

Inspection Report



The Millennium School 2014-2015



إكسبو 2020 دبي
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Al Qusais
Type of school	Private
Opening year of school	2000
Website	www.gemsmillenniumschool.com
Telephone	04-2988567
Address	POST BOX NO.32446. DUBAI
Principal	Mr. Michael Guzder
Language of instruction	English
Inspection dates	19 th – 22 nd October 2014



Students

Gender of students	Boys and Girls
Age range	3 - 17
Grades or year groups	KG1 - Grade12
Number of students on roll	2954
Number of children in Pre-K	110
Number of Emirati students	0
Number of students with SEN	67
Largest nationality group of students	Indian



Teachers / Support staff

Number of teachers	160
Largest nationality group of teachers	Indian
Number of teacher assistants	12
Teacher-student ratio	1:18
Number of guidance counsellors	4
Teacher turnover	21%



Curriculum

Educational Permit	Indian
Main Curriculum / Other	CBSE / CBSE-I
Standardised tests / board exams	CAT 4, IBT and AISSCE
Accreditation	CBSE

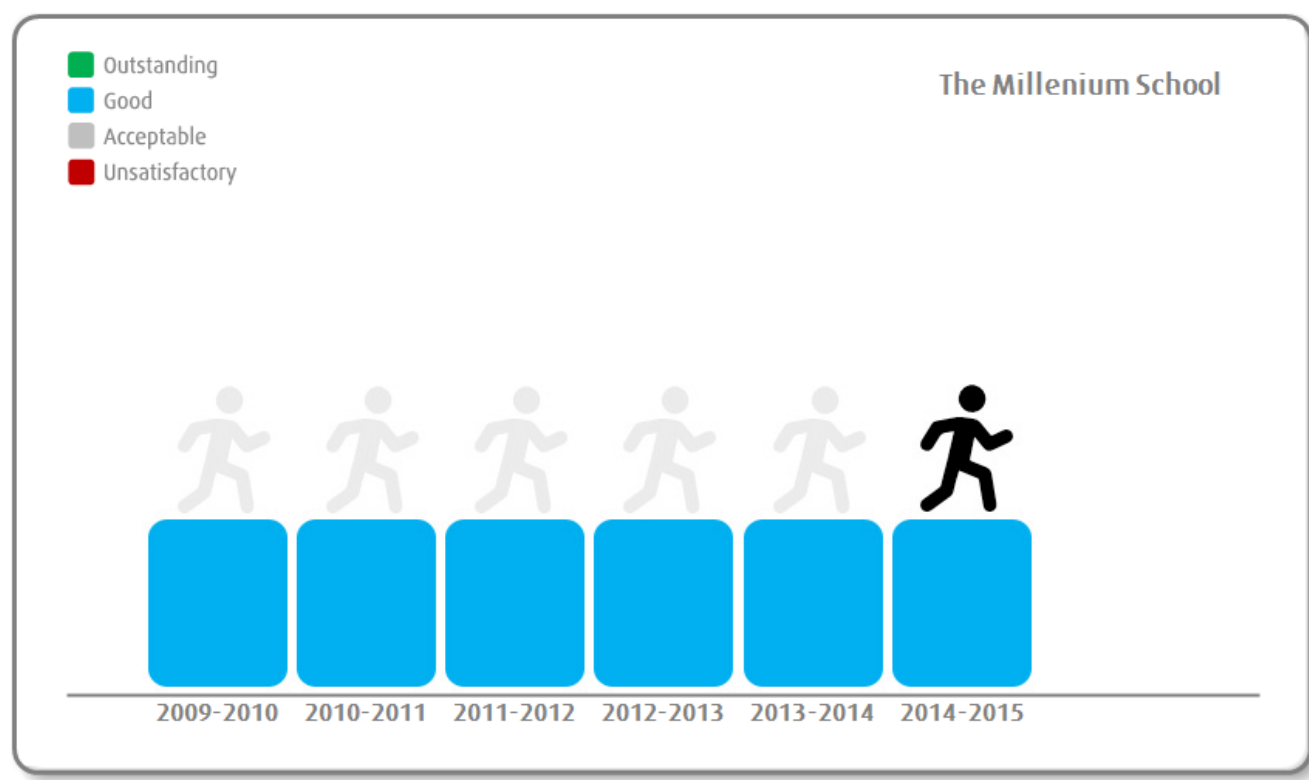
A blue background with a pattern of white line-art icons representing various school subjects like science, math, art, and music. The icons include a ruler, pencil, apple, globe, notebook, backpack, lightbulb, speech bubble, atom, flask, heart, musical note, and others.



