



**British School
Overseas**
Inspected by Penta International

Inspection report

**GEMS Wesgreen
International School
Sharjah
United Arab Emirates**

Date **17th – 19th Nov 2025**
Inspection number **251117**

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1. Purpose and scope of the inspection

The Department for Education (DfE) has put in place a voluntary scheme for the inspection of British schools overseas (BSO), whereby schools are inspected against a common set of standards that BSO can choose to adopt.

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, over 70 lesson observations took place. School documentation and policies were analysed and data reviewed. Students' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Colin Dyson. The team members were Matt Flynn, Adrian Hickman, Mohamed Khairy, Pramodini Madhusdan, Misbah Mouiuddin, Andrea Nel, Naomi Sautter and Marcus Wild.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘2(2)(d)(ii)- encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (Ofsted).

3. Overall effectiveness of the school

GEMS Wesgreen International School provides a highly effective education in which students thrive academically, personally and socially across all four campuses. The curriculum is coherent, ambitious and well implemented, enabling students to make strong progress from their varied starting points. Safeguarding is deeply embedded and consistently prioritised, creating a culture where students feel safe, supported and confident to take on new challenges. Leaders demonstrate clarity of vision, rigorous oversight and a sustained commitment to improvement, ensuring that teaching, pastoral care and inclusion continue to strengthen over time. The school's warm ethos, strong partnerships with parents and rich extra-curricular opportunities further enhance students' experiences and contribute to a vibrant, respectful and aspirational learning community.

3.1 What the school does well

There are many strengths at the school, including:

- students feel secure, valued and ready to learn from the moment they arrive, greeted by warm routines and staff who know them well;
- positive relationships between staff and students create a welcoming learning climate where everyone feels respected, supported and motivated to succeed;
- classrooms are purposeful, vibrant and engaging spaces, filled with energetic discussion and eager participation as students take pride in their learning;
- the school embraces and celebrates its rich cultural diversity through meaningful, curriculum-linked experiences that build understanding, appreciation and global awareness;
- high-quality teaching ensures lessons are active, well-structured and enjoyable, with students consistently challenged and inspired to achieve their best. In the strongest practice, marking and feedback are precise, timely and clearly linked to learning objectives, enabling students to understand exactly how to improve and make rapid progress;
- the House system ignites a powerful sense of belonging, encouraging teamwork, friendly competition and school spirit across all year groups;
- parents are well informed, involved and deeply supportive of the school's educational aims, contributing positively to the partnership that drives student success;
- a wide range of enrichment activities broadens students' horizons, deepens their learning and nurtures talents beyond the classroom;

- teachers bring enthusiasm, expertise and clarity to every stage of the curriculum, ensuring every learner is guided, stretched and celebrated;
- GEMS Wesgreen International School consistently fosters a proud, ambitious and nurturing learning environment where students thrive academically, socially and personally and parents celebrate the opportunity they can make supporting others;
- students speak highly of the warmth of the welcome they receive when joining the school, quickly feeling included, valued and part of the community.

3.2 Points for improvement

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

- Further strengthen consistency in teaching and learning across all phases**
Embed high quality shared expectations by ensuring that high-impact instructional routines, adaptive teaching approaches and assessment for learning strategies are implemented with equal precision in every phase of the school.
- Enhance the purposeful use of digital learning**
Broaden the integration of technology across EYFS, primary and secondary to strengthen modelling, deepen explanation and promote high-quality independent and collaborative learning.
- Extend opportunities for student voice across the school**
Develop additional, age-appropriate platforms that enable students to share their views, contribute ideas and influence school improvement in meaningful and sustained ways.

4. The context of the school

Full name of school	GEMS Wesgreen International School				
Address	Al Muweilah Commercial, Sharjah, United Arab Emirates				
Telephone number/s	+971 6 5062999				
Website address	https://wesgreeninternationalschool-sharjah.com/en/				
Key email address	Registrar_wgp@gemsedu.com				
Headteacher/principal	Mr James McDonald				
Chair of board/proprietor	Mr Matthew Burfield				
Age range	03 - 18 years				
Total number of students	3704	Boys	1427	Girls	1777
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	1015	
	<i>3-5 years</i>	601	<i>17-18 years</i>	106	
	<i>6-11 years</i>	1980	<i>18+ years</i>	2	
Total number of part-time children	0				

GEMS Wesgreen International School is a large British style school located in the Muweilah Commercial District of Sharjah. Established in 1991, it has been part of the GEMS Education group since 2018.

The school provides education from Foundation Stage (FS) 1 to year 13 and has an enrolment of more than 3,700 students aged 3–18. The student population represents 83 nationalities. Emirati students constitute approximately 20%, Egyptian students around 19%, and Pakistani students approximately 13%. A large majority of students have a first language other than English.

The school follows the Early Years Foundation Stage (EYFS) and National Curriculum for England, offering IGCSE, GCSE, A Level and BTEC Level 3 pathways in the senior phases.

The school operates across four purpose-designed campuses: Early Years, Primary, Secondary Boys, and Secondary Girls. Each campus has its own leadership team, pastoral structures and inclusion staff. Careers guidance, counselling support and United Arab Emirates (UAE) Ministry of Education subjects (Arabic, Islamic education, moral education and UAE social studies) are integrated into provision. The teaching staff is internationally recruited. Approximately 70% are trained in the UK or Ireland, with the remainder holding recognised international teaching qualifications. All staff are approved by the Sharjah Private Education Authority (SPEA) on appointment, and safer recruitment practices align with British International Schools Safeguarding Coalition (BISSC) expectations.

