



**المعروف**  
Knowledge المعرفة



# THE MILLENIUM SCHOOL INDIAN CURRICULUM

**VERY GOOD**

## DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**VERY GOOD**

WELLBEING



**OUTSTANDING**

NATIONAL AGENDA  
PARAMETER



**OUTSTANDING**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Qusais
	Opening year of school	2000
	Website	www.themillenniumschoo-dubai.com
	Telephone	97142988567
	Principal	AMBIKA GULATI
	Principal - date appointed	1/4/2018
	Language of instruction	English
	Inspection dates	02 to 06 October 2023



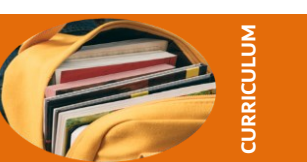
STUDENTS

	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	2752
	Number of Emirati students	0
	Number of students of determination	155
	Largest nationality group of students	Indian



TEACHERS

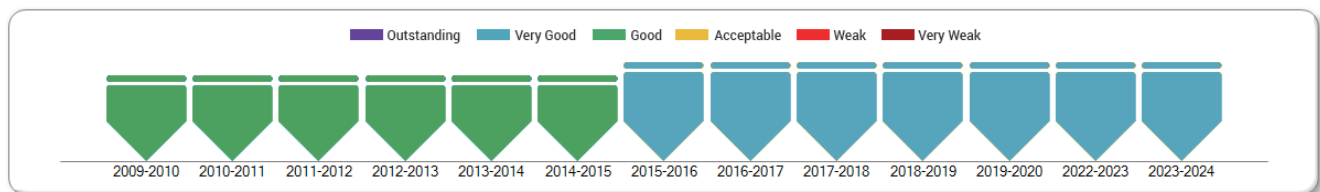
	Number of teachers	164
	Largest nationality group of teachers	Indian
	Number of teaching assistants	28
	Number of guidance counsellors	5



CURRICULUM

	Curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

## School Journey for THE MILLENNIUM SCHOOL



## SUMMARY OF INSPECTION FINDINGS 2023-2024

The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

### Students Outcomes

- Students' achievements are excellent across all subject areas in the Kindergarten (KG) and Secondary phases, except in Arabic as an additional language where achievement is acceptable. In the Primary and Middle phases, students excel in English and science, and achieve high outcomes in Islamic Education and mathematics. They make good progress in Arabic. Students of determination and those with gifts and talents have yet to achieve their potential.
- Students show outstanding personal responsibility, positive attitudes and excellent behaviour. They are sensitive and feel safe. They have strong relationships with staff, creating a calm learning environment. They handle differences with empathy and tolerance. They embrace Islamic values, Emirati culture and their own cultures. They eagerly participate in activities. They take on leadership roles and engage in community initiatives, including environmental campaigns.

### Provision For learners

- Teachers have very strong subject knowledge and an excellent understanding of how students learn. They encourage higher-order thinking through skilful questioning, and promote problem-solving and critical thinking. Teaching is stronger in KG and Secondary. In the primary and middle phases, individual needs are not always well met. Information from assessment is well used, but adaptation of resources varies. Personal feedback for improvement is mostly very good in mathematics but it is a developing feature in Arabic.
- The school's curriculum is well aligned with the Central Board of Secondary Education (CBSE), Early Years Foundation Stage (EYFS) and UAE priorities, offering comprehensive and challenging learning experiences. It promotes connections with the world beyond school, and diverse educational pathways for older students. Curriculum adjustments address students' needs. The school emphasises personal and emotional development through extra-curricular activities and competitions, fostering innovation and philanthropy. Arabic is offered in KG.
- The school prioritises health, safety and child protection. Members of staff maintain secure records. They ensure supervised movement within the premises and rigorously oversee safety on school transport. Healthy lifestyle promotion includes cycling to school. Medical teams address issues sensitively. Relationships between staff and students are highly effective, as are procedures to manage behaviour and attendance. Rigorous systems identify students' abilities, but individualised education plans (IEPs) are inconsistently implemented.

