



GEMS Westminster School

GOOD

SCHOOL EVALUATION REPORT

Evaluation and Quality Directorate for Public and Early Childhood Education

SCHOOL INFORMATION

General Information

Curriculum	UK – National Curriculum for England (NCE)
Language of Instruction	English
Opening year of School	2013
Educational Zone	Ras Al Khaimah
Phone	072035999
Location	Seih Al Uraibi, RAK
Website	https://www.gemswestminsterschool-rak.com
Principal	Nicole Haynes
Owner	GEMS
Evaluation visit dates	13 to 16 May, 2024

Students

Gender of students	Mixed
Largest Nationality group of Students	Emirati
Age range	3 to 18
Grades or year groups	Pre-KG to Grade 12
Phases	Phases 1 to 4
Number of students on roll	3142
Number of Emirati Students	1044
Number of students with SEND	82

Teachers / Support Staff

Number of teachers	196
Largest nationality group of teachers	Indian
Teacher-student ratio	1:16
Teacher turnover	30%

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)
- 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

2022-2023	2023-2024
Acceptable	Good

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

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4*
1.3: Learning Skills	Very Good	Good	Good	N/A

- Post 16 students were on study leave; therefore no lesson observations were observed.

2. Students' personal and social development and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
2.1: Personal Development	Very 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	Good	Good	Good	N/A
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	Very Good	Very Good	Very Good	Very 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	Very 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 according to internal assessment data, which is above the level observed in lessons or seen in samples of recent work, except in Islamic Education in Phase 4 and Arabic as a first language in Phase 3. English and Science internal assessment data shows that students' attainment and progress are above curriculum standards and in Mathematics they are in line with curriculum standards. In Phase 1, internal assessment data shows children's attainment and progress are above curriculum standards or expectations, and Kindergarten (KG) children make consistently good progress in all subjects. In Phase 2, most Key Stage 2 (KS2) students' achievements are above curriculum standards in external progress tests in English, Mathematics and Science and most make better than expected progress in a majority of subjects in both Phases 2 and 3. Phase 3 students achieve high international standards in IGCSE examinations in English, Mathematics, and Sciences. Most students in Phase 4 make expected progress against learning outcomes in A level Mathematics but perform below curriculum standards in AS and A level in English but they are in line in science.
- Enjoy learning and increasingly take responsibility for their work as they know their strengths and weaknesses and review their own and their peers' work. They collaborate to find solutions and communicate confidently when participating in classroom discussions, sharing their ideas and perspectives. KG children develop very good enquiry and research skills when they explore their learning through activities and find solutions for themselves.
- Demonstrate positive attitudes across all phases; KG children respond eagerly to teachers' instructions and their very positive behavior promotes learning and warm relationships very well. Across the school students enjoy respectful relationships with teachers and their peers and they follow school rules. Bullying is rare and students show sensitivity to the needs of others, for example, group leaders support their groups in lessons.

Parents:

- Value frequent and informative communication with the school, through a wide range of channels including a weekly newsletter, online programs and social media. The Positive Parent Partnership (PPP) takes responsibility for contacting parents at the start of the year and encourages them to become involved in school events. They believe their children flourish personally and academically and are well informed about progress through formal reports four times a year. Parents are actively involved in the school and have representation on the governing body.

Teachers:

- Plan lessons carefully and most, create stimulating learning environments that develop students' knowledge and skills. Time and resources are used effectively to support and enhance students' learning, including students with special educational needs and/or disabilities (SEND). KG teachers create a wide range of hands-on and varied learning resources to engage children in positive, active learning opportunities where child-centered learning drives rapid progress. Positive teacher-student interactions promote sustained engagement in most lessons.
- Use assessment information effectively to plan lessons with different levels of activities. Activities are not always planned using assessment data well enough to ensure students start lesson activities at appropriate levels particularly for high attainers. Most teachers have good knowledge of the strengths and weaknesses of individual students and provide focused challenges and support.

