

INSPECTION REPORT

2022-2023



THE MILLENNIUM SCHOOL

INDIAN CURRICULUM

VERY GOOD

CONTENTS

CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2022-2023	4
Overall School Performance	6
Focus Areas	8
Main Inspection Report	10

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Qusais
	Opening year of School	2000
	Website	www.themillenniumschoo-dubai.com
	Telephone	97142988567
	Principal	Ambika Gulati
	Principal - Date appointed	4/1/2018
	Language of Instruction	English
	Inspection Dates	16 to 20 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2766
	Number of Emirati students	0
	Number of students of determination	158
	Largest nationality group of students	Indian

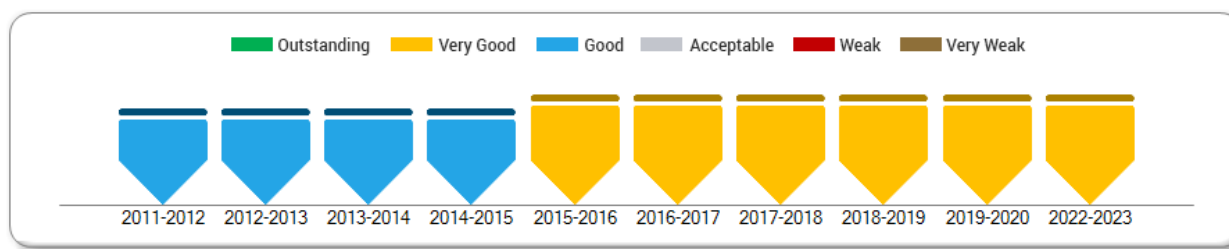
TEACHERS

	Number of teachers	166
	Largest nationality group of teachers	INDIAN
	Number of teaching assistants	25
	Teacher-student ratio	1:17
	Number of guidance counsellors	5
	Teacher turnover	12%

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	CBSE
	Accreditation	CBSE

School Journey for THE MILLENNIUM SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Children's outcomes in Kindergarten (KG) are outstanding. Students' attainment is mostly outstanding in English, mathematics and science, except in Middle where mathematic and science is very good. The quality of students' achievement is not as strong in Arabic, as an additional language. Progress is very good in Islamic Education. Internal and external benchmarking assessments reflect students' high outcomes. Learning skills are effective across the school, although investigation and skills of inquiry need further development.
- Students display commendable traits of self-reliance and self-discipline. They are respectful of one another and their teachers. Students adopt healthy lifestyle and are advocates of the school's wellbeing culture. They show an excellent appreciation of Islamic values and of the heritage and culture of the UAE. They have a deep understanding of their own and world cultures. Students show an exemplary sense of community and responsibility. Their work ethic is evident, and they are entrepreneurs and innovators.

PROVISION FOR LEARNERS

- Most teachers have secure subject knowledge and understanding of how students learn. Teaching in KG is outstanding but less so in other phases. Teachers' skillful questioning challenges students in learning and promotes critical thinking. Investigative learning, research and inquiry are present in the stronger lessons. Students' achievement data are regularly collected, analysed and used to support and challenge students. More effective tracking and monitoring of progress are required to personalise learning more effectively.
- The curriculum is balanced, broad and highly effective in developing students' knowledge, understanding and skills. It provides a wide range of choice particularly to older students. The curriculum is modified successfully and develops students' imagination and creativity. Although it is effectively modified to meet the needs of almost all students, further enhancements are required to support students of determination.
- The school has very comprehensive procedures and policies in place to cover all aspects of safeguarding, child protection and security. The premises are secure. Supervision of transport arrangements and traffic management is robust. The promotion of healthy, physical and mental lifestyles, permeates the school. Staff and students display exemplary relationships. Rigorous systems are in place to identify students of determination and those who have gifts and talents.

LEADERSHIP AND MANAGEMENT

- Leaders have a clear vision and direction for school improvement. Self-evaluation processes are robust and utilised to inform planning. Parents are highly involved in the school, their children's learning, and decision-making. The school has well-established partnerships with local and international communities. The governing board is representative of all stakeholders, who support the school and hold leaders accountable. The school is well-managed and mostly well-resourced although there is a notable lack of learning spaces in most classrooms.

