

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



**Inspection Report
2018-2019**

The Millennium School

11 YEARS OF INSPECTIONS

Very good



























Curriculum
CBSE



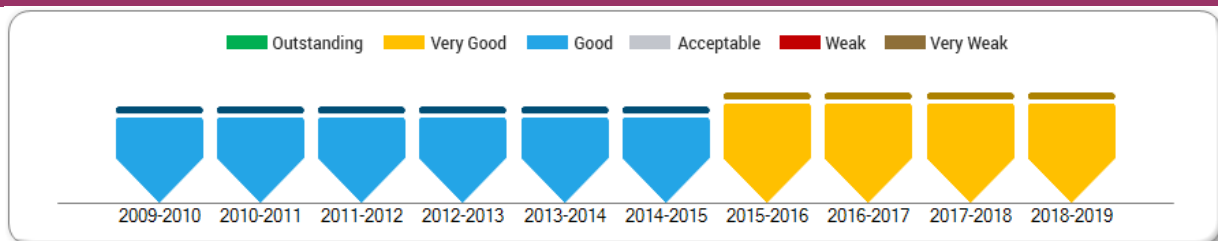
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School Information

General Information	 Location	Al Qusais
	 Opening year of School	2000
	 Website	www.gemsmillenniumschoo.com
	 Telephone	04-2988567
	 Principal	Mrs. Ambika Gulati
	 Principal - Date appointed	1 April 2018
	 Language of Instruction	English
	 Inspection Dates:	15 to 18 October 2018
Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	2778
	 Number of Emirati students	0
	 Number of students of determination	63
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	160
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	15
	 Teacher-student ratio	1:17
	 Number of guidance counsellors	5
	 Teacher turnover	9%
Curriculum	 Educational Permit/ Licence	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	CBSE
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET

School Journey for The Millenium School



Summary of Inspection Findings 2018-2019

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

- Overall, students' achievement is improving in all phases of the school. Progress is good or better in all subjects, except Arabic as an additional language. Attainment in English is at least very good, in Kindergarten (KG) and Secondary attainment and progress are outstanding. Students achieve outstanding results in external curriculum and benchmark tests.
- Students' personal and social development, their understanding of Islamic values, Emirati and world cultures are outstanding in all phases. Likewise, their participation in community services and implementation of innovative ideas are outstanding in all phases. All these are key features of the school.

Provision for learners

- In KG, both teaching and assessment are outstanding. Teaching and assessment across the other phases are very good. Teaching is most effective in Secondary, and less consistent in the other phases. The processes for assessment and analysis of data have been updated, notably in the middle phase, where new procedures are being trialled before implementation in Primary and Secondary.
- Curriculum provision and adaptation are outstanding across all phases. There is a variety of pathways for the secondary students and, where appropriate, students of determination are supported through alternative pathways. Students in all phases have a wide range of activities and experiences available to extend and enhance their learning.
- The school is a very safe, supportive and caring environment. The buildings are maintained to a very high standard. This is an inclusive school that identifies and supports all groups of students. Provision for students of determination has improved this year. Students with gifts and talents would benefit from additional challenge.

Leadership and management

- Led by a dynamic principal, leaders share a clear and passionate vision for the school. The ethos is inclusive and caring. It focuses on student well-being, through the development of positive relationships. Morale throughout the school community is very high. Parents are particularly affirmative and supportive. The processes for driving change have been developed and are being implemented appropriately across the school.

What the School does Best:

- The inclusive ethos of the school and its effective provision of care and support, to meet the needs of all groups of students
- Students' personal development, their understanding of Islamic values and world cultures and their social responsibility and innovation skills
- The positive and supportive relationship between the school and the parents
- The vision and direction of the school's principal and the senior leadership team







Key Recommendations:

- Raise students' attainment and progress in Arabic as an additional language by:
 - providing sufficient time for students to practise reading and writing, and improve their spelling, grammar and sentence structure
 - offering consistent feedback on students' performance, with a focus on improving their listening and speaking.
- Across all phases and subjects ensure greater consistency in the delivery of the curriculum, by identifying and sharing outstanding practice, especially that found in KG with teachers of Grades 1 and 2.
- Develop the skills of all teachers so that they can:
 - provide opportunities for students in all subjects to use their transferable learning skills
 - use assessment data in a more focussed manner in planning to meet the needs of all students.

Overall School Performance

Very good

1. Students' Achievement

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

2. 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

3. Teaching and assessment

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

4. Curriculum

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

5. 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↑	Very good	Very good

6. 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](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter [NAP], which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

School's Progression In International Assessments

is above expectations.

- In the international assessment tests, the data shows the students are making real progress. In TIMSS 2015, students in both Grades 4 and 8, in both science and mathematics, exceeded their targets and are performing at the high international benchmark. Grade 10 students narrowly missed their PISA targets in both science and mathematics although they also improved. However, the reading element of PISA and the huge improvements shown in the Progress in Literacy Study Tests indicate that very good progress is being made in reading. Interim testing on the PISA Based Test for Schools also shows an improving picture.

Impact Of Leadership

is above expectations.

- Leaders have a very clear understanding of the expectations of the National Agenda and how to analyse the data. They are making very good use of the analyses from ASSET, to make modifications to the curriculum. Leaders are mapping the curriculum to meet the needs of the international assessments. It is important that the impact of these modifications are closely monitored.

Impact Of Learning

is above expectations.

- The promotion of critical thinking questions is a whole-school focus and it is clearly evident in lessons and workbooks. In the middle and secondary phases, the students use technology effectively to support their learning and improve their skills of inquiry and research. This is less so in the primary phase.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- Concentrate attention on the targets for PISA to make sure that the outcomes truly reflect the ability levels of the students.
- Monitor, using valid data, any modifications that are made to both the curriculum and teaching, in order to assess their impact on student outcomes.
- Increase opportunities for the use of technologies in the primary phase, to enhance students' understanding of inquiry and research.

Reading Across the Curriculum

- There are improvements in reading due to the increased prioritisation of reading across all aspects of the school's curriculum.
- Students' skill, understanding and confidence in the use of a variety of reading strategies enable them to discover appropriate tactics to read new words. Teachers are developing consistency across the relevant classes.
- The school's library is currently used to good effect and reading is encouraged as an important, life-long skill.
- School leaders are effectively promoting reading across the school. They have introduced a requirement for regular reading for comprehension in all subjects.

The school's provision, leading to raised outcomes in reading across the curriculum is Developing.

For Development:

- Encourage library staff to develop a co-ordinated programme of work that will develop students' reading skills and motivate them to become life-long readers.

UAE Social Studies

- UAE social studies is skilfully integrated within the CBSE curriculum. Knowledge, skills and understanding are thoughtfully balanced to ensure continuity and progression.
- Teachers plan meaningful experiences for learners. The student-centred approach ensures collaboration, inquiry and differentiation that enhance learning.
- Students exhibit a high degree of engagement, through exhibitions, field trips and creative projects. They are knowledgeable regarding the local culture and have a strong sense of pride and belonging.
- The school implements assessment strategies that are varied and designed to meet the needs of most learners.

The school's implementation of the UAE social studies programme is meeting expectations.

Innovation

- There are many opportunities in the middle and secondary phases for students to research and share their ideas. They can think critically, use their prior knowledge to solve problems, and apply their learning in different contexts.
- Students are encouraged to work in teams. This activity enhances their leadership and communication skills and raises their level of acceptance and tolerance. Student-led initiatives have increased their understanding, acceptance of and respect for other world cultures.
- Lessons include an increasing range of opportunities for critical thinking and innovation. However, there remain some inconsistencies, particularly in Islamic Education and Arabic as an additional language.
- Innovation is well embedded in the curriculum. Appropriate computer programmes motivate and challenge students. The after-school enrichment programmes enhance and nurture students' critical thinking, creativity and innovation.
- Leaders are innovative in their practice and show a clear commitment to the culture of innovation. Teachers participate in development opportunities to establish and enhance innovation in the classroom.

The school's promotion of a culture of innovation is systematic.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Very good	Very good	Very good

- The majority of students makes notable gains in knowledge and understanding across all phases because of their positive attitudes towards learning. Younger students are more adept in memorising and reciting the Holy Qur'an. Girls show deeper levels of understanding of the core principles of Islamic Education.
- High levels of skill in the use of technology supports students' abilities in learning about Islam, for example, in their understanding of the rationale behind Islamic rulings. However, the students' abilities to provide in-depth illustrations and contextual references from the Holy Qur'an or Hadith is underdeveloped. Recitation skills remain a challenge for the majority of students.
- Students develop effective skills in working collaboratively and in leading discussions, but they can only apply their learning to their lives in some lessons.

For Development:

- Ensure the progression of skills and knowledge between phases so that students can build successfully on their previously established skills.
- Improve students' skills of using appropriate references from the Holy Qur'an, Hadith or Seerah to justify their arguments in discussion or research.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- Students' ability to read familiar short texts aloud is strong across all phases. However, students' speaking skills still require improvement. Girls outperform boys in the middle and secondary phases.
- Due to more structured opportunities for practice, students in the primary phase make better progress over time in reading and writing, compared with those in the middle and secondary phases. Those in the middle and secondary phases frequently depend on English translation for understanding, especially when listening.
- The timetabling of an extra Arabic lesson in the library in the primary and middle phases is improving students' access to a variety of Arabic books. The introduction of levelled reading stories in Arabic is improving students' reading skills.

For Development:

- Improve students' listening and speaking skills across all phases by providing authentic role-play situations that allow for greater student interactions.
- Extend the best teaching practices seen in the primary phase across the middle and secondary phases, in order to accelerate students' progress.

English

	KG	Primary	Middle	Secondary
Attainment	Outstanding	Very good	Very good	Outstanding ↑
Progress	Outstanding	Very good	Very good	Outstanding

- Children make swift progress in KG and are soon able to communicate in English. Students' well-developed verbal skills contribute significantly to their rapid progress through the other phases, and to their very secure knowledge, understanding and skills across all aspects of the language.
- External and internal assessments reflect the very strong attainment evident in students' workbooks and in their writing across the curriculum. Students are highly articulate and use sophisticated language. Their skills in textual analysis and in drawing inferences develop quickly as they move through the school.
- Students have improved opportunities to develop critical thinking skills. Particularly in the middle and secondary phases, lessons are typically centred on students' own views as they analyse text and identify the literary devices authors use to engage the reader. Classroom support for students of determination is inconsistent.

For Development:

- Develop teachers' skills in supporting the learning of students, especially students of determination, by making effective use of visual resources, writing frames, word banks and other appropriate learning tools.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Outstanding	Very good	Very good	Very good
Progress	Outstanding	Very good	Very good	Outstanding ↑

- In KG, almost all children attain and make progress above curriculum expectations. In other phases, the large majority of students attains above curriculum standards. Progress for the large majority in the primary and middle phases is stronger than expected, and in the secondary phase this improves further as the students are highly motivated to succeed.
- Students across all phases are particularly strong in their understanding of number and in the application of mathematical operations to the real world. Students' skills in geometry and spatial awareness are less well developed.
- A recent initiative in the primary phase, to learn mathematics through a more practical approach, enhances students' understanding of different mathematical operations and the application of those operations in real-life contexts.

For Development:

- Provide opportunities for student in all phases to develop their knowledge of geometry and increase their spatial awareness.

Science

	KG	Primary	Middle	Secondary
Attainment	Outstanding	Very good	Very good	Outstanding
Progress	Outstanding	Very good	Very good	Outstanding

- The scientific knowledge and skills developed by children in KG are well above curriculum expectations. They use scientific language accurately and in context. Across the school, but especially in the secondary phase, students' high attainment exceeds national and international standards.
- Students throughout the school develop confidence in their application of scientific knowledge to undertake practical experiments, make hypotheses and draw conclusions. They often use research skills to deepen their understanding.
- The use of virtual laboratory technology supports older students in their understanding of more complex scientific concepts. Students set themselves high standards and make rapid progress towards meeting them. In the primary and middle phases, the progress of the differing groups of students is variable.

For Development:

- Improve transition so that students in the primary phase build successfully on the scientific skills established in KG.
- Ensure that all groups of students make similar high-quality progress in their learning of science.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Outstanding	Very good	Very good	Very good

- Children in KG are inquisitive and eager to learn. They take every opportunity to learn from others and to investigate their surroundings. At other stages, students interact well with others and are skilled at presenting and communicating their ideas. Almost all in the middle and secondary phases make effective use of learning technologies.
- Students are developing independence in their studies and undertake purposeful research. They apply their prior knowledge to problem solving and can justify their answers and think critically. This is not a common feature in Arabic as an additional language or in Islamic Education.
- Innovation and entrepreneurial skills are developing, but opportunities to develop these further are not yet fully embedded in all subjects or grades.

For Development:

- Increase opportunities for students to apply prior knowledge to problem solving, to think critically and to take greater ownership of their learning, especially in Arabic as an additional language and Islamic Education.
- Increase the primary students' skills in and understanding of the purposeful use of technologies to enhance their learning.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' behaviour and attitudes are exemplary. They willingly take responsibility for their own learning, are self-reliant and take the initiative. The student council provides a highly effective platform for older students to make a significant contribution to the school.
- Students' relationships with their teachers and with one another are very positive and based on mutual respect. The high rates of attendance and participation are, in part, a result of this. Students make positive choices to lead safe and healthy lives.
- A strong emphasis is given to students' emotional intelligence and personal development, contributing to the welcoming atmosphere and high morale. Students display empathy and high levels of care for one another, and especially for those students of determination.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding

- Students across all phases demonstrate excellent understanding of and appreciation for the impact of Islamic values on their lives. Those in the upper grades can speak at length on the values of respect, acceptance and tolerance. They perceive that Dubai is an excellent example of a diverse, multicultural society.
- Students have a deep understanding and awareness of the many aspects of UAE culture. They show respect for the National Anthem and celebrate different national occasions. In the secondary phase they understand that diversity and respect for others are the values that underpin UAE culture.
- The student-led initiative of World Culture Day has deepened their understanding of their own culture and emphasised that different cultures have common features.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases, students' understanding of social responsibility is a strong feature. Students participate positively in charity work. They understand the value of making a difference in someone's life, Best Buddies being an excellent example.
- Students show a deep understanding and awareness of sustaining and conserving the environment. The environment club plays a major role in developing environmental awareness. Students willingly participate in various environmental initiatives.
- Students have an excellent work ethic. Their leadership and entrepreneurial skills are well developed. Most are empowered by the school to take initiatives and to make responsible decisions.

For Development:

- Encourage student-led initiatives, in which students can apply their leadership and entrepreneurial skills, and their understanding of world cultures.

3. Teaching and assessment

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

- Teachers and learning assistants work highly effectively in KG. Their understanding of how children learn is evident in the wide range of engaging and challenging activities they provide. In the other phases, teachers' enthusiasm is underpinned by their strong subject knowledge, although there are too many inconsistencies in the quality of provision and delivery across the school.
- Strengths across the school include well-structured lessons and the use of learning technologies. Teachers develop a good rapport with students. They mostly strike a good balance between their input and time for students' independent learning. Teachers' questioning is typically skilful, and they make effective use of modern technology.
- Teachers have benefited from additional training. They now have growing confidence in promoting students' independence and collaborative skills. They are making better use of assessment information when planning lessons to meet the needs of different groups.

	KG	Primary	Middle	Secondary
Assessment	Outstanding	Very good	Very good	Very good

- In KG, assessment is closely aligned to the GEMS Early Years Curriculum. Across all other phases, internal assessment processes are closely aligned to the CBSE curriculum whilst factoring in the demands of international benchmark assessments.
- A strength of assessment is the effective use of data to inform planning. All data sets are triangulated to highlight identified strengths or weaknesses in student performance. This information is subsequently used by senior leaders to modify the curriculum and to suggest adaptations to teaching strategies.
- In the middle phase, new digitalised assessment systems have been introduced. They promote students' involvement in assessment and increase teachers' awareness. This major step forward needs time before it impacts positively on students' outcomes.

For Development:

- Extend the use of digitalised assessment to the primary and secondary phases.