School Leaders:

- Have vision, dedication and continuity provided by the Principal and Vice principal who are the bedrock of the school's strong leadership. They are developmental leaders who have established an experienced senior leadership team and have a very clear understanding of the UAE National Agenda, having ensured rapid improvements in teaching, learning and students' achievement. Senior leaders have established a new and vibrant middle leadership team, which has a clear understanding of the curriculum and best practice in teaching and learning. All leaders contribute to establishing a positive learning culture throughout the school that supports improved teaching and learning and good personal development.
- Self-evaluation process is extensive and includes most stakeholders; it is coordinated mainly by middle and senior leaders, after consultation with teachers, most of whom know their students' strengths and areas for development well. The judgments reached by school leaders through self-evaluation are accurate. The drive towards rapid improvement through the whole school development plan (SDP) is underway and it has clearly identified key priorities.

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 and progress in Arabic as an additional language.
- Addressing weak students' outcomes at A level in English and Science and in AS level Mathematics.
- Improving students' outcomes in Arabic-medium subjects.
- Ensuring students' outcomes in external progress tests are consistently improved, particularly in Phase 3 in English, Mathematics and Science.
- Setting appropriate challenges for higher attaining students in all lessons.

Teaching and assessment:

Improve the impact of teaching and assessment on achievement by:

- Ensuring all teachers consistently plan lessons which provide opportunities for students to be active, independent learners.
- Planning lessons that provide clearly structured and different levels of challenge for students' varied learning needs.
- Ensuring all teachers use assessment information to plan lessons with effectively targeted activities that stretch all students to achieve their potential, particularly higher attainers.
- Using assessment data in Phases 2 and 3 to carefully identify and track students' strengths and weaknesses and to ensure students start lesson activities at appropriate levels according to their abilities.

Leadership and management:

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

- Monitoring the quality and impact of lesson delivery with a greater focus on student attainment and progress.
- Ensuring teachers deliver appropriately targeted lessons in Arabic as an additional language.
- Improving leaders' feedback to teachers by ensuring they receive appropriately specific advice and guidance.
- Ensuring whole school and departmental improvement plans have achievable and clearly measurable targets that impact positively on the school's performance.
- Tackling and reducing the high rate of teachers' turnover.

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	Good	Good

- External ABT results indicate that a large majority of students in Phases 2, 3 and 4 achieve levels above international standards.
- In lessons and their work, most students in Phases 2 and 3 attain in line with curriculum expectations and the majority attain above in Phase 4. In Phase 2, most students are able to compare the pillars of Islam and the pillars of faith; they memorize age-appropriate verses from the Holy Qur'an and recite them with attempts to apply the rules of intonation, especially in Grades 1 and 2. In Phase 4 students can talk confidently about eating etiquette and the importance of following it; they link it to their daily lives and discuss countries where people are suffering from hunger.
- In lessons and their work, most students in Phase 2 make expected progress and in Phases 3 and 4 the majority make better than expected progress in relation to learning outcomes. Students in Phases 2 and 3 are able to distinguish between good and bad deeds and their impact on individuals and society. In Grade 2, students understand the importance of health in Islam and equally of taking care of physical and mental health. Students also cite Qur'anic verses and Noble Hadeeths to support their answers, although their skills in reciting Qur'anic verses with Tajweed rules are underdeveloped in Phases 2 and 3. There is no significant difference in the rates of progress of different groups.

Areas for development:

- Students' use of Quranic verses and Noble Hadeeths to support their answers, especially in Phase 2.
- Students' skills in reciting long Qur'anic verses using Tajweed rules, in Phases 2 and 3.

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

- External IBT results indicate that the majority of students in Phase 3 attain levels above curriculum standards, whereas less than three quarters of students in Phase 2 attain levels that are at least in line with standards level.
- In lessons and their work, most students in Phases 2 and 4 attain in line with curriculum standards and in Phase 3 the majority attain above curriculum standards. Students' listening, speaking and reading skills are at or above expected standards, whereas their writing skills are less well-developed. Students in Phases 2, 3 and 4 use standard Arabic in discussions, identify and understand certain aspects of literary texts when analyzing them, and write extended responses on prose. However, their ability to write following the rules of spelling and punctuation is less well-developed as it is across the school.
- In lessons and their work, the majority of students in Phases 2, 3 and 4 make better than expected progress in relation to learning outcomes. In Phase 2, they identify the characters of a story and summarize plots. In Phases 3 and 4, students analyze the elements of different texts such as authorial voice, the choice of vocabulary and literary style. Girls make better progress than boys.