The school maintains a structured tiered system for special educational needs and disabilities (SEND), offering push-in, pull-out and targeted interventions as required. The school holds several external accreditations, including *BSO (British Schools Overseas)*, *Headmasters' and Headmistresses' Conference (HMC) membership*, *High Performance Learning (World Class School)*, *the SEND Inclusion Award*, and *the Wellbeing Award for Schools*. Data from external assessments, including IGCSE, A Level, GL Progress Tests, CAT4 and the PASS survey, is used to track attainment and progress across key stages.

Facilities include specialist laboratories, sporting areas, clinics staffed by qualified medical personnel, a forest-school area and an on-site farm. Enrichment opportunities include extracurricular activities (ECAs), educational visits and community engagement programmes. The school utilises the *GEMS Guard platform* and has an established safeguarding structure led by a designated safeguarding lead (DSL) and deputy DSL team.

4.1 British nature of the school

The school demonstrates a strong and consistent commitment to promoting fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance, through every aspect of its work. These values are embedded in the curriculum, pastoral systems, behaviour expectations and wider community culture, ensuring they are lived and understood rather than simply taught. Daily routines, student voice structures and clear behavioural expectations provide a coherent framework that actively reinforces fairness, responsibility and respect. Students confidently articulate these values and recognise how they shape relationships, decision-making and their own conduct.

Democracy is actively modelled through a highly visible and meaningful student leadership structure. Elections for the Student Council, House Captains, Teen-to-Teen Mental Health Team and Wellbeing Champions are genuine processes that encourage debate, responsibility and accountability. These groups lead assemblies, contribute to school improvement discussions, and design initiatives that influence whole-school practice, ensuring students experience democracy as an authentic and influential mechanism.

Respect, responsibility and the rule of law are further strengthened through classroom charters, restorative conversations, digital citizenship pledges and the school's 'Value of the Month'. Mindfulness sessions and pastoral lessons help students learn self-regulation, empathy and the impact of their choices. A wide range of ECAs provides students with choice, voice and autonomy, modelling individual liberty within a safe and structured environment.

The curriculum is carefully planned to integrate critical thinking, healthy relationships, inclusion, equality and personal advocacy. Students work collaboratively with peers from diverse cultures, needs and backgrounds, reflecting the British principle of mutual respect. Teachers promote open discussion, balanced viewpoints and safe expression of opinions, helping students appreciate different perspectives while developing their own. School trips, community events and inclusive cultural celebrations deepen students' understanding of diversity and enhance their appreciation of the wider world.

Impact is monitored systematically through student surveys, weekly pastoral meetings, counselling data, 'Family First' feedback and Guard tracking, all of which indicate a reduction in concerns and an increase in student confidence and agency. 'Leadership the GEMS Way' further supports reflection, peer collaboration and shared accountability across the cluster, reinforcing best practice.

Staff receive regular training in safeguarding, cultural competence and impartiality, ensuring that responses to student needs are consistent with British values and statutory expectations. Initiatives such as Buddy Bunches, wellbeing programmes, peer-led assemblies and online safety pledges extend students' opportunities to contribute positively to the community. As a result, the school fully meets BSO expectations for Britishness, providing an environment where students understand, respect and actively demonstrate fundamental British values.

5. *Standard 1* The quality of education provided by the school

The quality of education across the school is outstanding, fully meeting the expectations of BSO.

A rich, coherent and knowledge-led curriculum, combined with consistently high standards of assessment and delivery, ensures that students in all phases make rapid and sustained progress. Provision is ambitious, inclusive and carefully sequenced, enabling learners to develop deep subject mastery and strong personal attributes. Outcomes across key stages significantly exceed international benchmarks, reflecting a culture of aspiration, rigour and continuous improvement. As a result, students thrive academically, socially and personally within a highly supportive and well-structured learning environment.

5.1 Curriculum

The quality of the curriculum at Wesgreen International School fully meets BSO requirements and is outstanding.

Across all phases, the school delivers a rich, coherent and knowledge-led programme that secures deep subject understanding, nurtures character and ambition, and ensures students leave with the skills, confidence and qualifications needed for future success. The curriculum is broad and balanced, carefully sequenced and regularly reviewed, enabling students to make sustained progress from their varied starting points. Flexible pathways allow every learner to pursue an individualised route, and the introduction of Level 3 BTECs has strengthened choice by providing a high-quality vocational pathway alongside established academic provision. This development has broadened progression opportunities and equipped students with recognised qualifications and practical skills that support entry into higher education or employment.

Curriculum policies, overviews and handbooks are detailed, clearly organised and readily accessible to parents and students. This transparency enables families to understand expectations, assessment approaches and how learning builds over time. The curriculum's knowledge-rich design promotes ambitious standards for all learners, with teachers consistently linking prior learning to new concepts and providing frequent opportunities for application in meaningful, real-world contexts. Across all phases, classrooms are calm, purposeful and aspirational, supported by warm relationships and positively managed behaviour. Students feel safe to participate, challenge themselves and take intellectual risks. Leadership opportunities are embedded to promote responsibility, service and personal growth.

The curriculum in the Foundation Stage is a significant strength. It aligns fully with the UK EYFS statutory framework and Development Matters, ensuring high-quality, age-appropriate provision across the seven areas of learning. Timetables and long-term planning are comprehensive and secure full coverage. Children benefit from a broad and enriched programme that includes specialist Arabic and the introduction of Islamic education in FS2. The school's outdoor learning provision is particularly effective; the forest, farm and 'Green Planet' environments inspire curiosity, independence and exploration. *Floppy's Phonics* is implemented consistently, enabling children to acquire secure early reading skills.

In Key Stage (KS) 1, the curriculum remains broad, engaging and firmly linked to the national curriculum. British values are taught through embedded daily routines that reinforce respect, fairness, responsibility and collaboration. Classroom and corridor displays, such as those featuring the Great Fire of London, enhance learning by contextualising key concepts. A wide range of enrichment activities, including science, technology, engineering and mathematics (STEM) clubs and paid options, further extends students' experiences and strengthens personal development.

KS2 provision is well structured and thoughtfully adapted from the national curriculum. Coverage is clearly mapped and supported by high-quality schemes such as *Power Maths* and *Science Bug*, ensuring coherent progression in knowledge and skills across year groups. Specialist teachers deliver non-core subjects, including physical education (PE), art, music and languages, in well-equipped teaching areas, enhancing breadth, depth and engagement.

The KS3 curriculum remains broad and well planned, providing secure foundations for the more demanding KS4 programmes. Subjects are sequenced effectively and supported by teaching that promotes engagement and understanding. While leaders continue to refine adaptation and challenge for higher attainers, students already benefit from ambitious expectations and opportunities to extend their thinking. Ongoing curriculum development is informed by assessment information, enabling provision to remain responsive to the needs of different learner groups.

The breadth and quality of KS4 and KS5 provision are notable features of the school's offer. Seventeen GCSE subjects provide wide academic coverage, while post-16 pathways, including A Levels, Level 3 BTECs and ASDAN, ensure flexibility and accessibility for all. High Performance Learning and 'Teach Like a GEM' pedagogy underpin the curriculum, fostering resilience, empathy and high aspirations. Regular curriculum review, including adjustments to exam board choices, ensures alignment with student needs and achievement patterns. Structured continuity across years and key stages is evident in revised long- and medium-term plans, with curriculum overviews on the school website providing clear visibility for parents and students. The addition of Further Pure Mathematics enhances opportunities for high-attaining learners.

Beyond formal lessons, the curriculum is enriched through an extensive programme of extra-curricular activities, residential trips and wider learning experiences. The Duke of Edinburgh International Award, in particular, supports independence, teamwork and leadership development. Together, this blend of academic rigour, enrichment and personal development ensures the curriculum is genuinely outstanding — ambitious, inclusive and firmly focused on helping every learner thrive.

5.2 Teaching and assessment

The quality of teaching across the school is outstanding and fully meets the expectations of the BSO standards.

Across all phases, teaching is a notable strength. The high proportion of outstanding lessons and the absence of any unsatisfactory provision reflect a culture of high expectations, professional discipline and continuous improvement. The school's clear commitment to securing the best possible outcomes for all learners is evident in the day-to-day experience of students and in the progress they make over time.

Lessons are characterised by positive relationships, secure subject knowledge and carefully sequenced planning that results in purposeful, engaging learning environments. Teachers establish ambitious expectations, model concepts with clarity and create classroom climates where students feel confident to participate, think deeply and take intellectual risks. As a result, student motivation is high, behaviour for learning is excellent and progress across subjects is consistently strong. Across the school, teachers make effective use of structured routines, explicit instructional approaches and assessment for learning to secure understanding. The 'I do – We do – You do' model is widely and effectively embedded, enabling teachers to demonstrate new content clearly before gradually releasing responsibility to students. In the most successful lessons, precise questioning, timely feedback and well-structured tasks encourage independence and higher-level thinking. Learning environments are calm, respectful and aspirational across all phases, contributing to a consistently high standard of teaching and learning.

Teaching in the Foundation Stage is effective and students make good progress. Relationships between children and adults are warm, supportive and highly conducive to exploration and discovery. Lessons are well planned and stimulating, with activities designed to promote curiosity, independence and early language development. Additional adults are deployed skilfully to extend learning, prompt discussion and deepen understanding. Strong practice is reinforced through clear explanations, purposeful modelling and open-ended questioning. Indoor and outdoor environments offer rich opportunities for inquiry and creativity, and continuous provision is used effectively to strengthen links between current and prior learning. Observations recorded on *Arc Pathways* are used intelligently to identify individual targets, track developmental trends and guide intervention planning. The Green Planet and School Farm provide authentic real-world contexts that enhance early scientific and environmental understanding.

In KS1, teaching is typically good, with many lessons featuring outstanding elements. Vocabulary development is a priority, with teachers placing emphasis on understanding and applying key terms. Planning is systematic and often follows the school's common format of securing guided practice before students move to

independent work. Continuous provision in year 1 supports a smooth transition from EYFS and allows students to engage in purposeful, meaningful tasks. Adapted teaching through High Performance Learning supports challenge and access for all. Behaviour is well managed, and classrooms are calm and focused. Where teaching is strongest, students remain highly engaged; on occasion, some younger learners benefit from additional prompts to sustain concentration.

KS2 teaching demonstrates effective practice that is well aligned with the school's expectations. Learning is sequenced logically, modelling is clear, and tasks are adapted thoughtfully to meet diverse needs. Subject knowledge among staff is secure and used confidently to probe understanding and extend thinking. High-quality peer feedback is a consistent feature of successful lessons, with students able to assess accuracy and provide constructive comments. Retrieval strategies, mini-quizzes and whiteboard work are used well to check understanding and inform next steps. The overall learning environment is purposeful and reflective of teaching that is responsive, ambitious and carefully aligned with curriculum expectations.

In early secondary, including year 7, teaching is well structured and benefits from specialist subject knowledge. Teachers explain concepts clearly, check understanding systematically and address misconceptions promptly. A range of pedagogical strategies, including recall starters, video stimulus, modelling and targeted questioning, supports progress. Students behave well, respond positively to challenge and collaborate effectively. Assessment for learning is evident across many lessons through verbal feedback and well-judged one-to-one support. While teaching is securely good, leaders recognise the need to refine learning adaptations further to ensure higher attainers receive consistently high levels of stretch. Classrooms are generally calm and supportive, although a small number would benefit from more purposeful learning displays to reinforce key concepts and celebrate achievement. Overall, teaching in KS3 provides a well-constructed bridge between primary learning and the demands of examination pathways.

Teaching in KS4 is a major strength. A high proportion of lessons observed were outstanding, reflecting rigorous planning and consistently high expectations. Learning objectives are precise, measurable and clearly explained, enabling students to understand success criteria and evaluate their progress confidently. Teachers make effective use of examination-style questions to deepen understanding, strengthen resilience and develop exam readiness. Outstanding lessons feature exemplary modelling, expert questioning and highly positive relationships that encourage students to articulate ideas even when uncertain. Assessment for learning is robust, with strong feedback loops, purposeful checking and effective consolidation tasks securing rapid progress. Students demonstrate high levels of focus, independence and responsibility for their learning, particularly when exploring real-world connections and cross-curricular links. Work scrutiny shows well-organised notebooks that reflect sustained engagement with high-quality teaching.

5.3 Standards achieved by students

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Across the school, standards achieved by students are outstanding and fully meet BSO expectations.

Students make rapid and sustained progress from their starting points, and outcomes across all key stages demonstrate that nearly all achieve above age-related expectations, with many exceeding them. In the EYFS, children develop excellent early literacy, numeracy and communication skills; *Arc Pathways* data shows that 89% of FS2 students meet or exceed age-related expectations, with 42% achieving well above expected levels, significantly above international EYFS benchmarks. By the end of KS1, students' early reading skills are secure, with 94% meeting the school's expected phonics standard and 87% achieving or exceeding age-related expectations in reading, alongside 84% in writing and 90% in mathematics, demonstrating strong foundational knowledge.

As students move through KS2, achievement accelerates further. Internal tracking for the past three years shows that over 92% of students meet or exceed curriculum expectations in English and mathematics, with 48% achieving above expected levels in reading and 45% in mathematics by the end of Year 6. Progress indicators are consistently strong; the school's value-added analysis shows average progress scores equivalent to +1.4 in reading, +1.2 in writing, and +1.5 in mathematics, reflecting deep conceptual understanding and the ability to apply learning confidently in unfamiliar contexts. Science, humanities and languages outcomes remain particularly strong, with 88–93% of students meeting or exceeding expected standards.

At KS3, standards continue to rise. Assessment data across years 7–9 confirms that over 90% of students meet expected curriculum standards, with around 40% exceeding them. Students demonstrate strong analytical skills and increasing independence, and progress over the key stage remains significantly above international expectations. Benchmark assessments in English and mathematics show year-on-year gains, with average attainment rising by 8–12 percentage points between entry in year 7 and the end of year 9.

At KS4, outcomes represent a major strength of the school. GCSE examination results from the most recent cohort show a 100% pass rate, with 86% of entries achieving grades 9–5, and 41% achieving grades 9–7. In English, 88% achieved grade 5 or above, and 91% did so in mathematics. Science outcomes are similarly strong, with 93% achieving grades 9–5 in combined or triple science routes. Progress 8 equivalent indicators suggest excellent value-added impact, with a school-wide figure of +0.72, demonstrating that students make progress well above expected levels regardless of starting points.

At KS5, standards remain impressive across A Level, BTEC and ASDAN pathways. A Level outcomes show a 99% pass rate, with 78% of grades at A–B* and 40% at A–A*.

Value-added analysis places the school significantly above international norms, equivalent to a +0.55 progress measure. BTEC Level 3 outcomes are similarly strong: 96% of students achieve Distinction–Merit*, with 62% at Distinction–Distinction*. Destination data confirms that 92% of graduates move on to university, including placements in highly selective UK and international institutions, while the remaining students successfully enter vocational training or employment.

Leaders monitor academic standards rigorously. Groups such as Emirati students, SEND learners and those with English as an additional language achieve well, with progress figures comparable to or exceeding whole-school averages. SEND learners demonstrate 89% curriculum mastery across core subjects, and English as an additional language (EAL) students achieve a 91% success rate in meeting end-of-year targets. Parents report high confidence in their children’s outcomes, which reflect a sustained and embedded track record of excellence. Collectively, these indicators confirm that standards across the school are outstanding and fully aligned with BSO expectations.

Spiritual, moral, social and cultural development of students

The school's provision for spiritual, moral, social and cultural (SMSC) development fully meets BSO requirements and is outstanding. SMSC is not treated as a standalone element but is deeply interwoven into the school's ethos, daily routines and lived experience across every key stage. It is evident in the school's values-driven culture, its curriculum design, pastoral systems, leadership structures and behaviour expectations, ensuring that students engage with SMSC in authentic, meaningful and age-appropriate ways.

Each morning begins with structured Qur'an recitation and translation into English. This creates a calm, reflective start to the day that unites the community and ensures all students, regardless of faith, language or background, understand the moral themes embedded in the text. Weekly and monthly value themes such as respect, kindness, tolerance, unity, honesty and responsibility are reinforced through this shared routine. Students and leaders consistently note that this practice shapes attitudes and conduct across the school, promoting self-regulation, empathy and a respectful tone for learning. Its influence is visible in calm transitions around campus, positive interactions between students and staff, and the high levels of courtesy evident in classrooms and communal spaces.

Spiritual development is further enhanced through regular Islamic values activities, recognition of culturally and religiously significant events such as Israa and Mi'raj, and participation in the GEMS-wide 'Value of the Month' programme. Teachers encourage students to reflect on identity, beliefs and personal values through assemblies, pastoral sessions and guided discussions. Outdoor learning makes a substantial contribution to spiritual development. Experiences in the farm, forest school and 'Green Planet' environments encourage students to observe, question and reflect on the natural world. These opportunities foster a sense of wonder, appreciation and responsibility, helping students to develop habits of gratitude, stewardship and reflection.

Moral development is robust and consistently reinforced through everyday interactions and well-understood behaviour expectations. Teachers engage students in conversations about fairness, respectful behaviour, empathy and personal responsibility, helping them understand the consequences of their choices. The Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, Health (PERMAH) wellbeing framework and behaviour policy used across GEMS schools provides a clear framework that supports moral reasoning through reflection time, restorative dialogue and positive reinforcement. In primary, *Class Dojo* celebrates kindness, effort and positive conduct, while in secondary, merit cards and recognition systems highlight integrity, leadership and citizenship. British values are firmly embedded across the curriculum and wider school life. Students experience democracy through voting processes, the rule of law through behaviour expectations, mutual respect through daily interactions, and individual liberty through safe opportunities to express their

views. Parents contribute meaningfully to the school's moral framework through workshops, wellbeing sessions and regular communication that reinforces shared expectations.

Social development is a major strength and evident from the earliest years. In EYFS and KS1, students gain an early understanding of community roles and shared responsibility through routines, collaborative learning and class decision-making. Year 1 students participate in daily voting for story time choices, introducing democratic participation in a purposeful and age-appropriate way. As students' progress through the school, leadership opportunities expand. In upper primary, year 6 elections help develop confidence, public speaking and responsibility. Student council members play an active role in school life, representing their peers and contributing to school improvement.

In the secondary phase, student leadership is highly visible and has a tangible impact on school culture. Roles such as Head Boy, Head Girl, prefects and wellbeing leaders support assemblies, lead mindfulness sessions, mentor younger students and help plan community events. Platforms such as *UpStrive* promote social-emotional development by enabling students to reflect on wellbeing, resilience and emotional regulation. Parent- and student-led sessions on exam pressure, anxiety and coping strategies equip young people with vital life skills. Students collaborate positively, show empathy and demonstrate confidence when engaging with peers and adults.

Cultural development is highly effective and deeply embedded in daily life. With more than 80 nationalities represented, diversity is embraced as a strength of the community. Students learn about heritage, traditions and identity through International Day, themed cultural events, assemblies and cross-curricular activities. Social studies lessons promote understanding of UAE heritage and global contexts, helping students develop a strong sense of identity and belonging. The school is inclusive of all faiths; during Islamic education, students of other religions receive appropriate supervision and meaningful alternative activities, ensuring full respect for individual beliefs. Across the campus, students interact with courtesy and curiosity, forming friendships across cultural, linguistic and religious backgrounds.

Ethical understanding is developed through regular opportunities to explore sustainability, environmental responsibility, social justice and global inequality. These themes are woven through English, humanities, science and primary debate sessions, encouraging students to consider broader moral questions, express viewpoints respectfully and understand their role in contributing to a fairer and more sustainable world. Outdoor learning and environmental initiatives, particularly through Green Planet, strengthen this further by connecting abstract ethical concepts to practical action.

Overall, SMSC provision has a measurable and transformative impact on students' behaviour, confidence, relationships and sense of community. Students display self-awareness, cultural understanding, moral integrity and empathy. They approach learning with enthusiasm, interact respectfully and articulate their values with clarity. The alignment between daily

routines, curriculum design, pastoral care and leadership opportunities ensures that SMSC is a lived reality for every student, not a policy statement.

While provision is exceptional, leaders identify opportunities to enhance it further. These include broadening student participation in morning spiritual routines, expanding leadership roles across more year groups, embedding cultural learning even more fully within daily lesson planning and creating additional structured opportunities for ethical discussion, reflection, mindfulness and creative expression. These refinements will build on already outstanding practice and support the continued development of students' spiritual, moral, social and cultural awareness.

7. *Standard 3* The welfare, health and safety of the students

The school meets all BSO requirements for welfare, health and safety, and provision is outstanding.

The welfare, health and safety of students are prioritised by leaders, teachers and support staff, and this commitment is visible across the school. Procedures are rigorous and implemented consistently, ensuring a strong culture of vigilance and proactive safeguarding. Policies are current, comprehensive and aligned with statutory requirements, including those related to child protection, online safety, behaviour, anti-bullying and health and safety. The GEMS safeguarding platform, *Guard*, is used effectively to log, track and monitor concerns. Staff at every level understand their duty of care, know how to report concerns and demonstrate confidence in following agreed procedures. The safeguarding team is highly visible and accessible, with the DSL and deputies clearly identified on staff lanyards and safeguarding posters throughout the school. All staff undertake level 1 safeguarding training annually and complete compulsory GEMS online modules that are frequently updated to reflect emerging risks. The DSL and all deputy DSLs hold level 3 training.

Safeguarding leadership is strong and well supported. The DSL works closely with deputy DSLs, school counsellors, phase leaders, the GEMS Safeguarding Manager and the GEMS Central Safeguarding Team. GEMS corporate oversight is a notable strength: it secures best practice, ensures accountability and provides a high level of challenge and guidance. Governors and proprietors also monitor safeguarding with rigour. Students report that they feel safe; parents express confidence in the systems designed to protect their children. Leaders maintain an accurate overview through regular audits, policy updates and systematic reviews of safeguarding cases, ensuring compliance is sustained.

Safer recruitment meets all BSO requirements. Staff involved in appointments complete accredited safer recruitment training. Recruitment processes are robust, with comprehensive checks and ongoing monitoring led by the human resources (HR) team.

Standards of behaviour are exemplary. Students are consistently courteous, respectful and supportive of others. Expectations are high and clearly defined through a behaviour policy that prioritises positive reinforcement. The 'Be a GEM' programme encourages graciousness, excellence and mindfulness, while initiatives such as 'GEM of the Week' and recognition assemblies reinforce positive conduct. Behaviour incidents and sanctions are recorded and monitored.

Anti-bullying procedures are well established and understood. The student anti-bullying team plays an active role in promoting kindness, inclusion and empathy. Events such as Anti-Bullying Week, Odd Socks Day and themed lessons strengthen students' understanding of

diversity and respect. Leaders ensure that the school is a place where students feel heard, valued and confident to speak up.

The curriculum teaches students how to keep themselves safe, including online. Students speak positively about the trusted adults they can approach. Workshops for students and parents, led by the designated online safety lead, enhance understanding of digital citizenship. Site security is strong. Access-controlled gates and doors ensure that only authorised staff can enter restricted areas. The GEMS Central Health and Safety Portal is used for reporting and monitoring concerns, with oversight from the Manager of School Operations and the GEMS School Support Centre. Fire drills take place termly; leaders review lockdown procedures and staff complete mandatory GEMS safety modules.

Provision for medical care is comprehensive. Two doctors and five nurses staff the medical centre, and first-aid training is in place across the school. Protocols for managing medical conditions and medication are secure and well understood.

Supervision ratios meet GEMS and SPEA expectations. Offsite visits are meticulously planned, with thorough risk assessments and layered evaluation. Attendance is closely monitored, with concerns escalated swiftly to pastoral and safeguarding teams. Clear procedures are in place for late arrivals and early collection.

Transport arrangements are managed safely and efficiently. More than 2,140 students travel by bus each day. Duty rotas ensure calm, orderly dismissal. Daily checks confirm seatbelt use, and students are rewarded for following bus safety rules. Each bus is monitored by a dedicated guardian as well as the driver.

8. *Standard 4* The suitability of the proprietor and staff

The proprietor ensures that the school fully meets all BSO requirements through strong governance, rigorous accountability structures and uncompromising oversight of safeguarding, staffing and compliance.

GEMS provides clear strategic direction rooted in high expectations and an accurate understanding of the school's context, enabling the educational vision to be enacted consistently across all four campuses. The proprietor fulfils each statutory BSO duty by establishing precise strategic priorities, monitoring key performance indicators and holding leaders rigorously to account for student outcomes, safeguarding, inclusion, well-being and operational efficiency. Their oversight extends beyond academic attainment to include culture, community engagement and the holistic quality of the student experience. Corporate involvement demonstrably strengthens provision through strategic investment in facilities, curriculum development, enhanced pastoral systems and improved teaching quality achieved through targeted staffing support and remodelling.

All BSO requirements relating to staffing are fully met. Safer recruitment procedures are securely embedded and overseen by corporate HR, supported by systematic internal and external audits. Every appointment follows the complete suite of safer recruitment checks, including identity verification, employment history and gap analysis, reference triangulation, overseas criminality checks, prohibition from teaching and leadership checks, and full qualification verification. GEMS HR maintains robust quality assurance processes that ensure compliance, prevent irregularities and enable swift resolution of any discrepancies. Leaders confirm that audit recommendations lead directly to strengthened practice, ensuring recruitment remains transparent, rigorous and fully aligned with UK safeguarding expectations. The proprietor guarantees that only suitably qualified and experienced staff are appointed, that staffing levels meet the needs of all phases, and that deployment supports high-quality provision across EYFS, primary and secondary.

The single central record (SCR) meets all BSO expectations and is subject to rigorous scrutiny. Corporate HR conducts regular compliance checks to confirm that the SCR is complete, accurate and fully aligned with UK safeguarding requirements. Leaders report that corporate audits, combined with local monitoring by the DSL and HR teams, ensure that all required fields, including those for agency staff, peripatetic staff and volunteers, remain up to date and inspection-ready at all times. This robust cross-checking ensures that safeguarding arrangements are secure and uncompromised.

Safeguarding leadership from the proprietor is exceptionally strong. GEMS assures consistency across its schools through analysis of the GEMS *Guard* platform, multi-campus safeguarding audits, compliance reviews and direct professional challenge to the DSL team. Policies are regularly reviewed, aligned with *Keeping Children Safe in Education (KCSIE)* and BSO standards and implemented with fidelity, reflecting a deeply embedded safeguarding

culture. The proprietor ensures that all staff receive appropriate safeguarding training, including Prevent, online safety, annual updates and role-specific modules. Corporate oversight confirms that staff understand reporting routes, expectations and whistle-blowing processes, creating a culture characterised by high trust and high vigilance.

Leadership development and capacity building are also fully compliant with BSO expectations. The proprietor ensures that senior and middle leaders are supported and challenged through structured continuous professional development (CPD), coaching, leadership pathways and cluster-wide professional learning. Succession planning is carefully monitored to ensure long-term stability and the continuous development of leadership capacity.

Through consistent, rigorous and highly engaged governance, the proprietor ensures that the school not only meets but exceeds all BSO requirements relating to ownership, governance, staffing, safer recruitment and safeguarding compliance.

9. *Standard 5* The premises and accommodation

The school's premises and accommodation are outstanding. They fully meet and, in many areas, exceed the BSO standards by providing an exceptionally high-quality environment in which students feel safe, valued and inspired to learn.

Across all four purpose-designed campuses - Early years, Primary, Secondary Boys and Secondary Girls - the facilities are modern, spacious and meticulously maintained, creating a professional and aspirational atmosphere that enhances teaching, learning and personal development. Classrooms are bright, well-resourced and age-appropriate, offering flexible layouts that support a wide range of pedagogical approaches. Specialist teaching spaces, including science laboratories, ICT suites, design and technology rooms, art studios, music rooms and performance areas, are equipped to a high specification. These facilities allow students to develop subject-specific skills using professional-standard equipment and contribute significantly to the outstanding quality of education.

Outdoor learning environments are a notable strength. The forest school, 'Green Planet' and on-site farm provide rich opportunities for environmental exploration, inquiry and hands-on learning, supporting both the EYFS curriculum and wider SMSC provision. Playgrounds and recreation areas are safe, well-supervised and appropriately zoned to cater for different age groups. Sports facilities, including multi-purpose halls, courts and fields, offer excellent provision for physical education and extracurricular activities, enabling students to develop fitness, teamwork and competitive skills within high-quality spaces.

The school maintains exemplary standards of safety, cleanliness and accessibility. Premises staff follow rigorous maintenance schedules, supported by the GEMS School Support Centre and the Central Health and Safety Portal, ensuring that all facilities remain compliant, operational and hazard-free. Classrooms and corridors are clean, well-lit and ventilated, contributing to a calm and orderly atmosphere. Clear signage across the school supports navigation and enhances safety, ensuring all students and visitors can move confidently around the site. Fire safety measures, including well-marked exits, functioning alarms, monitored equipment and termly drills, are fully embedded and reviewed regularly. Lockdown procedures are in place and understood by staff, with leaders proactively updating systems to reflect best practice.

Accessibility is thoughtfully considered. Ramps, lifts and wide corridors ensure that students with mobility needs can access all areas of the school. Dedicated spaces for therapies, counselling and learning support provide a calm environment for students requiring additional assistance, ensuring inclusion is prioritised in the design and use of facilities.

Medical provision is excellent, with two doctors and five qualified nurses operating from well-equipped clinics on-site. These spaces are clean, private and professional, enabling the effective management of illnesses, injuries and long-term medical needs. Secure systems for

storing medication and maintaining records further reinforce the school's commitment to student welfare.

Across the campuses, displays celebrate students' achievements, representing the diverse cultures and talents within the community. These visual elements contribute to a positive, welcoming atmosphere that reflects the school's values and celebrates learning.

Collectively, the exceptional quality of the premises enhances every aspect of school life. The environment is safe, inspiring and conducive to high achievement, allowing students to flourish academically, socially and personally. The outstanding accommodation fully supports the school's ambitious educational vision and meets all BSO expectations with distinction.

10. *Standard 6*

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others is outstanding.

Parents report that the school communicates clearly, consistently and in ways that actively strengthen the partnership between home and school. They appreciate the range of channels through which information is shared and the regularity with which updates are provided regarding students' progress, well-being and wider development. As a result, parents feel well informed, listened to and fully involved in their children's education.

Communication in the secondary school is particularly comprehensive. Families receive five written progress reports each academic year, each outlining students' attainment, progress and next steps with clear reference to CAT4 baseline data. Attendance information is included and measured against standards set by the local education authority, ensuring transparency and clarity. In addition, parents meet teachers every term to review progress, celebrate achievements and discuss targets for improvement. They value that additional conversations can be arranged whenever needed, allowing for responsive, child-centred dialogue. In the primary phase, attainment and progress are formally reported at the end of every term. Meetings with class teachers take place beforehand so that parents understand their child's development before receiving the written report, a sequence parents say supports deeper clarity and shared understanding.

Parents speak highly of the school's commitment to nurturing students' personal, social and academic growth. They consistently describe teachers who take time to identify individual talents and encourage participation in activities such as competitions, creative writing, music, leadership programmes and public presentations. Many parents report significant improvements in their children's confidence and self-belief as a result of this personalised encouragement, particularly when children join the school quietly, with limited English, or unsure of their abilities.

The school also provides strong support for students who need additional help with learning. Parents describe early-morning provision for targeted groups, tailored materials that break down complex tasks, and structured support for learners developing English or Arabic. Heads of year and class teachers monitor progress closely, adapting provision where necessary. Parents consistently affirm that this targeted approach has helped close gaps, built skills and strengthened students' engagement and progress. Communication around interventions is considered clear, sensitive and timely, allowing parents to understand the reasons for support and how they can contribute at home.

Pastoral care is regarded as a significant strength. When behavioural or well-being concerns arise, the school follows established procedures that involve class teachers, subject leaders,

heads of year, counsellors and senior staff when appropriate. Parents appreciate the professionalism of these processes and the care taken to investigate concerns thoroughly. They also commend the school's sensitivity in recognising when students are unsettled or worried and the steps taken to support them. Peer-led initiatives, such as the friendship bench, wellbeing committees and student leaders, help foster a climate in which students feel safe, understood and supported, adding further reassurance for families.

Parents value the strong sense of community that characterises the school. Workshops, coffee mornings, bilingual communication, and well-managed *WhatsApp* groups help ensure that families remain connected and informed. Parent surveys provide opportunities for families to express views, and parents note that the school responds with practical improvements, such as revising morning parking arrangements to reduce congestion.

Contact details for the school leadership team, including the principal, are readily accessible on the website and included on all formal communications, further supporting openness and approachability. The student-led publication *The Wesgreen Wave* also enhances communication by celebrating student achievement and providing insight into events and initiatives across the school.

11. *Standard 7* The school's procedure for handling complaints

The school's procedure for handling complaints fully meets the standard for BSO.

The school demonstrates exemplary and transparent procedures for managing complaints, fully aligned with BSO expectations and reflecting a culture of openness, responsiveness and community partnership. The complaints process is communicated proactively through coffee mornings, open days, parent workshops and the school's strong open-door ethos, ensuring that parents and carers feel informed, empowered and confident in raising concerns. The policy is accessible in multiple formats, including online, through the Parent Relations Executive (PRE) and via printed material, clearly signalling the school's commitment to clarity, accountability and parental inclusion. Parents consistently report that they understand how to raise a concern and feel assured that their views will be listened to and acted upon.

Procedures meet and, in several respects, exceed the BSO framework. The process is clearly structured and consistently implemented, beginning with class teachers and escalating to senior leaders and the corporate governance team where appropriate. This tiered approach ensures that concerns are addressed at the most appropriate level, with full oversight and accountability. The school's target of resolving complaints within 24 hours, far surpassing the GEMS benchmark of five working days, demonstrates a highly responsive culture that prioritises trust, well-being and early resolution. Every complaint is logged meticulously, with secure documentation that enables leaders to track actions, monitor patterns and ensure that all responses remain fair, impartial and confidential. This systematic approach reinforces parental confidence, builds trust and exemplifies professional integrity.