4. Curriculum

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

- Across all phases, teachers plan and deliver to a broad, balanced and progressive curriculum which is systematically and regularly reviewed. The curriculum is fully aligned to the vision and priorities of the UAE. It is entirely compliant with CBSE.
- The curriculum in KG is based on engaging, active and exploratory play-based learning. Secondary students enjoy choice, particularly in selecting the most appropriate ways to meet challenges. They have opportunities to decide how best to present their learning.
- Transitions between phases is systematically planned to ensure that students experience continuity and to enable the progressive development of skills. Transition arrangements are less effective for students in Islamic Education and in science in lower primary.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The school is highly successful in adapting the curriculum to meet the needs of almost all groups of students. Teachers interpret the curriculum imaginatively, taking account of students' different starting points, learning styles and interests. They plan exciting and engaging activities which enable students to develop academically and personally.
- The curriculum inspires and motivates students. Opportunities for creativity, innovation and social contribution are skilfully planned, both in lessons and through the wide range of extra-curricular activities.
- Through social studies, assemblies, displays and school events, UAE heritage and culture are promoted very effectively in lessons. Successful events include the Souq Day, UAE National Day, and the Ramadan charity drive.
- The inclusion of moral education, UAE social studies and Arabic as an additional language in KG is strengthening curriculum provision in this phase.

For Development:

- Ensure an articulated progression in Arabic as an additional language and in Islamic Education between phases, so that students build successfully on their previously established knowledge, skills and understanding.

5. 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

- Well-trained staff all play their parts in keeping students safe. They take their responsibilities extremely seriously. They closely follow the school's comprehensive guidelines, for example in relation to child protection procedures. Scrupulous and frequent checking of facilities and equipment ensures a safe environment for students and adults.
- Meticulous attention is given to ensuring students' safety. Students are closely supervised when using the school transport. The monitoring of students' behaviour in and around the school is well-organised and highly effective, but not oppressive. Counsellors provide sensitive support for individual students.
- Medical staff make a significant contribution to maintaining students' day-to-day health. They co-operate with teachers of physical education to raise students' awareness of issues such as obesity and drug misuse. Students benefit from very well maintained facilities for learning and recreation.

	KG	Primary	Middle	Secondary
Care and support	Outstanding	Outstanding ↑	Very good	Very good

- A caring ethos permeates the school. It is exemplified in the way in which staff treat students as individuals. The outstanding partnerships and approaches to care and support seen in KG are increasingly present across the primary phase.
- Inclusion is a strength within the school, with improved identification and support for students of determination and for those with gifts and talents. Training of staff has ensured that these students' needs are increasingly met in lessons and through focused learning opportunities.
- School leaders take students' concerns seriously and have introduced a 'Happiness Hour' to support improvements in behaviour and emotional well-being. The school counsellors and leaders provide valuable guidance for all groups of students in making personal and academic decisions.

For Development:

- Build on the recent improvements in care and support strategies made in Primary, throughout the rest of the school.
- Evaluate the impact and effectiveness of the changes in behaviour management strategies in the middle phase.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Very good ↑

- A governor for inclusive education and a champion for inclusion have been appointed. The composition of the Inclusive Action team implements policies and improvement planning that reflect the school's commitment to a highly inclusive ethos.
- The broad range and precise nature of early assessment processes lead to the accurate and well-informed identification of the students' needs. This baseline for students of determination becomes the platform from which they can progress.
- The school actively engages parents in its provision for students of determination. Parents are kept fully informed of their children's progress. This important, collaborative, home-school relationship fully supports students across all phases.
- Although class teachers adapt the curriculum and differentiate work in lessons, this is not always implemented skilfully. Where students of determination do not have access to appropriately planned activities, they become disinterested and less engaged.
- Students of determination actively engage in and contribute to wider school activities. They show positive attitudes as they learn to be independent, and they become responsible for their own behaviour.

For Development:

- Establish effective differentiation across all lessons, to enable students of determination to access the whole curriculum.
- Ensure effective collaborative planning, teaching and assessment between all teachers and assistants who work with each student of determination to maximise the student's progress and achievements.