Areas for development:

- Students' writing skills following the rules of spelling and punctuation across all phases.

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

- External IBT results indicate that the majority of students in Phase 3 attain levels above the expected average, whereas less than three quarters of students in Phase 2 attain at least in line with expected levels.
- Most students in Phases 2 and 3 attain levels that are in line with curriculum standards. In Phase 2 students understand the general meaning of simple texts and in Phase 3, students recognize the meaning of new words when reading and they understand key information in different texts. They read and write simple sentences but struggle to write longer or more complex sentences. In all phases, students do not use learned vocabulary in new contexts effectively or speak in complete sentences.
- In lessons and their recent work, most students in Phases 2 and 3 make expected progress from their starting points and in relation to lesson objectives. In Phase 2, they identify words for healthy and unhealthy food in a text and Phase 3 students mention the singular and plural of nouns in texts. There is little difference in the rates of progress of boys and girls.

Areas for development:

- Students’ reading and writing skills so that they can form longer, more complex and coherent sentences when writing in Phases 2 and 3.
- Students’ speaking skills and their use of new vocabulary in different contexts across all phases.

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

- Most Phase 2 and 3 students attain in line with curriculum expectations. They know the characteristics of ancient civilizations, understand energy and natural resources of the Arab world, and grasp the importance of urban planning. However, their capacity to understand contemporary local and global issues, such as food and water security, and to devise solutions for them, is still evolving.
- In lessons and recent work, the majority of students make better than expected progress in Phase 2, while in Phase 3, most make expected progress in relation to learning outcomes. Grade 4 students relate their personal expenses to economic concepts, but only a few realize the importance of managing them; by Grade 6, most students understand the concept of the Pacific ring of fire and determine the geographical location of Japan; however, only a minority can compare physical features between the UAE and Japan. In Grade 9, most students identify the most significant water sources in the Arab world, though only a minority can analyze water security issues. Students’ skill in reading charts and graphs and extracting information from them is underdeveloped in both phases. There is no significant variation in the rates of progress made by different groups including students with SEND.

Areas for development:

- Students’ understanding of the contemporary local and global issues such as food, and water security, and finding solutions to them in both phases.
- Students’ skill in reading charts and graphs and extracting information from them in both phases.

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

- Students' performance in GLPTE varies from Phase 2 being above the curriculum standards, to Phase 3 below the standards. Attainment in IGCSE English as a second language is outstanding and attainment in English as a first language is very good. Results in Phase 4 GCE AS and A level English language are below the international standards, although students' recent work is much better and is above curriculum standards.
- The majority of children and students attain above curriculum standards in Phases 1, 2 and 4 and most students in Phase 3 attain in line. Phase 1 children can create sentences using words with the 'ae' sound, like 'gate,' 'whale,' and 'grape' and Phase 2 students demonstrate their understanding of poetic structures but a few struggle with more complex literary techniques. In Phase 3 students can analyze symbolism in texts and discuss meanings, for example about the UAE flags' colors, although few students can apply advanced literary theories.
- In lessons, the progress of the majority of students is better than expected in relation to appropriate learning objectives aligned with curriculum standards. In Grade 1, students demonstrate effective identification and use of adverbs, in Grade 6 they can write persuasively when creating advertising slogans and in Grade 7, students enjoy reading and analyzing Mary Shelley's 'Frankenstein'. Students display creativity, and understanding of poetic concepts which they develop using a range of devices such as rhyme, simile, and metaphor, and identify common themes in slam poetry, including personal identity and community. There is no significant variation in the rates of progress made by different groups of students including those with SEND.

