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

DUBAI
Knowledge المعرفة

Inspection Report
2018-2019

11 YEARS OF INSPECTIONS

GEMS New Millennium School L.L.C

Good

Curriculum
CBSE

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School Information

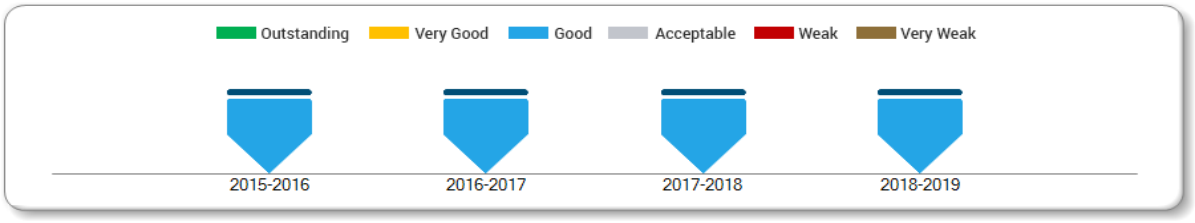
General Information	Location	Al Khail
	Opening year of School	2013
	Website	www.gemsnms-alkhail.com
	Telephone	04-33-9-6533000
	Principal	Ms. Fatima Martin
	Principal - Date appointed	1/4/2015
	Language of Instruction	English
	Inspection Dates:	08 to 11 October 2018

Students	Gender of students	Boys and girls
	Age range	4-16
	Grades or year groups	KG 1-Grade 11
	Number of students on roll	1285
	Number of Emirati students	0
	Number of students of determination	50
	Largest nationality group of students	Indian

Teachers	Number of teachers	81
	Largest nationality group of teachers	Indian
	Number of teaching assistants	21
	Teacher-student ratio	1:17
	Number of guidance counsellors	2
	Teacher turnover	16%

Curriculum	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE
	Accreditation	CBSE
	National Agenda Benchmark Tests	ASSET

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



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Attainment in English is very good across the school. In mathematics and science, attainment is mostly good and is very good in the Kindergarten (KG) and the middle phase. Attainment in Islamic Education is good in the secondary phase. In Arabic as an additional language, attainment remains acceptable. Students' learning skills are good in the primary phase and very good elsewhere.

- Students' personal and social development, and their innovation skills are now at least very good across all phases. Students are highly responsible ambassadors and contribute actively to the life of their school. They extend this attention to the wider community. They have excellent awareness of environmental issues, and their levels of social responsibility are very strong.

Provision for learners

- Teaching is very good in KG. Across all other phases, the quality of teaching is less consistent, although there are some examples of very good practice. Where teaching is not as strong, it is frequently because teachers do not make the very best use of assessment data to inform their planning and teaching and do not effectively meet the needs of all students.

- There has been considerable investment in improving the curriculum in all phases and in almost all subject areas. Curriculum implementation and data-informed curriculum adaptation are now very effective across the school, thus providing a very firm foundation for future improvement in teaching, assessment and achievement.

- Students feel safe and are very well cared for. There are robust procedures in place for safeguarding students and for keeping all members of the school community safe. Students are encouraged to make healthy lifestyle choices. The school should continue to work with RTA to improve the confusing traffic management outside the school.

Leadership and management

- Most leaders, including the principal and the governors, are very effective. They have a secure understanding of best current educational practice. The leadership of the KG and of most key subjects, especially English, are notable strengths. The school has excellent and improving facilities. Although leaders have established rigorous processes of self-evaluation, the monitoring and review of the impact of school improvement activities are not always sufficient or accurate.

What the School does Best:

- The personal and social development of students and their learning skills, particularly in the KG, middle and secondary phases
- The safe, vibrant and happy learning community, where relationships thrive
- The very high levels of attainment and progression in the assessments that form part of the National Agenda
- The very good curriculum implementation and adaptation in all phases, which provide an excellent foundation for this good and improving school
- The significant investment in improving the learning infrastructure of the school, including impressive, well-used libraries and enhanced learning technologies.