Leadership oversight of complaints is a major strength. The senior leadership team (SLT) is directly involved in monitoring and reviewing concerns, ensuring consistency, transparency and prompt follow-up. The complaints policy is reviewed annually with rigour, informed by corporate guidance and school-level evaluation. The school benefits from clear and safe reporting pathways for students, staff and parents, including well-established safeguarding routes, pastoral systems and whistleblowing channels that extend directly to corporate governance. This multi-layered structure ensures that all voices can be heard safely and without fear of reprisal.

Trend analysis from complaints data is used proactively to drive meaningful improvement. Leaders routinely review emerging themes and respond with practical, thoughtful adjustments. A notable example is the school's analysis of feedback from Emirati families, which led to strengthened pastoral support and the enhancement of vocational pathways, actions that illustrate a culture of reflective improvement and genuine partnership with the community. This approach demonstrates that the complaints process is not merely procedural but a catalyst for positive change that deepens trust and strengthens educational provision.

Overall, the school's complaints procedures exemplify best practice. They are accessible, well understood, meticulously implemented and used effectively to enhance the quality of provision. The school's transparent and responsive approach, combined with robust corporate oversight and a culture grounded in courtesy and accountability, ensures that complaints are managed with professionalism and that the views of parents, students and staff are valued and acted upon. This reflects the school's strong commitment to partnership, continuous improvement and compliance with BSO standards.

12. *Standard 8* Leadership and management of the school

The leadership and management of the school are outstanding and meet the standard for BSO.

Leadership is highly effective at every level, defined by strategic clarity, deep professional insight and a sustained drive for excellence. Senior leaders demonstrate an incisive understanding of the school's performance, using a sophisticated triangulation of lesson observations, work scrutiny, progress data and external benchmarking to validate their evaluations. Judgements about teaching quality, curriculum impact and pastoral effectiveness are anchored in robust evidence, ensuring accuracy, eliminating complacency and maintaining consistently high standards across all four campuses. Leaders know their school exceptionally well and articulate how decisions, strategies and interventions evolve in response to emerging need, international benchmarks and BSO expectations.

A notable feature of leadership is the coherence achieved across EYFS, primary, boys' secondary and girls' secondary. Despite the scale and complexity of operating on four campuses, leaders maintain absolute clarity of vision and consistency of expectation. Strategic priorities are communicated purposefully, revisited regularly and monitored through structured quality assurance systems, including learning walks, performance reviews, cross-campus moderation and line management meetings. Leaders evaluate the impact of improvement planning with discipline, making adjustments based on evidence rather than assumption. This reflective approach ensures consistent implementation and effective sharing of best practice across phases.

The leadership of teaching and learning is particularly strong. Leaders ensure that pedagogical frameworks, such as 'I do, we do, you do', High Performance Learning and the Wesgreen Language of Learning, are deeply embedded in classroom practice. Calibration of teaching quality across a large staff team is secure, supported by joint observations, internal standardisation and coaching. Professional dialogue is both supportive and challenging, enabling teachers to refine practice with precision. Curriculum implementation is monitored closely to ensure sequencing, assessment and instructional routines reflect shared expectations and drive continual improvement.

Leadership of inclusion and student outcomes is equally effective. Leaders track the progress of SEND, EAL, Emirati students and high attainers with forensic detail, intervening swiftly where progress dips. They articulate clearly why GCSE and A-Level value-added outcomes are consistently strong, citing high-quality teaching, sustained monitoring and carefully designed intervention pathways, particularly in KS4 and 5. Pastoral provision, specialist support and targeted academic strategies work coherently to ensure high levels of progress for all groups.

Safeguarding leadership is exceptional and lies at the heart of the school's success. The DSL team ensures safeguarding practice is consistent and deeply embedded across all campuses.

Policies align with *KCSIE*, GEMS requirements and the BSO framework and are implemented with fidelity. Leaders maintain meticulous records, monitor concerns through GEMS *Guard* and conduct regular trend analysis to identify patterns early. All staff receive annual Level 1 training, alongside Prevent, online safety modules and role-specific development for DSLs and deputies. Safeguarding is understood as a collective responsibility. High rates of reporting, accurate documentation and staff vigilance reflect deep professional trust in the leadership team. Regular internal and corporate audits ensure a culture of vigilance in which safeguarding procedures are followed consistently.

Leadership of behaviour and attitudes is highly effective. Leaders verify behaviour standards through ongoing monitoring, reviewing achievement points, restorative actions and behaviour logs. Expectations are reinforced from the moment students arrive on campus and sustained through clear routines and strong staff visibility. Students report feeling safe, respected and well supported because staff respond promptly and consistently to concerns.

Professional development reflects the school's commitment to continuous improvement. Leaders use *StepLab*, *BlueSky* and instructional coaching to promote a reflective, research-informed professional culture. CPD is evaluated through its impact on teaching and learning, ensuring that training leads to measurable improvement. Leadership development pathways, including coaching, shadow roles and talent identification, support succession planning and maintain long-term strategic capacity.

The partnership with GEMS Corporate adds significant rigour and strategic value. Corporate oversight provides guidance and challenge in safeguarding, audit, outcomes and operations. Leaders engage openly with this process, demonstrating a willingness to refine practice and benefit from external expertise. This partnership ensures the school remains forward-facing, compliant and aligned with international best practice.

Across all areas, leadership and management demonstrate clarity, integrity and ambition. Improvement is systematic, strategic and sustainable, ensuring that the academic success, safety and well-being of every student remain at the centre of the school's work.