

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

VERY  
GOOD

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

The Millenium  
School

Celebrating  
10 years of  
inspections

THE MILLENIUM SCHOOL

INDIAN (CBSE) CURRICULUM

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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
Principal - Date appointed	4/01/2006
Language of instruction	English

Inspection dates 2 to 5 October 2017

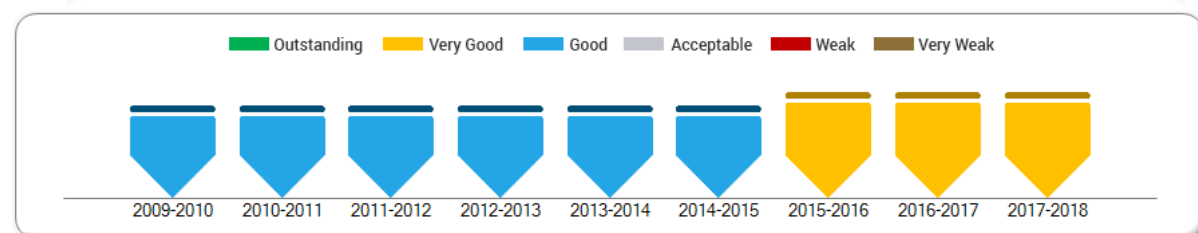
Teachers / Support staff	
Number of teachers	158
Largest nationality group of teachers	Indian
Number of teaching assistants	15
Teacher-student ratio	1:17
Number of guidance counsellors	4
Teacher turnover	8%

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG 1-Grade 12
Number of students on roll	2761
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	60

Largest nationality group of students Indian

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

## School Journey for The Millennium School





## The DSIB inspection process

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

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

### Judgements are made on a six-point scale

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

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

## Summary of inspection findings 2017-2018

The Millennium School was inspected by DSIB from 2 to 5 October 2017. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance standards described in the framework.

### Leadership and management

Governors and senior leaders provide strong leadership and ensure the school functions smoothly. Parental partnership remains strong and self-evaluation continues to be very good. There is a strategic plan to reduce the number of students in classes as class sizes are large.

### Students' achievement

In English, mathematics and science, students' attainment, progress and learning skills remain positive, and outstanding in the Kindergarten. While students make very good progress in Islamic education, attainment remains good. Progress at primary in Arabic has improved.

### Students' personal and social development, and their innovation skills

Students' attitudes and their ability to initiate and take part in projects to care for others and the environment remain very positive. They are aware of the importance of healthy lifestyles and make sensible choices about food and exercise. Attendance is very good. Students' understanding of Islamic values, Emirati heritage and their own culture remains strong. Understanding of wider cultures is not as fully developed.

### Teaching and assessment

The quality of teaching is outstanding in the Kindergarten and very good in the other phases. Teachers know their subject content and explain it clearly. However, they do not promote critical thinking or independent learning effectively. Teachers track Kindergarten children's progress very accurately. Assessment processes are generally strong in the other phases overall, although some aspects are less well developed.

### Curriculum

Curriculum design and implementation remains at a very high standard and is in line the requirements of the Indian national curriculum and the CBSE examinations. It allows for continuity and progression in students' learning. The curriculum is also adapted very well to meet the learning needs of different groups of students.

### The protection, care, guidance and support of students

The school's arrangements for health and safety are of very high quality. Levels of supervision are appropriate. Child protection is given due attention. Overall, the school is a very safe and secure learning environment, and a healthy community. Care and support for the Kindergarten children is now outstanding, and students at the other phases are very well looked-after.

### What the school does best

- Senior and middle leaders, aided by strong governance, set a clear direction and successfully drive to encourage high academic standards and create an inclusive ethos.
- There is a very positive and nurturing learning ethos in the Kindergarten, which results in children having consistently high levels of achievement in English, mathematics and science.
- The school effectively develops students' personal attributes and ability to take responsibility for their own actions and to show care and concern for others and the environment.
- Curriculum design, implementation and adaptation, including a wide range of developmental extra-curricular activities, are of high quality.
- There is very effective care and support for students, and rigorous and successful arrangements for ensuring health and safety.







