



GEMS New Millennium
School L.L.C

 Curriculum: CBSE

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Al Khail Road
Type of school	Private
Opening year of school	2013
Website	www.gemsnms-alkhail.com
Telephone	04-33-9-6533000
Address	Al Khail Road, Dubai
Principal	Ms. Fatima Martin
Language of instruction	English
Inspection dates	10 to 13 October 2016

Teachers / Support staff

Number of teachers	69
Largest nationality group of teachers	Indian
Number of teaching assistants	19
Teacher-student ratio	1:16
Number of guidance counsellors	1
Teacher turnover	30%

Students

Gender of students	Boys and girls
Age range	4-15
Grades or year groups	KG1 - Grade 9
Number of students on roll	1,104
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	3
Number of students with SEND	71
Largest nationality group of students	Indian

Curriculum

Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE
Accreditation	None
National Agenda benchmark tests	Acer: IBT; GL: PTE, PTM, PTS



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

Inspection journey for GEMS New Millennium School L.L.C



- GEMS New Millennium School has seen an increased roll of students from 747 to 1,104 since its opening in April 2013. The principal took up post in April 2015. At the start of the current school year, 21 teachers took up post in the school. This represents a turnover rate of around 30%, compared to 16% the previous year.
- The school underwent its first inspection in December 2015. The report from that inspection notes strengths in kindergarten children's attainment and progress in English, mathematics and science, and in students' personal and social development and innovation skills. The inspection report records that the school provided a safe, secure, and attractive environment for learning. It also highlights that there was a shared and strong ambition among senior leaders and governors to develop the school further to meet high expectations.
- Recommendations in the same report include reference to the need to raise attainment and accelerate progress in students' day-to-day learning across all phases. The report recommends improving the quality of teaching, setting more ambitious targets for what students can achieve in lessons, and ensuring better monitoring of students' outcomes. The recommendations also note the need for improvement in the leadership of provision for students with special educational needs and disabilities (SEND) and urge governors to ensure that the school is fully compliant in meeting the Ministry of Education (MoE) requirements for the teaching of Arabic as a first and additional language.

Summary of inspection findings 2016-2017



GEMS New Millennium School L.L.C was inspected by DSIB from 10 to 13 October 2016 . 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.

- Kindergarten children’s attainment and progress in English, mathematics and science are very good. Attainment and progress in those subjects at other phases is mainly good. Progress and attainment in Islamic education and Arabic are mainly acceptable, with weak progress and attainment in Arabic as an additional language at the primary phase. Students’ learning skills are very good in the Kindergarten and good in the other phases.
- The quality of students’ personal and social development is at least very good. Students’ abilities to take responsibility is very well developed, as is their understanding and appreciation of Islamic values and local and other cultures. They show very well developed social responsibility.
- The quality of teaching and assessment is very good in the Kindergarten and good in the middle and secondary phases. In the primary phase, teaching is acceptable overall, with too much variability in the quality of lessons. The quality of assessment is at least good. Analysis of assessment data is done rigorously.
- The design of the curriculum and the way in which it is adapted to meet the needs of different groups of students are of good quality overall. The kindergarten curriculum has been reviewed and improved and is now very good.
- Procedures and policies for keeping all school members safe, and for promoting healthy lifestyles, are of outstanding quality. Staff ensure a good level of care and support for students. The needs of students with SEND are adequately met.
- School leaders and governors are innovative and far-sighted in their work. Management, staffing, premises and resources are of good quality. The school knows its strengths and weaknesses but self-evaluation judgements of some key aspects are overly positive. Partnerships with parents and the community have developed further and are now very good.

What the school does best

- In the Kindergarten, high quality curriculum design, teaching and assessment help children to make rapid progress in acquiring early language, numeracy and learning skills, and to develop a very good understanding of the world around them.
- Students are making good progress in English, mathematics and science at the primary, middle and secondary school phases.
- The personal and social skills of kindergarten children and students are nurtured to a high standard. Students show responsibility and demonstrate an appreciation of Islamic values and local heritage and culture.
- The school has outstanding arrangements in place for promoting healthy lifestyles and ensuring that all members of the school community are safe.
- Senior leaders, supported well by governors, provide strong leadership and successfully promote teamwork among staff and leaders at other levels.

