

VERY GOOD



2019-2020

INSPECTION REPORT

CBSE CURRICULUM

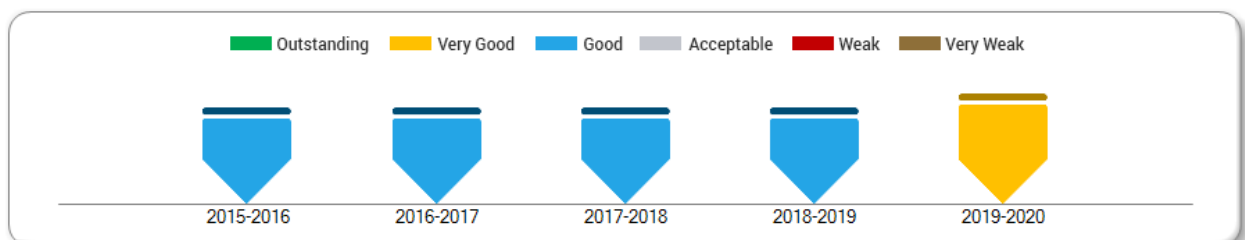
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School Information

General Information	Location	Al Khail
	Opening year of School	2013
	Website	www.gemsnms-alkhail.com
	Telephone	044452900
	Principal	Ms. Fatima Martin
	Principal - Date appointed	4/1/2015
	Language of Instruction	English, Arabic
	Inspection Dates	07 to 10 October 2019
Students	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1438
	Number of Emirati students	0
	Number of students of determination	193
	Largest nationality group of students	Indian
Teachers	Number of teachers	83
	Largest nationality group of teachers	Indian
	Number of teaching assistants	23
	Teacher-student ratio	1:17
	Number of guidance counsellors	1
	Teacher turnover	19%
Curriculum	Educational Permit/ License	Indian
	Main Curriculum	Central Board of Secondary Education (CBSE)
	External Tests and Examinations	CBSE, ASSET, CAT4
	Accreditation	CBSE
	National Agenda Benchmark Tests	ASSET

School Journey for GEMS NEW MILLENNIUM SCHOOL L.L.C



Summary of Inspection Findings 2019-2020

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.

Student outcomes

- There are measurable improvements to attainment in science and mathematics in the primary and secondary phases, where progress in science, as measured by CBSE standards, is also accelerated. These improvements are a result of considerable strengths in students' learning skills. Students' attainment in UAE social studies is of a very high level.
- Students' personal development is impressive. Their attitudes to learning, relationships with one another, self-discipline and a desire to serve the community are at the highest levels. There are clear improvements to attitudes and relationships in the primary phase. Students in the middle and secondary phases now have a much wider view of different cultures.

Provision for learners

- The quality of teaching remains a strength in Kindergarten (KG) and has improved in all phases, particularly in the primary and secondary phases, where there is a greater focus on active, student-led learning. The teaching of English, mathematics and science in the secondary phase and of social studies is particularly skilled. Assessment systems, in all four phases, have improved considerably, giving teachers a clearer and more straightforward analysis of students' progress.
- The existing curriculum, already wide, is extended further. Increased opportunities for children in KG allow them to discover new skills and interests. There have been substantial improvements in adapting the curriculum, particularly for those students in the secondary phase, where career pathways are meeting the needs of a greater number of them. Innovation is an important element of the curriculum.
- Systems and procedures to keep students safe are very sound and thorough. Student well-being is central to all decisions made. The excellent campus, which enhances learning, is kept clean and attractive for learners. Staff care for and support students extremely well. Opportunities are provided, at every level, to meet the needs of most groups of students.

Leadership and management

- School leaders are fully focused on developing the all-round growth of every student. This year, leaders have improved their skills in evaluating the school's performance and in measuring its impact on students' progress. A core strategy is their commitment to work with parents, which they do extremely well. Improvement is supported well by governance and by excellent management. High quality staffing, resources and accommodation complete the picture.

The best features of the school:

- The extremely high levels of students' personal and social development, their leadership qualities, skills with technology, innovation and desire to contribute to their school and the community
- The unwavering attention and dedication to students' safety and well-being
- Leaders' commitment to involve parents fully in their children's academic and personal growth
- The very effective school management, the well-trained and high-performing staff, the excellent resources and the high-quality learning environment
- The establishment of a professional learning community focused on improvement.