### Key recommendations

- Accelerate students' progress and raise attainment in Arabic in the middle and secondary phases.
- Enable all teachers to:
  - analyse assessment data consistently to match challenge in lessons to the learning needs of all groups of students
  - use targeted questioning to assess the understanding of individual students, and provide helpful written feedback to students on their next steps in learning.
- Leaders should evaluate lessons more accurately and share the very good practice to ensure more consistency in the quality of teaching.

## 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	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	Outstanding
Mathematics 	Attainment	Outstanding	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	Very good
Science 	Attainment	Outstanding	Very good	Very good	Outstanding
	Progress	Outstanding	Very good	Very good	Outstanding
		KG	Primary	Middle	Secondary
Learning skills		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	Very good ↓	Very good ↓	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 ↑	Very good	Very good	Very good

## 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 ↓



## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

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

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

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

- Attainment based on the National Agenda Parameter (N.A.P.) Benchmark meets expectations in science and English and is below expectations in mathematics.
- The school meets the registration requirements for the National Agenda Parameter.
- School leaders have developed a plan to change and adapt the school curriculum. The action plan includes strategies for preparing students for PISA and TIMSS external tests.
- Staff benefit from good training. Topics are based on classroom observation, teacher's individual needs and areas identified by data analysis.
- Staff analyse assessment data in detail. Teachers are informed of the findings from the analysis of the data. Use of cognitive profiling (CAT4) data is not yet fully embedded.
- The school uses the results from the TIMSS and PISA tests to review and align the curriculum, making any adjustments where gaps are identified.
- Lessons are planned well to facilitate cross-curricular links and real-life applications. Teachers are developing more open-ended activities. Improved questioning skills and varied teaching strategies are evident in the better lessons.
- Students exhibit a positive attitude in researching and problem solving. The development of critical thinking, enquiry skills and use of learning technologies is not consistent or effective in all subjects.

**Overall, the school's provision for achieving National Agenda targets meets expectations**

### Moral Education

- The school has recently started teaching the UAE moral education programme (MEP) curriculum and is continuing to develop aspects from a positive start.
- Teachers encourage students to think critically about social issues and moral values.
- Students collaborate, discuss and work together in groups to produce ideas. In some lessons, they apply their understanding to personal contexts.
- The school is beginning to assess UAE moral education through students' reflection on their personal feelings.

**The school's implementation of the moral education programme is developing.**

### Social Studies

- The UAE social studies curriculum follows the designated learning outcomes. Cross-curricular links have been embedded into the syllabus.
- Teachers plan lessons that meet the learning outcomes for the curriculum. However, the opportunities for learners of differing abilities to achieve well in lessons are inconsistently provided.
- Students show an interest in learning about the UAE, and contribute positively to discussion, making some valid connections between areas of learning.
- Assessments are coherent, consistent and are linked to the UAE social studies learning outcomes to provide valid and clear measures of students' progress.

**The school's implementation of the UAE social studies programme is developing.**


### Innovation in Education

- Students are increasingly innovative, particularly in extra-curricular activities. Some high-quality examples in lessons are evident but these are infrequent.
- Students' innovation in showing social responsibility is developing well. They are able to take the lead in identifying and tackling real problems.
- In the best lessons, teachers promote critical thinking and problem-solving, but opportunities for innovative thinking are not consistent.
- A developing range of innovative learning experiences are provided for students, particularly in extra-curricular activities which involve learning technologies or entrepreneurial activities.
- Senior leaders have been imaginative in developing a range of management systems and encouraging other staff to be creative in their work.

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

## Main inspection report

### 1. Students' achievements


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

- In all phases, but particularly in secondary, students demonstrate good understanding of Islamic concepts. For example, students in the secondary phase are able to compare Islamic marriage customs with those of other cultures.
- Students in all phases make very good progress as measured against lesson objectives. School assessment data indicate that a majority attain above curriculum standards.
- In the secondary phase, students make strong connections with the real world and are able to successfully apply their critical thinking during assigned tasks. However, students' skills to link Hadith and the Holy Qur'an verses to the topic they are studying are limited.