Dear Parents,

The **Millennium School** was inspected by DSIB from 19th – 22nd October 2014, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Leadership at The Millennium School was outstanding because leaders were committed, focused and driven to continually improve student learning outcomes.
- The outstanding Kindergarten curriculum placed a strong emphasis on developing the holistic nature of children's learning.
- Students' personal and social development was outstanding across all phases of the school.
- Attainment and progress in English, mathematics were outstanding in the Kindergarten and secondary phase.
- Attainment and progress in science in was outstanding in all phases except primary where it was good.
- The curriculum quality, health and safety provision and the relationships with the parents and the community were outstanding.

Areas for improvement

- The school should improve the quality of teaching in Arabic as an additional language in order to enable students to make better progress.
- Individual education plans for students with special educational needs should be more precisely written with focused attainable targets.
- The governing body should address the overcrowding in almost all classrooms in order to comply with KHDA guidelines.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at The Millennium School



How well does the school perform overall?

The Millennium School provided a **Good** quality of education for its students.

- Students' attainment and progress in most key subjects across all phases were good or outstanding. Their attainment and progress in Arabic as an additional language remained acceptable.
- All aspects of students' personal and social development across all phases were outstanding. Students' exemplary behaviour contributed to creating productive learning environment.
- Learning skills, the effectiveness of teaching and assessment were at least good and often better. There were particular strengths in the Kindergarten and secondary phases.
- Curriculum quality and health and safety were outstanding features across all phases.
- The quality of support was good across all phases. Improvements in meeting the needs of students with special educational needs were evident but more support was required to ensure greater consistency in attainment and progress across all phases.
- The leadership and management of the school were strong. Leadership, management of staffing, facilities and resources, and relationships with parents and the community were outstanding.





How well does the school provide for students with special educational needs?

- Senior leaders ensured the school was an inclusive community. Students with special educational needs were given a good level of support by counsellors particularly in their personal development. This successfully contributed towards their overall good progress.
- A well-qualified team of counsellors provided effective arrangements to identify students with special educational needs. However, students' individual needs were not always reflected in their individual plans and their targets were not always precise. Consequently, the quality of modification and support in lessons was inconsistent.
- The relationship with parents was extremely effective. The academic, pastoral and health staff ensured consistently high levels of support.

1. How good are the students' attainment, progress and learning Skills?

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not Applicable	Good	Good	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	Outstanding	Good	Good	Outstanding
	Progress	Outstanding	Good	Good	Outstanding
 Mathematics	Attainment	Outstanding	Good	Good	Outstanding
	Progress	Outstanding	Good	Good	Outstanding
 Science	Attainment	Outstanding	Good	Outstanding	Outstanding
	Progress	Outstanding	Good	Outstanding 	Outstanding
		KG	Primary	Middle	Secondary
Learning skills		Outstanding	Good	Good	Outstanding

 Improved from last inspection

 Declined from last inspection

2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Outstanding	Good	Good	Outstanding
Assessment	Outstanding	Good	Good	Good

4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Outstanding	Good	Good	Good

5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good	Good

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Outstanding



School **Inspection** Report

Overall school judgement

Good

Key strengths


- The positive ethos of the school was reflected in the good student, parent and staff interactions.
- Strong foundations for future learning were provided by the child-centred and active learning experiences in Kindergarten.
- The positive impact of the Self Enhancement Programme resulted in outstanding student behaviour throughout the school.
- Students' exceptional oral language skills reflected their confidence, use of extensive vocabulary and their desire to share ideas and opinions.

Changes since the last inspection

- The school had employed additional staff with special educational needs expertise to support the identification and implementation of students' individual educational plans.
- A parent liaison officer had been appointed to strengthen the school-parent relationships.
- Attainment and progress in science had improved. Provision had been enhanced through increased hands-on experience during more regular practical investigations.
- The Self Enhancement Programme had been expanded to meet the needs of additional students.
- The addition of the I-Abacus programme allowed more in-depth analysis of teacher performance and targeted professional development to enhance their skills.

Recommendations

- Raise attainment and progress in Arabic as an additional language by improving the quality of teaching.
- Improve attainment and progress in primary and middle phases by making better use of all available student data to help teachers to plan activities better matched to student needs.
- Improve the quality of individual educational plans by writing precise and specific targets for students.
- Governance should ensure that the school complies with KHDA class size requirements in almost all classes.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning Skills?