Key Recommendations:

- School leaders should take immediate steps to evaluate more accurately the quality of teaching in Arabic as an additional language. They should ensure that, in each phase:
  - teaching is effective so that more students make above expected progress in relation to their individual starting points
  - teachers' planning and delivery, at all times, seeks to accelerate progress across all four language skills.
- School leaders should identify the very best practice in assessment in the school, and develop all teachers' skills, so that they consistently:
  - use all available internal and external assessment information, including Cognitive Ability Test 4 (CAT4) data and National Agenda Parameter data, to personalise work for students
  - make effective use of all information provided by the inclusion department, to support students of determination.
- Governors should work more attentively with the principal and the senior leadership team to ensure that:
  - school self-evaluation is accurate and focused on impact rather than on provision
  - school improvement plans are explicitly aligned to the priorities that emerge from self-evaluation and that improving the quality of teaching, particularly teachers' use of assessment information, takes the highest priority
  - school improvement action plans are frequently and rigorously monitored for impact, and that they are robustly reviewed and adapted, where necessary
  - Senior leaders should continue to work with RTA to improve the confusing traffic management outside the school.

Overall School Performance

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
English	Attainment	Very good	Very good ↑	Very good ↑	Very good ↑
	Progress	Very good	Very good ↑	Very good ↑	Very good
Mathematics	Attainment	Very good	Good	Very good ↑	Good
	Progress	Very good	Very good ↑	Very good	Very good
Science	Attainment	Very good	Good	Very good	Good
	Progress	Very good	Good ↓	Very good	Good

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

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Very good	Outstanding ↑	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	Outstanding ↑	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	Very good ↑	Very good ↑	Very good ↑
Curriculum adaptation	Very 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	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 :

Registration requirements

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

Schools Progression in International Assessments	**is above expectations**

- The school exceeded its targets in TIMSS and shows excellent progression in NAP assessments. Students' attainment in external benchmarking assessments, in relation to their CAT4 measured potential, is mostly exceptional.

Impact of Leadership	**meets expectations.**

- Leaders support the vision of the National Agenda and the National Agenda action plan incorporates all key priorities although it is not robustly monitored for impact and reviewed accordingly. Leaders demonstrate an effective understanding of NAP data analysis and effective interventions. Curriculum adaptation in English, mathematics and science incorporates TIMSS and ASSET priorities in content and skills.

Impact of Learning	**meets expectations.**

- The results of cognitive ability and benchmark tests are only used effectively to identify strengths and areas for development in learning skills by some teachers. This is not yet sufficiently embedded, in practice, across the school. Where such cognitive and assessment data are used well, the needs of different groups of students, including those with SEND and the most able are more appropriately met. The school is beginning to develop students' critical thinking skills successfully.

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

For Development:

- Identify and disseminate the very best practice in the use of assessment data to personalise learning and to develop students' critical thinking skills.
- Monitor more robustly and more frequently teachers' use of cognitive and external benchmarking data and the impact of that on learning.

Reading Across the Curriculum

- As a result of detailed, well-analysed assessment and effective, targeted support, students' achievements in reading across the school are improving quickly.
- Students use increasingly sophisticated reading strategies. In the early years, they decode and apply their knowledge of phonics. In the upper grade levels, they impressively apply skills of inference and interpretation.
- Students' use of the school's extremely well-stocked and accessible libraries develops their love of, and skills in, reading. Many students have sufficient confidence to enter prestigious literacy competitions, in which they enjoy success.
- The literacy co-ordinator, supported by the senior leaders, is highly effective in developing reading across most phases and subjects. There are notable strengths in science. This is occasionally less apparent in primary mathematics lessons.

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

For Development:

- Ensure that students are more consistently supported in developing their reading strategies in all subjects. This is especially required in primary mathematics lessons to increase students' ability to interpret instructions when solving problems.

UAE Social Studies

- UAE social studies is skilfully integrated with the CBSE curriculum. Extensive resources and a range of teaching strategies are effectively used to enhance learning and achievement.
- Students use technology appropriately alongside well-developed analytical and critical thinking skills in their efforts to make meaningful connections between the UAE and other countries.
- In the internal examinations that take place in the primary phase, a majority of students attain above curriculum expectations. However, those in the middle phase attain only expected levels.
- In internal examinations, students make steady progress from term one to term two. This is seen across all the grades.