#### For development

- Improve students' recitation skills and ability to link between the subject they are learning and the Holy Qur'an verses.




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

- Listening skills are secure across the phases. Students are fluent in reading familiar and short texts, although they often require guidance in order to fully understand its content. Lack of well-planned opportunities hinders further development in students' speaking and writing skills in the middle and secondary phases.
- Students' ability to respond appropriately to familiar questions and repeated speech is evident in all phases. They can engage in a short conversation. Students are over-reliant on the teacher's guidance to interpret what others are saying.
- Students make good progress in the primary phase, as measured from their starting points in learning. Their writing skills have improved due to the range of opportunities provided and the constructive feedback given to them. In the other phases, most students make expected progress.

#### For development


- Increase the opportunities for students to practice speaking and writing skills in meaningful contexts, particularly in the middle and secondary phases.

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

- The attainment and progress of children in the Kindergarten is outstanding. Through everyday use of the language they quickly access the curriculum. In the other phases, the large majority of students demonstrate skills, knowledge and understanding of English that exceed curriculum expectations.
- Internal and external assessment data identifies strong levels of attainment and progress. In the upper phases, lessons and work scrutiny show very good attainment. From starting points, in lessons and on internal and external assessments, progress in secondary school is outstanding.
- The English department's focus on developing critical thinking and innovation skills is in its early stages. Students are collaborative and keen to learn, but lessons do not always provide effective or sufficient challenge for all learners, thereby limiting progress.

#### For development


- Use data to guide teachers' planning and enable activities to be matched to the learning needs of all groups of students, including the gifted and talented, and those who have special educational needs/disabilities (SEND).

		KG	Primary	Middle	Secondary
<b>Mathematics</b> 	Attainment	Outstanding	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	Very good

- Kindergarten children mostly exceed curriculum expectations. In the other phases, attainment is high when measured against curriculum standards. Results in the last external benchmark tests match evaluations in the secondary phase but are lower in the primary and middle phases.
- Most children are able to read and write numbers confidently and name shapes in the Kindergarten. In the primary phase, students show fluency in calculation. In the middle phase, students can work with equations and can apply their learning well. In secondary, students have sound reasoning skills.
- Students demonstrate high skills in mathematical techniques and in reasoning when explaining their understanding and interpreting results. Their skills of enquiry, and investigation are still developing.

#### For development

- Develop students' skills in investigating and applying mathematical concepts independently.

		KG	Primary	Middle	Secondary
<b>Science</b> 	Attainment	Outstanding	Very good	Very good	Outstanding
	Progress	Outstanding	Very good	Very good	Outstanding

- In the primary and middle phases, the attainment and progress of a large majority of students are above curriculum standards. In the Kindergarten, children develop their skills of enquiry and learn to use scientific tools, while secondary students have developed a very sophisticated understanding of complex topics.
- Science lessons are characterised by opportunities for students to link their learning to real-life contexts, which consolidates their understanding and results in improved achievement.
- The increasing use of activity-based learning and questioning that require students to think critically, accelerate and deepen students' understanding of science. The use of technology for research, presentation of learning and collaboration is also enabling students to improve their science knowledge and skills.

#### For development

- Provide practical activities, involving structured collaborative work and the framing of meaningful questions that elicit critical thinking, consistently and frequently.

	KG	Primary	Middle	Secondary
<b>Learning Skills</b>	Outstanding	Very good	Very good	Very good ↓

- Students across the school display effective learning skills, especially in the Kindergarten, where children routinely engage in real-world explorations that build on their enthusiasm for learning. Students in all phases can relate learning to their personal experiences.
- Across the school, students successfully collaborate to complete tasks, particularly when they have clearly defined group roles and are challenged. They can communicate their learning clearly and confidently, in writing, orally and by using technology.
- Many students show innovation and enterprise in extra-curricular activities and projects. In a growing number of lessons, the use of open-ended questions challenges students to think critically and deepen their understanding. Self-reflection is not as strong in many lessons.