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
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- Spoken and receptive English language was a centre-point of nearly all lessons and children engaged freely, sharing their views and ideas willingly. As a result, the majority of children made outstanding progress in relation to their starting point.
- Most children showed an exceptional understanding of mathematical concepts. Their level of skills were above curriculum expectations.
- Science was an integral part of work stations as children rotated through enrichment activities. Frequent investigation and problem solving opportunities ensured the strong development of a range of skills. Almost all children could measure length accurately, compare and contrast a range of objects and use age-appropriate means of recording and communicating their findings.


Primary

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, the majority of students demonstrated sound knowledge of the key principles in Islam. Their recitation skill was developing, and they had gained an appropriate knowledge of Seerah.
- In Arabic as an additional language, students' listening skills were strong. Most had little difficulty in understanding a range of familiar expressions. The majority were able to follow and respond to instructions.
- In English, students spoke with confidence when answering questions and expressing their opinions. They could accurately summarise and sequence the main events in a story. Most students' found difficulty in developing their writing independently.
- In mathematics, students could use the four operations for calculation correctly. The data from school based assessments indicated good progress over-time. However, when compared to international standards their progress was less positive.

- In science, students were able to carry out scientific investigations confidently. They could question, reason, observe and record their findings using appropriate scientific terminology.

Middle

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Outstanding	Outstanding 

- In Islamic education, the majority of students had good knowledge and understanding of Islamic values. Most could recite and understand short Surahs from the Holy Qur'an. The majority made good progress in their understanding of the five Pillars of Islam.
- In Arabic as an additional language, most students' reading skills were in line with expectations. Students were able to read sentences and match sounds to letters. Their writing skills were not developed fully. They had limited opportunities to write independently.
- In English, almost all students could communicate their ideas with confidence and write for a variety of purposes. Increased opportunities to develop creative writing had improved students' skills noticeably. Boys' comprehension skills were underdeveloped.
- Most students attained levels in mathematics that were in line with or above curriculum and international expectations. Numeracy, mental calculations and algebraic skills for the majority of students were well-developed.
- In science, students used their knowledge to explain scientific events and applied strategies to investigate further. They could interpret scientific concepts and apply them directly to their lives. Their progress was enhanced well through hands-on experience during regular practical investigations.

Secondary

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic education, the majority of students could understand and discuss many of the Islamic values embedded in the verses of the Holy Qur'an. However, only a minority could explain how to apply the values of tolerance, mercy and co-operation to their daily lives.

- In Arabic as an additional language, students' listening skills were better developed than their writing skills. Most students had no difficulty understanding standard Arabic spoken by the teacher. Their writing progress was less well-developed. Students had limited opportunities for independent and extended writing for different purposes, genre, or audiences.
- In English, almost all students had exceptional oral language skills. They expressed themselves with fluency, confidence and conviction. They analysed texts and extracted evidence to justify their ideas. They read materials from a variety of genres. When writing, students effectively used literary devices, extensive vocabularies, and proper mechanics and wrote for a variety of purposes including extended and creative writing.
- In mathematics, most students attained levels that were in line with or above CBSE curriculum expectations. Attainment in algebra, trigonometry, and calculus, for most students was well above the international standards. There were limited opportunities for students to develop skills in modelling, open-ended tasks, projects and analyses of various practical applications. As a result, attainment in these aspects required development.
- In science, most students had a strong understanding of scientific principles and their appropriate application in classroom and laboratory settings. Their high levels of success in external examinations demonstrated that most attained outstanding levels.

	KG	Primary	Middle	Secondary
Learning skills	Outstanding	Good	Good	Outstanding

- Across all phases, students had positive attitudes and dispositions to learning. They were actively engaged in lessons and took responsibility for their learning.
- They collaborated to support one another and respected the views and opinions of others. A 'Best Buddies' programme pairing students with special educational needs students developed empathy and social skills.
- Curriculum enrichment activities enabled almost all children in Kindergarten to make connections to real life experiences. Successful cross-curricular links were made during thematic topics such as 'under the water'. In higher phases students applied learning in new contexts and the learning corridors provided opportunities to make 'real world' connections in English, mathematics and science. In the upper phase, students had opportunities to debate a range of global issues.
- Children in Kindergarten demonstrated their technological skills during child-initiated learning. A wide range of resources was provided including listening stations, tablets, interactive whiteboards, which were freely accessible in learning corridors. Students in the middle and secondary phases used e-learning to review and consolidate their learning by accessing forums and blogs. The majority of students across all phases demonstrated elements of critical thinking.