### Leadership and management

- The principal and other leaders are well informed about school priorities and how to address barriers to learning. They effectively develop meaningful improvement plans with measurable targets, ensure very good provision outcomes across most curriculum areas including for students of determination. Very strong leadership also results in steady improvements in Arabic and mathematics. Governors and parents provide very constructive input.

### Highlights of the school:

- The exceptional achievements of students across the school and most notably in the KG and secondary phases.
- The outstanding personal and social development, supported by excellent curriculum design and adaptation.
- The excellent provision for health, safety, care and wellbeing.
- The principal and leadership team, supported by very positive partnership with parents.
- The very good daily organisation of the school.

### Key recommendations:

- Raise students' achievement by improving the quality of teaching in Primary and Middle and by making more effective use of assessment information.
- Ensure that all students achieve consistently well, particularly in Arabic as an additional language across the school and in mathematics in the middle phase.











# OVERALL SCHOOL PERFORMANCE

Very good

## 01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	<b>Attainment</b>	Not applicable	Good	Good	Very good ↑
	<b>Progress</b>	Not applicable	Very good	Very good	Very good
 Arabic as a First Language	<b>Attainment</b>	Not applicable	Not applicable	Not applicable	Not applicable
	<b>Progress</b>	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Good	Good ↑	Acceptable
 English	<b>Attainment</b>	Outstanding	Outstanding	Outstanding	Outstanding
	<b>Progress</b>	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding
 Mathematics	<b>Attainment</b>	Outstanding	Outstanding	Very good	Outstanding ↑
	<b>Progress</b>	Outstanding	Very good	Very good	Outstanding
 Science	<b>Attainment</b>	Outstanding	Outstanding	Outstanding ↑	Outstanding
	<b>Progress</b>	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding
		KG	Primary	Middle	Secondary
Learning skills		Outstanding	Very good	Very good	Outstanding ↑

## 02 Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

## 03 Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Outstanding	Very good	Very good	Outstanding
Assessment	Outstanding	Very good	Very good	Outstanding

## 04 Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

## 05 The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

## 06 Leadership and management

The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Very good
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Very good

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## Focus Areas

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



<b>A. Registration Requirements</b>	<b>Met fully</b>
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	Whole school	Emirati cohort
<b>B. International and Benchmark Achievement</b>	<b>Outstanding</b>	<b>Not applicable</b>

- With an average score of 598, the school exceeded its target in Progress in International Reading Literacy Study (PIRLS) 2021. Boys outperformed girls. On average, students sustained the outstanding judgement in English and the very good judgement in mathematics in benchmark assessments over the most recent two-year period. In science, the judgement improved from very good to outstanding over the same period.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Outstanding</b>
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- The school has a detailed national agenda action plan which has a significant focus on improving reading standards within school, as measured by reading test outcomes. The plan has key actions and details how the school aims to improve different aspects of reading. Training needs are identified and contain specific measurable targets for raising standards.

	Whole school	Emirati cohort
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Very good</b>	<b>Not applicable</b>

- Although students enjoy reading, the outcomes in the recent benchmark reading literacy assessment are low in Primary. There is a whole-school emphasis on raising reading standards and on developing a culture where students read for pleasure and can access curriculum resources more readily. The specific interventions to raise standards in reading are effective, particularly with regard to students who have low or very low reading skills. Teachers have undertaken professional development to enable them to promote reading within their subjects. The impact is inconsistent.

**Overall school standards in the National Agenda Parameter are outstanding.**

**For Development:**

- Improve students' reading assessment outcomes, particularly in Primary.
- Use information from external and internal assessments more effectively in classroom interventions.



## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

**Overall, the quality of wellbeing provision and outcome is at an outstanding level.**

- Wellbeing is a leading priority at the school and leaders, working collaboratively promote it exceptionally well. Comprehensive wellbeing data inform improvement planning. Members of the very well-qualified and experienced team are creative, highly enthusiastic, and capable. They promote the highest standards of wellbeing, evident across all phases and in all parts of the school.
- Parents, students, and staff express very high levels of satisfaction and appreciate easy access to excellent guidance and support for their individual wellbeing. Members of staff undergo focused and regular training to extend their own wellbeing development. They ensure that all groups of students, in all phases, are happy and thrive. Students are extremely confident and access high-quality support effectively. Their concerns are promptly addressed.
- Creative initiatives enrich wellbeing. The language, concepts and programmes introduced in KG equip children with advanced skills to manage their own wellbeing. Students have a well-developed understanding of their own and others' wellbeing. They consistently display high levels of resilience, empathy, confidence and character development. Digital safety is a very high priority. The nurturing classroom climate systematically encourages a sense of belonging.