Key recommendations:

- Improve attainment in Islamic education by:
 - developing recitation skills
 - ensuring that students use their existing knowledge of the Holy Qur'an, Hadeeth and Seerah to support their views in discussions
 - providing students with clear feedback on what they need to do to improve
 - matching tasks to differing groups of students, especially the more able and boys.
- Improve attainment and progress in Arabic as an additional language by:
 - raising teachers' expectations in line with standards
 - matching activities more accurately to students' abilities and giving them helpful feedback on how to improve their skills
 - giving more opportunities for oral work and guidance to develop students' independent writing and reading comprehension.

Overall School Performance

Very good ↑

1. Students' achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Good	Good	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	Acceptable	Acceptable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
 Mathematics	Attainment	Very good	Very good ↑	Very good	Very good ↑
	Progress	Very good	Very good	Very good	Very good
 Science	Attainment	Very good	Very good ↑	Very good	Very good ↑
	Progress	Very good	Very good ↑	Very good	Very good ↑
 UAE Social Studies	Attainment	Very good			
Learning skills		Very good	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	Very good	Very good	Outstanding ↑	Outstanding ↑
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good	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	Very good	Very good	Very good	Very good

6. Leadership and management

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

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, 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:

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

School's progression in international assessments

is above expectations.

- Performance in international assessments is strong in the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) in English, mathematics and science. However, the sample size is small. ASSET assessments in 2019, compared to 2018, show progress to be less strong for these curriculum areas. Progress in the upper grades of primary is stronger in English and mathematics. Progress is weaker in the other grades. There is some indication that, for English, mathematics and science, progress is rapid in the lower grades, decreases in the middle grades and then begins to rise again in the upper grades.

Impact of leadership

is above expectations.

- Leaders have worked collectively to promote the analysis and use of data to improve teaching. As a result, most teachers across the school are more confident and skilled at using data to plan lessons that promote progress.

Impact on learning

is above expectations.

- The National Agenda is helping to improve learning across the school. A large majority of students are developing research and inquiry skills that enable them to become effective learners. Critical thinking is helping to improve their skills of analysis and evaluation and to deepen their understanding.

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

For development:

- Identify and address aspects of learning that reduce the rate of progress, as identified through international assessments, in some grades.
- Embed critical thinking, research and enquiry skills in all subjects, particularly in the primary phase.

Moral education

- The moral education curriculum is in line with expectations. It offers students opportunities to make links to other subjects and to aspects of real life. It reinforces the strong, caring values embodied in the school's ethos.
- Teachers provide well-designed, engaging and inclusive lessons. They supplement the textbook with teacher-designed enrichment materials. Older students are able to make thoughtful contributions in relation to world events.
- Regular assessments and the tracking of attainment and progress ensure that all students have the opportunity to succeed. Detailed feedback helps students understand where their personal strengths and areas for development lie. Parents receive reports on their children's progress twice a year.

The school's implementation of moral education is above expectations.

For development:

- Identify and embed links to moral education in other areas of the curriculum.

Reading across the curriculum

- The development of literacy skills in all subjects is a focus this year, and this is having positive results. In science, students competently read a diversity of texts.
- The use of an accelerated reader programme tracks students' reading, provides reading ages and suggests books for students. Its impact is evident in the overall improvement of reading across the grades.
- The school promotes a very positive attitude to reading through its motto 'I read therefore I am'. This philosophy permeates the whole school and encourages love of reading among students and staff.
- In the KG and the primary grades, students' reading skills are developed through a guided reading programme. Because this is also used at home, it encourages parents to support their children in reading.

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

For development:

- Use the reading programme to collect more accurate reading information that can be used to create specific strategies for students' future learning.

Innovation

- Students display high-quality learning skills but do not have sufficient opportunity to use them in all subjects. Most are able to work independently and use technology effectively.
- Several innovative strategies are in place to enable students to contribute to their community. Most notable is the mentor programme between older and younger students.
- Teachers consistently promote higher-order thinking skills, particularly through the effective use of questioning. Critical thinking and problem-solving activities are evident in most classes.
- The curriculum provides many opportunities for students to use their creativity. There are good examples in the KG, where an extensive range of opportunities is provided.
- Leaders have introduced a wide range of activities that enhance students' creative thinking.