2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding

- Almost all students across all phases had very positive and responsible attitudes.
- Across all phases behaviour was outstanding. Students were courteous towards each other and to visitors to the school.
- Almost all students had positive attitudes towards healthy living including daily exercise. They made healthy and nutritious food choices.
- Students were punctual to classes and attendance was good overall.

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

- Students had an outstanding understanding of the importance of Islam in Dubai. They showed high levels of respect and appreciation of Islamic traditions.
- Students exhibited positive attitudes towards the heritage and local traditions of the UAE and recognised the relevance of these to the people in the UAE.
- Students fully appreciated and celebrated their own cultures. They were very aware of the diverse cultures from around the world.

	KG	Primary	Middle	Secondary
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

- Students across all phases were proactive and responsible in their contributions to the life of the school and the extended community.
- Almost all students showed concern towards impoverished groups in Dubai and India and actively developed community initiatives to address identified needs.
- Environmental awareness and action were integrated effectively into the curriculum at all phases and promoted through student council projects, eco monitors, an active environmental club, and student led initiatives.

3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Outstanding	Good	Good	Outstanding
<ul style="list-style-type: none"> Almost all teachers had secure subject knowledge. Most planned lessons effectively, with good use of time and resources. Most lessons had a rigorous pace. In the best lessons, teachers had high expectations of their students. Most teachers skilfully asked challenging questions to students. These elicited appropriate responses to consolidate and extend students' knowledge and understanding. Through positive, caring and supportive relationships, teachers often encouraged students to reflect on their learning and to make connections to real life experiences. The development of critical thinking and independent learning were good in most subjects and phases. They were outstanding in science in the middle and secondary schools, which significantly improved students' progress. Overall, most teachers applied varied teaching methods relevant to the learning styles and abilities of their students. However, some teaching did not meet the needs of students with special educational needs or those whose attainment was above expected levels. The teaching of Arabic did not fully engage students. This limited students' progress. 				

	KG	Primary	Middle	Secondary
Assessment	Outstanding	Good	Good	Good
<ul style="list-style-type: none"> Assessment was used well in all phases and data was regularly monitored. Assessments were linked to the curriculum of the school and were carried out regularly. In Kindergarten, teachers used a broad range of assessments including on-going anecdotal observations, samples of work and tests to establish accurate profiles of children's progress. In primary and middle phases, most teachers used effective questioning to check students' understanding to ensure that all were making good progress. In the higher phases, a range of external assessments was used to benchmark students against appropriate international standards. The school had an effective skills-based tracker system to monitor students' progress against curriculum expectations. In the primary and middle phases, a minority of teachers did not provide sufficiently clear guidance for students so they could improve their progress. 				

4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The curriculum had a clear rational, which was aligned closely with the school's vision. The curriculum was broad, balanced, and age appropriate. It was focused on the development of knowledge, skills and understanding. The curriculum was mapped to ensure progression. The planning ensured continuity from year to year and was appropriate for most learners. The practical experiences in the Student Enrichment Program, enhanced the creative and physical development of students. Students were regularly provided with opportunities to work in the local environment and community through charitable, sporting or educational opportunities. Cross-curricular links were well established and exhibitions were organised after each topic which had been taught. These provided opportunities for independent learning, research and critical thinking. 				

	KG	Primary	Middle	Secondary
Curriculum design to meet the individual needs of students	Outstanding	Good	Good	Good
<ul style="list-style-type: none"> The curriculum is planned effectively to meet the learning needs for all groups of children in the Early Years. The school addressed the developmental needs of students with special needs and considered exemptions in mathematics, social studies and Arabic as an additional language in accordance with the CBSEi board and KHDA. The higher attaining students were encouraged to excel through a range of activities in school and inter-house competitions in UAE, India and other international events. There was a suitable range of choices for students but the provision for the gifted and talented remained limited. The range of clubs included those based upon physical education or visual and performing arts. 				