Areas for development:

- Students' understanding of complex literary techniques in Phase 2.
- Students' ability to apply advanced literary theories in Phase 3.

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

- GLPTM results indicate that a majority of students in Phase 2 attain above international curriculum standards, and most students in Phase 3 are in line with international curriculum standards. IGCSE and A level data shows that the majority of students attain above international standards, while AS examination results indicate that only a minority of students attain in line with international standards.
- In lessons and in their recent work, the majority of children in Phase 1 attain above curriculum standards, and most students attain in line with curriculum standards across Phases 2, 3 and 4. Across phases, children and students develop their understanding and skills working with mental mathematics, number operations, fractions, and algebra. However, students' skills in measurement and shapes in Phases 1 and 2, and students' skills in geometry in Phase 3 are less well developed. In Phase 4, students work with differential equations and complex numbers but their skills in working with logarithmic functions are underdeveloped.
- The majority of students across all phases make better than expected progress against learning objectives. In Phase 1, children develop their understanding of half as two equal parts using counters and by Phase 2, students use percentages to manage limited budgets. By Phase 3, students use tangent ratios to solve problems related to real life and Phase 4 students use trigonometrical identities to simplify expressions and solve equations. Girls make better rates of progress than boys in Phase 3.

Areas for development:

- Children's and students' skills in measurement and shapes in Phases 1 and 2.
- Students' skills in geometry in Phase 3.
- Students' skills in using logarithmic functions in Phase 4.

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

- GLPTS examination results show the large majority of students in Phase 2 attain above international standards. IGCSE, AS and A level examination results show that the large majority of students in Phase 4 achieve in line with curriculum standards.
- In lessons and their recent work, the majority of students in all phases attain levels that are above curriculum standards and develop good knowledge and understanding of physical, life and earth sciences in all phases. In KG, most children can label the parts of a plant and explain their functions. In Grade 8, students collaborate successfully while constructing an electrical circuit to prove Ohms' law.
- In lessons, the majority of students in all phases make better than expected progress in relation to learning outcomes. KG children demonstrate confident enquiry and research skills when they explore their learning through activities and find solutions for themselves. In Phase 3, students learn the differences between convection and conduction although a minority could not explain the process of convection. Overall, most groups of students, including boys and girls, make similar rates of progress, although higher attainers do not receive sufficient challenge to make the rapid progress of which they are capable.

Areas for development:

- Students' understanding of the concept of convection in Phase 3.
- Challenge for higher-attaining students so that they make rapid progress across all phases.

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4*
	Very Good	Good	Good	N/A

- Students enjoy learning and increasingly take responsibility for their work, as they know their strengths and weaknesses and review their own and their peers' work. They collaborate to find solutions; for example, in physics lessons, students collaborate while constructing electrical circuits to prove Ohms' Law. Students communicate confidently; for example, in English lessons, students read aloud their poems expressively and participate in classroom discussions, sharing their ideas and personal viewpoints.
- KG children make particularly strong progress in improving their inquiry and research skills when they explore their learning through activities and find solutions for themselves. Older students make some connections between different areas of learning, linking them to their understanding of the world, such as in social studies where they connect managing personal expenses to mathematics, although such meaningful connections across areas of learning are not consistent across phases. Students increasingly develop enterprise and initiative and their critical thinking and problem-solving skills such as when responding to questions about air resistance in science lessons. Students are creative and adaptable in utilizing available resources effectively, such as using technology to aid their learning.

Areas for development:

- Students' ability to make meaningful connections between areas of learning and relate these to their understanding of the world across all phases.

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

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

- Students across all phases demonstrate positive attitudes. Phase 1 children respond eagerly to their teachers' instructions and their very positive behavior underpins their learning and harmonious relationships very well. Across the school students enjoy respectful relationships with teachers and their peers and follow school rules. Bullying is rare and students show sensitivity to the needs of others, for example, group

leaders support their groups in lessons. There is, however, occasional low-level misbehavior in a few boys' lessons in Phase 3.

- Children in Phase 1 and students across all phases, demonstrate clear understanding of healthy lifestyles. They follow school advice in their selection of food, they participate in daily and after-school programs and sports events, such as the school's sports week.
- Students' attendance is good at 95% and almost all students arrive punctually for school and lessons.

Areas for development:

- The behavior of boys in Phase 3.

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 in all phases show appreciation and understanding of the impact of Islamic values on Emirati society, as they talk about tolerance, respect, acceptance of others, loyalty, and gratitude to UAE people. Students participate in many of the school's religious activities, such as celebrating the Prophet's birthday, and participating in competitions for memorizing the Qur'an and there is an Islamic Education Students' Committee that leads on recitation. They proudly celebrate National Day, Martyrs' Day, and Flag Day by wearing Emirati traditional clothes, although only a few know about the UAE's heritage and the different heritage characteristics of each emirate across all phases.
- Students demonstrate understanding and awareness of their culture and other global cultures, as they can talk about their culture appropriately in all phases. Grade 3 students discuss Egyptian food and the regions in Egypt. In a widely multi-national school population, Brazilian students describe the Pakistani flag and the different languages spoken. Some Phase 3 students participate in the Model United Nations (MUN) debates and put forward views from the perspective of different countries, such as South Africa which usefully develops their appreciation of cultural diversity.

Areas for development:

- Students' deeper understanding of the UAE's heritage and the different characteristics of each emirate across all phases.

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

- Students in all phases understand their responsibilities as members of the school community with some taking on key roles as being well-being leaders in each class. They volunteer to some extent such as participating in cleaning agricultural spaces, although volunteering activities in the community are not widespread. Students participate in organizing the school day in the classroom and during school broadcasts.
- Students demonstrate a positive work ethics, and they take the initiative, showing enterprise and decision-making when opportunities arise, such as raising funds to build a battery-operated racing car. Students enjoy participating in school projects such as the Avishkar innovation festival research platform, at GEMs Legacy School, which aims to empower developing economies. They also organized the Careers Fair for Grades 10, 11, and 12.
- Students are aware of environmental issues, and participate in activities to improve environmental sustainability, such as in Phases 2 and 3 where students visit the Food ATM Farm where they plant trees and make craft utensils and crockery from clay. Grade 1 children discuss sustainability when they talk about cleaner and renewable energy sources. Older students participate in Road to COP where they explore different topics such as waste collection, plastic recycling, climate change, amongst others, in the build-up to their visit to COP 28.

Areas for development:

- Students' initiation of and participation in volunteer activities and projects, leading to a positive impact on the school and local community across all phases.

3. Teaching and assessment

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

- Teachers plan lessons carefully and mostly create stimulating learning environments that develop students' knowledge and skills. Time and resources are generally used effectively to support and enhance students' learning. KG teachers create a wide range of hands-on and varied learning resources to engage children in positive, active learning opportunities where child-centered learning drives rapid progress.
- Positive teacher and student interactions promote sustained engagement in lessons, such as lively debates by Phase 3 students in English and science. Most teachers use a range of effective questioning techniques to assess students' understanding and to address gaps in their knowledge, which help to improve students' higher order thinking skills. Teachers use group work approaches to promote collaboration, but sometimes groups are too large to enable all students to be active learners. Although teachers plan different activities in lessons, often most students start at the same point and expectations for higher attainers are insufficiently challenging, particularly in Phases 2 and 3.
- Teachers increasingly promote skills in critical thinking, problem-solving and independent learning. They enable students to develop and strengthen their critical thinking skills, for example by requiring older students in science to mark completed past papers, which improves their analysis and problem-solving skills.

Areas for development:

- Teachers' management of the number of students in groups during lessons so that all are actively involved.
- Teachers' use of differentiation techniques to respond to the different needs of all students, especially the higher attainers.