Recommendations

- Share best practice in teaching and learning to ensure more consistency in the quality of lessons across subjects and phases, particularly in Arabic, primary science and Islamic education, by:
 - developing further students' critical thinking and higher-order reading skills
 - providing appropriate challenge in lessons for all groups of students
 - promoting meaningful independent research and enquiry.
- Ensure that teachers are fully aware of the contents of individualised learning plans for students with SEND, and monitor the implementation of these plans more closely.

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 their targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment based on the National Agenda Parameter benchmarks is not secure in English, mathematics and science.
- Assessment data is rigorously analysed, identifying areas of strength and weakness. This analysis informs a detailed and effective action plan that addresses most key issues. Senior leaders monitor the ongoing impact of this plan on student attainment and progress. Professional development enables teachers to interpret and use data effectively. Students and parents agree individual targets based on assessment information and the school effectively tracks progress towards these targets.
- Systematic analysis of key areas of the curriculum has identified areas where content or teaching methods have required modification to enhance student performance against National Agenda requirements. These modifications are being implemented effectively.
- Teachers are increasingly linking learning to real life situations in their lesson plans. However, a minority of lesson activities do not provide sufficient opportunity for extended work. Across the school, two lessons each week are devoted to enhancing the skills students need to perform well against the National Agenda Parameter.
- Nearly all students know their National Agenda results and the targets they need to work towards. They understand the value of the parameter. They regularly use books and learning technologies to research answers to set tasks. They carry out self-initiated or extended learning tasks but they do this less frequently and because of this their development as independent learners is slowed.

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

Overall school performance

Good

1 Students' achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Not applicable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Weak ↓	Acceptable	Acceptable
	Progress	Not applicable	Weak ↓	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	Good	Good	Good
	Progress	Very good	Good	Good	Good
Mathematics 	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
Science 	Attainment	Very good	Acceptable	Good	Good
	Progress	Very good	Good ↑	Good	Good

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

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

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

3. Teaching and assessment

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

6. Leadership and management

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



1. Students' achievement

	 KG	
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Not applicable	Not applicable
English	Very good	Very good
Mathematics	Very good	Very good
Science	Very good	Very good

- In English, the large majority of children attain above curriculum expectations. They listen attentively and respond well to questions. They can apply their very secure skills in using letter sounds to decipher text. They make very good progress from their relatively low starting points. This is because they are provided with regular opportunities to use their increasing vocabulary in a variety of situations.
- The large majority of children's attainment in mathematics is above curriculum expectations. Children have very good knowledge and understanding of the relationships between numbers. As a result of the very good progress they make in this phase, they can identify the attributes of two and three-dimensional shapes, add and subtract, and solve simple problems.
- In science, the large majority of children attain above curriculum expectations. They are naturally curious and inquisitive, and have the language skills to learn independently. They have a very good and age-appropriate understanding of scientific ideas. Children engage in scientific enquiry and explore for themselves. This enables them to make very good progress. They have fewer opportunities to engage in critical thinking.

Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Weak ↓	Weak ↓
Language of instruction	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Acceptable	Good ↑

- In Islamic education, most students attain levels that are in line with MoE curriculum expectations. Their knowledge of Seerah and basic Islamic concepts and values is secure. Their recitation skills and memorisation of the Qur'an are less well developed. Most students make adequate progress in developing their knowledge of the five daily prayers, Islamic dress code and the important events in the life of prophet Mohammad (PBUH).
- In Arabic as a first language, most students' attainment levels are in line with MoE curriculum expectations. Their attainment is consistent with that of the previous year. In lessons and in their recent work, students' speaking and listening skills are acceptable. They make steady progress in listening, reading and acquiring knowledge of grammar. Progress in writing and speaking is less steady.
- In Arabic as an additional language, students' attainment and progress are below expectations. A majority of students are familiar with basic words from everyday life, and can recognise the sound of Arabic letters. However, a significant number of students have difficulty understanding basic classroom instructions, and their responses are limited to single words despite having studied Arabic for few years.
- The majority of students' attainment in English is above age-related curriculum standards, particularly in their speaking and listening skills. Results of international benchmark and end-of-unit internal tests are varied but improvements to the quality of students' writing over time are evident. By the upper grades in primary, students have achieved notable strengths in literacy. They use oral and written language well to describe, defend points of view and communicate imaginative ideas. Reading comprehension remains a focus for continued development.
- In mathematics, the majority of students attain levels above curriculum standards. They have a good understanding and knowledge of calculation skills, geometric shapes and how to solve mathematical problems. Opportunities for students to carry out problem-solving activities or to work independently are not sufficiently regular, and so their skills in those aspects are not fully developed. Students' progress is good overall. However, not all higher-attaining students are challenged sufficiently to ensure they make good progress.
- In science, most students attain levels in line with curriculum standards, a pattern which has been consistent over the past three years. Performance in international benchmark tests is below expectations. Changes in the learning environment are enabling students to develop skills of analysis and evaluation and, as a result, progress overall is good. They perform practical work competently and use ICT confidently but are less skilled in developing their own investigations.

Middle		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, most students attain levels that are in line with MoE curriculum expectations. Students' knowledge of Islamic principles and values is secure. Their memorisation of the Holy Qur'an is developing. In lessons and in their recent work, students make acceptable progress.
- In Arabic as an additional language, students' attainment and progress are broadly in line with expected levels. They are familiar with basic vocabulary and simple expressions. Students make acceptable progress. In lessons, they are developing adequate listening and speaking skills. Progress is slower in reading and writing.
- In English, internal formal assessments show good attainment in the four domains of the language. Attainment is less secure in external benchmark tests. Most students' speaking and listening skills are stronger than those for reading and writing. Sustained progress in writing can be seen through all year groups, as students are able to express ideas and write for different purposes. Their higher-order reading skills of inference and interpretation are not developed sufficiently.
- In mathematics, the majority of students attain above curriculum expectations. Students have good subject knowledge and handle numerical problems well. Attainment and progress have improved over time. Most groups of students can explain their understanding well. Higher-attaining students generally do well and give sophisticated explanations of what they learn. Progress is good, but the development of problem solving skills is inconsistent.
- The majority of students attain levels above curriculum expectations in science, similar to the pattern over the past three years. Girls generally do better than boys. Performance in international benchmark tests is below expectations. Students develop a broad range of knowledge and understanding of scientific concepts and can apply this to unfamiliar situations. Students make good progress in the development of their investigative skills. They can formulate appropriate hypotheses and plan fair tests. Their abilities to analyse outcomes and plan improvements to their work is less well developed.

 Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, most students attain levels that are in line with MoE curriculum expectations. Their knowledge of main beliefs, concepts and values is secure. They are able to explain the concept of Zakat, to whom it should go and how to calculate it. Their memorisation of the Holy Qur'an is developing. In lessons, they make acceptable progress in most aspects but their progress is sometimes inhibited by teachers' low expectations and closed questions which require only short responses.
- In Arabic as an additional language, students' attainment is in line with expectations. Students have sufficient knowledge of vocabulary and basic expressions related to their surroundings. Reading and independent writing skills are below the expected level. In lessons, most students make acceptable progress, especially in developing listening and speaking skills.
- Attainment in English, based on internal assessment results and the work produced in class, is above curriculum standards for a majority of students. Most students undertake challenging reading and writing tasks with steadily developing skill. In writing, students make good progress over time against their starting points, while a large majority of students have well-developed oral presentation skills. A minority of students struggle with comprehension and higher-order reading tasks.
- In mathematics, the majority of students perform above expected standards. Internal assessments indicate that attainment is good and that it has improved since the previous academic year. In lessons and in their recent work, students make good progress, although a minority do not have a secure understanding of some of the concepts.
- In science, the majority of students attain above curriculum expectations. Internal tests show they are performing above curriculum standards, girls more so than boys. In lessons and in their written work, students make good progress in acquiring skills of evaluation and application of knowledge. Students research answers to set tasks well but are less skilled at initiating and planning independent investigations. They can confidently explain their work and give detailed reasons for their views.

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

- Students across the school enjoy learning, and respond positively to opportunities to show responsibility for their own learning. Many students know their strengths and areas for development, and ably express their personal learning goals to others. Children in Kindergarten are very enthusiastic and inquisitive learners. They are eager to be involved and can act responsibly and independently when they are asked to do so.
- Students' communication and collaboration skills are a strength of the school. In all phases, students work well together on various tasks. When given a particular role, such as the 'critical thinker' or 'scribe' in group work, students interact in supportive ways. Kindergarten children work very well together in groups and are aware of how to take turns, cooperate and help each other.
- Kindergarten children are able to make secure connections between what they are learning and everyday situations. In upper primary, middle and secondary phases, connections between learning and the real world are not well established.
- Students use learning technologies and demonstrate practical skills in some classes. They participate in opportunities to be innovative and creative, and to think in different ways across the curriculum, when possibilities are opened for them. Most students do not engage significantly in tasks that develop the deeper aspects of research, analysis and critical thinking.

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

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

- Students show very positive attitudes towards their work and to others. They help each other when necessary, and contribute to the school's very positive ethos. A wide range of opportunities allows them to take responsibility and show leadership.
- Positive behaviour is a strength of the school. Students have played a leading role in drawing up the school's behaviour policy and they adhere to it very well. Incidents of misbehaviour are minor and occur infrequently. Kindergarten children work well together and show excellent age-appropriate behaviour.
- Relationships among students, and between students and adults in the school are very positive and characterised by mutual respect and consideration. Students are aware of the needs of others and they help each other at all times.
- Students respond well to the school's efforts to promote safe and healthy lifestyles. They are aware of internet risks through the school's 'Common Sense Media programme'. Students make sensible choices about their own diet and exercise. Kindergarten children benefit from weekly physical education and aerobics activities.
- The school's figures for attendance are good. Problems with punctuality are rare.

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

- Students demonstrate a deep understanding of Islamic values and how these affect modern UAE society. They understand and appreciate the values of modesty, hospitality, and respecting their elders. They reflect on the importance of proper conduct when in public places. Kindergarten children have very good age-related knowledge of these issues.
- Students are very knowledgeable about the different aspects of Emirati heritage and culture that underpin modern life in the UAE. They sing the National Anthem enthusiastically during school assemblies and take part in National Day celebrations at school. They can use Arabic expressions to respond to common greetings. They are proud to be living in Dubai.
- Students are proud of their own cultures and they demonstrate deep appreciation and respect for other cultures. They interact positively and politely with people from different backgrounds. They participate in various cultural celebrations in their school. Knowledge of some other cultures is limited.

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

- Students' involvement in the school and the wider community is very good. They display high interest in participating in a range of purposeful activities, such as breast cancer awareness raising. However, channels through which students can influence the daily routine or practices in the school are not clear to them.
- Students are proud to talk about their displayed projects which are of high quality. Their work ethic and enterprise skills are strong. The support, care and accommodation they provide to their peers with SEND is impressive.
- Across all phases of the school, students demonstrate a comprehensive awareness towards environmental issues. They can explain, in detail, how they can contribute to making their environment better, and the significance of simple conservation practices, such as recycling.

3. Teaching and assessment

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

- Most teachers have a thorough knowledge of their subjects and are able to convey their knowledge clearly and confidently to their students. They have a good understanding of how students learn in different ways. The adaptation of teaching strategies to ensure that students make progress is more variable. Teachers in the Kindergarten include a wide variety of activities in all areas of learning to meet the needs of children.
- Lessons are planned carefully, with due consideration for the needs of students, who are made aware of the lesson objectives in most subjects. Varied individual and group activities are planned to develop different skills, such as collaboration and independence. Teachers do not always leave enough time at the end of lessons to review the extent to which students have made progress.
- In lessons, most teachers engage students in meaningful conversations to encourage them to think and deepen their understanding. The majority of teachers ask probing questions that encourage students to reflect and think. The quality of teachers' questioning in the primary phase is more variable.
- The majority of teachers use a range of activities that effectively meets the individual needs of students. They provide appropriate levels of challenge to students to enhance their learning. They provide a good level of support to students at the lower ability level. A minority of teachers do not challenge higher-attaining, gifted or talented students sufficiently in lessons. Teachers in Islamic education and Arabic do not have high enough expectations or promote innovation and higher-order thinking skills effectively.
- Teachers are making progress in developing students' critical thinking, problem solving and innovation skills but this is not consistent across the school. In the Kindergarten, spaces equipped with sensory-based items promote children's curiosity. In other phases, particularly in the primary, some teachers tend to be over-directive and activities do not arise from students' interests.

	KG	Primary	Middle	Secondary
Assessment	Very good	Good	Good	Good

- The school's internal assessment procedures are aligned well with the CBSE curriculum. They increasingly provide clear and detailed information about students' progress. They are also linked accurately to subject standards in Islamic education, English, maths and science, but less so in Arabic. Assessment in the Kindergarten is carried out very thoroughly, with observations of children's achievement and next steps in learning recorded and used well.
- Analysis of students' attainment against external international examinations and benchmark tests is a strength. Staff use a range of tests to ensure that internal expectations of what students can achieve are in line with international expectations.

- School leaders evaluate data rigorously and use the information they collect to ascertain how well different groups of students perform and make progress. Staff are working to improve the accuracy of assessment of students' higher-order thinking skills.
- School leaders and teachers make good use of assessment information to amend the curriculum and to adapt their teaching approaches to meet the learning needs of most groups of students. However, there is some variability in this aspect across phases and subjects, particularly in respect of more able students.
- Most teachers know how well their students achieve. Assessment information is shared with students, which gives them a clear picture of how well they are doing and helps them assess their own performance or that of their peers. The majority of teachers frequently provide students with detailed guidance and advice on how to improve their work.

4. Curriculum

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

- The school successfully follows the Indian CBSE curriculum, which is further strengthened by the addition of elements from curricula of other countries, such as those from Finland and Singapore. The curriculum in English, mathematics and science has a good balance of skills, understanding and knowledge, and is systematically mapped to align with the requirements of international assessments. The kindergarten curriculum reflects UK Early Years Foundation Stage concepts and is of high quality, with a strong focus on literacy and numeracy.
- Planning across all phases of education within the school is structured so that students learn systematically, with continuity and progression in their learning.
- Kindergarten children experience a good degree of choice of indoor and outdoor activities during 'free flow' sessions. Older students benefit from opportunities to participate in activities such as 'Genius Hour', 'Teenage MBA', and other in-class projects. Students have a broad range of co-curricular activities to choose from, including physical education, art, yoga and sports activities.
- Cross-curricular themes are planned clearly so that students are able to transfer learning between different subject areas. For example, scientific writing helps students to bring together language and science subjects. The implementation of planned links in lessons is not always consistent.
- Senior leaders evaluate a wide range of data and information, and reflect on curriculum coverage in each subject to make revisions and adaptations. Consequently, changes to the curriculum are well considered, and help to meet the personal and academic needs of most students.
- The UAE social studies curriculum is free-standing and skilfully linked to the Indian CBSE curriculum. Skills, concepts & knowledge are thoughtfully balanced to ensure enrichment. There is smooth continuity and progression between year groups and phases. Teachers of social studies have a strong subject knowledge and use different teaching strategies to ensure students' progress. Assessment strategies target concepts and skills, and are varied to meet the needs of most learners. Students are aware of assessment criteria and most take responsibility for their learning. The curriculum is planned

effectively, and provides opportunities for students to enhance their skills to be able to contribute as responsible citizens and residents of the UAE.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- The school successfully modifies the curriculum to meet the needs of the majority of students. Students with SEND have education plans which, most of the time, provide the necessary curriculum challenge suited to their individual needs. Children in the Kindergarten have opportunities to engage in a wide variety of activities to develop their personal and academic needs. Older students follow a set curriculum which is skilfully enhanced in some subjects by additional extension projects.
- The curriculum includes interesting opportunities for students to engage in projects that promote their thinking and innovative skills. A wide variety of extra-curricular activities provides opportunities for personal, social and physical development. All students participate in special events such as National Day celebrations, and older students support a variety of environmental and charitable events. Students have the opportunity to participate in educational visits to places of interest, both in Dubai and abroad.
- The curriculum includes activities which promote and develop effectively students' knowledge and understanding of UAE history, culture and heritage. Older students visit historic sites and museums which celebrate, record and teach Emirati traditions and values.

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 school has rigorous procedures for the safeguarding and protection of students, with clear policies understood by staff and students. Staff are very aware of the safeguarding procedures through regular training courses and they follow the requirements of the staff handbook. Students know the procedures to report any concerns and these are dealt with sensitively by senior leaders and the school counsellor.
- The school keeps detailed records of ongoing building maintenance, and evacuation and fire drills. Outside contractors and government agencies provide a regular range of specialist safety services. Students receive excellent support for their health and welfare from trained medical staff within a very carefully supervised and spacious clinic.
- There are very effective procedures and systems to ensure students are safe. Staff fully understand their roles. Very efficient arrangements ensure high levels of student safety within school and when students are using the school transport. Thorough risk assessments are undertaken for curriculum activities and for sports and educational visits.

- The school premises and facilities provide a high quality learning environment, which enables students to participate safely in a wide range of curriculum activities. The premises are very well suited to meet the educational needs of all students, including those with SEND, and children in the kindergarten phase.
- The school successfully promotes safe and healthy living. Students have the opportunity to participate in a wide range of physical activities. Helpful advice promoting healthy lifestyles is provided through projects and courses run by teachers and the school doctor. The provision of school meals and snacks in the canteen is regularly reviewed by senior leaders to ensure healthy choices are available.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Staff and senior leaders know students well and are aware of their individual needs. An atmosphere of mutual respect between students and staff pervades the life of the school. There are clear systems, which are well known to students, for managing, monitoring and ensuring good levels of behaviour.
- The school keeps very accurate records of student attendance and punctuality. Systems for monitoring attendance are rigorous, and parents are quickly notified of any concerns about individual students' attendance. The school consistently promotes and encourages good attendance and, as a result, levels have improved.
- The school is inclusive, with good systems in place to identify students' needs on entry. Those students with SEND have individual plans to identify the support needed for them to make progress. The school has identified students who are gifted and talented. A variety of projects support their needs.
- Specialised, well qualified staff carefully plan support for students with SEND. Teachers and parents are closely involved in the process. Modifications to meet the individual needs are mostly well focused within educational plans but not consistently followed through in lessons.
- Students receive good advice and support for their personal well-being from teachers, the school counsellor, school leaders, and clinic staff. Students have the confidence to ask for support when necessary. Older students receive good advice and guidance regarding their future careers. Academic guidance is provided within lessons and through regular assessments of individual progress.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The relatively new special educational needs leadership team has made a positive impact on provision for students with SEND. Team members are experienced, well organised, knowledgeable and, along with senior leaders, committed to improvement.
- The school is inclusive. A variety of assessments is made on entry, including those conducted by outside specialists. Identification of needs is established and appropriate support plans are put in place to meet individual needs.
- Parents are fully involved in the process of supporting their children. Regular meetings are held to discuss students' progress against individual educational plan (IEP) targets.
- Modification and support for students varies across the school phases and by class. It is more effective when the IEP is well focused on students' needs and the teacher provides additional support and direction.
- Some students make slower progress because tasks do not fully match their needs or because they are expected to complete the same work as the rest of the class. Students make better progress when supported by an additional adult, and when the IEP is relevant, used well and closely monitored.

6. Leadership and management

The effectiveness of leadership

Good

- Senior leaders set out clearly their vision for the school. They drive the school forward consistently, and are successful in implementing their strong commitment to the UAE National Agenda, and to making the school inclusive. The extended leadership team meets regularly and makes positive contributions.
- The senior leadership team has a well-developed understanding of good practice in curriculum implementation and teaching. The majority of middle leaders are effective and show highly-developed professionalism and expertise, although there is some variation in this across subjects and phases.
- Relationships among staff and between staff and parents are of high quality, professional and effective. Teamwork is strong and there is a sense of shared accountability. Staff are highly motivated. Key policies and data are communicated clearly, ensuring a shared understanding of priorities among all staff.
- Collectively, staff have a good capacity to innovate and improve the school. Senior staff are skilled innovators. Under their leadership, positive aspects of the school's outcomes have been maintained and a few have improved.

- Leaders have ensured that aspects of the school’s work, which previously were not compliant with regulations, now conform to expectations. They have overseen some improvements in curriculum and teaching in the Kindergarten. While outcomes in some subjects are mostly good, those in other subjects remain at an acceptable level.

School self-evaluation and improvement planning

Good

- Most staff are involved in a range of processes for gathering and analysing information about the school’s work, including internal and external assessment data. These analyses contribute to the formulation of improvement plans, which contain appropriate priorities. The school knows broadly its strengths and weaknesses but self-evaluation judgements of some key aspects are overly positive.
- Senior leaders undertake a range of activities to evaluate the quality of teaching and learning, including lesson observations and ‘learning walks’. Working with staff, they analyse internal and external attainment data carefully and monitor students’ progress closely.
- Teachers, the parents’ focus group, governors and students are involved in formulating the school’s comprehensive improvement plan. The core subject and SEND departments have individual action plans. The implementation of these plans is beginning to have an impact on students’ achievements.
- Senior leaders have made progress in addressing most of the recommendations of the previous inspection report. The Arabic curriculum is now compliant with regulations and leadership of SEND is improving. Inconsistencies in the quality of teaching remain.

Partnerships with parents and the community

Very good ↑

- The school has built an effective partnership with parents, who feel involved in the life of the school and valued as facilitators in their children’s learning. There are parent representatives for each class and a designated person is appointed to act as a point of contact at the school. Parents feel welcomed and part of the school community. They are kept informed about school developments.
- Most parents feel informed about the progress their children make and how they can help them in their next steps in learning. There is a range of communication links which are working very well. The use of technology has improved this process considerably. Parents whose children have SEND indicated that they feel well informed and that they are part of the process of supporting their children at home and in school.
- Progress reports are sent home regularly and any concerns are considered to be dealt with quickly and effectively by most parents. Reports explain clearly what students have done well and also comment on how they could improve. Parents appreciate this information because it helps them to prepare their children for the next steps in their education.
- The school has developed an effective partnership with a range of stakeholders, including the nearby sister school and with the diverse communities in the local area. Students are involved in the local community through a range of charitable acts, such as the donation of food and toys.

Governance

Good

- Parents have representation on a recently-constituted 'local' governing body for the school. There is a school-based parent focus group. The central office surveys the views of the wider parent body. Through activities such as these, the governors have an in-depth knowledge of the school's work.
- Governors undertake regular and systematic reviews of examination results, assessment data and the school's self-evaluation activities, to hold senior staff accountable for the quality of the school's work. Parents and governors engage in learning walks at least once each term.
- The governors ensure that the school has an appropriate supply of suitable staff and resources. They have ensured that previously non-compliant aspects of the school's work now conform to regulations. Overall, they have a direct impact on the school's performance and are continuing to work with the principal to raise standards.

Management, staffing, facilities and resources

Good

- Staff implement the school's procedures effectively, ensuring that the school day runs smoothly. Some teachers arrive late at classes because they have to cross the school campus from one lesson to another.
- Professional development activities, organised by senior leaders and trainers from the central office, help teachers to improve their expertise. Most staff members are suitably qualified with appropriate experience in teaching.
- The school premises are of high quality and are used well to create a positive learning environment. The building is currently shared with another school. A new building for the other school is scheduled for completion for the start of next school year.
- There is a suitable range of resources, including interactive whiteboards in some phases, and a number of laptop and tablet computers for student use. The school also operates a 'bring-your-own-device' policy. At times, students have to share hand-held devices.

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <p>Parents*</p>	2016-2017	128
	2015-2016	239
 <p>Teachers</p>	20	
 <p>Students</p>	2	

*The number of responses from parents is based on the number of families.

- The views of the parents and teachers who responded to the survey are positive. Almost all parents are satisfied with the quality of education at the school. They feel that their children enjoy school and are safe there, and that occurrences of bullying are rare.
- Most parents feel that the school is well led. They see school leaders as approachable and open to discussions and solutions.
- Parents feel that the school is well resourced for learning and that students benefit from a good range of extra-curricular activities.
- A minority of parents have concerns about a small number of aspects, including the way in which the school deals with bullying, and the school's welcome and care for students with SEND. Inspection evidence does not support these views.
- On many aspects of the school, teachers are almost unanimous in their positive views, including their perception that the school is well led and that personal and professional development activities have helped them to improve.

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