#### For development

- Enable students in all phases to develop higher-order thinking and questioning skills across the school.
- Provide students with time to reflect on their own strengths and weaknesses in learning, and develop the skills of independence.

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

	KG	Primary	Middle	Secondary
<b>Personal development</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Almost all students display exceptionally responsible attitudes and behaviour. The Kindergarten children are very confident and sociable. They enjoy school and show positive attitudes to learning and contribute well to their learning community.
- Students and children across all four phases, demonstrate highly empathetic and supportive behaviour to each other and students with SEND.
- Children in the Kindergarten, can articulate the difference between healthy and unhealthy food. Almost all students across the four phases adopt healthy lifestyle choices. Attendance and punctuality are very good.

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Very good ↓	Very good ↓	Outstanding

- Students, particularly in the secondary phase, demonstrate a well-developed understanding and appreciation of the values and principles of Islam. The school's Islamic Council plays an effective role in spreading awareness of Islamic values.
- Understanding and appreciation of Emirati culture are strong. Students celebrate the UAE National Day and Flag Day. Students are well aware of Emirati cultural practices and traditions and the Islamic values that underpin them.
- Students are proud of their own culture. They show respect to other nationalities and religions in the school. Students are aware of cultural diversity from around the world but have a limited understanding of it in the primary and middle phases.

	KG	Primary	Middle	Secondary
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate deep understanding and commitment to their responsibilities in school and beyond it. They purposefully initiate activities that benefit the wider community, particularly projects and campaigns related to environmental conservation and sustainability.
- Students initiate and participate in a range of projects. Their entrepreneurial skills are deployed to help to raise funds for Dubai Cares. Innovation skills are developing.
- The school is seeking to include approaches which develop innovation skills more consistently in lessons.

#### For development

- Enable students to develop the skills of innovation in all subjects and grades.



### 3. Teaching and assessment

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

- Teaching is strongest in the Kindergarten, where teachers exhibit excellent knowledge about the way in which young children learn. It is very good in the other phases where nearly all teachers have strong subject knowledge. However, their knowledge about how students learn best is less consistent.
- Kindergarten children benefit from teaching that utilises a variety of resources and promotes enquiry-based learning. In the upper phases, lessons are carefully planned, facilitating cross-curricular links and real-life applications.
- Kindergarten teachers have benefited from professional development in the Reggio Emilia approach to learning which is evident throughout the phase in the way in which teaching is organised. Improved questioning skills and a wider range of teaching strategies are increasing features but are not fully embedded at other phases.

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

- Assessment is strongest in the Kindergarten, where teachers gather and make effective use of information about the progress of individual children. The Kindergarten has recently started to use external tools to accurately track achievement and effectively modify the curriculum.
- Across other phases, there is a common approach to assessment. Data analysis allows for individual students to be tracked and for senior leaders to monitor and compare group and class performance. The information gathered provides a generally reliable measure of how well students are progressing.
- Analysis of internal and external data from benchmark tests is detailed and provides valid international comparisons. The use of a cognitive ability test (CAT4) to validate internal assessment processes is relatively new, and the resulting target setting for individual students is at an early stage of implementation.

#### For development

- Use data to plan and differentiate teaching for all groups of students, and feedback to students about what steps they need to take to improve.

#### 4. Curriculum

	KG	Primary	Middle	Secondary
<b>Curriculum design and implementation</b>	Outstanding	Outstanding	Outstanding	Outstanding

- At all phases, the curriculum is very well aligned to CBSE requirements and the UAE National Agenda. It is broad and balanced, and offers progression as students grow and move through the phases. A wide range of subjects in secondary allows students to fulfil personal aspirations.
- The Kindergarten curriculum has suitable breadth and balance. It includes explicit cross-curricular links as well as providing excellent opportunities for independent learning, research and critical thinking. Cross-curricular links are a strength of the curriculum across the school.
- Curriculum reviews are undertaken frequently and effectively. The resulting analysis identifies opportunities to more accurately meet student needs and implement new initiatives.