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

- The school conducts IBT, ABT, GL progress and diagnostic tests annually, which provide teachers with information about students' attainment and gaps in their knowledge, skills and understanding. Regular internal assessments in key subjects are linked to the curriculum and provide reliable information about students' academic progress. The school effectively uses external benchmarking tests including IGCSE, AS and A level examinations to assess students' performance against international standards.
- Assessment results are used to improve students' attainment and progress. Most teachers use assessment information effectively to plan lessons with different levels of activities. However, activities are not always planned using assessment data well enough to ensure students start lesson activities at appropriate levels; as a result, the learning needs of different groups of students are not consistently met, particularly higher attaining students.
- Most teachers have good knowledge of the strengths and weaknesses of individual students and provide focused challenge and support. They provide constructive feedback to students, which enables them to assess their strengths and areas for development, although in Phase 2 Arabic-medium subjects, written feedback lacks consistency.

Areas for development:

- Teachers' use of assessment information to plan targeted lesson activities that meet the needs of all students, particularly for higher attaining students.
- Teachers' regular use of written formative feedback in Arabic-medium subjects in Phase 2.

4. Curriculum

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

- The curriculum is broad, balanced, and age-appropriate, aligning with the UK curriculum and MoE requirements. It develops students' knowledge, skills, and understanding through diverse subjects and real-life learning experiences, including Individual Education Plans (IEP) for personalized support of students with SEND.
- The curriculum enables continuity and progression, building on students' previous achievement. Phase 1 learning is based on the early years foundation stage (EYFS). The continuity of a consistent phonics program across EYFS into KG2 has provided strong continuity and progression into Phase 2 and supports much improved students' outcomes. The Key Stage 3 curriculum meets the needs of most students, preparing them for future education through structured learning experiences, regular assessment, and feedback tailored to their individual needs.
- The curriculum offers a wide range of subjects, such as computer science, separate sciences, business, economics and provides older students with opportunities to explore their interests in subjects such as psychology. The Key Stage 4 curriculum prepares older students for future educational and career pathways with a majority of Key Stage 5 students going on to local and international universities.
- Cross-curricular links are incorporated to enhance students' understanding and application of knowledge through project-based learning, science, technology, engineering, art, and mathematics (STEAM), and other inter-disciplinary approaches. However, cross-curricular connections tend to be incidental rather than systematically planned. In Arabic-medium subjects, while cross-curricular links are intentionally designed, they are not consistently delivered. This approach aims to foster critical thinking and problem-solving skills.
- The school regularly reviews and updates its curriculum based on feedback from teachers, students, and parents, ensuring it remains relevant and effective, supporting the academic and personal development of all students.

Areas for development:

- The strengthening of planned cross-curricular links, especially to foster critical thinking and problem-solving so that they are consistently delivered in English and Arabic-medium subjects.

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

- The school effectively adapts the curriculum to meet the diverse needs of students through data-driven modifications and IEPs to meet the needs of SEND students. Curriculum modification is also based on the outcomes of CAT4 reports and profiles. EYFS leaders regularly review the curriculum and adapt it to ensure it is meaningful and supports children's effective learning and development. Curriculum modification to meet the needs of different groups, including the gifted and talented (G&T) and higher attainers, is not as evident in Phase 3 as in other phases.
- The curriculum provides many opportunities to engage in extra-curricular activities, such as well-being clubs and weekend activities in music, art and choir to enhance students' personal development. The curriculum motivates students through opportunities for enterprise, such as entrepreneurial ventures initiated and run by Phase 3 students to raise funds from local businesses for a motor racing event. In Phases 1 and 2, the curriculum is adapted well to provide hands-on learning, project-based tasks, and real-world applications that promote collaboration and independent research.
- The curriculum integrates UAE culture and society well into learning and is adapted to promote Islamic values and students' understanding of Emirati history and heritage. Activities are based on the Islamic calendar and cultural events connect students to local traditions.

Areas for development:

- Curriculum modification to meet the needs of all groups of students, including the G&T and higher attaining students, particularly in Phase 3.