The best features of the school:

- Outstanding provision and outcomes in KG
- The personal and social development of students across the school and the focus on their wellbeing
- The skilfully designed curriculum and the broad range of curricular choices
- The excellent practices and procedures to ensure that the whole school community is safe and very well supported
- The commendable partnerships with parents and the community

Key Recommendations:

- Raise progress further across all subjects by ensuring that lessons are more successful in meeting the learning needs of all students.
- Improve the use of assessment information to track even more comprehensively the progress of all students and support personalised teaching and learning.
- Ensure that all class and subject teachers are provided with a clear, detailed learning plan for all identified students of determination to enable them to achieve their full potential.

Overall School Performance

Very good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding↑	Outstanding↑

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

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

	Whole school	Emirati cohort
Progress in international assessment	Above expectations	Not applicable

- The school participates in PISA and TIMSS and progression is very good. In 2018 the school broadly met its PISA targets in mathematics, science and reading. In 2019 the school also met its targets for TIMSS in mathematics and science in Grade 4 and Grade 8. Progression in the NAP benchmark assessments is very good.

	Whole school
Leadership: data analysis and curricular adaptation	Above expectations

- Leaders ensure that most teachers are aware of the gaps in students' knowledge and skills that have been identified from the PISA, TIMSS and, especially, the ASSET assessment data. They encourage teachers to build interventions into their lesson plans to close these gaps. They have also employed specialists to provide an additional support programme to support this process.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	Good	Not applicable

- The large majority of teachers are aware of students' reading levels and plan accordingly. A majority of students has reading skills that are above expectations. Most students are able to apply critical thinking skills to solve problems.

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

For Development:

- Embed further the school's programme of personalised students' skills targets to close the identified educational gaps for individual students.
- Implement a whole school programme of investigation and inquiry in practical science, underpinned by the scientific method.

Wellbeing

The quality of wellbeing provision and outcome is at a very high level:

- The school has a clear direction and vision which is focused on building a collective sense of wellbeing. The practices, policies and plans for wellbeing are evaluated and updated regularly. Leaders operate a systematic programme of self-review which feeds into the school's wellbeing development plan. The board reviews the school's actions, holding senior leaders and other staff members to account. The school systematically collects, analyses and uses data to monitor and refine its whole-school approach. The day-to-day school routines and activities are successfully planned to promote whole-school and individual wellbeing.
- The school is proactive in identifying and addressing students' wellbeing needs to enable access to support. Teaching and other staff monitor the wellbeing of students in their classes and provide guidance and advice. It provides individualised care and guidance for students and parents. Individual counselling and group sessions such as study skills delivered by experts from the counselling team provide significant support to students. School leaders prioritise the wellbeing of members of staff and are successful in engaging all stakeholders in a wide range of wellbeing matters.
- Each aspect of the school curriculum has been designed keeping the student wellbeing in the centre. The Mental Toughness Program that develops social and emotional skills is built into the curriculum. Students carefully consider their own and others' health and safety, initiating changes where possible. Internal and external information, including stakeholders' surveys, show that students consistently report feeling safe, valued, and engaged in school life. During the school day, students' positive attributes, through their engagement and motivation, become embedded features of their learning and wellbeing.

UAE social studies and Moral Education

- The moral, social and cultural studies (MSC) course is taught in an integrated way from Grades 1 to 12 as prescribed by the Ministry of Education. The subject is taught in two discrete lessons per week in the primary, middle and secondary phases.
- The curriculum is well resourced and skilfully planned with activities that develop students' understanding of Emirati culture and traditions and extend their awareness of relationships within the society. The school has developed an effective assessment tool for MSC that is used to measure students' progress. Assessment information is used to inform curriculum planning.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students in all phases achieve good outcomes. Lesson observations, students' work and discussions reveal that learners' achievements exceed expectations. Students in Secondary show slightly better outcomes than those in other phases. Girls' performance in all phases is stronger.
- Students in middle and secondary phases have good knowledge of Fiqh and Seerah. Primary students' understanding of Seerah is underdeveloped. However, they recite the Holy Qur'an well, and sometimes with good Tajweed skills.
- Although students in all phases show a good understanding in Fiqh and Seerah they often do not link their responses with references to how learning is relevant to their own lives.

For Development:

- Give students more opportunities to recite the Holy Qur'an with Tajweed skills.
- Link Islamic values and concepts with concrete examples from the Holy Qur'an and Hadeeth to make learning more relevant.