### For Development:

- Expand and embed the promotion of wellbeing language and applications throughout the school.

## UAE social studies and Moral Education

- The UAE social studies and moral education courses have been thoughtfully amalgamated into a unified programme from Grade 1 through to Grade 12, with two dedicated lessons per week. The curriculum is carefully aligned with the UAE framework. Students in Grades 1 to 9 use Ministry of Education (MoE) textbooks. Those in Grades 10 to 12 engage in project work and classroom discussions based on approved curriculum topics.
- The curriculum is well resourced. Lessons are carefully structured to build on students' prior knowledge. These lessons incorporate activities aimed at deepening students' understanding of Emirati culture and traditions, as well as enhancing their general awareness of societal relationships. Teachers develop effective assessment tools for this programme, allowing for the tracking of students' progress. The information is then used to inform subsequent curriculum planning.

## Arabic in Early Years

- The school provides two lessons per week in KG 2, with a total of 80 minutes. The Arabic department is responsible for teaching in KG. Children learn through play and develop a love of Arabic at an early stage. There is an effective scheme of work. Booklets support the children's learning. Teachers use songs, videos and pictures to engage the children.



# Main Inspection Report

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Not applicable	Good	Good	Very good ↑
<b>Progress</b>	Not applicable	Very good	Very good	Very good

- Across all phases, students' recitation of the Holy Qur'an and their knowledge of Islamic values are improving. In Secondary, students use their knowledge of the Seerah and Islamic laws skilfully in responding to open-ended questions.
- In their lessons and workbooks, students demonstrate progressive knowledge of Islamic values and etiquette. A large majority can reflect on their knowledge of faith in discussing contemporary issues. Involvement in Islamic activities develops students' knowledge, understanding, application and skills.
- The use of Tajweed rules enables the students to develop their recitation skills. However, students in all phases are not yet secure in providing supporting evidence from the Holy Qur'an and Hadith.

#### For Development:

- Strengthen students' abilities to support their answers and findings by evidence from the Holy Qur'an and Hadith.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Good	Good ↑	Acceptable

- Students' progress in the primary and middle phases is strong. However, they sometimes lack confidence in speaking Arabic, particularly when they are starting new topics. Students' writing skills, with appropriate language structures, are strengthening throughout.
- Listening skills are secure. Most students can read and understand short texts about common topics such as food, family, and daily routines with the help of the teacher. Speaking is mostly limited to single words and short sentences.
- The school has adopted additional strategies and initiatives to improve students' language skills. However, these improvements have not yet had an impact on students' achievement relative to their years of study.

**For Development:**

- Develop students' skills, particularly in reading and speaking, through consistently high-quality teaching.
- Ensure that all students respond to teachers' diagnostic feedback in notebooks, particularly in the secondary phase.

ENGLISH

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Outstanding	Outstanding	Outstanding	Outstanding
<b>Progress</b>	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding

- Students' speaking and listening skills, and their vocabulary, are extremely strong across the school and most notably so in Primary and Middle. In Secondary, students show exceptional writing skills when they discuss characters and develop stories. Children in KG are more confident in speaking and reading than in writing.
- Students can write at length. They show a secure understanding of correct punctuation and can use a wide range of vocabulary. Across the school they use figures of speech and vocabulary above curriculum standards to describe characters and settings, and to develop plot and theme.
- Recent school initiatives in setting personal improvement targets are developing students' higher-order thinking and reading comprehension.

**For Development:**

- Extend opportunities for students to develop independent creative writing skills, so that all can write confidently.



**MATHEMATICS**

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Outstanding	Outstanding	Very good	Outstanding ↑
<b>Progress</b>	Outstanding	Very good	Very good	Outstanding

- Children in KG and students in Secondary demonstrate extremely strong reasoning and problem-solving skills at age-appropriate levels. Students' understanding of mathematical skills in classroom work and workbooks align with internal and external assessments. However, higher ability students do not receive appropriate challenge.
- In KG, children explore patterns and number groupings. Primary students perform perimeter and area calculations. In the middle phase, students tackle complex compound figure analyses and calculations. In Secondary, students can use arithmetic progression for calculating seating arrangements in a concentric circular auditorium.
- Excellent progress, particularly in KG and Secondary is a result of excellent data-driven curriculum mapping and lesson design.

**For Development:**

- Improve achievement in Middle and progress in Primary by teachers making more effective use of data and information from assessments to inform their planning.

**SCIENCE**

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Outstanding	Outstanding	Outstanding ↑	Outstanding
<b>Progress</b>	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding

- Students' achievement across the school is exceptional. Their scientific knowledge, their application of that knowledge in practical lessons and their problem-solving approaches demonstrate scientific skills which are secure and above curriculum expectations.
- Most students display a highly secure understanding of scientific concepts in their oral work. They use scientific terminology appropriately when they engage in the many opportunities for discussion.
- The development of investigative work is enabling students to link their theoretical learning to their own lives, and to develop critical thinking and problem-solving skills. Positive outcomes are evident in all phases.

**For Development:**

- Ensure that all students have the opportunity to write extended reports, including laboratory reports, using their developed inquiry and research skills.



**LEARNING SKILLS**

	KG	Primary	Middle	Secondary
<b>Learning skills</b>	Outstanding	Very good	Very good	Outstanding ↑

- Students are very enthusiastic and keen to learn. They are confident and handle tasks with little anxiety. They possess the confidence to rectify their misconceptions, especially in English and science. They identify their strengths and weaknesses, actively striving for improvement and broader knowledge application.
- Students are co-operative and they collaborate well. In Arabic, communication in group activities is not well developed. Students adeptly make connections between various subjects. Science education extends students' numeracy through experimental design and precise measurements, while younger students apply their knowledge to practical design activities.
- Innovation flourishes in the school's innovation hub, with students demonstrating research and technology skills. Critical thinking and problem-solving are real strengths of students where highly effective teaching encourages the development of these skills.

**For Development:**

- Continually encourage students to understand and focus on their strengths and weaknesses in order to strengthen their progress in Arabic.



## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
<b>Personal development</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students show personal responsibility, great maturity and have positive attitudes towards learning and each other. As a result, behaviour is excellent. Students are highly sensitive to the needs of others. They feel safe and know how to keep themselves safe.
- Students are self-disciplined. They enjoy excellent relationships with members of staff and feel valued and supported, all of which makes a significant contribution to the schools' calm and purposeful learning atmosphere. Senior students are role models for the younger.
- Students are tolerant and work well together to resolve differences. They show genuine concern and empathy towards one another. Their understanding of healthy eating and of maintaining an active lifestyle is reinforced through participation in a range of sporting and other physical activities.

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students show an excellent understanding and appreciation of Islamic values, and, in the upper grades, an awareness of Emirati culture and of how it influences life in the UAE. They thoughtfully put into practice values such as respecting diversity.
- Students are very knowledgeable and respectful of Emirati culture. Children in KG have a developing awareness of the features of Dubai. In the upper phases, students can talk in detail about the cultural activities in which they have participated.
- Students fully appreciate and celebrate their own cultures, which they can compare and contrast with that of the UAE. Throughout, children and students are interested in learning about other cultures and are very aware of common elements.

	KG	Primary	Middle	Secondary
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students actively participate in a range of activities that make positive contributions within the school. They willingly take on leadership roles and are responsible members of their school community. They actively become involved in school and external initiatives, such as local environmental campaigns which benefit the whole community.

### For Development:

- Identify opportunities for students to be further involved in environmental projects within the school community.



## 03 TEACHING AND ASSESSMENT

	KG	Primary	Middle	Secondary
<b>Teaching for effective learning</b>	Outstanding	Very good	Very good	Outstanding ↑

- In all subjects, teachers create inspiring learning environments. They possess secure subject knowledge, demonstrate a clear understanding of how students learn, and use time in lessons very effectively and efficiently. They set an appropriate pace for work in class.
- Very strong classroom interactions and skilful questioning promote higher-order thinking in all phases. Problem-solving and critical thinking skills are embedded in almost all lessons. There is more consistently strong teaching in KG and Secondary.
- The effective use of assessment information to plan lessons to consistently meet the individual needs of students is strongest in KG and Secondary.

