

INSPECTION REPORT

2022-2023



GEMS NEW MILLENNIUM SCHOOL L.L.C

CBSE CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Khail
	Opening year of School	2013
	Website	www.gemsnms-alkhail.com
	Telephone	97144452900
	Principal	Fatima Martin
	Principal - Date appointed	1/4/2015
	Language of Instruction	English
	Inspection Dates	02 to 06 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	2275
	Number of Emirati students	0
	Number of students of determination	153
	Largest nationality group of students	Indian

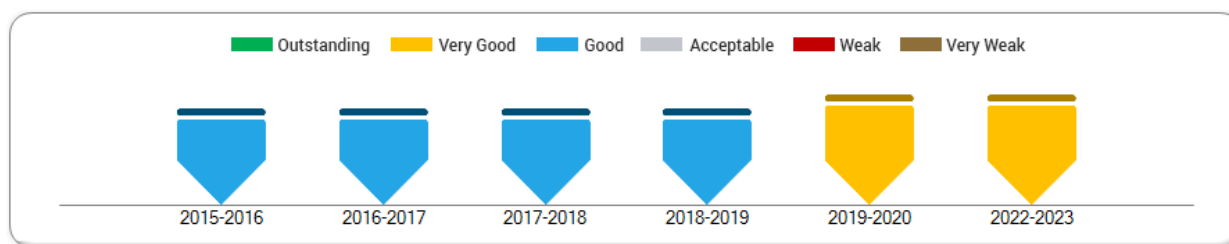
TEACHERS

	Number of teachers	123
	Largest nationality group of teachers	Indian
	Number of teaching assistants	30
	Teacher-student ratio	1:18
	Number of guidance counsellors	2
	Teacher turnover	20%

CURRICULUM

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

School Journey for GEMS NEW MILLENNIUM SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- From the Kindergarten (KG) onwards, students acquire excellent learning skills and achieve very well, particularly in English, mathematics, and science. Secondary students' achievement in English is outstanding. In Islamic education, their attainment and progress are good, as is primary students' attainment and progress in Arabic. Their progress in Arabic in the middle phase has improved, although middle and secondary student's attainment remains acceptable. Students of determination make acceptable progress towards their learning goals.
- Students' respectful and considerate behaviour makes a significant contribution to the school's welcoming and purposeful learning atmosphere. Their positive and responsible attitudes to learning contribute to their very good achievement. They appreciate and respect Islamic values and have a deep understanding of the culture and traditions of the UAE. Students are keen to take on leadership roles and display well-developed innovative and enterprise skills.

PROVISION FOR LEARNERS

- Most teaching is very good with examples of outstanding teaching in every phase. Teachers use their knowledge and skills to plan purposeful and engaging lessons. Effective use is made of questioning to promote students' thinking. In most lessons, very good use is made of assessment information to match work to students' learning needs. While teaching in the Kindergarten (KG) is very good overall, learning is occasionally overly adult directed.
- The curriculum is exceptionally well-designed to develop students' skills, knowledge and understanding. Imaginative curriculum planning promotes high achievement in secondary English. Cross-curricular links and connections to everyday life, make learning meaningful. The wide range of option choices and extensive range of enrichment activities increase students' achievement opportunities. The curriculum is successfully adapted to meet the needs of most groups of students.
- Students' welfare and wellbeing are given high priority. Safeguarding procedures are supported by clear policies and appropriate staff training. Students are effectively supervised and kept safe both within the school and when on school transport. Healthy living is promoted effectively throughout school life. Care and support are of a very good quality, with good support provided for students of determination.

LEADERSHIP AND MANAGEMENT

- The principal, with the full support of the staff, provides inspirational leadership and a very clear vision for the future of the school. Self-evaluation procedures provide an accurate picture of the school's performance. Parents feel that their children are kept safe and supported well, both academically and personally. Governors carry out their roles as critical friends effectively. The school operates smoothly on a day-to-day basis.

The Best Features of The School:

- The inspirational principal and strong leadership team ensure that students' wellbeing and academic achievements are at the heart of this inclusive school.
- Students' achieve very good attainment and progress in most subjects and there are many opportunities for students to excel in the performing arts.
- The nurturing introduction to education provided for children in the Kindergarten, leads to outstanding personal development.
- There are very close partnerships with parents and also excellent arrangements for keeping students safe and promoting healthy lifestyles.
- There is a vibrant curriculum with a very wide range of extra-curricular activities, providing students with a rich variety of learning experiences.