The school's implementation of the UAE Social Studies Programme is Meeting Expectations.

Innovation

- Students work well, both independently and collaboratively, and are especially adept in the use of sophisticated learning technology in lessons. A broad range of initiatives is highly effective in developing students' learning skills.
- The NMS Edupreneurs, the Green Brigade, the Knights of Inno and very many other programmes provide platforms for students to practise and develop their skills of innovation and creativity.
- Teachers use a range of approaches to develop questioning strategies which promote critical thinking, creativity and problem solving. These are developing features across all grades and most subjects.
- The curriculum embeds technology effectively across all subject areas. Opportunities to use these advanced technologies are well developed, enabling students to think and work in creative ways.
- Leaders are dedicated to continuous improvement in provision and are committed to and successful in developing innovative approaches to teaching and learning, across the school.

The school's promotion of a culture of innovation is Well Developed.

1. Students' Achievement

Islamic Education

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

- In comparison to other phases, students in the secondary phase possess good knowledge and understanding of the basic principles of Islam.
- Students make links to prior learning. Their application of skills to real-life contexts is developing rapidly. Students' use of technology, across all phases, strengthens their ability to find information and accelerates their progress.
- Students, particularly in the secondary phase, make use of the opportunities to share, exchange, and engage in discussions and debates regarding Islamic concepts and values. Students' recitation skills, however, are developing more slowly.

For Development:

- Focus more on improving students' skills of recitation across the school.

Arabic as an Additional Language

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

- Most students are making sufficient progress in developing their language skills. Their abilities to respond appropriately to familiar questions are hindered by teachers' lack of effective planning and low expectations.
- Students in the middle and secondary phases require significant access to visual cues and support in order to engage in simple conversation. Their reading skills are steadily improving. Students can read individual words but struggle to read extended text, with sufficient levels of understanding.
- The school has responded to earlier recommendations by setting students by ability and years of language learning and has established an Arabic library. However, the impact of these initiatives on improving students' language skills are not evident.

For Development:

- Ensure that all students are provided with appropriate, personalised challenge and effective support to accelerate their progress across all language skills.
- To increase challenge to students, teachers should not blend English and Arabic in their teaching.

English

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

- In the primary phase, students' reading skills are enhanced by comprehensive and guided reading programmes. Across the phases, most students can write accurately for a variety of purposes and audiences. Grammatical accuracy is a strength.
- Student notebooks show evidence of progress across a range of English skills, with work frequently linked to a real world context. Across all grades, a large majority of students attains levels above national and international standards. Across all phases, students' writing skills are improving and showing enhanced syntax, punctuation and vocabulary.
- The curriculum is successfully adapted to accelerate the progress of the most able students by providing them with sufficiently challenging activities. In the secondary phase, effective analysis of texts supported by evidence is emerging in students' writing.

For Development:

- Ensure that the reading log is more consistent in the quantity and quality of student entries, especially in the middle and secondary phases.
- Ensure that critical thinking skills develop the breadth and depth of students' understanding.

Mathematics

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

- Students' attainment in external testing is mostly consistent across the school. However, attainment in lessons and workbooks is highest in the KG and the middle phase.
- Students across all phases demonstrate highly developed skills when using standard written algorithms. They have sound knowledge of facts and definitions across all areas of mathematics. However, a majority of students, particularly in the primary phase, is less skilled in flexibly applying strategies to solve unfamiliar problems.
- In the middle and secondary phases, there are significant improvements in students' abilities to think critically and to reason mathematically. There is some limited improvement in mental mathematics in the primary phase.

For Development:

- Teachers should extend the use of regular mental calculation and thinking routines to increase students' mathematical fluency and flexibility, particularly in the primary phase.