	KG	Primary	Middle	Secondary
<b>Assessment</b>	Outstanding	Very good	Very good	Outstanding ↑

- Internal assessments provide detailed measures of students' progress. Students' achievements in all subjects are benchmarked against national and international comparators.
- Assessment data are analysed in depth by senior and middle leaders. Information about students' progress is closely tracked over time. In the large majority of lessons, assessment information is used to provide additional challenge to the more able students.
- Teachers have a very good understanding of students' strengths and next steps necessary for improvement. Information from assessments is generally used to adapt lesson planning, but this is not consistently very strong for all teachers. Most teachers regularly monitor students' work. Feedback is irregular in Arabic and mathematics.

### For Development:

- Ensure that teachers challenge all students appropriately.
- Ensure that all teachers monitor students' work consistently and provide comprehensive, constructive comments.

## 04 CURRICULUM

	KG	Primary	Middle	Secondary
<b>Curriculum design and implementation</b>	Outstanding	Outstanding	Outstanding	Outstanding

- The school’s curriculum has a very clear rationale and is aligned well with the requirements of CBSE, EYFS and the UAE priorities. It is comprehensive, exceptionally well designed and very successfully implemented. It ensures sufficient challenge for almost all learners. The curriculum is effective in developing the skills required for the next stages of education and for work.
- The curriculum provides learners with manifold opportunities that are relevant, experiential, and linked to the world beyond school. Extensive curricular choices for older students offer multiple pathways to higher education and careers.
- Cross-curricular opportunities allow students to celebrate the culture and heritage of the UAE. The school conducts regular and rigorous reviews of the curriculum, with a focus on students’ attainment.

	KG	Primary	Middle	Secondary
<b>Curriculum adaptation</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Curriculum adaptations are based on the outcomes of data analyses and the identified needs of students. Curriculum interventions are informed by information from assessments. This information has led to excellent and appropriate curriculum modifications in all phases.
- The curriculum offers students an extensive range of opportunities to enhance their personal and emotional development. Extra-curricular activities and external competitions enable them to demonstrate their innovatory and entrepreneurial skills and to celebrate their talents and abilities. Students actively support charities.
- The curriculum provides students with opportunities to develop their understanding of global issues. Teachers encourage online research and class discussions, with well-planned cross-curricular links.

### For Development:

- Extend the opportunities to enrich the curriculum with global issues so that all students can develop their wider cultural understanding.



## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Middle	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Policies and procedures for child protection and safeguarding are comprehensive. All members of staff are fully aware of the safeguarding arrangements. Training is provided to protect students from all forms of abuse.
- The maintenance of the school buildings and environment is of very high quality. There are robust safety checks of the premises. Students are extremely well supervised when moving around the school. Safety on and around school transport is strictly monitored.
- A healthy lifestyle and healthy food are promoted from an early stage. Older students are encouraged to cycle to school. The medical teams deal with issues and concerns sensitively. They keep detailed records. Physical checks are conducted regularly.

	KG	Primary	Middle	Secondary
<b>Care and support</b>	Outstanding	Outstanding	Outstanding	Outstanding

- The school provides high quality care and support for all students. Relationships are based on mutual respect and trust and are highly effective. The systems for managing students' behaviour are highly successful. The school's approach to ensuring attendance and punctuality is thorough and successful.
- Rigorous systems identify students of determination and those with gifts and talents, in academic and sporting categories. Individual education programmes (IEPs) identify areas of development and inform prompt and appropriate provision. Strategies are not, however, always fully implemented in all lessons, and progress is uneven.
- Wellbeing is a central focus for the school and is closely monitored. The information gained is used to ensure that effective support and guidance is available for all. The careers programme offers a wealth of information and guidance to explore future career pathways.

### For Development:

- Expand and review the implementation of strategies to ensure that students in all learning categories can reach their potential.