Key Recommendations:

- Enhance children's learning in the Kindergarten by firmly embedding more child-centred teaching strategies.
- Improve the quality of support for students of determination by:
 - developing more effective procedures for the early identification and assessment of students' needs;
 - ensuring that specialist staffing is sufficient to support students' learning in all phases of the school.

Overall School Performance

Very good

1. Students' Achievement

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

	KG	Primary	Middle	Secondary
Learning skills	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

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	Very good	Very good	Very good	Very good
Assessment	Outstanding	Very good	Very good	Outstanding

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	Very good	Very good	Very good	Very good

6. Leadership and management

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

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

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 assessments	is above expectations	not applicable

- The school's overall progression in external benchmarking assessments is very good. The results of the 2021-22 Assessment of Scholastic Skills through Educational Testing (ASSET) placed the school in the top 10 of all schools that participated in the test. Alongside the National Agenda (NA) action plan, the subject action plans are carefully constructed to bridge any gaps identified in the tests. The results of the 2019 Trends in International Mathematics and Science Study (TIMSS) test were above the targets set for students in Grades 4 and 8.
- There are no Emirati students enrolled in the school.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- Leaders of all levels are well informed about the vision and goals of the NA. The NA action plan is well constructed and sets clear targets for benchmark test results. Where necessary, the curriculum is adapted to address any gaps in skills and knowledge gaps identified through international assessments. An emphasis on reading comprehension and critical thinking are examples of recent adaptations.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	not applicable

- The school recognises the importance of having reliable assessments of students' reading literacy. Level Up and Achieve 3000 are used to assess and improve students' reading skills and the school has registered for the New Group Reading Test (NGRT). Through journals, weekly reading and reflection against the reading and learning goals, teachers assess students' reading, mental mathematics and scientific inquiry skills.

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

For Development:

- Reinforce teachers' understanding of the requirements of the international benchmark tests and adapt teaching to address any gaps in students' knowledge and skills.

Well-being

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

- Leaders communicate and pursue a shared vision of a learning which cultivates social, emotional, and physical wellbeing. A dedicated wellbeing framework strongly guides the school's improvement plan. The wellbeing team, comprised of students, parents and ambassadors regularly surveys the school community. Senior leaders and governors systematically review wellbeing programmes, and generally ensure accountability. Information from the Dubai Student Wellbeing Census and other information sources are used to plan for, and monitor wellbeing improvement. Improved provision to promote the wellbeing of students of determination remains an important priority.
- The school counsellor works closely with the leads of each phase, the wellbeing team, and the inclusion team to plan and to oversee the provision of individualised care, guidance and support for students and their parents. Variable provision for students of determination results in their uneven access to wellbeing development opportunities. Staff are encouraged to share concerns and are listened to. Their feedback is welcomed, and actions are taken to promote their wellbeing.
- Wellbeing themes are embedded in lessons and wellbeing assessment information informs lesson planning which usually leads to enhanced wellbeing experiences for students. At times, for the youngest learners, minimal opportunity for spontaneity and exploration limited their wellbeing experiences. The safety and safeguarding of all students are prioritised extensively through detailed policies and systematic procedures. Healthy lifestyles are encouraged through targeted programmes and are evident in the choices students make. Students feel safe and are highly engaged at school, consistently demonstrating very positive attitudes and behaviour.

UAE social studies and Moral Education

- The UAE moral education programme (MEP) is taught through an integrated approach from Grades 1 to 12. The UAE social studies programme is taught as a discrete subject from Grades 1 to 9. In both subjects, the curriculum is supported by creative and practical experiences, with the engagement of students taking learning beyond the classroom. Students are encouraged to collaborate and to assume responsibility for their own learning.
- Most teachers plan stimulating lessons and use resources effectively. Their thoughtful questioning promotes student engagement and leads to meaningful discussions. Students participate actively and use reflective thinking and problem-solving to justify their ideas. They make connections with their own experiences and share personal perspectives.
- A variety of structured assessment processes, including self and peer assessments, are aligned to the social studies and moral education curricula. These enable students' progress in skills, knowledge, reasoning, and real-life applications to be checked. Students' outcomes are included in the regular reports to parents.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' attainment has improved and is now above the curriculum expectations in all phases. The attainment of girls is slightly better than that of boys, particular in the upper Primary and Middle phases. The school's internal assessments do not accurately reflect students' actual attainment levels.
- Most students demonstrate well-developed skills in Holy Qur'an memorization and their knowledge and application of the rules of recitation. While students show good understanding of divine revelation, references to the base for values or rulings is less secure.
- An emphasis on recitation together with regular checks of students' progress, and a range of extra-curricular activities have improved students' knowledge and understanding of the Holy Qur'an. Students are increasingly able to support their views by making links to everyday life.

For Development:

- Ensure that assessments accurately reflect students' attainment levels.

Arabic as an Additional Language

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

- Lesson observations and students' work demonstrate that the majority of students in Primary and Middle make better than expected progress from their starting points. Although students' progress in the primary and middle phase has improved, attainment remains broadly in line with curriculum expectations.
- Most students express themselves confidently and accurately when engaged in short, prepared conversations. Students in the upper primary and in middle phases exhibit increasing confidence when responding to texts. Secondary students' progress in speaking and writing is improving.
- Across most grades, students' independent writing and reading fluency have improved because of embedding more opportunities for writing in lessons. Students are increasingly able to plan and draft their writing for different audiences and purposes.

For Development:

- Ensure that in the middle and secondary phases, assessments are accurately aligned with students' years of studying Arabic and that this information is used to plan work in lessons.

English

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

- The most rapid progress leading to high attainment is demonstrated in the Secondary phase. This is confirmed by inspection evidence and students' results in external tests and examinations. Students' work shows increasing competence in the use of English and their ability to justify personal opinions.
- Reading and literacy skills improve rapidly through all phases because of a consistent focus on the development of students' English language skills. They are increasingly able to express themselves confidently and clearly, both in writing and in speech.
- The use of a structured phonics scheme in the KG and the lower primary grades lays a secure foundation for the development of students' literacy skills. Creative and extended writing skills are particularly well developed in the upper grades.

For Development:

- Provide more opportunities for students to extend their English language skills through creative writing in the lower grades.

Mathematics

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

- Students' attainment and progress are very strong across all phases. This is confirmed by their results in the external ASSET and TIMSS assessments. There is a slight variation in students' performance in the primary phase, where students in the upper grades make slightly better progress.
- Students become adept in the manipulation of numbers and in everyday applications of mathematical reasoning. Opportunities for problem-solving, independent research, and geometrical reasoning are particularly evident in the middle and secondary phases.
- The careful tracking of students' progress in the development of their mathematical skills, together with the use of practical, case-study based questions is helping to improve students' mathematical reasoning and critical thinking skills.

For Development:

- Increase opportunities for problem-solving and independent investigations in the primary phase.

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

- Students’ skills of observation, exploration and investigation develop rapidly across all phases. The emphasis on challenging, practical, enquiry-based activities is seen in most science lessons. As a result, most students make rapid progress, and their attainment is above the curriculum expectations in all phases.
- Students demonstrate an increasingly thorough understanding of scientific thinking and the application of scientific concepts. They can make predictions, explain their reasoning, and communicate their ideas with confidence. The development of critical thinking and problem-solving skills are strong across all phases.
- An increase in opportunities for students to engage in practical laboratory work is underpinning the improvement in students’ independent enquiry and research skills. These in turn are supporting students’ rapid gains in scientific skills and their understanding of scientific concepts.

For Development:

- Provide extension activities to extend the level of challenge and allow students to be more innovative.

Learning Skills				
	KG	Primary	Middle	Secondary
Learning skills	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Children in KG quickly become very enthusiastic learners and are able to be self-reliant. Students in all phases collaborate exceptionally well and have a very strong work ethic. They can make connections between areas of learning and link their learning to the real world.
- Students are adept in the use of learning technologies. Across all phases they use a range of learning platforms and search engines to support research and innovation. Students learn effectively when working independently or in small groups. In all phases, students are keen to discuss their learning, share their thinking, and develop their ideas.
- Children in KG display considerable enthusiasm for discovery. This is enhanced by the rapid development of their language and communication skills. In all phases, students thrive on practical and investigative work that enables them to apply their critical thinking skills.