Science

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

- Students achieve well in relation to international and national standards. Their knowledge, skills and understanding develop as they move up the school. Students are confident and competent when carrying out practical investigations.
- In the KG and middle phase, students' skills in investigation and problem solving are key strengths. They discuss their findings confidently and accurately and record their work appropriately. Their work books contain detailed notes, diagrams and charts to support their learning.
- Across the school, the levels of challenge for students are occasionally limited by teachers' expectations and, particularly in the higher levels, some teachers do not offer sufficient challenge. Lessons frequently overun their allocated time, and plenary sessions are then cut short, preventing a more in-depth discussion of learning outcomes.

For Development:

- Ensure that lessons start and finish on time, and that effective plenary sessions fully enhance students' learning.

Learning Skills

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

- Students are very willing to learn. Their ability to take responsibility for their own learning is very well developed in the KG, middle and secondary phases. In the primary phase, students are mostly compliant, but their independent learning skills are not well developed.
- Students' ability to work collaboratively is a strength in the school. They communicate very effectively with one another, providing mutual support to achieve common goals. Students make insightful connections across subjects and with the wider world, such as linking science and music.
- The school's investment in advanced learning technologies and a strong focus on innovation mean that students of all ages are adept at using sophisticated equipment to enhance their learning. Secondary phase students have particularly well-developed skills in critical thinking and problem solving.

For Development:

- Ensure that primary phase students are offered effective opportunities to take responsibility for their own learning.

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

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

- Students are extremely positive about their school and their education. Most demonstrate a strong self-reliance although in a few primary classes, where teaching is not quite strong, some students lack self-restraint.
- Students almost always behave very well and show genuine concerns for others. Some lessons are noisy when students' exuberance goes unchecked. Students say that they are able to resolve most differences through strong friendship groups. They enjoy a warm, caring community, built on excellent relationships. There is mutual and strong respect between adults and students.
- Students know how to stay healthy and usually make excellent life choices. They have clear understanding of the safe use of the internet. Attendance is good overall.

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

- Students have clear understanding and appreciation of the values and principles of Islam. The Islamic club promotes Islamic values and culture across the school. Students are involved in a range of activities to support those in need, including those in the school and in the wider community.
- Students can describe life in the UAE in the past and how the UAE is developing rapidly as a modern state. The excellent curriculum regularly connects learning to the life and culture of the UAE, providing students with many insights into Emirati life.
- Students demonstrate very good understanding of their own culture. They are very respectful to and knowledgeable about other religions. They are less knowledgeable about cultures and societies outside their own and that of the UAE.

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

- Students across the school contribute proactively to their school and wider community. This is witnessed daily in students' active curricular and extra-curricular engagement in a broad range of events and projects.
- Relationships thrive in this vibrant school. The committee structure for Grade 11 students is a particular feature. It ensures that all Grade 11 students have leadership roles.
- Children in the KG are now provided with opportunities to take responsibility. Older students have an increasing range of opportunities for innovation that are fostered by several student leadership groups and the introduction of 'genius hour'. The ecological Green Brigade has extended its work and is developing an innovative vertical garden.

For Development:

- Extend students' knowledge and understanding of cultures that are not directly represented in the student body.
- Develop students' entrepreneurial dispositions, especially in the lower grade levels.

3. Teaching and assessment

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

- There is good teaching in all phases and in most subjects. The most effective teaching occurs across all phases in English, in middle and secondary science, and in secondary mathematics.
- Not helped by the relatively short lesson time, the frantic pace of many lessons often results in a rushed plenary. Teaching strategies to promote critical thinking skills, particularly through assessment, are becoming more systematic.
- Well-analysed and very useful assessment data and information now feature in teachers' class folders. Some teachers make effective use of these data in their planning and delivery of lessons, but this practice is not consistent across the school.

	KG	Primary	Middle	Secondary
Assessment	Very good	Good	Good	Good

- Assessment is most effective in KG, where a new system allows teachers to collect assessment information directly into a single platform. This provides clear next steps to track and guide learning. In the other phases, assessment data analysis identifies students' attainment but does not consistently identify what individual students need to do next.
- The school collects a wide variety of external and internal assessment data, which are carefully analysed at grade level. The analysis has less impact when it is not used consistently to match activities to students of different predispositions and abilities in each class.
- The new system is being used more effectively in the KG. The introduction of "PACIER" analysis is effective in aligning the development of critical thinking skills to the assessment profile of students.