## INCLUSION OF STUDENTS OF DETERMINATION

<b>Provision and outcomes for students of determination</b>	Very good
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- A committed and experienced leadership team drives the inclusion strategy. The detailed and comprehensive school inclusive education policy welcomes all students. Well-planned resources and school premises meet the needs of students of determination.
- Identification tools, information from the school and from parents, and from external and internal diagnostic reports provide a strong basis for IEPs. Teachers continue to develop their skills in personalising their lesson planning to support both students of determination and those identified as possessing gifts or talents.
- The school prioritises excellent parent partnerships. Their contributions are strongly encouraged. Parents are highly positive and value the focused guidance which they receive. They participate in the development of IEPs and provide continuing support at home.
- Curriculum provision is well developed and informs detailed IEPs. However, there are some inconsistencies in the implementation of the IEP recommendations. The buddy system in place can, on occasion, be a barrier to achieving progress for those involved. The interventions of learning support assistants (LSAs) are not always appropriate or effective.
- Relevant data are monitored, analysed, utilised and reviewed to support students' progress. Some students of determination make rapid progress because of strong teaching, but this is not apparent in all lessons.

**For Development:**

- Ensure that all teachers across all phases meet students' needs as recommended in their IEPs.
- Improve the buddy system to ensure that rapid and sustained progress is achieved for those who participate and contribute.



## 06 LEADERSHIP AND MANAGEMENT

<b>The effectiveness of leadership</b>	Outstanding
<b>School self-evaluation and improvement planning</b>	Very good
<b>Parents and the community</b>	Outstanding
<b>Governance</b>	Outstanding
<b>Management, staffing, facilities and resources</b>	Very good

- The excellent principal and very strong senior leadership team are dedicated to national and Emirate priorities. They possess a highly secure understanding of the curriculum and use best practices in teaching, learning and assessment. They are well informed about the priorities and about how to address barriers to learning. Leaders have been innovative and very successful in taking the school forward. Collective accountability ensures consistently very high school performance.
- The school employs a systematic self-evaluation process that uses both external and internal data. Improvement plans are closely aligned with key priorities and aimed at enhancing students' performance. Teaching and learning are effectively monitored in many areas. The resultant feedback has positively influenced the development of teaching strategies, but not consistently nor in all areas. Improvement plans are detailed and establish clear objectives that can be monitored periodically. However, at times, the plans rely on overly optimistic internal assessments.
- The school's leaders and staff excel in fostering parental involvement in school activities. Parents of students of determination play an important role in guiding their children's future steps. The input of parents, especially through the parents care group, has a significant influence on the school's improvement plans. Effective communications and thorough reporting systems ensure that parents are well informed about their children's academic, personal and social progress. The school has expanded its local, national and international connections to the benefit of the students.
- The school has two levels of governance: the strategic GEMS group, and the school local advisory board (LAB). They represent all stakeholders. Governors are appropriately involved in the self-evaluation and improvement planning processes. They hold school leaders, including the principal, to account. They have an in-depth knowledge of the school's priorities and its next steps. They use independent information provided from internal and external reviews. They support the school's requirements in staffing, professional development and resources.
- The school is efficiently managed by the principal and the senior leaders, who all have a positive impact on students' achievements and wellbeing. The school's procedures and routines are very effective. The school is appropriately staffed, attracting qualified teachers who receive regular professional development opportunities. However, inclusive learning is not always sufficiently strong. The school facilities are accessible. Some learning areas do not fully support teaching and learning for all.

### For Development:

- Ensure that the diverse needs of the students of determination and those with gifts and talents are well met.
- Prioritise school improvement targets by integrating information from external and internal quality assurance reviews.



## WHAT HAPPENS NEXT?

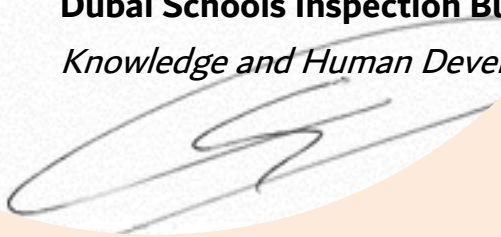
All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

**Dubai Schools Inspection Bureau**

*Knowledge and Human Development Authority*



If you have a concern or wish to comment on any aspect of this report, you should contact [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)