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

For development:

- Ensure that opportunities for innovation are incorporated into lessons consistently across all phases and subjects.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- Students, across all phases, demonstrate knowledge and understanding of most aspects of Islam in ways that are appropriate to their age. A majority of students in the secondary phase demonstrate the ability to deduce, conclude and infer rulings and guidelines from the Holy Qu'ran and Hadeeth. Across the phases, girls perform better than boys.
- Students in the secondary phase effectively debate and carry out research using technology. In the primary and middle phases, students know the importance of honesty in order to be faithful. However, only a minority use their knowledge of the Holy Qu'ran, Hadeeth and Seerah successfully to support their opinions.
- The school uses an on-line tracking system to monitor the development of students' recitation skills, including their practice at home. However, students do not have enough practical experiences and show weaknesses in their Arabic pronunciation.

For development:

- Ensure that students, especially boys, improve their skills in memorising, understanding and reciting the Holy Qur'an.
- Check that all students can support their opinions with evidence from their existing knowledge of the Holy Qur'an, Hadeeth and Seerah.

Arabic as an Additional Language

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

- Most students in the primary, middle and secondary phases understand what they read and can confidently write a limited range of familiar words and phrases in lessons. Speaking is a challenge for a minority of students, particularly when related to unfamiliar topics.
- Students in the primary phase answer routine questions and understand simple instructions. Those in the middle and secondary phases use their knowledge of grammar to substitute words and to write short sentences. Students' speaking, reading comprehension and independent creative writing are underdeveloped across the phases.
- The encouragement of reading and the increasing use of an on-line digital reading platform are improving students' reading comprehension and writing skills across all phases, particularly in the primary phase.

For development:

- Ensure that teachers' expectations are consistently high and that their feedback guides students' future learning.
- Provide more opportunities for students to develop their independent learning skills.
- Improve teachers' lesson planning to develop students' speaking, reading and creative writing skills.

English

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

- Assessment-driven planning has a positive effect on students' attainment and progress. Internal and external assessment results show high attainment. Lesson observations, work scrutiny and data analysis indicate that students make better than expected progress and that a large majority of them exceed their potential.
- In KG, children's reading, writing, communication and speaking skills are well developed. Students in the primary, middle and secondary phases are effective, confident communicators. Students use a range of vocabulary in their research, report writing and presentations. They can convey the intended meaning, and their attainment is above grade level expectations.
- A comprehensive reading programme gives students access to a variety of increasingly complex texts. The growing use of assessment information, in lesson planning and in teaching, results in targeted tasks and goals that provide sufficient rigour and challenge for all student groups.

For development:

- Extend opportunities for students to write at length, to develop their research skills and to improve their skills in drafting, revising and editing.

Mathematics

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

- Internal assessment information and results from external tests show that attainment in mathematical concepts and understanding is above curriculum expectations. The analysis of assessment information, students' written work and their work in lessons confirms that students make better than expected progress.
- Most children in the KG learn to count to 20 and beyond. They can add and subtract two digits up to 20 and use standard recording methods. Most students in the primary phase have sound number and geometry skills. In the upper grades, students' knowledge and understanding of trigonometry and linear inequalities are well developed.
- The emphasis on reading comprehension skills and mental mathematics enables students to develop more effective strategies to solve problems. The better use of assessment information helps teachers plan tasks that offer suitable challenge to different groups of students.

For development:

- Extend students' mental mathematics skills, their reasoning skills and their ability to solve open-ended, complex problems.

Science

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

- Internal and external assessment information indicates improved attainment and progress in the primary and secondary phases. Inspection evidence confirms that secondary students, in particular, demonstrate high levels of literacy and numeracy when they design experiments and analyse their findings.
- As students move through the school, they improve their investigative skills. In a few lessons in the primary phase, over-guidance by teachers reduces learning through scientific inquiry into a series of teacher-led tasks, slowing the development of students' independent inquiry skills.
- In response to the previous inspection report, students are provided with more challenging learning activities. However, in the primary phase, students are occasionally over-supported by teachers. As a result, the development of their scientific skills is variable.

For development:

- Include more scientific inquiry in the primary phase so that students have more opportunities to make choices about what to investigate and how to design their experiments.

UAE Social Studies

All phases

Attainment	Very good
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- Attainment against Ministry of Education (MoE) standards, as evident from lesson observations, scrutiny of students' work and assessment results, is in line with the school's own evaluation. Students in the secondary phase are challenged to think more critically and, as a result, have better understanding than in the other phases.
- Students show a high level of understanding of the history, geography and civics components of the curriculum. Using technology, they confidently demonstrate competence in presenting and discussing their findings from research. Students in the secondary phase show strengths in applying their understanding to different contexts and in evaluating their findings.
- Although integrated with the CBSE programme, the subject is assessed separately using agreed marking schemes. Students' achievements are tracked. Summative assessment in the primary phase provides less information for teachers and students on their strengths and next steps than in the other phases.

For development:

- Develop greater challenge, especially in the primary phase, with regard to evaluating sources of evidence.
- Ensure that assessment in the primary phase provides as much information on students' attainment and progress as in the other phases.

Learning Skills

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

- Across all phases, students have very well-developed independent learning and critical thinking skills. However, teachers provide insufficient opportunities for students to display these in Arabic as an additional language. Students do not have enough opportunity to use scientific enquiry skills in science in the primary phase.
- In all phases, students display very positive and mature attitudes to learning. They start tasks promptly, take responsibility for their learning and persevere when unsupervised. They interact with their peers and teachers very positively. They collaborate very effectively in groups and confidently communicate their own ideas.
- Students' learning skills have improved in the primary phase because lessons are now more focused on learning than on teaching. Across all phases, tasks increasingly relate learning to UAE culture and real-life situations. The use of digital technology is a strength of the school and very effectively enhances students' learning.

For development:

- Provide more frequent opportunities for students to display their high-quality learning skills in Arabic as an additional language.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding ↑	Outstanding	Outstanding

- Students are confident and sensitive to the needs of others. They display positive attitudes to their learning and to school life. They are respectful and cordial. Those in the secondary phase understand the impact of their attitudes and actions on others and serve as excellent role models.
- Student-staff relationships are respectful and considerate. Students willingly help one another inside and outside the classroom. They show respect and consideration for their peers.
- Students' adoption of healthy lifestyles is evident across the school. Almost all students make healthy eating choices and understand how to remain safe. Attendance is very good.

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

- Students have a clear appreciation of the Islamic values of tolerance, kindness and generosity. They understand that Dubai reflects these values by the welcome extended to people from different backgrounds and nationalities. Students are involved in the preparation of a journal that addresses Islamic topics.
- Students fully respect and appreciate the heritage and culture that influence contemporary life in the UAE. They experience that culture in their daily lives. They celebrate the UAE National Day and Islamic religious celebrations, such as the Iftar evening for Muslim and non-Muslim parents.
- Students are very proud of their own culture and heritage. They actively take part in celebrating world cultures through the cultural diversity week. In the secondary phase, students participate in field trips abroad. Those in the other phases have less knowledge of other cultures.

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

- Students initiate and manage events, programmes and projects within the school community and in Dubai. They show a well-developed sense of civic responsibility and empathy to other students and to those who are less fortunate than themselves.
- Leadership opportunities are woven into the fabric of the school, developing students' sense of responsibility and enabling their contributions to decision making. The innovative involvement of students in the local advisory board is a good example. The Model United Nations develops students' leadership, while refining their skills in research and debating.
- Students speak passionately about the environment and their commitment to support its sustainability. They take the initiative in environmental conservation projects in order to spread awareness across the school.

For development:

- Extend students' knowledge, understanding and appreciation of other world cultures, particularly those of the younger students.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Very good ↑	Good	Very good ↑

- The consistently-effective teaching in the KG and the primary and secondary phases enables students to make very good progress in the majority of subjects. Teaching is not as effective in the middle phase because the level of challenge offered to students is not consistently high in all subjects.
- Teachers in the KG have a good understanding of how young children learn. In the other phases, teachers have secure subject knowledge so that explanations and responses to students' questions are accurate. Lesson planning is very thorough. Teachers make an increasing use of assessment information to match tasks to students' varied needs.
- The quality of teaching has improved in the primary and secondary phases because of a clearer focus on learning. The recruitment of new teachers, who have good knowledge of modern teaching approaches and UAE experience, is enhancing the quality of teaching across the phases.

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

- Assessment systems and processes are highly effective throughout the school. They are particularly strong in the KG, where teachers know their children's needs and abilities exceptionally well. These teachers use assessment information to plan learning activities that enable most children to make very rapid progress.
- Assessment in lessons is well developed in the majority of subjects. Where the use of assessment is most effective, teachers skilfully evaluate the progress that is being made and share the information with students.
- Leaders have ensured that improvements in assessment practice are aligned to external national and international standards. Specialised analyses provide clear and prompt information to leaders and teachers. Consequently, teachers are increasingly skilled and confident in adjusting their teaching and the curriculum.

For development:

- Ensure that the use of assessment is consistent across all subjects, so that learning activities are more closely matched to students' needs and abilities.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Very good	Very good	Very good

- The curriculum is dynamic and adapted to changing needs and trends. To meet learners' needs, changes are incorporated in all phases. For example, in the KG and the secondary phase, the school day is extended to introduce additional subjects and activities.
- The overall curriculum is well designed, with an emphasis on the development of knowledge and skills through the successful progression of concepts at all levels. A creative timetable ensures that all enrichment, sports and academic activities are accessed by all students during school hours.
- The school offers a wide range of extra-curricular activities, leading to improvement in students' engagement and well-being. Cross-curricular themes are successfully used in many lessons and projects to strengthen students' conceptual understanding. Regular review and development of the curriculum are linked to the assessment calendar.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Very good	Very good	Very good	Outstanding ↑

- Curriculum modifications are based on students' changing needs. The Award Scheme Development and Accreditation Network (ASDAN) course offers an alternative pathway for students of determination. Similarly, a number of other opportunities meet the needs of students with gifts and talents in all phases.
- Innovative cross-curricular projects, themes, activities and learning experiences are enhancing students' skills of leadership and enterprise, especially in the secondary phase. Internships and work shadowing help develop students' thinking about their future careers.
- There are extensive opportunities for students to become involved in community outreach programmes, many of which are led by them. Links with Emirati culture and heritage are a strong component of the curriculum. Learning visits to local landmarks help deepen students' understanding.
- Informal Arabic conversation opportunities are provided for children in KG 2.

For development:

- Provide a range of leadership and enterprise opportunities for all students, similar to those that now exist in the secondary phase.

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

- The safety of students, staff and parents is a priority for the school. Systems and procedures are extremely thorough and promptly address issues before they cause problems. A comprehensive and effective programme determines the frequency of safety checks. Previous concerns about traffic have been successfully addressed.
- An on-line system of training, which includes child protection, provides excellent guidance and is used to provide orientation for staff before they join the school. Modules on cyber-safety and the responsible use of social media effectively guide students.
- The well-maintained building has an excellent upgrading and replacement programme. Initiatives this year include enhancements to CCTV, additional shading and an agreement with a nearby hospital to provide immediate emergency treatment.

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

- Across all phases, there is an ethos of respect and kindness. New students are welcomed and allocated buddy support. Older students are offered individual pathways and careers guidance. The school values students, expects good behaviour and has developed effective pastoral systems.
- There is prompt communication with parents. Students of determination and those with gifts and talents are identified and supported, but those with needs in English language are not identified.
- Students with gifts and talents can follow challenging programmes, where they can publish articles, develop their reading skills and extend their problem-solving abilities. Extra-curricular activities, competitions, entrepreneurship projects and innovation extend critical thinking and promote learning.

For development:

- Identify and support students who have particular needs in learning the English language.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The very effective leaders show vision, dedication and a capacity to improve. Identified students are represented in ten of the twelve categories. The inclusive education plan and individual education plans (IEPs) now better reflect students' needs.
- The identification of students of determination is effective but is heavily weighted towards the lower phases, with very few students identified in the middle and secondary phases. As a result, some students do not receive appropriate support, and some class teachers are not guided to apply appropriate teaching approaches.
- Parents value the support their children receive to the extent that some move location but choose not to change schools. Communication is particularly strong. Parents contribute to plans, targets and reviews. They recognise the growth in their children's confidence, social skills and emotional wellbeing.
- IEPs detail students' needs, strategies to address them and learning targets. Learning support assistants attend effective workshops and receive certificated on-line training. Few teachers are inconsistent in applying support strategies. Some students of determination do not participate fully in lessons.
- Ongoing reviews of IEPs provide information on students' academic progress, as well as their personal and social development. Formal assessments show better progress over time in science than in Arabic as an additional language, English or mathematics.

For development:

- Identify students of determination accurately in all phases.
- Ensure that IEPs are implemented effectively by all teachers, and that students of determination participate fully in all lesson activities.

6. Leadership and management

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

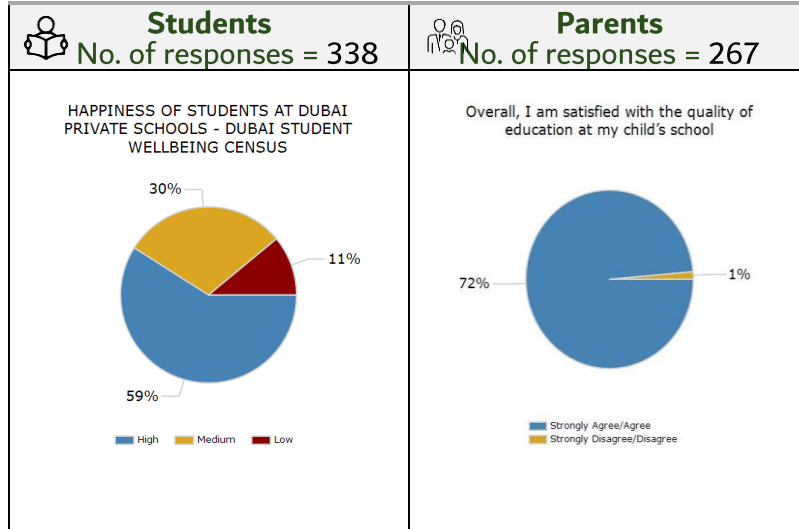
- The school leadership team, led by the principal and vice-principal, share a common direction for school improvement. Collectively, they have developed a learning culture, best exemplified by their commitment to leadership training and the action research that middle leaders and teachers are undertaking. As a result, leaders at all levels are appropriately informed about current approaches to learning. Leaders continue to develop their capacities to improve and innovate the school.
- The school self-evaluation involves the whole school community and is informed by a range of external evaluations. It is reviewed regularly, determines appropriate priorities and has a high degree of accuracy. Different levels of action plans derive from the school's self-evaluation. They are cohesive and regularly monitored by leaders and teachers to check their impact on students' performance.
- The involvement of parents in their children's education is of paramount importance to the school. It is successfully achieved through clear and prompt communication, face-to-face discussions and parental involvement in evaluating the school's performance. It succeeds through parents' easy access to teachers and teachers' willingness to listen carefully. Good examples are the home/school application, which provides real-time information, the Ambassador programme and Parents for Parents programme.
- Governance is exercised by the corporate body and supported well by the local advisory board (LAB). Membership of the LAB includes parents, students, teachers and school leaders. Together they play an important role in evaluating the school's performance. Parents generously give of their time and consequently have a deep understanding of the school. Corporate governance knows the school very well. As a consequence, it effectively supports the school with resources and guidance and holds leaders to account for their performance.
- Teachers, administrators and other personnel work successfully to implement effective routines and policies, resulting in the smooth running of the school. There are sufficient, well-qualified and highly committed staff who benefit from high quality professional training. Resources are generous and deployed appropriately to support all aspects of students' experiences, enhancing learning beyond the school's boundaries.



For development:

- Ensure that leaders have up-to-date understanding of curriculum standards and consistently monitor teaching across all subjects.
- Extend the remit of parents from evaluating current practices to exploring future needs.

The Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> Students who responded to the survey strongly believe that teachers care for them and that they are valued. They feel very safe at school and have supportive friendship groups. This is in line with the inspection findings. They are more positive about the connection and engagement they have with adults at school than are other students in Dubai.
 Parents	<ul style="list-style-type: none"> Most parents who responded to the survey are satisfied with the school. They feel that school leaders listen to them and that they have sufficient access to information to support their children's learning at home. Most indicate that bullying is rare. Nearly all parents report that their children are happy and safe at school. These views are confirmed by the inspection team.

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

