

GEMS Wellington Primary School

British Schools Overseas Inspection Report

Inspection Dates: 14-17 November 2016

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Age Group: 3 -11
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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The purposes of the inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain.

The BSO inspection was combined with an inspection carried out with inspectors from the Dubai School Inspection Bureau (DSIB). The DSIB inspection evaluated the school's performance

when measured against the quality indicators for schools in Dubai. The outcomes of the DSIB inspection are contained within a separate report which is available from the Knowledge and Human Development Authority (KHDA) in Dubai.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

Information about the school

GEMS Wellington Primary School is an independent school located in the Al Satwa district of Dubai. It has expanded significantly since opening in 2007. The school is part of the Global Educational Management Systems (GEMS) group.

There are 1171 pupils aged between three and 11 years, with almost 300 in early years and the remainder in primary. It is an average-sized school. All pupils follow the English National Curriculum. The school is culturally diverse with the pupils representing 73 nationalities. About one tenth are British and a quarter are learning to speak English as an additional language. About one fifth are considered as gifted and talented. The school has identified 276 pupils who have special educational needs and/or disabilities, 90 of whom receive some support outside the classroom. Pupils move to other schools internationally, locally and some transfer to other GEMS schools.

The school has 90 teachers; 83 of these hold qualified teaching qualifications and 66 of them hold British teaching qualifications.

The school is a member of the Council of International Schools and the Council of British International Schools.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. There were also eight DSIB inspectors on the inspection. The school was given three weeks' notice of the inspection. The combined inspection team was given access to extensive information about

the school in advance of the inspection. Schools in Dubai submit documents electronically to DSIB annually and these were available for the combined inspection team. Responses from parents and staff to the DSIB annual survey formed part of the evidence for both inspection teams.

The two inspection teams contributed to a shared evidence base, which formed the basis for making their judgments. A total of 88 lessons were observed during the inspection. Inspectors held 39 meetings with senior leaders, governors, subject coordinators, the special educational needs coordinator, other staff, parents and pupils. Inspectors scrutinised pupils' work, extensive documents including the school's self-review, improvement plans, assessment systems and safeguarding policies. They observed the school throughout the day and explored any issues raised with the appropriate senior leaders.

Evaluation of the school

GEMS Wellington Primary School is an outstanding school. It provides an outstanding education for pupils from early years to Year 6 and meets the Standards for British Schools Overseas. The principal is a powerful leader who has successfully implemented sustainable improvements and is committed to raising the quality of education even higher. There is strong capacity and capability for continued improvement.

Information technology has a high profile in all parts of school life. Information is shared promptly with parents and pupils using modern communication methods, with rigorous safeguards for internet safety. Pupils throughout the school use laptop and tablet computers for research, recording and presenting their work.

About a quarter of pupils are learning **English** as an additional language. Focused support allows them to make outstanding progress in English. The small minority of pupils who have special educational needs and/or disabilities make excellent progress as a result of carefully planned teaching and support. External assessment reports measuring attainment and progress in English, mathematics and science show that the school performs better than other English curriculum schools owned by the same group, other schools in the region and internationally. 2016 results in key stage 2 tests show that 92% of pupils achieved at or above expectations and 81% made better-than-expected progress.

Attainment in English is above average and progress is outstanding. Children in early years make rapid progress to achieve the early learning goals. Pupils achieve above international averages in English assessments and above the average for other schools in Dubai.

Key stage 1 pupils listen attentively and express their knowledge, views and feelings confidently in complex sentences. They use phonics to sound out unfamiliar words and have good comprehension skills. Pupils develop writing drafts confidently to craft original written English using vivid vocabulary, correct grammar and punctuation. In Year 1, they use appropriate language in role-plays and understand how to adapt spoken language for different contexts and audiences. Year 2 pupils research independently to locate, analyse and record information for diverse writing and justify their choice of relevant sources.

Key stage 2 pupils discuss and debate extensively before drafting factual writing in social studies. In Year 4, they create suspense in writing through a varied range of techniques and evocative vocabulary. Pupils are highly skilled at identifying and applying the features of

persuasive language from commercial advertising. In Year 5, they apply this to design posters, advertisements and speeches that are rich in persuasive language and imagery.

By Year 6, pupils use their increasing command of formal English to deepen their understanding across the curriculum by posing hypotheses, imagining and exploring ideas. They speak confidently, consider and evaluate different viewpoints and build on the contributions of others. Pupils enjoy fiction and non-fiction texts, reading confidently and fluently.

Pupils' attainment and progress in **mathematics** are outstanding. They make rapid progress to reach standards above the English average by the end of Years 2 and 6. Average attainment in external assessments for Year 2 in 2016 was well above the international average. This trend continues through the school. Standards are rising year on year as a result of structured curriculum development and strong teaching across mathematics.

Pupils' knowledge and understanding of number, measurement and shape are extremely well developed. They acquire firm understanding of place value and the relationships between numbers in early years; this gives them a solid platform to build higher-level mathematical knowledge and skills. By Year 2, all groups of pupils answer sequences of questions accurately and promptly by counting forwards and back in twos, fives and 10s from different starting points to over 100. Pupils develop many strategies to calculate successfully increasingly complex addition, subtraction, multiplication and division sums. By Year 6, they use their mathematical knowledge to calculate precisely long-division sums involving numbers to three decimal places.

Pupils are confident to apply their knowledge and reasoning skills and solve real-life problems. During the inspection, pupils in Year 4 calculated the population growth of turtles on Dubai beaches using algebraic equations to support their findings. Mathematical tasks frequently link to other subjects. For example, pupils develop and apply data-handling skills through studies in history and science. Written work is presented to a high standard which helps pupils to review their calculations easily and check the accuracy of their answers.

Attainment in **science** is above average and progress is outstanding. Most pupils are working above levels expected for their age by the end of both key stages.

Children in early years are naturally curious and explore the natural world, living things and how objects behave by using all their senses to observe and make meaningful comparisons. They build knowledge and skills and start to explore early chemistry, physics and biology, for example how changes in temperature affect substances. By Year 1, pupils record their scientific findings methodically and understand the need to identify resources, describe methods and record their findings scientifically. This is evident in how they write up experiments and investigations, using scientific vocabulary to plan fair tests, discuss and record observations, and frame hypotheses.

The curriculum builds scientific skills as well as knowledge and, by Year 2, pupils plan investigations to achieve specific learning objectives. They challenge each other's views with reflective questions, for example how changing one variable might affect the behaviour of others. They are mature in how they learn when their investigations produce unexpected results and use scientific terms accurately to form hypotheses and plan subsequent investigations.

In key stage 2, pupils' scientific skills are strong and they build on previous learning for more intricate investigations. They gather evidence and record this methodically, with increasing use of more complex ways to present data and analytical tools to probe their findings. By Year 6, pupils have a very secure knowledge of life cycles of different types of living things, how objects

and forces interact and the behaviour of chemicals. They work scientifically and responsibly in laboratories and classrooms, showing curiosity as well as a high regard for safety.

Pupils excel in other subjects, including physical education, technology, creative and performing arts. The diverse range of sport allows all pupils to develop their fitness, stamina and skills, and understand rules and team ethics. For example, they take on roles as referees at soccer matches, film skills with tablet computers and use this evidence to identify where coaching is needed. Pupils of all ages use technology in sophisticated ways and attainment is well above expectations. Progress and attainment in music are outstanding, starting from early years where the youngest children perform using simple instruments and begin to appreciate modern and classical instrumental and vocal music.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment is outstanding overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The Standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the Standard (see Standard 5 below).
- The provision of information for parents meets the requirements of this Standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 9 below). The school makes use of extensive assessment information to plan lessons. However, at times, analysis of assessment information is not used fully to identify patterns and trends in attainment.

As a result of this inspection, undertaken during November 2016, the school has demonstrated that it meets the Standards for British Schools Overseas. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The school meets the requirements of the Standard. **The school's curriculum is outstanding.** It is broad, balanced and securely based on the current English National Curriculum for early years and key stages 1 and 2. The curriculum is carefully planned to meet the requirements of Dubai and the UAE and pupils learn about the heritage, both cultural and environmental, of the locality. Projects and themes allow pupils to gain meaningful insights into how Dubai developed and its role in the UAE.

The design of the curriculum is thorough and innovative. All pupils study English, mathematics, the sciences, humanities, Islamic education, technology, creative and aesthetic subjects and physical education and languages, including Arabic. The planning of the 'curriculum essentials'

provides continuity for all age groups and helps pupils to achieve outstandingly well and acquire depth and mastery in their learning. Staff receive extensive training on the curriculum policies and work in close collaboration with other schools to share successful practice. The curriculum for the early years is excellent and ensures children are exceedingly well prepared for their later education in all areas of learning. The school's curriculum planning enables pupils to appropriately and successfully enter or re-enter the UK education system at any age or stage in their learning. All pupils are prepared exceptionally well for the next stage in their learning.

The curriculum meets the needs of all pupils extremely well; it engages and motivates them in learning and promotes high standards of academic, personal and social development. Children in early years learn to negotiate with others and make decisions when playing and learning.

The 'learning gears' approach to planning teaching and learning for all ages and subjects is carefully structured and thought provoking. It helps pupils to develop the necessary aptitudes and attitudes to manage and achieve at a high level. For example, pupils learn to collaborate and take different roles when they work successfully in groups to complete projects making DVD presentations in English and mathematics.

The school meets the needs of all groups of learners. For example, the curriculum is sensitively adjusted to meet the needs of pupils who have special educational needs and/or disabilities when required. This allows them to make the same excellent progress as their peers. The school has highly focused procedures to identify and support pupils with a gift or talent and provides imaginative activities for further development of these, including extracurricular activities.

Pupils who are learning English as an additional language receive focused support to help them build their skills in listening, speaking, reading and writing. Teachers and support staff ensure that pupils can access the curriculum using English by ensuring that they understand subject vocabulary as well as learning English grammar and conventions.

The school provides many opportunities for pupils to take responsibility and develop their self-confidence and self-awareness. For example, members of the school council and eco-council play key roles in maintaining the high quality of the school environment. School prefects provide strong role models for their peers.

The school offers numerous extracurricular activities, including sports, music, drama and art, to meet the needs of all its pupils. A very large majority of boys and girls participate regularly in these. Pupils also make an excellent contribution to school life through assemblies and concert performances. Musical pupils are confident to play in front of adults and their peers as the introduction for assemblies.

The curriculum strongly promotes aspects of British culture. Pupils compare living in Britain and the UAE in geography, read age-appropriate British literature and learn about history through topics including Henry VIII, the Tudors and more recent events such as the sinking of the Lusitania and the World Wars. Pupils are actively involved in fundraising and charity events to support groups in the local community and those facing adversity globally.

The quality of teaching, learning and assessment is outstanding. The provision ensures that pupils of all ages and abilities make very rapid progress in acquiring knowledge, skills and

understanding in all subjects. As a result, pupils acquire and apply skills for successful learning and their progress is outstanding.

Teachers are well qualified for the subjects and ages they teach and know how to adapt lessons so that all pupils make rapid progress. They have an excellent understanding of how pupils learn and the skills they need for their future education. This includes how to teach pupils learning to speak English as an additional language.

Teaching is securely based on the school's 'curriculum essentials' and aligns with current requirements in England and Dubai. As a result, pupils are well prepared to enter, or re-enter, the British education system. Teaching in early years is excellent and ensures that children quickly develop the characteristics of effective learning and so they make rapid progress.

Teachers' lesson planning is detailed, thorough and consistent. It identifies precise objectives for pupils of all abilities and highlights the prime focus of learning rather than completing a task in every lesson. This leads to pupils' high aspirations and they swiftly build on their previous learning. For example, pupils in Year 6 expanded their data-handling skills from constructing histograms to producing and interrogating complex frequency graphs. Teachers make very effective use of collaborative planning time to set consistently high expectations for pupils and share teaching skills and initiatives. Teaching assistants are well trained and highly successful in supporting learning.

Lessons are imaginative, quickly engage pupils' interests and deepen pupils' understanding. Most new learning starts with a query or an investigation for pupils to pursue. Consequently, they are ready and eager to discover more and are confident to take risks in their learning. Teachers make excellent use of the extensive range of high quality resources to motivate pupils and make learning fun. Teachers' imaginative use of information technology, including social media, contributes to pupils' outstanding progress and achievement.

Teachers are excellent role models. There are highly positive relationships between pupils and teachers. Pupils feel valued and respected by teachers and other adults. They are highly motivated with sophisticated learning skills. They listen attentively and engage very positively with all learning activities in the classroom and beyond, showing excitement and curiosity as they tackle challenging tasks. They take pride in their written and practical work. Pupils reflect on their achievements and are perceptive and thoughtful, showing maturity as learners. They articulate their ideas clearly and engage in profound discussions and debates.

Teachers' assessments of pupils' progress and attainment are regular and pinpoint what pupils need to achieve next. The procedures to moderate the accuracy of assessments and ensure consistency are robust. Teachers make increasingly effective use of assessment information to plan lessons and support, which helps all pupils to learn quickly and achieve high standards. Learning activities are very closely matched to pupils' individual needs in all subjects. Analyses of assessment outcomes are not always used fully to identify variations between groups of pupils.

Pupils' with special educational needs and/or disabilities receive extremely focused support to develop their independence and further their learning. As a result, they also make excellent progress.

Standard 2. The spiritual, moral, social and cultural development of the pupils

The school meets the requirements of the Standard. **The spiritual, moral, social and cultural development of pupils is outstanding.** The school's ethos of 'We care for each other' is evident in how pupils and adults interact and treat everyone respectfully. Pupils enjoy being at school and this is reflected in high attendance.

Pupils are courteous, friendly and behave extremely well. They support each other to learn in groups, build strong friendships and have positive relationships with adults. Their determined attitudes make a significant contribution to high academic achievement. Pupils recognise how their learning skills help them to tackle challenging work; they are not deterred by making mistakes. They welcome new pupils and take pride in helping them to settle into the nurturing culture where pupils of all ages care for each other. Teachers show respect for their pupils and other adults in the school community and make clear that this is how to treat other people, regardless of their age or role.

The school successfully builds pupils' skills of independent thinking, self-reflection and accepting personal responsibility. This is evident in how pupils behave and learn. In lessons, pupils demonstrate self confidence; they evaluate their achievements and set themselves challenges to do better. Pupils help each other learn through working collaboratively in pairs or small groups.

The personalised curriculum provides excellent opportunities for pupils of all abilities and interests to excel. Their achievements are celebrated in assemblies, where explicit emphasis and explanation of the reasons for each award focus attention on learning skills. This gives all pupils meaningful insights into applying learning skills, with their peers as successful role models.

Pupils distinguish right from wrong and older pupils understand the need to respect laws. The strong emphasis on collaboration and the consistent approach to building skills for managing behaviour are highly successful. This helps pupils to avoid disagreements and find resolutions.

They build their awareness, appreciation and respect for the traditions of Dubai and the Islamic faith in all classes. Older pupils are well informed about the economic and social growth of Dubai and the reasons for this. They are curious about the culture, traditions and rapid changes in Dubai and the UAE. The established eco-group actively promotes environmental sustainability through its activities and initiatives.

The school is a true international community with pupils from 73 nationalities. This rich cultural diversity is celebrated and builds awareness and understanding of nations from all parts of the world. The annual international fair is a lively event where all pupils participate in some way.

Diverse opportunities for leadership include head boy and head girl, prefects, school council representatives, eco-council and contributing to fundraising initiatives. These roles allow pupils to reflect on the views and rights of other people and recognise differences. Elections for the school council give pupils insights into a democratic process and what it means to accept responsibility for representing the views of others.

Pupils of all ages build their understanding of life in Britain, its traditions, history, culture, the values of tolerance, democracy and respect for freedom. Social studies lessons help pupils to understand how these values and traditions have evolved and continue to evolve with people from different nationalities moving to England. Understanding of the British way of life is integral to the life of the school and all pupils follow the English curriculum. The school is organised in similar ways to schools in England.

Teachers add vibrancy to teaching about key events and characters in British history through role-plays, poetry and creative writing. Pupils' knowledge of geography and transport networks featured in mathematics when solving problems about prices on rail journeys between major British cities. Pupils talk about the British royal family and make comparisons with the rulers of Dubai.

Standard 3. The welfare, health and safety of the pupils

The school meets the requirements of the Standard. **Procedures for the welfare, health and safety of the pupils are outstanding.** New pupils settle into school routines very quickly as a result of the welcome they receive from their peers and sensitive care from teachers and leaders.

The policies and procedures for safeguarding are extremely robust and fully compliant with requirements in Dubai as well as meeting those expected in the UK. The school's child protection officer and deputy principal provide a high level of training at least annually. All staff receive training on child protection procedures as part of their induction and update this at least every two years or when changes are needed.

The effective supervision of pupils is of paramount importance. The school has excellent policies and systems to ensure that pupils are kept safe on activities outside the school and while travelling on buses. Their arrival and departure are monitored diligently. Pupils play and work in a very clean, tidy and healthy environment. Caretaking and cleaning staff maintain the building to a very high standard and pupils help to make sure there is no litter. Staff are vigilant in supervising pupils at breaks, and zoning of the playground allows pupils to enjoy their leisure and social time. Consequently, the school is orderly and calm.

Pupils are cared for well, are confident in their surroundings and know how to behave and the consequences of lapses in behaviour. They know who to turn to if they need help and support. Procedures to prevent bullying are very effective. The school makes very good use of a range of assessment procedures to support pupils' personal development and identify those who may be vulnerable and need additional support. A significant number of teaching and non-teaching staff are trained in first aid with easy access to high quality first-aid resources, including defibrillators. The clinic is highly organised and managed by two qualified nurses. They ensure that appropriate staff are well informed about any pupil with allergies or medical needs. Medications are stored securely and pupils' health records are detailed and also held securely.

The school makes a powerful contribution to pupils' understanding and appreciation of healthy life-styles. The science curriculum helps them to appreciate how their bodies work and the value of eating healthily and drinking plenty of clean water throughout the day. Pupils enjoy numerous activities through challenging physical education lessons and the very well attended extra-curricular sporting games and competitions. The swimming pools are used frequently, helping to build pupils' fitness as well as their swimming skills.

Admission and attendance policies comply fully with local requirements. Attendance is outstanding at over 97% and pupils arrive punctually for lessons, showing keenness to learn.

Robust policies and requirements for health, safety, fire and evacuation are externally verified to ensure they meet local requirements.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of the Standard. The school follows very rigorous recruitment procedures in order to keep children safe. These adhere to standards set by the corporate group and reinforced by the school. Leaders and appropriate staff are trained in child protection, safeguarding and safer recruitment to ensure that procedures comply with those required in the UK and Dubai. It carries out robust checks of all employees, including the right to work in Dubai and with children. Applicants who do not meet the school's rigorous recruitment and checking procedures are not offered employment. Most teachers hold British teaching qualifications, are experienced in teaching early years and primary-aged children and are very confident in teaching the English curriculum. The specialist teaching staff includes special educational needs support, physical education and music teachers, who are all equally well qualified and meet all recruitment checks and procedures. Class teachers list all parents who volunteer in their classrooms. Staff recruitment and employment records are meticulously organised and comply with all requirements.

Standard 5. The premises and accommodation

The school meets all the requirements of the Standard. The premises are spacious, well designed and make the most of a restricted inner-city campus. The school meets all the requirements of Dubai regarding school buildings. Security is a priority and underpinned by comprehensive systems for checking vehicles and visitors to the school. Closed circuit television monitoring plays a key part in monitoring safety within the campus. The sturdy perimeter wall has manned entrances and allows safe entry as well as speedy exit in case of emergency evacuations. High standards of maintenance keep the interior and exterior in exceptional condition and pupils take pride in their school environment. Displays are highly effective in creating a stimulating and vibrant environment where learning is celebrated and fun.

All the classrooms and specialist teaching areas are spacious, light, fitted with effective air-conditioning and equipped with age-appropriate furniture and furnishings. Extensive resources for technology are very modern and integrated fully into all areas. The layout is spacious with wide hallways, which provide useful spaces for small-group tasks. The extensive specialist resources include art and music rooms, a well-equipped auditorium, library and science laboratories; these are impressive and used by large numbers of pupils daily. Resources in all teaching areas are of high quality, age-appropriate and allow pupils to learn very successfully in all areas of the curriculum. The outdoor areas are carefully planned to provide shaded places for pupils to relax at break times and superb facilities for physical education, including sports pitches and covered swimming pools.

Facilities are checked thoroughly to comply with local requirements and to meet the school's high standards for cleanliness and maintenance. The ample toilet and changing facilities are checked and cleaned several times daily to maintain hygiene. Pupils eat packed lunches in their classrooms and hygiene is assured by thorough cleaning the tables before and after food is eaten. The well-equipped clinic allows pupils who become ill to receive appropriate care. The spacious hallways and classrooms allow pupils with special educational needs and/or disabilities to move independently around the school. As the school has no lift, it does not accept pupils needing to use a wheelchair for mobility.

Standard 6. The provision of information for parents, carers and others

The school meets the requirements of the Standard. There is genuine commitment to the school's belief in real partnership with parents to support the learning of their children. The school has created extensive communication pathways, using technology to supplement the more usual channels of formal teacher/parent meetings and reports. It complies with all requirements relating to information for parents and prospective parents. This includes policies, information about academic standards, the curriculum and access to the office of the school operator.

Online communication with parents and carers is innovative and ensures that information about school events' learning is shared without delay. The school takes great care to safeguard information and is diligent in managing its secure social media platforms. Mobile application tools give parents something to talk about with their child, activities to share and guidance. Pupils and teachers frequently record lessons which parents can view using a secure communication application, accessible on electronic communication devices. The school's website makes clear how parents can contact teachers and newsletters are sent out weekly using email.

Parents hold the principal in high regard and, during the inspection, spoke highly of the ease of access to him, senior staff and teachers. The open-door policy works well and parents seldom need to approach the corporate office with concerns as the school resolves issues.

Parents are encouraged and supported to be actively involved in their child's learning and the life of the school. This begins with induction for families new to the school, or new to Dubai. The parent relations executive makes links with parents, ensures that communication is consistent across the school and addresses concerns when these arise. Teachers provide informative workshops for parents on modern teaching methods and parents find these invaluable. Parents spoke of understanding phonics and different ways to calculate in mathematics following workshops.

The parent association has a defined structure and provides a further communication channel between families and the school, with designated class representatives. They build strong links with others in their class and established parents take a lead role in the induction of parents new to the school.

While parents value the formal reports on their child's progress and attainment, they are confident to seek additional meetings with teachers at other times to keep them informed about progress.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of the Standard. The complaints policy is easy to understand and shared openly, so that parents and prospective parents know how to raise complaints.

Parents are confident to raise concerns with the principal and staff. During the inspection, a group of parents confirmed that they are listened to and their concerns taken seriously. All concerns are dealt with without delay and the principal is vigilant in monitoring changes to ensure that the agreed solutions remain successful. This sensitive listening approach means that formal complaints are rare. Parents can also raise concerns using email and the school's social media pathways and these are addressed with equal promptness. Records of formal and informal complaints comply with all requirements.

Standard 8. The quality of provision for boarding

Not applicable.

Standard 9. Leadership and management of the school

The school meets all the requirements of the Standard. **The leadership and management of the school are outstanding.** The principal shows quiet determination and uses his calm charisma to inspire and gain the commitment of pupils, parents and staff. He is a man of integrity, who has high ambitions for the school and has earned the respect of parents, staff, pupils and governors. His vision for the school is clear with a twin emphasis on care and education for every pupil.

There is outstanding capacity for improvement to raise the performance of the school even higher. Governors, leaders and managers work hard to ensure that policies to promote equality are implemented, giving equal opportunities between staff and between pupils.

Governance arrangements are strong and the principal works closely with members of the GEMS corporate board. They are diligent in verifying that potential staff are suitable to work with children and ensure that professional development reflects current practice in the UK, with a clear focus on curriculum, assessment and safeguarding pupils. The governors ensure that the school meets all its legal requirements and that financial policies are clear. Board members know the school well and are highly supportive of the principal. They ensure that resources are used to achieve the school's priorities, are fully involved in monitoring strategic plans and contribute to self-evaluation. Governors and school leaders maintain distinction in their roles and responsibilities, which leads to constructive working relationships.

The local governing body has a clear role as a critical friend and includes representatives of parents, businesses, school leadership with pupil representatives to be added.

The school runs very smoothly as staff and pupils follow efficient administrative systems and routines. This leads to a calm and positive atmosphere where pupils are relaxed as they learn.

Parents' responses to surveys show high levels of satisfaction with the principal and how he has led successful change across the school. This was confirmed by discussions with parents during the inspection. Communication from the school is sophisticated and keeps parents well informed about academic life, their child's progress and social events.

The senior leaders support the principal and vice principal through clearly defined roles. The principal has devolved responsibility to senior leaders, yet holds them to account through regular

monitoring. Middle leaders provide a further tier in the distributed leadership arrangements. Self-evaluation is rigorous and an established part of school routines.

Whole-school priorities and plans are expanded in action plans for particular aspects of the school. Priorities address recommendations from external reviews and inspections, as well as changes in educational practice or expectations. Action plans are monitored and reviewed systematically with adjustments made where evidence shows this to be necessary. Assessment information is used extensively for planning teaching to meet individual needs. Middle leaders recognise the advantages of sharpening their scrutiny of assessment analyses to raise further their awareness of trends and detect variations in achievement. Leadership of early years is equally effective, secure and responsive to change. This is illustrated by organising Foundation Stage 2 classes to cater for the needs of the high number of children with no previous school experience who joined the school in 2016.

Resources are used well to support successful learning for all pupils. This includes support for the significant number of pupils with special educational needs and/or disabilities. The specialist team provides focused support for these pupils in their classes, small groups or individually which allows them to make outstanding progress.

Performance management is clearly structured and ensures that staff at all levels are held to account. A sub-committee of governors appraise the principal and agree challenging targets at a strategic level for his performance. Teachers' performance management includes lesson observations and evaluating the impact of targeted professional development matched to individual needs or whole-school priorities. Training starts with extensive induction for new staff and continues as the school continues its drive for the highest standards of teaching, learning and care.

The school shares strong practice in various ways within the school and across the GEMS group of schools. This includes teaching and learning strengths in all subjects. This is achieved without conveying arrogance. Leaders at the school are not complacent about their high standards and successes.

Compliance with regulatory requirements

GEMS Wellington Primary School fully meets the requirements for British Schools Overseas.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

1. Raise attainment further by analysing the extensive attainment data available to plan teaching that meets fully the needs of all groups of pupils.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education	√			
How well the curriculum and other activities meet the range of needs and interests of pupils	√			
How effective teaching and assessment are in meeting the full range of pupils' needs	√			
How well pupils make progress in their learning	√			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	√			
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The quality of provision for boarding

Not applicable				
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Leadership and management

Overall effectiveness of leadership and management	√			
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School details

Name of school	GEMS Wellington Primary School
Type of school	Primary
Date school opened	September 2007
Age range of pupils	3 – 11 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	1171
Number on roll (part-time pupils)	Not applicable
Annual fees (day pupils) Foundation Stage 2 – Year 6 48687 AED	Foundation Stage 1 38625 AED;
Annual fees (boarders)	Not applicable
Address of school	PO Box 114652, Street 308, Behind the Shangri-La, Satwa, Dubai, UAE
Telephone number	+971 4 3433266
Email address	Registrar_wps@gemsedu.com
Headteacher	Stephen J Chynoweth
Proprietor	Dino Varkey

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils’ gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school’s work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children’s Services and Skills is the non-ministerial government department of Her Majesty’s Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school’s work on the outcomes for pupils.

Standards –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils’ learning.

With 40 years' experience of delivering education services worldwide Education Development Trust solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential.

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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