For Development:

- Develop the analysis of assessment data so that it consistently identifies what each student needs to learn next.
- Ensure that assessment data analysis is used to plan activities to focus them on the individual needs of each student.

4. Curriculum

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

- The curriculum is carefully and creatively crafted to map both the CBSE and the UAE National Agenda priorities. The Genius Hour programme is used to develop students' independent and collaborative problem solving and critical thinking skills.
- Following the suggestions made in the last inspection, each grade is now divided into three levels in Arabic. These are based on years of study and learning ability and provide opportunities for skill-based learning of the language. This has not yet had a significant impact on students' progress.
- Cross-curricular links are very well integrated in the early years. Reading literacy is strongly supported in the curriculum. A career counselling programme is available for students to prepare them for the next phase after school. The curriculum is regularly and rigorously reviewed.

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

- The curriculum is adapted to provide a range of opportunities for additional challenge and to help teaching assistants to modify the work to meet the needs of lower achievers. In KG, additional opportunities are provided in the curriculum, particularly through the effective use of technology for innovation and through independent and collaborative learning.
- A wide range of co-curricular and extra-curricular activities is provided for promoting students' creativity. The art, music and drama curricula are strongly developed, and students are prepared for certificate courses.
- Students engage in activities such as entrepreneurship week and other projects that involve the environment and the wider community. The curriculum embraces the importance of students' understanding and appreciation of the culture, traditions and values of the UAE, both within and outside the classroom.
- There is no provision for Arabic in the KG.

For Development:

- Provide students in the secondary phase with a wider choice of courses to enable them to follow diverse career paths for higher education.

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

- There are highly effective procedures, systems and policies to ensure the safety, safeguarding and protection of all students and staff.
- The school has taken a positive step by appointing a safeguarding lead. The promotion of the health and well-being of students is a featured topic within the written curriculum and a frequent feature in assemblies.
- The school building and equipment are in excellent condition and well maintained. All areas of the school are fully accessible to students, including those with impaired mobility. The school continues to engage with RTA in an effort to address the occasionally confusing two-way movement of traffic immediately outside the school. This continues to pose some risk.

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

- Staff and students enjoy very positive and purposeful relationships. Teachers rarely need to utilise the school's very effective systems for managing students' behaviour. Comprehensive attendance and punctuality procedures are most effective in the KG and primary phases.
- The diverse needs, gifts and talents of some students are not always identified. Where they are, the identification is accurate. Few students of determination are identified in middle and secondary phases. Protocols for identifying students with gifts and talents rely more on academic achievement than on recognising exceptional natural ability.
- The school has made significant additions to its provision for careers education and guidance in the middle and secondary phases. The high quality of the opportunities offered, and the involvement of all students in these phases, enhance their personal development.

For Development:

- Ensure that the identification of students' needs, gifts and talents is always aligned with established KHDA definitions and comprehensively covers students across all phases of the school.
- Improve the consistency of the work of learning support assistants, so that all students of determination receive high-quality support in class.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- Leaders, including the governor for inclusive education and inclusion champion, model a strong commitment to inclusion. Their self-evaluation is comprehensive but too generous. The improvement plan is not sharply focused on identifying and evaluating the impact actions have on improving provision and outcomes.
- The identification of students of determination is not consistent across the school, particularly in the secondary phase. Not all students have their type of need correctly identified. Students receiving appropriate additional support, such as for reading, are not appropriately referenced across the KHDA categories of need.
- Day-to-day communication with parents is strong, especially through learning mentors and learning support assistants. While parents are involved in the planning process, they are often signatories to Individual Educational Plans (IEPs) written by staff rather than full participants in the discussion process.
- Teachers, together with inclusion staff, have produced carefully personalised curriculum plans in English, mathematics and science for a significant proportion of primary students of determination. The impact of the work of learning support assistants varies considerably between classes.
- The school's system for measuring students' progress is not based on reliable information. The school's view that high proportions make better than expected progress is too generous. Most students' work indicates that their progress over time is good, but this is not consistent.