5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The school had exemplary procedures in place to protect students in their care, including a fully implemented child protection policy. Arrangements for students' health, safety and security were outstanding throughout the school. There were regular checks on the school environment to ensure it was fully safe, hygienic and secure. The health care provision was excellent. The medical facilities were staffed by a well-qualified team. The premises were meticulously maintained and all record keeping was up to date. Records of incidents and fire drills were detailed and accurate. Facilities in the school were well suited to the needs of all students including those with special needs. Ramps and easily accessible toilets had recently been constructed to enhance the existing provision. The school provided healthy food choices for lunch. Healthy living was promoted through the curriculum. The school doctor provided training for teachers and gave health education lessons to students. 				

	KG	Primary	Middle	Secondary
Quality of support	Good	Good	Good	Good
<ul style="list-style-type: none"> The relationships between staff and students were positive. The school had an effective electronic system to record attendance and punctuality. Student safety was seen as a priority and any absence triggered a direct message to parents ensuring excellent care of students. Children in Kindergarten with full attendance were awarded certificates. There were highly effective systems in place to identify students with special needs. The wave programme was fully embedded in the school which ensured students with different needs received the support required. The personal support given by the counsellors in each phase was effective and supported the students' progress. The advice and support given to all students was of a high quality and appropriate to their needs. 				

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> • Leaders at all levels ensured that the school promoted a strong inclusive ethos. • A well-qualified team of counsellors ensured that there were effective arrangements to identify students with special educational needs. • Students were given a good level of support by counsellors particularly in their individual personal development. This successfully contributed towards their overall good progress. • The relationship with parents was very effective. Parents were well supported with guidance and on-going communication from the counsellors. • The school had a multi-staff approach; counselling, academic, pastoral and health, with all roles combining to ensure a good level of support. • Modifications of the curriculum had been made but targets in individual educational plans were not detailed or focused enough and did not specify the intended progress over given timescales. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> • The Principal had set clear goals for improved student outcomes. The senior leadership team were committed to achieving the school's vision. • Lines of responsibility were defined clearly. They were understood and aligned to the school's priorities. • Relationships between all leaders were professional with highly effective lines of communication. All staff and students were aware of the school's high expectations. • Senior leaders had made a number of innovative changes which had positively impacted on students' attainment and progress. • There was ample capacity for further improvement. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • The comprehensive school-wide evaluative process involved the students, staff, parents and governors. • Senior leaders regularly monitored the quality of teaching and used the resultant information as a basis for staff development. • The school's action plan was reviewed frequently to ensure the school remained focused on the targeted areas. However, there were some inconsistencies across the school's subject departments. 	

- The school had successfully addressed most of the recommendations from the previous report.




	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> • The appointment of a Parent Liaison Officer had strengthened the school's relationship with its community. It also provided opportunities for parents to improve their children's learning and raise standards. • There were strong and effective systems for regular communications with parents, which included access to information about the current topics their children were covering in classes. • A parent focus group represented parents. The group supported the school in its varied social and learning activities. • Parents appreciated the regular reports they received about their children's progress. 	

	Overall
Governance	Good
<ul style="list-style-type: none"> • The Governing Body did not include parental representation. However, it kept abreast of developments in the school by regularly seeking the views of parents, staff and students, through surveys and meetings. • Governors supported senior leaders in their drive to improve the quality of teaching. They had provided more resources for the professional development of all staff. Additional funds were available to attract and retain the well qualified staff. • Governors had not ensured that class sizes complied with KHDA guidelines. This inhibited the overall progress of students. 	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> • All aspects of the school's day-to-day operations were efficient and effective. Consequently, all students and staff understood and responded to senior leaders' high expectations. • There were sufficient appropriately trained teachers to cover all aspects of the curriculum. • Resources including materials for enrichment activities were available to teachers. In Kindergarten, a listening stations, tablets and interactive whiteboards were freely accessible in learning corridors. Students in phases three and four used technology to review and consolidate their learning. • Overcrowded classrooms limited the potential learning of all students, particularly those with specific learning challenges. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	899	40%
	Last year	905	43%
 Teachers	147		87%
 Students	468		96%

- A minority of parents, most teachers and almost all students completed the surveys.
- Almost all parents and most students were satisfied with the quality of education available at the school. They considered students’ progress in English, mathematics and science was at least good.
- Almost all parents and students felt that the development of learning skills was good, that students were safe at school and that the school dealt effectively with bullying. A similarly high percentage of parents and students felt school reports were helpful in informing them of progress and methods for improvement.
- Most parents and students considered that the school was well led and the majority felt that school listens to them and acts on their views.
- Almost all teachers were positive about all aspects of the school’s operations.

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

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae