

INSPECTION SUMMARY REPORT

Parent Edition | 2022-2023

GEMS WINCHESTER SCHOOL

UK



GOOD

GEMS WINCHESTER SCHOOL

UK

Inspection Dates
16 - 20 January 2023

Principal
Matthew Lecuyer

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

4060
Students



44
Emirati Students



273
Students of Determination



228
Teachers



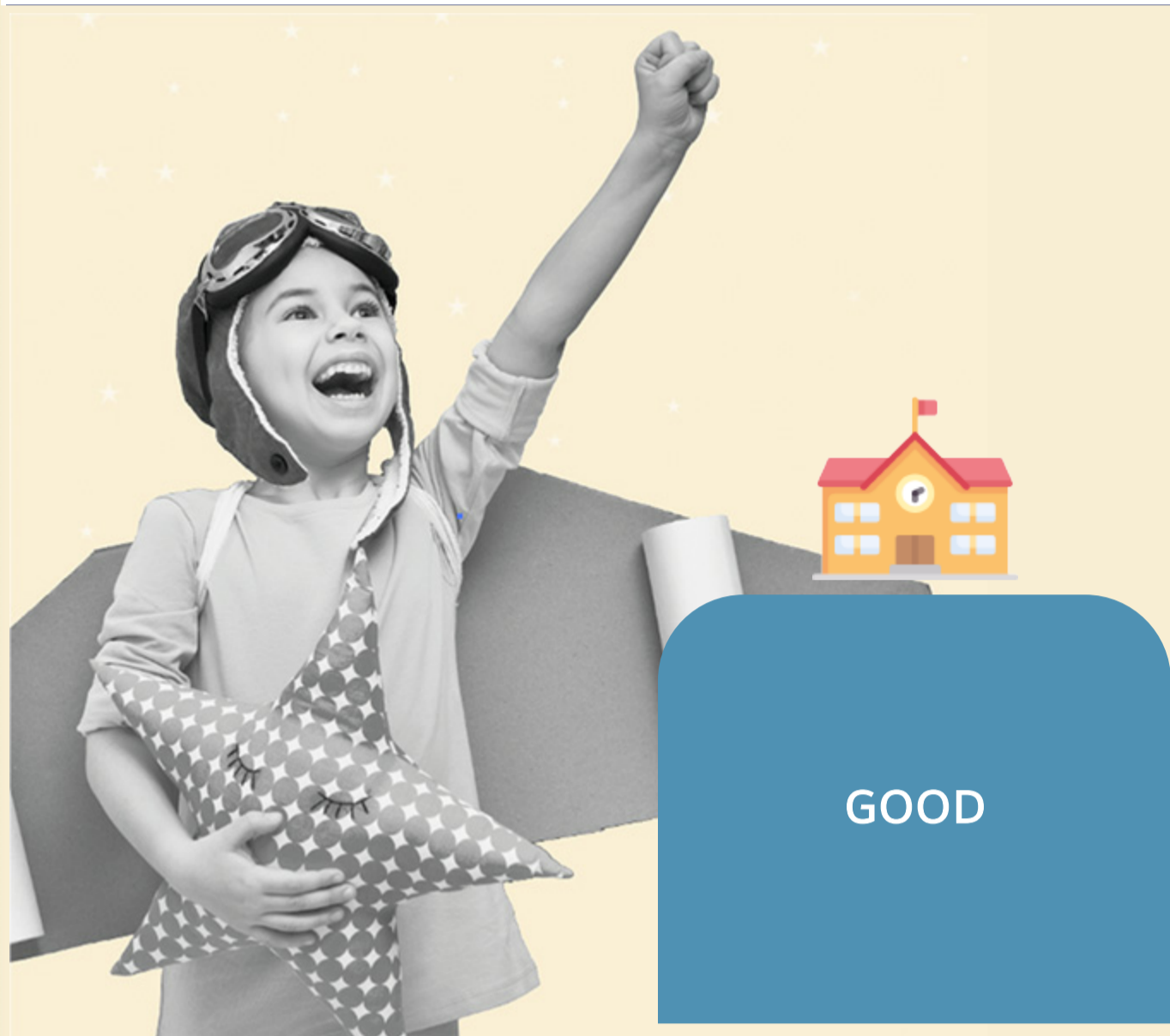
39
Teaching Assistants



2
Guidance counsellors



OVERALL SCHOOL PERFORMANCE



GOOD

OUTSTANDING

Quality of performance substantially exceeds the expectation of the UAE

VERY GOOD

Quality of performance exceeds the expectation of the UAE

GOOD

Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)

ACCEPTABLE

Quality of performance meets the minimum level of quality required in the UAE

WEAK

Quality of performance is below the expectation of the UAE

VERY WEAK

Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' STRENGTHS AND POINTS TO IMPROVE?