	KG	Primary	Middle	Secondary
<b>Curriculum adaptation</b>	Outstanding	Outstanding	Outstanding	Outstanding

- The school provides meaningful learning experiences for all groups of students. The curriculum is well adapted, particularly in the Kindergarten and the secondary phase. It is modified to meet the learning needs of students with SEND. Gifted or talented students' abilities are developed well in after-school programmes.
- The school curriculum is enhanced by initiatives where students collaborate with their peers with activities such as "Digi Challenge", "Genius Hour" and "Design Thinking". These activities facilitate effective problem-solving opportunities and enable students to take responsibility for their learning.
- Students are afforded many opportunities to explore aspects of Emirati culture. These experiences are embedded in a cross-curricular way. Students visit the Blue Mosque in Jumeirah and other culturally significant sites as part of their educational process to gain a deeper understanding of the culture, values and traditions.

#### For development

- Provide a greater range of activities to support the more able students in lessons.

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

	KG	Primary	Middle	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Provision for ensuring the health and safety of all children and students is consistently effective in all phases. A senior staff member coordinates the frequent, meticulous checking of equipment and facilities, the rigorous identification of risks, and the development of strategies to anticipate and minimise risks across the school.
- The management of transport to and from school, the supervision and monitoring of students and the medical services available to students are all exemplary. All areas of the school are safe, hygienic and secure and there are comprehensive procedures in place for child safety and emergency evacuation.
- Awareness of the requirements for safe and healthy living is evident in all areas of the school. Students make wise choices about diet and exercise. They are able to access safe and secure play areas that are fit for purpose.

	KG	Primary	Middle	Secondary
<b>Care and support</b>	Outstanding ↑	Very good	Very good	Very good

- Kindergarten teachers and teaching assistants know the children exceptionally well and are aware of their overall needs. The very strong partnership with parents is a key factor in ensuring exemplary care and support in the phase.
- Very strong support is provided by counsellors for students with social and emotional difficulties. The management of attendance and punctuality is very effective. The management of behaviour of a minority of boys in middle school is less strong than in other phases.
- The school successfully promotes a culture of inclusion. Many teachers modify the curriculum to enable students to make social, personal and academic progress. Students with SEND make good progress overall.

### For development

- Develop and implement effective behaviour management strategies for boys in the middle school.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Good

- Governors and senior leaders successfully promote an inclusive ethos. Resourcing, including the recruitment of specialist teachers is insufficient to support class teachers in providing appropriate interventions that precisely match the needs of all students.
- Staff use assessment effectively to identify students with SEND. They ensure that accurate and timely identification occurs and that individual planning for support takes place. Teaching strategies that are adjusted following analysis of assessment data is inconsistent.
- The school keeps parents informed of their children's academic and social progress. As a result of the school's dedicated efforts, parents are engaged with their children's educational programmes. Parents are invited to observe lessons and engage in dialogue with the SEND counsellors.
- Curriculum plans are modified to reflect each student's needs. However, the learning experiences provided in class do not always match the nature and severity of the student's SEND. Overall, students make good progress.
- Assessments of Individual Education Plans (IEPs) are carried out regularly to check if teaching is leading to progress in students' learning. In some cases, the outcomes observed in the students' workbooks do not consistently match the targets in the IEPs.

### For development

- Refine IEP targets and teaching strategies to reflect students' special educational needs and their interests.