For Development:

- Review the structure and content of IEPs to make them more useful to non-specialist teachers, across all subjects so that students receive high-quality support.
- Develop the inclusive education improvement plan so that it contains a clear rationale and a set of actions for each sharply-focused target, and ensure that the impact of the improvement on provision and outcomes is rigorously evaluated.

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	Outstanding ↑

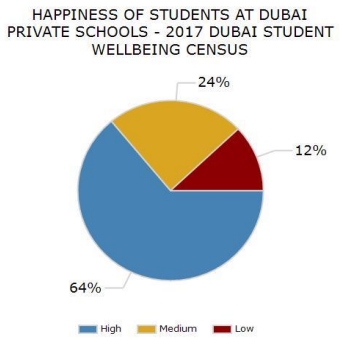
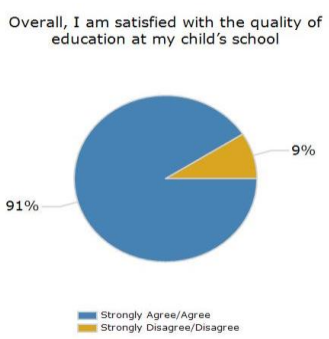
- Senior and middle leaders are dedicated, effective and highly committed to the UAE National and Emirate priorities. Leaders at all levels collaborate successfully, and continue to raise standards of provision and student achievement steadily. Due to strong, visionary and operational leadership, this remains a good and improving school. Leaders understand well the evolving priorities and most possess the skills to continue to innovate and to improve the school.
- Leaders develop mostly strong systems to evaluate both provision and outcomes for students. The judgements that emerge from aligning these evaluations to the DSIB Framework are not always sufficiently accurate. As a result, self-evaluation continues to be aspirational. School improvement drives that emerge from self-evaluation mostly address the key priorities for the school. They are translated into comprehensive action plans that are rigorously followed through, leading to steady, continuous improvement across the school. However, the processes for the strategic review of the impact of these action plans are not sufficiently robust. This in turn affects ongoing, subsequent self-evaluation.
- The school is highly successful in actively involving parents in supporting learning. There are masterclasses for parents to help them to understand contemporary approaches to learning. Communication and reporting policies ensure that parents receive accurate and timely information about their children's progress. They are kept very well informed about classroom learning and the life of the school. The school successfully works with a variety of partners to enhance provision.
- The governing body at a corporate and local advisory level plays a highly effective role in challenging and supporting leaders in this improving, young and growing school. The views and aspirations of all stakeholder groups are sought and acted upon. The work of governors, together with that of school leaders, contributes very significantly to the good and improving provision and outcomes at the school. Governors know the strengths, areas for development and urgent priorities very well. They are committed to addressing the priorities to ensure that the school continues on its trajectory of success.
- The day-to-day school management is excellent. There are sufficient, and mostly well-qualified, teachers and support staff. There is a very good balance of skills among staff, and the regular high-quality training is linked very well to the school's priorities. The premises and facilities are particularly well maintained, providing a high quality, safe, secure, very clean and pleasant environment. Classes are a good size, laboratories are very well equipped and the excellent libraries, including the new Arabic library, are very well stocked. Extensive up-to-date resources support teaching throughout the school.

For Development:

- Ensure that the very many exciting initiatives introduced are sufficiently and systematically monitored for impact, through subsequent review and adaptation.
- In the context of such a broad curricular and extra-curricular provision, school leaders should ensure accurate and valid evaluation of the school's provision so that all students at all times experience good and better teaching, learning and progress.

The Views of Parents and Students

Before the inspection, the views of the parents and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. 21

Students No. of responses = 45	Parents No. of responses = 211
	

Students	• Students in the middle phase who took part in the 2017 student well-being census feel they are safe, valued within the school and succeeding in their work. A substantial proportion of them, comparable to that seen in other schools in Dubai, noted that they enjoy positive relationships with adults at school and have respect for personal differences.
Parents	• Parents who responded to the questionnaire are mostly satisfied with the quality of education provided by the school. This is consistent with evidence gathered during the inspection. These parents feel strongly that the school keeps their children safe and that they are given access to information and support to help them.

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