For Development:

- Ensure that all lessons make full use of students’ excellent learning skills.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases, students demonstrate exemplary attitudes towards school and are willing to embrace the range of experiences available to them, both inside and outside their classrooms. They are well behaved, respectful of the needs of others and respond positively to constructive feedback from teachers.
- Students display a well-developed understanding of what constitutes a safe and healthy lifestyle. They are actively involved in physical activities, both during and outside school hours. They are fully aware of the need to make healthy food choices.
- Students have a strong sense of belonging and encourage and support each other to achieve their best. They have a very good record of attendance and punctuality at the start of the day. Wellbeing ambassadors play an important part in supporting students' social and emotional wellbeing.

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

- In all phases, students are keenly aware of Islamic values and understand their impact and relevance to life in the UAE. They can give examples of values such as respect and tolerance that contribute to social cohesion in Dubai.
- A particular strength is students' awareness of their own cultures. They are proud of their own cultural heritages and talk in detail about history, art, and food. They show awareness and respect of other world cultures and participate enthusiastically in World Culture Week.
- Students' awareness and understanding of the heritage and culture of the UAE is evident in their participation in literature competitions and excellent performances in school assemblies. They show considerable interest in learning Arabic.

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

- Students willingly volunteer to participate in projects and welcome opportunities to take on responsibilities. They take leadership roles as, for example, wellbeing leaders, who offer support to their peers throughout the school community.
- Innovation and enterprise start in the KG, where children learn to recycle materials. Older students design and manage a wide range of activities of benefit to the school and wider communities, for example, Jewels of Kindness and other charitable projects.
- Students are aware of the interdependent nature of the world community and are conscious of the need for sustainability. They reduce, recycle, and reuse whenever possible. Students are involved in numerous activities to improve the school and wider environment.

3. Teaching and assessment

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

- Students across all phases benefit from high-quality teaching and learning experiences. Teachers effectively use their knowledge and skills to plan purposeful, challenging, and engaging lessons. Effective questioning promotes students' thinking, and checks their understanding.
- In many lessons, teachers encourage students to apply their independent and collaborative learning skills. This often leads to productive small-group activities in which effective use is made of technology to support learning.
- The impact of training to develop teachers' professional skills is most clearly seen in the secondary phase, where there are many examples of outstanding teaching. In most lessons, teachers make good use of students' excellent learning skills. Learning in KG is occasionally too adult directed.

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

- Assessment processes are consistent and coherent across the school. They provide reliable measures of students' academic, personal, and social development and enable learning activities to be matched to students' needs and abilities.
- Subject action plans include comprehensive information on students' progress against the curriculum standards, and benchmark assessments. The analysis of strengths and areas where improvements are needed is incorporated in lesson plans. However, there is inconsistent use of this information, particularly in the primary phase.
- The school has significantly improved the collection and use of assessment information since the last inspection. Teachers have detailed knowledge of their students' strengths and areas where improvements are needed. Gaps in learning are being identified and closed.

For Development:

- Ensure greater consistency in the implementation of planned adjustments to teaching based on the available assessment information.

4. Curriculum

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

- The curriculum is fully compliant and meets all of the MoE, CBSE and IGCSE requirements. Content and activities are well matched to the ages of most students and there is an appropriate focus on the development of both knowledge and skills.
- The curriculum provides children with an excellent start in KG and supports progression in learning between phases. The introduction of the IGCSE has considerably extended the range of options available to students and better meets their interests and aspirations. Cross-curricular links are well planned to support the transfer of learning between subjects.
- The curriculum is constantly reviewed and, where necessary, modified to ensure that any learning gaps are identified and closed. This underpins students' academic and personal development.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding

- The curriculum is refined and modified to provide a wide range of stimulating and interesting learning opportunities for students. In all subjects, the curriculum incorporates work with sufficient challenge and appropriate sequencing to meet students' developmental needs.
- Opportunities for students to be enterprising, innovative, creative, and to contribute to society abound. These include Model United Nations, entrepreneurship, and several environmental groups. These activities are mostly initiated and led by students.
- Links to the UAE's culture and coherent learning experiences are embedded throughout the curriculum. Students can celebrate the heritage and culture of the UAE through many school-wide events. The excellent extra-curricular activities are very well attended.
- Informal Arabic conversation opportunities are provided for children in KG2.