Arabic as an Additional Language

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

- Throughout the phases, students demonstrate adequate outcomes in almost all strands of Arabic. Various forms of assessment data show that students' attainment meets curriculum standards. On a few occasions, girls in Secondary perform better than boys.
- Students in all phases have good listening skills as they are able to respond to teachers' instructions and react accordingly. However, due to lack of opportunities to practice the language, students in all phases often find it difficult to express themselves fluently.
- The Arabic department is gradually becoming successful in addressing recommendations from the previous inspection. Although there are now improved practices in the teaching of Arabic, they have not yet impacted sufficiently on attainment and progress for students.

For Development:

- Give students more opportunities to practice the Arabic language in lessons.
- Allow students access to more reading materials so that they can improve their independent reading skills.
- Provide students with more opportunities to write extensively.

English

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

- Students across all phases demonstrate outstanding attainment in internal and external benchmarking assessments. A large majority of students in the Primary and Middle phases make very good progress because students are consistently improving the fluency of their reading and writing. In KG, children can listen and read avidly beyond their years. They can blend letters and read uncommon words using picture clues.
- Most students use advanced reading comprehension strategies to analyse information and demonstrate a very good understanding of literature. They make intelligent comments on structure, tone and character. Students are confident speakers who are able to express critical opinions.
- By Grade 10, almost all students write extended descriptions which demonstrate a sophisticated command of vocabulary. Less consistent are strategies to integrate students of determination, and those who are gifted and talented.

For Development:

- Improve writing skills and vocabulary by applying teaching strategies to develop these skills.
- Improve the integration of, and support for, students of determination in lessons.

Mathematics

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

- Mathematics taught through real life contexts supports outstanding achievement in KG. External and internal testing indicates outstanding attainment in Primary. In Secondary, the Central Board of Secondary Education (CBSE) results continue to be outstanding.
- KG children develop their number skills through experiential learning. Geometry skills have improved across the phases. Primary and Middle students enjoy devising and using formulae to solve word problems. Secondary students relish opportunities to attempt complex and challenging concepts and topics.
- Improvements in the use of technology have allowed students to access online resources as they develop independent learning skills. Students use mathematical language confidently in explaining their work, reflecting a strong emphasis on key vocabulary. Inquiry, research, problem-solving and reasoning skills are well developed while critical thinking skills are still integral within mathematics.

For Development:

- Across the school balance the use of technology with regular work
- Ensure that students continue to develop strong skills when presenting written work

Science

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

- Most students perform strongly in both internal and external assessments. The performance of students in the Primary phase is particularly high. This is reflected in students' attainment and progress in lessons and in their recent work.
- In all phases, students' conceptual knowledge and understanding of science is strong. Basic skills such as researching, observing, recording, following instructions and application of critical thinking and analysis are very strong. However, the higher-order thinking and practical investigative science skills, for instance, hypothesising, predicting, analysing and drawing conclusions are strong in the KG and primary phases but less so in the Middle and Secondary phases.
- Since the last inspection, there has been a focus on activity-based virtual science learning, which is seen regularly across all phases. This has improved students' research skills, although more practical science investigative skills are now developing.

For Development:

- Ensure that practical investigative science features in each grade on a regular basis.
- Enhance opportunities for students to engage in peer-and self-assessment in order to learn more effectively from one another.

Learning Skills

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

- Students across the school display effective learning skills, especially in KG, where children regularly engage in real-life enquiry that helps to build an enthusiasm for learning. Across the school, students successfully collaborate to complete tasks, particularly when they have clearly defined group roles and are challenged.
- Students communicate their learning clearly and confidently, in writing, orally and by using technology. The use of open-ended questions challenges students to think critically and deepens their understanding. Enquiry and investigative skills are underdeveloped since they are not a regular focus in lessons. Self-reflection is a developing feature in the better lessons in most subjects.
- Students take responsibility and are actively involved in their own learning. In Secondary, higher-order thinking skills are increasingly developed enabling students to think independently and solve complex problems.

For Development:

- Provide more opportunities for students to practice and incorporate their learning skills in Islamic Education and Arabic, as an additional language.
- Enhance inquiry and investigative skills in all subjects but especially in science, where the scientific method should underpin regular open-ended investigations.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students show excellent attitudes towards learning. They are keen, self-reliant and always wait for feedback to improve their learning further. They behave extremely well throughout the school, and this has a positive impact on their academic and personal development.
- The exceptional relationship between members of staff and students reflects the positive ethos of the school. The school advocates the wellbeing of all its employees and students, which leads to a calm and peaceful learning environment.
- The school adopts healthy lifestyles. Students adhere very well to the school's vision. The different workshops, led by doctors and nurses, enhance students' awareness of being healthy at all times. Although students are keen to attend school, attendance rates could be improved, especially in KG.

