

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



INSPECTION REPORT

2017-2018

GEMS
New Millennium
School L.L.C.

Celebrating
10 years of
inspections

GEMS NEW MILLENNIUM SCHOOL L.L.C

INDIAN (CBSE) CURRICULUM



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School information

General information	
Location	Al Khail
Type of school	Private
Opening year of school	2013
Website	www.gemsnms-alkhail.com
Telephone	04-44-52900
Address	Al Khail Road
Principal	Ms.Fatima Martin
Principal - Date appointed	4/1/2015
Language of instruction	English
Inspection dates	25 to 28 September 2017

Teachers / Support staff	
Number of teachers	72
Largest nationality group of teachers	Indian
Number of teaching assistants	22
Teacher-student ratio	1:16
Number of guidance counsellors	2
Teacher turnover	20%

Students	
Gender of students	Boys and girls
Age range	4-16
Grades or year groups	KG 1-Grade 10
Number of students on roll	1158
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	49
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	IBT, CAT4, CBSE, PiPs
Accreditation	CBSE
National Agenda benchmark tests	IBT

School Journey for GEMS New Millennium School L.L.C



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

GEMS New Millennium School L.L.C was inspected by DSIB from 25 to 28 September 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

There are significant improvements to an already strong leadership and management team. A culture of learning is evident which enables leaders to perform more effectively as well as enabling parents to participate more fully in the school's direction. These improvements, in turn, support governance with its accountability and support roles. Leaders do not always accurately evaluate students' progress within lessons which affects their evaluation of teaching.

Students' achievement

Children in the Kindergarten (KG) continue to perform at high levels. In other phases, there are improvements in attainment or progress in the core subjects. The school's fresh focus on investigative learning is effective in raising student performance in science. Students' performance in Arabic as an additional language still lags behind their attainment and progress in other subjects.

Students' personal and social development, and their innovation skills

Children in the KG continue to show high levels of personal and social development and there have been measureable improvements in the oldest students. Leadership responsibilities, offered to the older students, as well as a greater emphasis for all students, on environmental awareness and participating with wider communities, is enhancing their development.

Teaching and assessment

Students' learning skills are at least good and show improvement in the secondary phase. Actions from the school improvement plan have resulted in a greater awareness by teachers of a wide range of teaching strategies. Assessment procedures, across all phases and subjects, remain strong and there is some improvement to the use of assessment in lesson planning, most notably with regard to students with special educational needs/disabilities (SEND).

Curriculum

The curriculum is enhanced this year through the inclusion of moral education and a strengthening of links with Emirati culture through the UAE social studies programme. The curriculum for Arabic as an additional language remains weak. Although the school is now supporting students learning Arabic for the first time, insufficient account of learners' previous language experiences is taken.

The protection, care, guidance and support of students

The care and protection of all in the school community has improved from last year's outstanding position through the extension of the CCTV infrastructure. Students have benefitted from the development of an extensive career guidance programme, which provides step by step advice for student choices. Improvements to provision for students with SEND are also impacting positively on their progress.

What the school does best

- Leaders have been successful in building a learning culture that involves all members of the community.
- The school continues to provide high levels of protection and safety for all students and staff.
- Leaders are developing very effective partnerships with parents and the community which impact positively on student performance.
- Teachers are developing respectful, self-disciplined students with a high regard for the environment and service to the community.
- Leadership and governance are giving high priority to the National Agenda. The school is improving the high level of performance of last year.

Key recommendations

- With some urgency, school leaders should design a skill-based curriculum that is fit for purpose for additional language Arabic learners. It should be based on the number of years of the students' language experience and appropriate to their needs and interests.
- School leaders should accurately evaluate the performance of the school, especially the quality of teaching and the measurement of progress in lessons.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	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
 English	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Very good ↑
 Mathematics	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Very good ↑	Very good ↑
 Science	Attainment	Very good	Good ↑	Very good ↑	Good
	Progress	Very good	Very good ↑	Very good ↑	Good
		KG	Primary	Middle	Secondary
Learning skills		Very good	Good	Good	Very good ↑

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

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

3. Teaching and assessment

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

4. Curriculum

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

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	Good
Parents and the community	Outstanding ↑
Governance	Very good ↑
Management, staffing, facilities and resources	Very good ↑

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment, based on the National Agenda Parameter benchmark assessments meets expectations.
- Leaders, at all levels, are committed to enabling the school to meet its National Agenda targets. The National Agenda action plan addresses all key strategies to achieve this.
- National Agenda Parameter data are analysed in depth and understood by most leaders and teachers, for their significance and value in curriculum planning, teaching, and learning.
- The school uses information drawn from National Agenda Parameter data analyses to directly influence curricular adaptation in English, mathematics, and science.
- Outcomes of external tests have some impact on teaching strategies. Research, promoting higher order thinking, problem solving and applications to real-world are now more commonplace.
- External testing has given most students greater information about their strengths and weaknesses. Students use a range of resources, including computers, to enhance their research skills.

Overall, the school's provision towards achieving its National Agenda targets meets expectations.

Moral Education

- The moral education programme (MEP) curriculum is integrated and comprehensive. Cross curricular links and real life connections are made with the UAE social studies programme.
- Effective learning outcomes are ensured through well planned lessons, matched to students' abilities. Information, communication, technology (ICT) is integrated to support the development of research skills.
- Students develop their learning skills through active participation, showing an eagerness to explore and make real life connections through their own experiences.
- There are a range of assessment strategies. Parents are kept informed of personal and social outcomes of students through the school portal and report cards.

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- UAE social studies programme is very skilfully integrated into the CBSE curriculum. There is a clear balance between the concepts and content which ensures enrichment.
- A variety of teaching strategies are used by the teachers to ensure progress, and support the development of enquiry and critical thinking skills. Independent research is encouraged.
- Assessment of UAE social studies forms part of the CBSE social studies. A variety of strategies provide accurate picture of student performance.
- The curriculum is planned effectively, and provides opportunities for students to enhance their skills as responsible citizens and residents of the UAE.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- Students' opportunities to demonstrate their creativity in lessons are limited. Some projects in 'Genius Hour', help develop the students' skills of innovation.
- The Student Council initiate projects in the 'Knights of Inno' programme and 'innovation champions' promote opportunities to think differently.
- Technology is increasingly being used to support students' learning. Children in the KG enjoy coding lessons. Elsewhere, 'flipped learning' encourages students to carry out research.
- STEAM activities and thinking routines such as Circle of Viewpoints have been incorporated into the curriculum to enhance students' learning.
- The culture of a learning school promoted by the leadership encourages staff to undertake action research and be creative and to pilot new strategies in the classroom.

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

Main inspection report

1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good ↑	Good ↑

- Most students display knowledge and skills that are in line with curriculum standards. The school's assessment data shows higher attainment than observed in lessons and in students' workbooks. However, when measured against their starting points students are making good progress.
- In all phases, students demonstrate strong knowledge of Islamic values, Seerah (life of the Prophet PBUH) and Islamic concepts and principles. Hadeeth and Holy Qur'an recitation skills are weaker. Students make better than expected progress, as evidenced from their lessons.
- Students across the three phases are improving their ability to think critically and apply understanding to Islamic beliefs. However, knowledge of Holy Qur'an and Hadeeth is still developing.

For development

- Improve students' recitation skills and their knowledge of Hadeeth, by ensuring that these skills are embedded in all areas of learning.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable ↑	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↑	Acceptable	Acceptable

- Most students attain levels of knowledge and skills in Arabic as additional language that are in line with curriculum standards. This is not reflected in the outcomes of internal assessments, where results are higher.
- Listening skills are strong in all phases. Most students understand teachers' instructions and can respond to them verbally. They can read with some help. In free and guided writing a majority need considerable support.
- Students' listening and reading skills have improved, this year, and vocabulary has increased. The additional support for writing and speaking skills has not fully impacted on student achievement.

For development

- Teachers must provide more opportunities for students to practice newly acquired language in a wider range of meaningful and real life situations.

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

- External and internal assessment show stronger attainment in the primary and middle phases than observed in lessons. Children rapidly acquire English language skills on entry to the school and again as they move towards the CBSE board examination years.
- Most children and students are quick to develop speaking and listening skills. Functional reading and understanding of texts to extract information follows. Writing develops more slowly but by the secondary phase, most students can write fluent, accurate with extensive descriptions.
- Changes to the reading programme are impacting positively on students' standards of fluency, interpretation and information retrieval. In secondary students in the development of higher order reading skills has been strengthened.

For development

- Challenge higher ability students in all phases with reading tasks, which allow them to work at their own levels and pace.
- Ensure older students consistently explore tone and meaning when analysing texts and to support their opinions with evidence.

