4)

SUMMARY OF EVALUATION OUTCOMES

2018-2019	2022-2023
Acceptable	Acceptable

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

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

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

- achieve above curriculum expectations in the Ministry of Education (MoE) curriculum subjects in internal assessment data, but above the level observed in lessons or seen in samples of recent work, except in Islamic Education in Phase 4. English, mathematics, and science internal assessment data has little correlation with lesson observations, except in Phase 3, where attainment and progress are in line with curriculum standards. In Phase 1, internal assessment data shows students' attainment and progress are above curriculum standards, and above what has been observed in lessons; in Phase 2, in math, the majority attain, and most progress in line with curriculum standards, but both are below what is observed in lessons. In Phase 4 internal assessment data for these subjects is in line with, or below curriculum standards, and significantly below what has been observed in lessons.
- Show positive attitudes towards their learning, collaborate productively in groups, and work effectively to apply their learning in practical activities, particularly in Phase 4. Students effectively link their learning in school to their everyday lives.
- Respect school staff and their peers and follow school rules. Students understand the importance of a healthy lifestyle, are physically active, and make healthy eating choices. Students are sensitive to the needs of one another, especially those identified with special educational needs and disabilities (SEND), resulting in a caring school community.

Parents:

- Contribute their views and ideas through a variety of communication channels. They are happy with the quality of care and education provided, and have high regard for the inclusive environment, especially for those students identified with SEND.

Teachers:

- Plan lessons using a standardized format to meet the needs of groups of students, including those with SEND, but the quality of implementation of lesson plans is inconsistent in Phases 1, 2, and 3.
- Have access to assessment information for individuals and groups of students, which they use most effectively in Phase 4.

School Leaders:

- Have a clear ethos and vision for the school, and a strong commitment to inclusion, which they share with the whole school community.
- Identify key priorities for school improvement through self-evaluation processes, including consultation with a wide range of stakeholders. School leaders have successfully implemented key strategies that have made progress in many areas for improvement identified by the previous evaluation, indicating a strong capacity to further improve students' outcomes.

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:

- Raising students' attainment in external assessments, including international benchmarking tests, particularly in Phases 2 and 3.
- Raising the achievement of more able students beyond curriculum expectations or standards.
- Developing students' skills further in research, critical thinking, and problem-solving across all subjects, particularly in Phases 2 and 3.

Teaching and assessment:

Improve the impact of teaching and assessment on achievement by:

- Increasing the effectiveness of lesson planning to improve time management and maximize learning within lessons, particularly in Phases 2 and 3.
- Stretching and challenging students of all abilities, particularly the more able and those students who are gifted and talented.
- Using assessment data to plan more precise targeted learning for individual students and different groups of students.

Leadership and management:

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

- Sharing the best practice in teaching and assessment approaches effectively across all subjects and phases.
- Monitoring the quality of teaching across the school with a focus on students' outcomes aligned with the UAE School Inspection Framework.
- Providing more continuous professional development that supports academic staff in adapting curricular or subject planning frameworks and models to more precisely match the needs of individual students or different groups of students.

MAIN EVALUATION REPORT

1 Students' Achievement

Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Acceptable	Acceptable	Good
Progress	N/A	Acceptable	Acceptable	Good

- In the external Islamic ABT assessment, the majority of students attain levels that are above international standards.
- In lessons and their recent work, most students in Phase 2 understand the provisions of acts of worship and apply them precisely. Students' ability to recite the Holy Qur'an following Tajweed rules is less well-developed. In Phase 3, most students understand Islamic values and etiquette in mosques, but students are less able to link models to real-life situations. In Phase 4, the majority attain above curriculum expectations in the understanding of divine revelation.
- Most students in Phases 2 and 3 make progress aligned curriculum expectations where the majority of them in Phase 4 make above the expected level. For example, Grade 2 students can define the pillar of fasting in Islam. Most Grade 6 students can list the virtues of mosques in Islam, and a majority deduce the role of the mosque in society. Students in Grade 12 understand the basic factors of health in Prophetic Sunnah well. Students, including those identified with SEND, make progress in line with curriculum expectations.