## 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 ↓

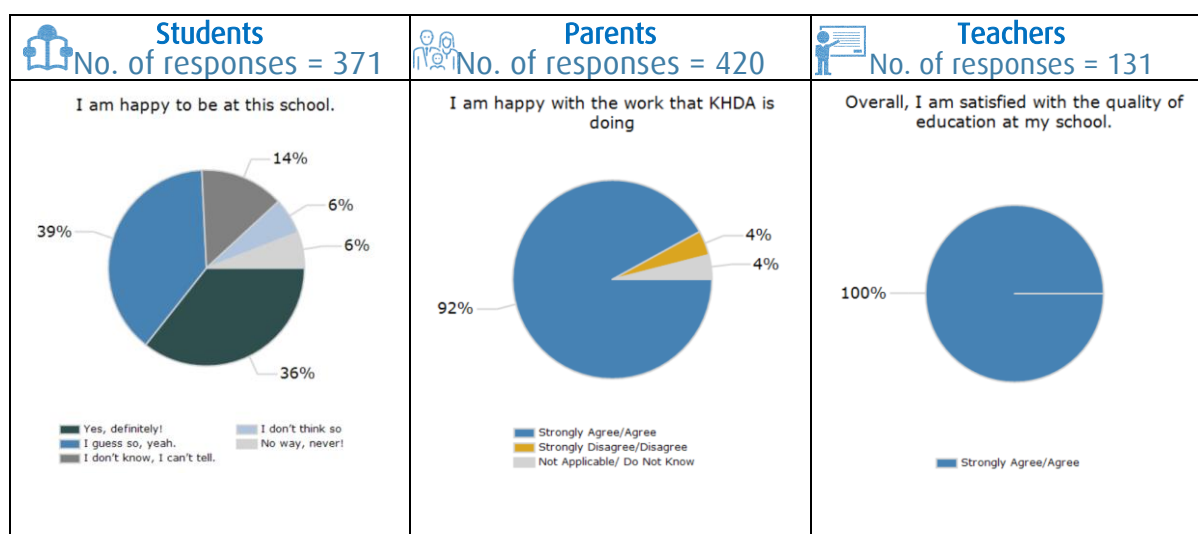
- Senior leaders have involved all staff in renewing the school's vision and mission which are very clear and well understood. The leaders have a thorough knowledge of the curriculum and how teachers should teach it. They successfully promote an inclusive atmosphere and high aspirations for students' achievement and social development, and have overseen the maintenance of high academic standards.
- The school gathers information and analyses the quality of its work very effectively. All stakeholders have opportunities to be involved. Senior leaders take full account of analyses in improvement plans which ensure maintenance of high standards. Analysis of assessment data is increasingly effective. All stakeholders are involved in evaluating lessons, but the judgements about teaching are overly positive at times.
- Parents are proactive stakeholders in the school community. They eagerly participate in activities and volunteer to support and enrich their children's learning. Two-way communication via email and messages is frequent and effective. Regular formal and informal reporting on students' attainment and progress is informative. Extensive partnerships with outside organisations, schools and initiatives extend and enhance students' learning and worldview.
- Corporate governance is strong. The local governing body gathers parents' views through focus groups for each phase. A new governor for inclusion is already having an impact. Governors hold the school to account for all aspects of provision and include internal audits of quality and meetings. Corporate support helps the school to run smoothly.
- Senior leaders manage the work of the school very effectively. Teachers are well qualified and benefit from helpful professional development activities. There are numerous support staff. The high quality premises include positive features such as two swimming pools and a dance studio. IT and other resources are in abundance. However, class sizes are large, occasionally restricting the range of teaching approaches that are implemented.




### For development

- Increase the accuracy of self-evaluation judgements about the quality of teaching.

## 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.



 <b>Students</b>	<p>A majority of the senior students surveyed responded to the questionnaire. Most questions elicited a positive response. A large minority feel that they do not have opportunities to develop leadership skills, or be involved in activities which 'make a difference' or are related to drawing up school rules. While inspection evidence seems to contradict this, the school could usefully explore students' views further.</p>
 <b>Parents</b>	<p>Parents' responses indicate high levels of satisfaction on all questions. A small number of parents made comments expressing concerns about a range of issues such as class sizes and the school's response to parental concerns. The school's teacher-to-student ratio is high at 1 to 17.6. Inspection evidence suggests a good response from the school to parental concerns.</p>
 <b>Teachers</b>	<p>Teachers' responses to the survey are very positive. On all questions, almost all teachers express positive views. A small number of teachers want more professional development. Inspection evidence indicates, training and professional development activities for teachers are well organised and effective.</p>

### What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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