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

- As with other subjects, external and internal assessments indicate higher attainment than that which is evident in lessons and workbooks. In the primary phase progress is not as rapid as opportunities to apply mathematical thinking is not as strong.
- All students show high levels of numerical competence, providing a secure basis for the development of algebraic skills. Students interpret data in graphical form well. Most students have an age-appropriate understanding of geometrical shapes and solids. Students use problem-solving strategies well.
- A redesigned primary curriculum appropriately focuses on a broader range of mathematics concepts. Consequently, students' knowledge and understanding in the areas of data handling, geometry and measuring is improving. The use of mental mathematics is not consistent.

For development

- Teachers should extend and integrate the opportunities for students to calculate mentally and to share the different strategies that they use with each other.

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

- External and internal assessments are aligned to students' performance in lessons in the middle and secondary phases. In primary, the data presents an inflated picture of attainment. School data matches the observed progress in lessons of primary, middle and secondary.
- Across all phases, enquiry-based learning is both a common and strong feature in science. In this, students have a well-developed understanding of how to design and carry out scientific investigations that provide reliable results.
- Students' scientific strengths and weaknesses are identified well from their assessments and this is improving the planning and delivery of learning to these students. The recent emphasis on investigations is having a positive impact on student performance.

For development

- Increase opportunities for students to think critically.

	KG	Primary	Middle	Secondary
Learning Skills	Very good	Good	Good	Very good ↑

- Students' learning skills are at least good across all phases. Children in the KG are very eager to learn, exploring each activity with boundless excitement. Secondary students, in particular, use high quality learning skills consistently across a range of curriculum subjects.
- Students' engagement in learning is effective in almost all subjects; less so in Arabic as an additional language. Students use strong collaboration skills in mathematics, science and in secondary English. Critical thinking skills in English and Islamic education are being well developed and stronger than in other subjects.
- Greater use of technology is supporting students' in their learning. The newly introduced 'Genius Hour' is varied in quality but in primary phase classes, in particular, innovation and enterprise are strongly and effectively promoted.

For development

- Provide students of all ages with increased opportunities to think critically and ensure that it becomes an intrinsic feature of learning.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Very good	Very good	Outstanding ↑

- KG children are very well behaved in lessons and around school. Primary and middle students share resources well, help and support one another. Secondary students take on leadership roles and take responsibility for setting exemplary standards to all other students.
- All students have enthusiastic attitudes to learning. They relate to one another well; disagreements are rare. Relationships between adults and students are highly positive. Students know how to stay healthy and safe. Very high attendance figures reflect their enjoyment of school.
- The Student Council represents the student voice very effectively. Large numbers of students represent their peers at weekly meetings. Students' views are now considered in school improvement planning. They take responsibility for organising events and leading initiatives, such as mindfulness sessions.

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

- Students across the school demonstrate a strong awareness of Islamic values and knowledge of the UAE culture. They are able to explain some of the beliefs that are held by Muslims and link them to the day-to-day lives of Emiratis.
- Students' knowledge of their own culture is strong. This is enhanced through events such as Independence Day and Republic Day and celebrations such as Diwali and Onam.
- Improvements' in raising students' awareness of cultural diversity, through music, art and drama, is having a positive impact. However, provision in this area is still developing.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Most students promote and organise a range of activities that have a positive effect in the school and the wider community; for example, through charity fund-raising events. KG children show pride in the planting of seeds in the outdoor learning area.
- Students are keen to learn and are highly motivated. During 'Genius Hour' students work creatively on initiatives some with entrepreneurship opportunities. Student innovation champions lead imaginative projects. The opportunities for children in KG to be innovative in lessons are more limited.
- The school has taken successful action to improve students' global and environmental awareness. Environment champions have created a terraced garden where they grow herbs. Younger students know about conserving water, using electricity wisely and recycling resources.

For development

- Improve opportunities for KG children to be actively involved and use their own initiative in innovative activities. Across the school, begin to integrate innovation more into lessons.

3. Teaching and assessment

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

- Although the overall quality of teaching is at least good, the teaching of Arabic as an additional language is not as strong. In the KG, teachers and learning assistants provide very high levels of support and challenge.
- Teachers effectively use their secure subject knowledge to plan in detail. The majority of teachers are skilful in adapting strategies to address the learning needs of students but less so in matching tasks to differing abilities, especially the more able students.
- Although extensive professional development has been provided, the quality of questioning by teachers remains variable in quality. Often it is challenging, promoting meaningful discussions, but, frequently, the incidence of closed questioning inhibits the development of critical thinking.

	KG	Primary	Middle	Secondary
Assessment	Very good	Good	Good	Good

- Due to the effective use of assessment information, most teachers have a good knowledge of the strengths and weaknesses of their students. This is particularly strong in the KG, where progress is tracked well and interventions are both swift and effective.
- Assessment is used effectively by leaders and teachers to both adapt the curriculum and in the planning of learning activities. Teachers' skills in making the most effective use of assessment data for the purposes of personalising classroom provision are more variable.
- The effective use of assessment data to influence both teaching and to adapt the curriculum is supporting the good progress for students with SEND. The impact of this recent development is beginning to be seen in improved, overall student achievement.

For development

- Provide a greater focus in lesson planning, through more effective use of assessment information, on the learning needs of different groups of students.
- Amend teaching strategies to meet the learning needs, particularly of higher-attaining students.

4. Curriculum

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

- The curriculum meets all CBSE and MoE statutory and national requirements and is enhanced with elements of curricula from different countries, for example Finland and Singapore. The KG curriculum accurately reflects the UK Early Years Foundation Stage (EYFS).
- Clear progression and transition from the KG to primary is supported by transition guidance. Discrete free flow activities in the KG offer children some opportunities for choice. PACT and CISCO courses, offer wide opportunities for older students to develop future life skills.
- STEAM and the overlap between UAE social studies and humanities enables students to apply skills in other subject areas. Moral education has been successfully introduced, this year.

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

- Relevant modifications to the curriculum meet the needs of most groups of students. Students with SEND, receive targeted support through the new learning mentor arrangements. Beginner level Arabic additional language support and Holy Qur'an memorisation classes are valuable initiatives.
- The school's extended curriculum is rich with the inclusion of robotics, coding and Lego robotics. It has been further developed this year with more provision for children from KG. Visitors from the community add to the enrichment of the curriculum.
- The school is developing its links with the community and Emirati culture through its programme of events, which include UAE national festivals and Islamic celebrations. These promote and develop the students' knowledge and understanding of UAE history culture and heritage.

For development

- Redesign the Arabic as an additional language curriculum to align it to students' language experiences.

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

- Safeguarding information and associated procedures are very effectively communicated to all students. Child protection training for all staff is extensive, highly relevant and regularly reviewed. A well-resourced clinic, staffed by experienced practitioners, ensures students' well-being.
- The school is exceptionally clean and well maintained. It is an extremely secure environment that is protected by high-quality technology. The premises and facilities provide an excellent learning environment. Technology and resources are imaginatively used to stimulate student interest.
- The introduction of ID scanning cards for students is a significant development in offering extra protection. The enhanced technology is providing higher levels of security.

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

- Students are very polite, courteous and positive in all areas of the school. They form strong relationships with staff and other students, built upon mutual respect. Attendance and punctuality are managed very effectively.
- The procedures for identifying students with SEND and those who are gifted and talented are good. Systems, and modifications, to support the large majority of students with SEND, are improved and are now good.
- The monitoring of well-being, safeguarding, pastoral and educational development of all students works very effectively. There are various transition points in students' school careers and these are handled sensitively. Very good guidance is provided for students making choices for future careers.

For development

- Strengthen staff skills to support and modify the curriculum for all students with SEND, especially those with complex needs, and track progress in each lesson.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good ↑

- The school has an inclusive ethos. Leadership is knowledgeable, enthusiastic and determined to improve provision for all students. Systems have become more secure. Teachers' and learning support assistants' skills of working with students requires further strengthening through professional development.
- The identification of students with need begins early in the school and parents and key teachers are involved in this. The accuracy of the identification procedures, and a range of information, informs plans for individual students.
- Parents speak very positively about the work of the SEND department. They feel welcomed in the school and a part of their children's education. Effective, two-way exchange of information between staff and parents keeps everyone up to date.
- A range of modifications is in place to match students' needs. The individual education and behaviour plans (IEPs) are, in most cases, accurate. They indicate, initially, what the student can do and identify the barriers to effective learning which require overcoming.
- The large majority of students make good progress in lessons, as a result of increasingly effective individual and class group support. Appropriate tracking, record keeping and examples of work provide progress detail and indicate where students need to improve.

For development

- The school should enable students to be involved in the process of drafting IEPs.
- Develop teachers' skills of identification of need and tracking of progress.

6. Leadership and management

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

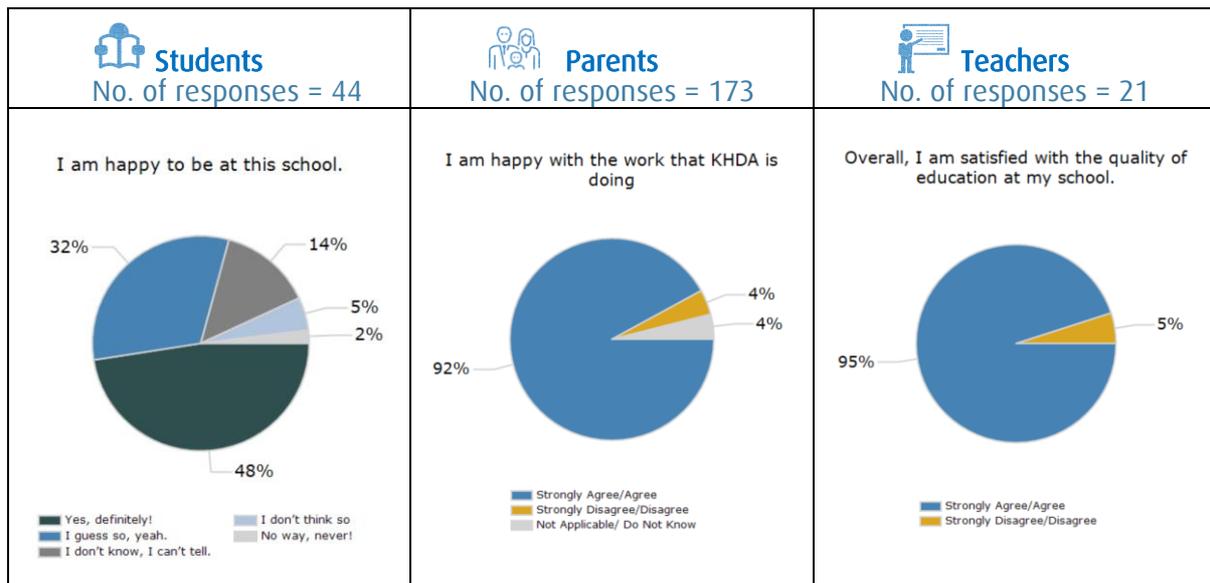
- The senior leadership set a clear education direction for the school, central to which is the UAE's drive to raise standards. Together, they create a culture of continuous learning to the benefit of all in the community; students, parents and all staff. Consequently, there is a sense of belonging, of contributing to and of ownership of the school improvement journey.
- There are thorough systems for school self-evaluation which include input from all members of the school community. Guided by external evaluations and data analysis, school leaders create an appropriate school improvement plan, which at its core, reflects the UAE National Agenda. Evaluation of teacher performance and accurate measurement of students' progress is not as strong.
- Parents are encouraged to participate in the school in a range of ways, including evaluating school performance and supporting the development of areas of learning, such as IT. An extensive range of strategies, including effective reporting procedures, ensure that parents have a detailed picture of their children's learning as well as an understanding of developments in the curriculum.
- Full involvement of the community in the life of the school enhances the corporate governing body's knowledge of its school. Members have a clear and accurate understanding of the school's strengths and areas for development. As such, they set appropriate school improvement targets for leaders as well as effectively targeting resources according to the agreed needs.
- The management of the school runs very smoothly. Recruitment of quality staff and an extensive programme of training ensure their development. Premises are of a high quality, with appropriate specialist facilities. A wide range of quality resources, matched to need, complement the provision and support school leaders' aspirations for outstanding teaching and learning.

For development

- School leaders should develop their abilities to accurately evaluate the performance of the school especially with regard to the quality of teaching.
- Leaders should focus their evaluations of students' progress from their assessed starting points and against the learning objective of the lesson.

The views of parents, teachers and senior students

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



 Students	<p>All responding students are positive about all aspects of school life. They are unanimous that bus travel is safe and most feel that they are developing their academic, personal and social skills well. A majority, agreed with the inspection team that resources, including ICT, are sufficient and that their voice is being heard.</p>
 Parents	<p>Parental response indicates that most parents are satisfied with all aspects of the school. This is confirmed by the team through its interviews with the parent body. Their strongest responses relate to their children's happiness at school, the development of their personal and social skills, the richness of the PACT programme, school resources and safety.</p>
 Teachers	<p>Nearly all teachers are very happy with all aspects of school life. This is reflected in the very high morale that exists in the school.</p>

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