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
		Very Good	Very Good	Very Good

- The school has very detailed policies and procedures for safeguarding students and promoting their well-being. Rigorous systems support students' welfare and staff's accountability for it; for example, separate staff and student committees ensure that high-quality child-protection practice is maintained across the school. The school's arrangements for ensuring students' health and safety are robust, including safety checks and records; students' medical needs are detailed, up to date, while follow-up actions and outcomes are carefully recorded to ensure continuity of practice. Safety checks are frequent and rigorous. Supervision of students is exceptionally effective.
- Buildings are very well maintained, and record-keeping is comprehensive and well organized. The school's very effective health and safety systems and procedures ensure that incidents and accidents on the school premises and transportation are rare. Identity cards have been provided for all students, staff and parents for identification purposes. Parents and visitors to the school wear a color-coded lanyard. Wide walkways and doorways enable students to move freely. However, indoor or shaded outdoor areas for students to spend their breaks and carry out other activities during hot weather are insufficient which results in them having to spend long periods of time inside classrooms.
- Healthy living is coherently and intrinsically built into and promoted in all aspects of school-life through assemblies focusing on healthy lifestyles, good study routines, effective use of social media and guidance on device-time, PE, and student-led well-being activities. Weekly healthy tips are shared through the school's newsletter by the school doctor and counselors. Well-being is a key focus for the school. Online safety and safeguarding sessions are provided for both students and parents.

Areas for development:

- Indoor or shaded outdoor areas for students to spend their breaks and carry out other activities during hot weather.

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

- Relationships between staff and students are very positive and purposeful. Staff have high expectations for students' behavior, and they implement the reviewed behavior policy consistently well across all aspects of school life, though isolated minor disruption by a few boys is still being tackled in Phase 3. There have been dramatic reductions of behavior incidents on school transportation. The school's rates of attendance are improving as the school monitors closely reasons for absenteeism and lateness.
- Referral systems to identify students with SEND are in place and relevant information is shared with teachers, counselors and the school's medical teams. However, the identification of students with G&T is still emerging and is limited to students' academic achievements in English, mathematics and science together with CAT4 results. The inclusion team monitors and supports students with specific learning difficulties. IEPs are developed collaboratively with teachers, students and parents, and learning support assistants write weekly reports to parents.
- Students' well-being is a high priority supported by analysis of pupil attitudes to self and school (PASS) data. There are three well-being coordinators, who support the pastoral team. New students receive support and guidance during the induction process and beyond. Students in Grade 5 receive taster lessons to make them more familiar with secondary school life in Phase 3. Careers' guidance is very effective with a dedicated careers counselor, providing extensive counselling support through individual sessions for all students from Grades 8–12 as well as numerous assemblies, careers fairs and visits by experts and universities.

Areas for development:

- The formal identification procedures for G&T students, particularly in non-core subject areas.

6. Leadership and Management

6.1: The Effectiveness of Leadership	Judgment
	Good

- The vision, dedication and continuity provided by the Principal and Vice principal are the bedrock of the school's strong leadership. They are developmental leaders who have established an experienced senior leadership team that has a clear understanding of the UAE National Agenda, having ensured rapid improvements in teaching, learning and students' achievement.
- Senior leaders have established a new and vibrant middle leadership team, that has a good understanding of the curriculum and best practice in teaching and learning. All leaders contribute to establishing a positive learning culture throughout the school that supports improved teaching and learning and students' personal development.
- Leaders have established systematic procedures that ensure communication with all stakeholders is frequent and informative. Students are represented on the Student Council and other sub-committees, which ensures that the student voice is strong. Relationships are positive across the school, between leaders and teachers, and well-organized meetings, such as the weekly 'Principal's clinic' with parents, ensure a positive ethos across the school.
- Most middle and senior leaders have significant potential to improve and display a clear commitment to innovation and continuous school advancement. They devise and lead improvement activities with notable success. However, a minority of leaders' capacity to drive improvements is less secure.
- Leadership is particularly effective in the EYFS where leaders are successful in establishing a highly effective start for the majority of children who enter the school as non-English speakers. Many middle leaders are newly appointed, and they have been successful in raising students' achievement, particularly in English-medium subjects in Phase 2 and in Arabic-medium subjects in Phase 3, where external test results show students are achieving above international curriculum expectations.