BEST FEATURES OF THE SCHOOL

- A rapidly improving school very capably led by the principal and senior leaders
- Excellent health and safety that supports the wellbeing of the school community
- The active participation and support of the parents
- The students' respectful behaviour, their work ethic and responsible attitudes
- The facilities and resources available at the new campus

POINTS TO IMPROVE

- Teachers to more effective use of the available assessment data when planning lessons to challenge and support all students
- Provide more opportunities for students to collaborate
- Develop students' skills in independent learning

WELLBEING

THE QUALITY OF WELLBEING PROVISION AND OUTCOME IS AT A HIGH LEVEL



The active promotion of wellbeing is an embedded feature of this school. Leaders and teachers successfully implement a thorough approach to the development of wellbeing. Students know about the importance of living a healthy lifestyle. The school collects and analyses information which show that students consistently report feeling safe, valued and engaged in the life of the school. This is helped by the open and respectful communication between the school and students and their parents.

HEALTH, SAFETY AND SUPPORT

HEALTH AND SAFETY

Foundation Stage	OUTSTANDING
Primary	OUTSTANDING
Secondary	OUTSTANDING
Post-16	OUTSTANDING

SUPPORT AND GUIDANCE

Foundation Stage	GOOD
Primary	GOOD
Secondary	GOOD
Post-16	GOOD



PROGRESS IN KEY SUBJECTS AND INCLUSION

The progress made by students in core subjects is an improving picture across the whole school. In Islamic education, English, mathematics and science their progress is good in every part of the school. Progress in Arabic as an additional language is good in the primary phase. Students of determination are well supported and as a consequence they typically make at least acceptable progress although the curriculum for students of determination is not yet sufficiently modified to match most students' academic and personal needs.

ENGLISH

Foundation Stage	GOOD
Primary	GOOD
Secondary	GOOD
Post-16	GOOD

MATHS

Foundation Stage	GOOD
Primary	GOOD
Secondary	GOOD
Post-16	GOOD

SCIENCE

Foundation Stage	GOOD
Primary	GOOD
Secondary	GOOD
Post-16	GOOD

ARABIC AS FIRST LANGUAGE

Foundation Stage	NOT APPLICABLE
Primary	ACCEPTABLE
Secondary	ACCEPTABLE
Post-16	ACCEPTABLE

ARABIC AS SECOND LANGUAGE

Foundation Stage	NOT APPLICABLE
Primary	GOOD
Secondary	ACCEPTABLE
Post-16	NOT APPLICABLE

ISLAMIC

Foundation Stage	NOT APPLICABLE
Primary	GOOD
Secondary	GOOD
Post-16	GOOD

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **GOOD**

LEADERSHIP AND TEACHING FOR EFFECTIVE LEARNING

The Principal and senior leadership focus equally on student achievement, personal development and wellbeing. Their priorities have a positive impact on the performance of the school. There is an effective partnership between the school and the parents. The governing body has addressed the previous recommendations and is actively supporting the development of the school at its new campus. Facilities and resources at this campus are helping to improve the students' achievements.

Both teaching and learning are improving and are now good in all parts of the school. Teachers plan lessons well and these allow students to be more involved in what and how they learn. This is a common feature of the Foundation Stage classrooms. It is a developing feature in other areas. Assessment processes are effective and provide a clear picture of the progress students are making.

EFFECTIVENESS OF LEADERSHIP



GOOD

TEACHING FOR EFFECTIVE LEARNING

Foundation Stage	GOOD
Primary	GOOD
Secondary	GOOD
Post-16	GOOD

LEARNING SKILLS

Foundation Stage	GOOD
Primary	GOOD
Secondary	GOOD
Post-16	GOOD

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