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

- Students in all phases show an excellent appreciation of the role and values of Islam in UAE society. They consider that the harmony that exists between different cultures and society is playing a major role in people wanting to live in the UAE.
- Students demonstrate a high level of respect for the heritage and culture of the UAE. The different events that the school organises throughout the year enable students to understand even further the diversity that the UAE promotes.
- Across the school, students have an excellent knowledge of their own culture. Older students' knowledge and understanding of the Indian culture is outstanding. Students also show an excellent knowledge of other world cultures.

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

- Across the school students have an exemplary sense of community and responsibility. The Student Leadership programme has enabled students to initiate and run numerous clubs, for instance, Girl Up and Wellbeing Club. The Best Buddies scheme extends this excellent community spirit beyond the school.
- Students' excellent work ethic is evident from KG onwards. Entrepreneurship and innovation are very well-developed through Innovation Week and Champs Incubator with an app to reward saving energy as one of the outcomes.
- Students are highly proactive in supporting sustainability schemes, putting them into practice through setting up vertical farming in the school and holding very successful recycling drives. They have a keen awareness and concern about wider environmental issues with students giving presentations on climate change and highlighting National Disasters Day.

For Development:

- Improve attendance across the school, especially in KG.

3. Teaching and assessment

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

- Most teachers know their subjects well and how students learn best. Outstanding teaching in KG provides a careful balance of teacher-directed and experiential learning opportunities. In other phases, teachers provide increasingly challenging work and questioning which stimulates debate and discussion.
- Technology is increasingly used by both teachers and students to enhance learning. Lessons include a wide range of interesting strategies to engage and challenge students. In the better lessons, teachers purposefully develop students' critical thinking, problem-solving and independent learning skills.
- In most lessons the work is well matched to the needs of all students. However, in some lessons, teachers do not provide suitable work for all abilities. Investigative work is only present in the better lessons where teachers encourage higher-order thinking, open-ended questioning, research and inquiry.

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

- Attainment and progress data are regularly and systematically collated and analysed across all phases. Students' achievement is benchmarked effectively against national and international standards. The measures of students' progress including knowledge and skills are tracked and compared over time.
- The school consistently uses assessments to support and challenge all students appropriately, although the use of learning strategies to meet the needs of all students remains a developing aspect across the phases.
- Oral and written feedback to students is always helpful, positive and constructive. Self-reflection and peer evaluation are developing well across the school.

For Development:

- Use training to provide a wider range of strategies for teachers to modify learning.
- Secure more effective tracking and monitoring systems which ensure that students are successful in learning and building their knowledge and skills to support their progress.

4. Curriculum

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

- The curriculum has a very clear rationale, is broad and balanced and promotes innovation and challenge. It is highly effective in developing knowledge, skills and understanding. In KG, the strong focus on phonics has led to enhancing reading and writing with active learning inside and outside lessons.
- The curriculum delivery is modified to use resources and manipulatives which enable the changes from online to onsite. Practical and playful experiences, the virtual KCEP programme, an extension of KG learning, are enhancing imaginative play and creativity.
- Curricular choices are built into the curriculum for older students, with the commerce and science streams as well as a choice of subjects from the humanities. Cross-curricular links are meaningfully planned with rigorous reviews to meet the academic and personal needs of all students.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The school is very successful in modifying the curriculum to meet the needs of almost all groups of students. In KG, children are innovative and enterprising learners as a result of structured but active learning inside and outside the classrooms.
- For older students there is a rich offering of opportunities designed to inspire their aspirations and innovative skills. Students engage in research projects and internship programmes to prepare them for employment opportunities and voluntary work. Their contribution within the voluntary sections ranges from adopting a school to humanitarian aid through Dubai Cares.
- In Primary and Middle, innovative learning experiences are embedded in all aspects of the curriculum to develop students' understanding of the culture and society of the UAE and their pride in the cosmopolitan nature of life there.
- The school offers two periods of Arabic per week, each of 40 minutes in KG.

For Development:

- Provide more choices for instance, Design Thinking and Financial Literacy, in the middle phase when the mandatory New Education Policy (NEP) is implemented.
- Ensure that the curriculum is fully modified for students of determination and for those who have gifts and talents.