6. 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

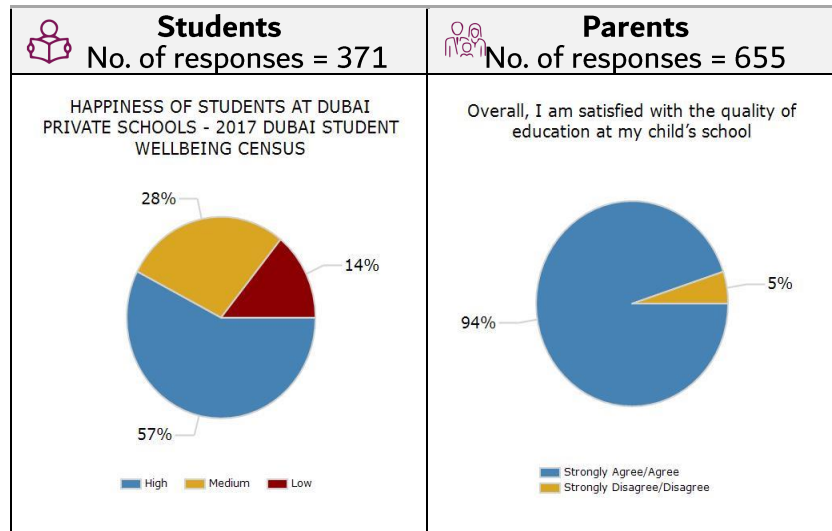
- The school's senior leadership team, led by a highly effective and dynamic principal, has a clear and passionate vision for the school that is closely linked to the UAE national and Emirate priorities. Members promote an inclusive and caring ethos, focused on student well-being through the development of positive relationships. Morale throughout the school community is very positive. Processes for driving change to improve student outcomes continue to be developed and implemented across the school.
- The school leadership team has recognised and prioritised areas for further development using a self-evaluation process that involves most stakeholders. Leaders have developed action plans to implement strategies aligned to their identified priorities, including a comprehensive plan based on the recommendations of the previous inspection. These strategies are beginning to have a positive impact on student achievement. However, the impact is not always sufficiently focused on student outcomes nor is it always evaluated effectively.
- Parents are actively involved and highly engaged in their children's learning. School leaders continue to seek parental input when shaping improvements and priorities. The school employs a very effective system of communication. Parents are well informed about their children's learning and development. Reporting on students' progress and personal and social development is detailed. The school makes significant and sustained contributions to local, national and international communities, which enrich students' learning, their personal and social development and also boost achievement.
- The school's corporate, governing and local advisory boards meet regularly. They are very supportive and exert a positive and direct impact on school performance. The corporate governing board, cognisant of the previous inspection report recommendations, has supported the school's leadership in acting upon them. Members ensure that appropriate staffing, facilities and resources are available and well used by the school. They hold the school leaders accountable for overall performance.
- The school runs efficiently, especially in KG. Well-qualified teachers are appropriately deployed, together with effective support staff. Professional learning opportunities offered to all staff contribute to the continuous improvement. The school provides a wide range of facilities to support student learning. Restricted classroom space sometimes hinders opportunities for a more active, inquiry-based approach to learning.



For Development:

- School development plans should focus on improving student outcomes and should be evaluated to determine their impact on learning, teaching and assessment.
- All staff should co-operate to use available space creatively in order to maximise opportunities for collaborative inquiry.

The View of parents, and senior students

Before the inspection, the views of the parents, and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. 161



 Students	<ul style="list-style-type: none"> Most students who responded to the survey indicate that they are happy at school. Most say that they have a high level of commitment which enables them to finish tasks. They have a sense of belonging to the school, feel there is an adult at the school who cares about them, and they have a strong engagement with their teachers. Almost all students think that there is a wide range of after-school activities.
 Parents	<ul style="list-style-type: none"> Almost all parents are satisfied the education provided by the school. Most consider the school to be value for money. Over 99% of parents indicate that their children are kept safe at school. Almost all are satisfied with the access to information about their children's progress and the support that they receive at school. A minority of parents feels that students have too much homework.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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 inspection@khda.gov.ae