Areas for development:

- Students' ability to recite the Holy Qur'an following Tajweed rules, particularly in Phase 2
- Students' application of Islamic values and etiquette in mosques in real-life contexts, particularly in Phase 3.

Arabic as a first language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Acceptable	Acceptable	Acceptable
Progress	N/A	Acceptable	Good	Good

- IBT results indicate that only the majority of students attain levels in line with curriculum standards.
- In lessons, most students attain levels that are in line with curriculum standards and in Phases 2 and 3 students engage in discussions using Standard Arabic language. They can identify main points in a text with multiple paragraphs. However, a few cannot use modern Standard Arabic when they engage in conversation and discussion. Most students in Phase 4 can analyze different types of texts appropriately, but only a minority can synthesize and summarize what they read and apply it in their writing, especially persuasive and narrative passages.
- Most students in Phase 2 make expected progress but in Phases 3 and 4 students make better than expected progress. In Phases 3 and 4 the majority of students learn to conduct literary and linguistic analyses of different texts. Overall girls make better rates of progress than boys.

Areas for development:

- Students' use of modern Standard Arabic in conversations and discussions, particularly in Phases 2 and 3.
- Students' ability to write persuasive and narrative passages in response to reading literary texts in Phase 4.

Arabic as an additional language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Acceptable	Acceptable	N/A
Progress	N/A	Acceptable	Acceptable	N/A

- Most students in Phases 2, and 3 attain levels in line with curriculum expectations. In Phase 2, most students can read and write simple sentences appropriately, but their grammar and spelling skills are not fully developed. In Phases 2 and 3, they can use their speaking skills appropriately within the classroom context, but they are unable to apply them in real-life situations.
- Most students in Phases 2, and 3 make the expected progress. Most students across both phases learn to extract the main ideas from different texts. There is no significant variation in the rates of progress made by different groups of students.

Areas for development:

- Students' grammar and spelling skills in Phase 2.
- Students' application of their speaking skills in real-life situations in Phases 2 and 3.

UAE Social studies	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Acceptable	Acceptable	N/A
Progress	N/A	Acceptable	Acceptable	N/A

- Most students achieve inline with curriculum expectations in both phases. Students in Phase 2 understand earth geographical features; they can name forms of energy and mention the map elements and different means of transportation. Phase 3 students have appropriate knowledge about the interaction relationship between humanities and the surrounding environment.
- Most students in Grade 5 can compare between land features and define the mountains on the colored map. Most Grade 6 students can set the location of India on the map whereas they are unable to name the neighboring countries. By Grade 9 most students are able to specify the reasons behind crowded cities in the Arab world. However, they are unable to interpret some solutions and suggestions to solve the crowded cities problem.

Areas for development:

- Students' skills in reading maps and employing appropriate sources of knowledge to solve geographical problems.
- Students' knowledge of the land characteristics, and how these characteristics relate to human interactions.

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

- Only a large minority of students in Phase 3 attain in line with international standards in PTE. In IGCSE almost all students in Phase 4 attain above curriculum standards. However, in AS level only a minority of students attain in line with curriculum standards.
- In Phase 1, children have developed language skills and phonemic awareness that enable them to read simple sentences and engage in conversations using an increasing number of English words. In Phases 2 and 3, students can read short stories and articles, but cannot yet read poetry expressively with the correct intonation; and in Phase 4, students develop advanced language skills, including inference, interpretation, and integration of information. Writing with the correct grammar and punctuation in longer essays is less well developed, particularly in Phases 2 and 3.
- All groups of students make progress against their starting points and aligned with curriculum standards, except in Phase 2 where students identified as having SEND make slower progress. For example students

in Grade 3 learn to use past tense verb forms in sentences, but in the same grade identified students with SEND make very little progress towards their learning objectives.