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

- Rigorous policies and procedures for child protection and safeguarding ensure the safety and wellbeing of students and the staff. All staff members are given training in safeguarding and child protection. Protection from any form of abuse, including cyber-safety is given high priority.
- The school provides a safe, hygienic, and secure environment for students and the staff. The school conducts rigorous safety checks and actions are taken to repair any deficiencies identified. There are effective procedures to assess and manage risks in and outside the school.
- Healthy living is promoted systematically and is supported using high-quality sports facilities and healthy food options in the canteen. The supervision of students is exceptionally effective and the arrangements for parents at drop off times are very well organised.

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

- Mutually respectful relationships between adults and students are a feature of the school. Students willingly conform to the school's behaviour policy. The school promotes attendance and punctuality through a very effective monitoring system. Parents are contacted immediately in the event of any unexplained absences.
- The school is inclusive and welcomes students of all abilities. Systematic procedures enable the accurate identification of students who are gifted or talented. Procedures for identifying the needs of students of determination are less rigorous.
- A school-wide pastoral care programme, led by the wellbeing counsellor, promotes and monitors students' social, personal, and emotional health. The career guidance counsellor provides helpful advice and support to students in identifying possible careers and choosing higher education pathways.

For Development:

- Introduce more effective assessments to ensure the accurate identification of the barriers to learning for students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The Governor for Inclusion and the inclusion team provide effective leadership and ensure a highly inclusive ethos throughout the school. Although the inclusion team effectively supports many students, the team is currently too small to ensure sufficient provision in all phases of the school.
- The identification of students of determination begins at the point of admission. Identification is also made following routine academic assessments, and through teacher and parent referrals. However, the assessment procedures are not sufficiently rigorous to accurately identify students' learning needs.
- Communication with parents is frequent and effective in informing them of their children's progress. Parents attend review meetings and contribute to their children's individual education plans (IEPs). However, they would like to be more involved in their children's education.
- The inclusion team provides a range of information and IEPs to assist teachers in modifying lesson plans and supporting students in lessons. However, there is variability in the quality of support provided by teachers in lessons.
- Teachers make effective use of assessment information to carefully track students' progress against the learning targets set in their IEPs. Tracking data show that students acquire knowledge, skills, and understanding that is commensurate with their abilities.

For Development:

- Ensure that there are sufficient qualified special educators to enhance support throughout the school.
- Ensure that the assessment procedures accurately identify the individual needs and barriers to learning of students of determination.

6. Leadership and management

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

- The principal, with the full support of all staff members, provides inspirational leadership and a very clear vision for the future direction of the school. Together they ensure that students' wellbeing and academic achievement are at the heart of this inclusive school. The wide distribution of leadership roles enables all teachers to make meaningful contributions to the drive for further improvements.
- Comprehensive self-evaluation procedures provide school leaders with an accurate picture of the school's performance. Teachers, Governors, parents, and students all contribute to the process of self-evaluation. The information gathered, together with systematic analyses of assessment information, ensures that improvement planning is focused on appropriate development priorities. The recommendations from the last inspection report have been tackled with determination.
- Parents are highly supportive of the school and of leaders. The views of parents are regularly sought and considered. Communications with parents are frequent and appreciated. Parents receive regular updates on their children's progress. They are welcomed into the school and appreciate the many formal and informal opportunities to talk to teachers. The school has cooperative links with other schools and is involved with a variety of charitable organisations.
- Governors understand their responsibilities for holding the school to account and carry out their roles as critical friends effectively. Through regular visits, governors have a very good understanding of the school's performance. They actively support leaders in pursuing the UAE National Agenda targets. They ensure that, when necessary, additional resources are made available to improve the quality of education the school provides.
- The school runs smoothly on a day-to-day basis. The teachers are well qualified and effectively deployed. They benefit from a wide range of training opportunities, which are focused on individual and whole-school improvement targets. The number of students in some secondary classrooms restricts some teaching strategies and learning opportunities. The school premises and sports facilities are of a high quality.

For Development:

- Ensure that the number of students in some secondary lessons is more appropriate to the intended teaching and learning styles.

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