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 very comprehensive procedures and policies in place covering all aspects of safeguarding, child protection and security. All members of staff are thoroughly trained in relevant procedures to protect students from all forms of abuse. Consequently, students feel very safe and secure in school.
- There are extremely thorough safety checks of the premises and robust supervision of transport arrangements and traffic management. The very clean and hygienic site is fully accessible with lifts and ramps. Equipment and resources are maintained to an exemplary standard.
- Thorough health checks, a very well-resourced clinic, and access to a team of counsellors are available to parents and students and ensure the promotion of healthy physical and mental lifestyle.

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

- Teachers across all phases know the students well and have excellent relationships with them. Systems and procedures for managing behaviour are highly effective. The school’s approach is successful in promoting mostly high levels of attendance and punctuality.
- The school has comprehensive and rigorous systems in place to identify students of determination and those who are gifted and talented. The school provides effective support for most students of determination and, in the better lessons, those who are gifted and talented. It matches intervention well to student outcomes. Improved teaching skills would enable most students to make a consistent level of personal and academic progress across the phases.
- The wellbeing and personal development of all students is closely monitored. The information is used to provide highly effective personal and academic guidance and support, and for senior students, career guidance.

For Development:

- Develop the systems for attendance management to ensure that attendance rates improve.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- School governors and the leaders promote an inclusive school ethos. Provision for students of determination is of consistently high quality throughout the school.
- Staff identify the needs of students of determination accurately. Assessment outcomes are effective in meeting the needs of all students. Inclusion leaders demonstrate an accurate understanding of the range of students' concerns and list them appropriately using the KHDA categories. Intervention is consistent and effective across the school.
- The school keeps all parents fully informed of their children's progress in learning and social development, including through personalised feedback. Parents are appropriately involved in the development and review of individual programmes for their children.
- Provision is organised and effectively modified in response to the academic and personal needs of students, ensuring student engagement, with relevant and meaningful learning opportunities. Curriculum modifications promote independent learning skills for most students of determination.
- Assessments ensure that teaching leads to progress in learning. Tracking, monitoring and evaluation tools are consistently applied across the school. Students of determination contribute to their own educational programmes, including the transition plans which are usually effective in action.

For Development:

- Ensure that all identified students of determination have individual learning plans which will enable them to make significant progress across all subjects.
- Provide professional development training for every class and subject teacher to enable them to meet the needs of all students, regardless of their ability.

6. Leadership and management

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

- Leaders at all levels demonstrate a strategic vision and direction for improvement and inclusion. All senior leaders have strong instructional leadership skills allowing them to lead effectively on teaching, curriculum design and students' academic and personal development. Some middle-level leaders are still developing these skills. The restructuring of leaders' roles is ensuring greater responsibility and collaboration. Innovative strategies to meet school improvement needs have been key to sustaining effective provision and improved attainment in some key subjects.
- The school's self-evaluation processes are comprehensive and rigorous. Leaders use their thorough analysis of students' assessment data in addition to other information to evaluate the school's effectiveness. Well-articulated improvement plans based on identified priorities are in place, as are robust systems for the monitoring of teachers against clear set criteria. The school improvement plan is comprehensive and carefully reviewed. Although the school is sustaining its performance, it recognises that a number of aspects still require development to move the school to the next level.
- Parents are highly involved in the school and their children's learning. Their voice is appreciated and influential in shaping school policies. The school uses multiple means of communication and platforms to keep parents informed about the school and their children's achievement. Reports to parents on their children's achievement and care are regular but require development to be more coherent and accessible to all parents. The school has established strong partnership with several social entities, for instance, Manzil and the adoption of less fortunate schools overseas.
- The governing board is representative of all stakeholders and has clearly defined roles and responsibilities. Parents are involved in decision-making through their active engagement in the Local Advisory Board, the Parents' Focus Group and the Parents' Care Group. Governors oversee the school's performance and support leaders in all matters. They hold leaders to account and are fully supportive of the school's wellbeing schemes, programmes and plans that ensure the high quality of wellbeing for the whole school community.
- The school is well managed. Policies and procedures and the effective monitoring of daily routines and practices contribute to creating a very positive learning environment where students thrive. Almost all staff are well qualified. The school is sufficiently resourced with teachers and leaders to ensure the coverage of all academic and personal needs of students. The premises are well maintained and resourced, particularly in terms of technology. A lack of learning space in most classrooms and other environments hinders movement, especially for creative, investigative and inquiry-based learning.

For Development:

- Develop the instructional leadership skills of all middle leaders so that they can contribute to the promotion of students' learning and progress.

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 QA.Schools@khda.gov.ae