Areas for development:

- Students' reading skills for prose and poetry in Phases 2 and 3.
- Students' ability to write longer essays with correct application of grammar and punctuation in Phases 2 and 3.

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

- External board examination results for 2022 indicate that a majority of students attain levels that are at least in line with curriculum standards in both IGSCSE in Grades 9 and 10 and A levels in Phase 4. PTM examination results for Phases 2 and 3 indicate that a majority of students attain levels in line with curriculum standards.
- In Phase 1, most children understand how to add a two-digit number to a one-digit number, and in Phase 2, most students can compare and order mixed numbers, however, in Phases 1,2, and 3 higher thinking skills are underdeveloped. By Phase 4, the majority of students have in-depth problem-solving and critical-thinking skills. Students' application of skills in real-life contexts is underdeveloped in all phases.
- Most children and students in Phases 1 and 3, including those identified with SEND, make expected rates of progress, while the majority of students in Phases 2 and 4 make better than expected progress. Grade 4 students learn to multiply two-digit numbers by two-digit numbers. In Grade 6, most students can describe and continue both linear and non-linear sequences in a diagram and number form, and in Grade 11 students learn to decide whether a function is increasing or decreasing using derivatives.

Areas for development:

- Students' higher thinking skills in Phases 1, 2 and 3.
- Students' mathematical application skills in real-life contexts across all phases.

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

- External IGCSE board examination results indicate a large majority of students attain levels that are above the curriculum standards in physics and chemistry, but only a minority attain levels in line with curriculum standards in biology. A level examination results indicate only a minority attain levels in line with curriculum standards in physics and chemistry, but most do in biology. In GL PTS, a large majority of students in Grades 4,5, and 9 and most of Grades 2,3 and 8 attain above international standards, however, Grade 7 attainment is weak. The school performance is weak in TIMSS 2019 for Grade 4 and acceptable in Grade 8.
- Phases 1, 2 and 3 demonstrate acceptable levels of knowledge of physical, earth and life sciences. Phase 2, students use their knowledge of states of matter to investigate how mixtures can be separated. Phase 4 students reinforce their use of scientific terms when explaining their understanding of electrochemical cells. However, students' ability to plan and conduct their own experiments, and to test hypotheses, is less well developed especially in Phase 3. Across all phases students' ability to draw conclusions and to write scientific reports independently is limited.
- In Grade 5, students increasingly apply their knowledge of electric circuits in identifying materials that are conductors and insulators. Different groups of students make similar rates of progress to their peers, but the more able students do not make the progress of which they are capable.

Areas for development:

- Students' ability to inquire, hypothesize and conduct their own experiments in laboratories, particularly in Phase 3.
- Students' ability to draw conclusions and write scientific reports independently across all phases.

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

- In all phases, students show positive attitudes towards their learning and follow teachers' guidance. Students can work productively in groups, but in many cases, the ablest students dominate group discussions, while other students remain passive, and they communicate their learning adequately. In the most effective lesson in physics, students can apply their learning in practical work, but they tend to rely on the teachers' instructions and do not take full responsibility for their learning by leading experiments on their own.
- Students can relate learning to the world around them, particularly in Phase 4, where students discuss the impact of colonization and the spread of English across the world and they demonstrate high levels of proficiency in conducting online research, validating sources of data, thinking critically, and solving problems. Contrary to Phase 2 and 3 students, these skills are still developing features of learning.

Areas for development:

- Students' collaboration skills and ability to communicate their learning clearly across all phases.
- Students' skills in research, critical thinking, and problem-solving, particularly in Phases 2 and 3.

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

- Students demonstrate positive attitudes and behavior and their relationship with teachers and peers is based on mutual respect. They follow school rules and are sensitive to the needs of their peers. In Phase 1, children respect one another, and adults and follow class rules. They can share resources while working in groups without conflict.
- Students are active and engage in sports activities such as the Terry Fox charity marathon. Students understand and make appropriate healthy eating choices.
- Students' attendance is 94%. Across all phases, a noticeable number of students are late for the morning assembly, and children in Phase 1 are less punctual to classes.

Areas for development:

- Students' punctuality in the morning assembly, and children in Phase 1 punctuality to classes.

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

- Students across the school exhibit a clear appreciation and understanding of how Islamic values influence contemporary UAE society. For example, students across all phases know the impact of charity campaigns in supporting society and in spreading a spirit of positivity. Students have knowledge and an appreciation of the heritage and culture of the UAE. They can name traditional foods and talk about UAE heritage and history.
- Students demonstrate a clear understanding and appreciation of their own cultures, but their knowledge of other world cultures is less developed. In Phase 1, almost all children sing the national anthem during the morning assembly; all classrooms have displays relevant to aspects of the UAE culture, however, links to the UAE culture and other world cultures during lessons are limited.

Areas for development:

- Students' understanding and appreciation of other world cultures across all phases.

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

- Students have a clear understanding of their responsibilities in school. They participate in a variety of campaigns and competitions. They are involved proactively in local community volunteering, in debates on international matters, and in creating healthy sustainable meals.
- Students have a positive work ethic and embrace opportunities for innovation, enterprise, and entrepreneurship. The school organizes an Entrepreneurs' Day, where students can create stalls and businesses to sell items and make a profit, donating five percent of the profits to charity. Around 50 students in Phase 3 have taken part in such activities.
- Students take care of their surroundings, and they participate in growing and watering plants in the school. They use waste plastic bottles for planting as vessels and hang them in the classrooms. Some students can discuss international concerns in terms of sustainability and a few students participated in a "Best out of Waste Competition", where they developed inventions from waste plastic and other materials.

Areas for development:

- Students' involvement in environmental initiatives including sustainability and conservation.

3. Teaching and assessment

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

- Most teachers have secure knowledge about how students learn and in Phase 4 teachers have both the knowledge and the skills to teach the subject effectively. Teachers plan appropriate lesson activities and tasks that contribute to building knowledge and strengthening skills, but the quality of lesson planning for effective time management and extended skills development lacks consistency. In better classes particularly in Phases 1 and 2, teachers use tools and manipulatives in activities to improve students' outcomes, but this is less evident in Phase 3.
- Teachers use effective open-ended questioning techniques to promote discussions and engage students in productive learning as well as to assess their progress. However, in Phases 2 and 3 questioning strategies require further development, especially to stretch and challenge the more able students and to further develop students' higher order thinking skills,
- Teachers provide students with opportunities to develop their critical thinking and problem-solving skills. In mathematics and science, teachers provide students with targeted tasks that promote independent learning and reflection. However, in Phases 2 and 3 the facilitation of higher-order thinking skills requires further enhancement.

Areas for development:

- Consistent teachers' plans and effective time management while implementing teaching approaches and techniques to improve students' outcomes.
- Teachers' questioning to stretch and challenge the more able students and to further develop students' higher order thinking skills, particularly in Phases 2 and 3.

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

- The school has a standardized policy for internal assessment, which is closely linked to curriculum standards, but internal and external data analysis does not always result in valid and reliable information that measures students' actual attainment and progress. The school uses Edexcel Examination Board for accurate and effective external assessment of IGCSE in Grades 9 and 10, and of A levels in Phase 4. The school accurately uses White Rose to externally assess examinations from Grades 1 to 8.
- School leaders analyze assessment data across all phases and use it adequately to set targets for students to identify any gaps in learning, to modify the curriculum and to differentiate teaching. However, the data is not always sufficiently reliable for teachers to make the most effective use of target setting.
- Teachers follow the school's assessment policy for marking and feedback consistently to students across all phases. Students regularly evaluate their own and others' work, which is undertaken particularly well in Phase 4, but students are rarely involved in planning their next steps in learning.

Areas for development:

- Analysis of the school's internal and external information to produce valid data about students' progress and to assist with target setting.
- The involvement of students in evaluating their own and others' work, to plan their next steps in learning.

4. Curriculum

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

- The curriculum is designed with a clear rationale that meets the requirements of the school's authorized curriculum, the National Curriculum for England, and the Early Years Foundation Stage (EYFS) Framework for Phase 1. It is broad, balanced, and aligned to the school vision, with well-integrated curriculum plans, target sheets, and tracking fully in place to ensure almost all groups of students are well-prepared for assessment, but it does not sufficiently promote innovation or challenge for gifted and talented students. The growing effectiveness of the curriculum is reflected in the significant improvement seen in achievement, particularly in Phase 4, although the relatively high staff turnover has impeded the speed of implementation.
- The scope and sequence of the curriculum build effectively on students' previous knowledge to support continuity and progression in their learning. This approach enables teachers to meet the needs of individual students, particularly in Phase 4. The school also offers career and university guidance within the curriculum in Phase 4, preparing students for the next stage of education and their future.
- The school provides a wide range of curricular options including computing, indoor and outdoor learning, as well as PE, Arabic, and Islamic Education that aim to develop student's talents. In Phases 2 and 3, the curriculum includes art and music, French, and economics. In Phase 4, students have a wide range of externally assessed subject options that develop their interests and aspirations, including history, geography, computing, business studies, economics, sociology, French, and fine arts.
- Cross-curricular links are more evident and observed in MoE curriculum subjects than in English, science, and mathematics. Teachers set multi-disciplinary project work and often make useful connections between subjects which promote coherence in the curriculum, but this is rarely a result of inter-departmental collaboration.
- The school conducts a review of the curriculum at the end of each year to ensure it meets UAE priorities. Middle leaders work closely with teachers to ensure that any improvements in provision will be reflected in students' achievement data, but this is not yet fully apparent. For example, the school has recently introduced oracy and literature to enhance the English curriculum and has increased learning resources to create more motivational learning opportunities across all subjects.

Areas for development:

- Consistent implementation of cross curricular links between subjects.
- Robust curriculum review that raises students' achievement in all subjects across all phases.

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

- The school has taken significant steps towards achieving high levels of inclusion, including partnerships with specialized centers and foundations. The inclusion team has created detailed and comprehensive Individual Educational Plans (IEP) for students with specific needs but the application of IEPs in lessons has not yet impacted sufficiently on all relevant students' progress, particularly the gifted and talented. For example, more able students in Grade 4 repeat the same task several times rather than extend their learning through more challenging tasks.
- The school has productive links with local and wider communities and offers a wide range of extra-curricular activities and clubs, such as the mathematics critical thinking club, robotics, scrabble, the eco club, and badminton. Students participate in focused activities to promote innovation and critical thinking, including a climate change conference and an entrepreneurs' day. However, the impact of these activities is not sufficiently exploited or reflected in students' outcomes, particularly in Phases 2 and 3.
- In most lessons, there are opportunities for students to develop knowledge, understanding and appreciation of the heritage of the UAE, but these are not consistent across all subjects and phases.

Areas for development:

- Implementation of focused curriculum adaptation to meet the needs of more able students.
- Activities for students to draw links to Emirati culture and UAE society in lessons across 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 effective arrangements and policies for safeguarding students, including child protection, which are defined clearly and shared with students, parents, and all staff members through regular training and awareness workshops. The school is effective in protecting students from most forms of abuse, but a few minor incidents of bullying on school transport have been reported. The school is a hygienic and secure environment, and supervisory procedures across the school, in the playgrounds, and around the drop-off and pick-up areas are thorough and very effective; fire drills and checks on safety equipment and premises are regular.
- Buildings and equipment are very well maintained by an internal maintenance team that ensures all learning, and play areas are safe and very well taken care of kept in sound repair, and provide a safe physical environment where closed-circuit television cameras are installed which help keep the school site secure. The clinic is run by licensed doctors and nurses who share relevant medical information with staff and keep up-to-date records of students' medical files, check-ups, safety and well-being, and incidents affecting students' health, along with any action taken. Medical waste is disposed of safely, medication is kept in locked cabinets and wastewater is recycled, processed, and re-used in washrooms through a water recycling system on campus.
- The school promotes safe and healthy living through planned PE lessons allotted in the timetables and enrichment activities. Awareness workshops include a focus on global issues such as COVID-19 and maintaining healthy lifestyles and healthy eating habits and the food choices at the school canteen are generally healthy. The school has effective measures to provide protection from the sun in the playground and access to fresh drinking water.

Areas for development:

- Enhancing the protection of students from bullying, particularly on school transport.

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

- Staff and students have courteous and respectful relationships, and teachers know their students and show genuine care and concern for their needs. The school’s approach to managing student discipline and behavior is successful. The school has systems to manage attendance and punctuality, but they are not yet fully effective because some students still arrive late to school in the morning, especially in Phase 1. Attendance is noted throughout the day and parents are contacted about unauthorized absence and lateness; the school has effective measures to recognize and reward good attendance.
- The school has thorough systems to identify students with SEND and those who are gifted and talented through baseline testing and feedback from teachers. All staff members are trained in identifying students who require special attention, and the school’s well-qualified inclusion team, consisting of a special educational needs coordinator (SENCO) and learning support assistants (LSA) follow highly personalized education plans and provide continuous support to students with SEND across the school. However, there is insufficient variation in the range of approaches used in lessons to meet the needs of all students including the more able students and those who are gifted and talented.
- The well-being and personal development of all students are routinely monitored throughout the year, and students’ needs and concerns are dealt with efficiently by staff. Students, particularly in Phase 4, receive effective personal guidance and support on a range of matters including academic progress and future careers, and university applications and the school encourages open conversations with students about their future plans.

Areas for development:

- The promotion of punctuality, particularly in Phase 1.
- Sufficient variation in the range of approaches used in lessons to meet the needs of all students including the more able students and those who are gifted and talented.

6. Leadership and Management

6.1: The Effectiveness of Leadership	Judgment
	Good

- Leaders actively promote and reinforce an inspiring vision and mission for the school that aims to develop students who are well-rounded world citizens, confident and compassionate as well as accomplished and aspirational. Leaders’ commitment to inclusion is reflected in their policies and promotional messages, and in the personalized support provided, particularly for students with SEND.
- Although middle leaders are knowledgeable about the curriculum and provide exemplars of good practice for teachers, which have helped improve students’ progress in most subjects since the previous school evaluation, the majority are new in post and their impact on students’ overall attainment has, so far, been limited.
- All staff have clear roles and responsibilities. They have action plans and targets for which they are held accountable. School leaders have appointed subject specialists to whom they can confidently delegate departmental educational leadership.
- Leaders at all levels are clear about the planned actions the school is taking to improve students’ outcomes. The implementation of the school’s actions has successfully eradicated weak and ineffective teaching, as observed during the evaluation. The marked improvement in evaluation outcomes since 2018 reflects positively the school’s strong capacity to further improve.
- Leaders ensure the school is fully compliant with all statutory and regulatory requirements regarding the curriculum, inclusion, child protection, and safeguarding. They have maintained adequate student outcomes over the last four years, with marked improvements in achievement, learning skills, teaching, and assessment in most subjects, particularly in Phase 4.

Areas for development:

- The sharing of good practice in teaching for effective learning, to accelerate the rates of progress students make and raise their academic attainment across all subjects and phases.