Areas for development:

- The monitoring of all leaders to ensure their capacity to improve is strengthened.

6.2: Self-evaluation and Improvement Planning	Judgment
	Good

- The self-evaluation process is extensive and includes most stakeholders; it is coordinated mainly by middle and senior leaders, after consultation with teachers, most of whom know their students' strengths and areas for development well. The judgements reached by school leaders in their self-evaluation are accurate.
- The drive towards rapid improvement through the whole school development plan (SDP) is underway and it has clearly identified key priorities. These targets are not sufficiently measurable and do not have named accountabilities. Monitoring and evaluation of teaching and learning are systematic and supportive in improving students' achievements. Senior leaders evaluate students' classroom experiences and track their work regularly. Monitoring processes are effective in enabling teachers to improve their teaching skills, although leaders' feedback has yet to place greater emphasis on students' specific attainment and progress needs.
- The impact of improvement planning is evident in the outcomes for a majority of students. Improvement plans are collated by senior leaders and evidenced from teachers' assessments. The successful implementation of whole school and individual subject improvement plans has led to higher external outcomes, very good health, safety and good overall personal development for all students.

Areas for development:

- Measurable targets in the SDP with named accountabilities so that it can be monitored effectively.
- Leaders' feedback to teachers that includes greater emphasis on students' specific attainment and progress needs.

6.3: Partnership with Parents and the Community	Judgment
<ul style="list-style-type: none"> The school is successful in engaging parents as partners in their children’s education. Parents are supportive and highly appreciate the teachers and leaders who respond quickly to communications. The PPP has weekly meetings with the Principal and also has a parent representative on the governing body. They are actively involved in a wide range of school events and are consulted on the development of the SDP. The school provides frequent opportunities for parents to visit in person. Parents value the weekly online newsletter. Communication is comprehensive and frequent, including through a wide range of online programs and social media methods. The PPP takes responsibility for contacting parents at the start of the year and encourages them to become involved in school events. They believe that their children flourish personally and academically and are well informed about progress through formal reports four times a year. Parents participate in the school sports day and play football on Saturdays against other community teams. There are also links with other GEMS schools in Sharjah and Dubai, although active partnerships with organizations outside the community are developing. 	Very Good

Areas for development:

- The development of community partnerships, including internationally for the benefit of all students.

6.4: Governance	Judgment
<ul style="list-style-type: none"> Governors are well informed and experienced, both academically and administratively. Their vision for the school is clear and they understand how it works day-to-day. They monitor the school regularly. They have taken action to address the recommendations of the last evaluation report and have ensured that all stakeholders, including students, teachers and parents are fully represented on the local advisory board, which is the governing body. Governors are knowledgeable and have a good understanding of school policies and what assessment data tells them about students’ achievement. They monitor teaching and learning and hold leaders to account as part of the performance management process. They provide adequate staffing resources, and ensure all statutory requirements are met, although they have yet to address the high rate of teachers’ turnover effectively. 	Good

Areas for development:

- The retention of teachers so that students’ learning is not disrupted.

6.5: Management, Staffing, Facilities and Resources	Judgment
<ul style="list-style-type: none"> Leaders support all staff in providing a flourishing environment through effective school management. The school's daily life is well-managed through efficient routines that ensure smooth movement and transition between phases. There is a positive educational ethos that permeates all daily activities and leaders have provided ample lesson support in KG where teaching assistants support children in all classes. However, the deployment of teachers of Arabic as an additional language does not effectively ensure that students are taught in classes that are well-matched to their learning levels. The relevance and range of teaching resources, including stimulating online programs and learning technologies, are having a positive impact on students’ achievement. Frequent and effective professional development training has improved teachers’ understanding of the curriculum. The school is well-equipped with attractive facilities, including high quality specialist areas, such as a gymnasium, music and art rooms and an attractive, well-stocked library in a welcoming and stimulating learning environment. 	Good

Areas for development:

- The deployment of teachers to ensure Arabic as an additional language is delivered to match students' levels.