6.2: Self-evaluation and Improvement Planning	Judgment
	Acceptable

- Leaders have accurately identified key areas for school improvement through their self-assessment process, which has fed into targeted development planning. They regularly consult a range of stakeholders, including students, parents, and staff. Leaders use internal and external assessment data to inform their self-evaluation form (SEF), however, this practice varies considerably across different curriculum areas.
- Leaders monitor teaching and learning regularly through observations of lessons, learning walks, and work scrutiny. The process is effective in identifying areas for improvement in teaching but does not focus sufficiently on the impact of teaching on students' outcomes.
- School improvement plans include all the recommendations outlined in the previous evaluation report and they are embedded in the SEF. Leaders have made considerable headway in addressing most of these with notable success in raising the standards of teaching. However, school improvement planning has not yet prioritized actions to improve the attainment of a majority of students beyond curriculum standards or expectations, particularly in Phases 2 and 3.

Areas for development:

- The monitoring of teaching and learning that focuses on improving students' outcomes.
- The prioritization and consistency of school improvement actions and targets that aim to stretch and challenge all students to maximize their achievement.

6.3: Partnership with Parents and the Community	Judgment
	Good

- The school encourages parents to contribute to the school's improvement through dialogue with members of the Parent Council or by completing twice-yearly surveys. School leaders have taken up some of their suggestions, such as changes to the school schedule, and adaptations to the Phase 1 curriculum, which have had a positive impact on student's personal development. The school gives parents the option of a wide variety of communication channels, such as WhatsApp, email, telephone, newsletters, virtual or face-to-face parent-teacher interviews, and the GEMS app, which allows for two-way communication and contains information such as timetables and homework.
- The school provides parents with termly reports, which include updates on their children's behavior, attendance, homework, and project work, as well as academic achievement data. However, some parents experience difficulty in interpreting this data.
- The school maintains many local and national partnerships which support the academic and personal development of students, including other schools in the Emirate and schools in the GEMS cluster, with which they jointly conduct peer reviews of school improvement processes. The school also works closely with several local universities and Higher Colleges of Technology (HCT), to whom they offer trainee teacher placements. Other partners include Hilton Hotels and Ras Al Khaimah hospital, where students give charitable musical performances.

Areas for development:

- Parents' understanding of student achievement data.

6.4: Governance	Judgment
	Good

- The school's Leadership Advisory Board (LAB) is representative of most key stakeholders and includes educational experts, such as a senior Vice-President of the GEMS group and a senior university lecturer with a child at the school, who leads on inclusion. Another parent representative collates and voices parents' suggestions and concerns. Members of the Student Council are occasionally invited to address the LAB, but do not take a very active role in governance.
- A Board member conducts fortnightly learning walks with the Principal and another Board member conducts regular observations of teaching and learning with a particular focus on inclusion. The LAB is well-informed about the school's performance on a termly basis when the Principal presents a report based on assessment and achievement data, while the LAB member who leads on school improvement undertakes weekly checks. Board members are aware of the details of compliance reports and areas for improvement identified through self-assessment and advise the leadership team on its priorities.

Areas for development:

- Students' involvement in the governance of the school.

6.5: Management, Staffing, Facilities and Resources	Judgment
	Good

- Leaders manage daily school life effectively and students are clear about routines and expectations. Staffing is sufficient and contingency plans are appropriately in place in case of teachers' absence. All staff are suitably qualified for their roles and receive regular relevant continuous professional development, but training in a few areas, such as planning for learning, has so far had a superficial impact, particularly when there is an insufficient adaptation to better meet the needs of individual or groups of students.
- The school premises provide students with a suitably designed spacious environment with a good range of specialist areas, including well-equipped science and IT laboratories and a well-resourced SEND room. Phase 1 classrooms have a range of grade-appropriate learning resources and attractive covered outside activity areas. Students in all subjects have access to online learning platforms relevant to their courses to support and extend in-class content.

Areas for development:

- Continuous professional development increases teachers' ability to adapt lesson planning to better match the needs of individual students or different groups of students.

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