



المعرفة
Knowledge



GEMS NEW MILLENNIUM SCHOOL L.L.C

INDIAN CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



OUTSTANDING

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Kahil
	Opening year of school	2013
	Website	www.gemsnms-alkhail.com
	Telephone	97144452900
	Principal	Fatima Martin
	Principal - date appointed	4/1/2015
	Language of instruction	English, Arabic
	Inspection dates	25 to 29 September 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	2470
	Number of Emirati students	0
	Number of students of determination	249
	Largest nationality group of students	Indian



TEACHERS

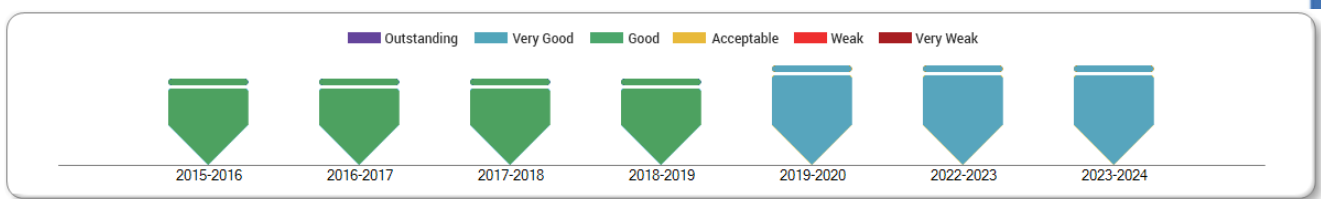
	Number of teachers	140
	Largest nationality group of teachers	Indian
	Number of teaching assistants	34
	Number of guidance counsellors	2



CURRICULUM

	Curriculum	Indian/UK
	External Curriculum Examinations	CBSE, IGCSE, AS, A Level
	Accreditation	CBSE

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



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Children make a very good start to their learning in the Kindergarten (KG). They successfully build upon this in Grades 1 to 12 making at least very good progress in English, mathematics, and science. Students’ progress in Islamic Education and Arabic, as an additional language is good but not always strong enough to reach standards above the curriculum expectations. Students are highly effective independent learners with exceptionally strong research skills.
- Students enjoyment of school, is demonstrated in their high attendance. Behaviour is exemplary. Students have a highly developed sense of community and display this in the attention they give to sustainability and environmental issues. Outstanding attitudes to learning contribute significantly to their success.

Provision For learners

- Teachers have strong subject knowledge and skilfully share this with students. Lessons are carefully planned to take into account the learning needs of different groups of students. However, teachers do not always use their checks on students learning to adjust lessons when it becomes clear that students need further explanation or challenge.
- The design of the curriculum is creative and ambitious. It is supported through high quality resources including the innovative use of technology. Students are provided with practical experiences which develop a desire for learning and raise their aspirations. Extra-curricular activities enable students to follow their interests and talents. The curriculum is skilfully modified to enable students to reach, not only curriculum standards, but those recognised internationally.
- Ensuring the health, safety and protection of students is given the highest priority within the school. The school is hygienic and well-maintained. Students’ wellbeing and personal development is addressed as a key priority. The identification of, and support for, students of determination is very good.

Leadership and management

- The principal and all leaders have a shared vision and commitment to continuous improvement. Analyses of the school’s assessment data supports school self-evaluation, but it is not always meticulous in identifying when student progress slows. There is a highly effective partnership with parents. Governors provide strong support, but they do not always challenge sufficiently when student outcomes are not as high as expected.

HIGHLIGHTS OF THE SCHOOL:

- Students outstanding attitudes to learning and their depth of understanding of UAE values and outstanding awareness of environmental and sustainability issues.
- The opportunities provided for students through a broad and innovative curriculum.
- The attention given to the safety, health and wellbeing of students, staff and parents.
- The highly effective partnership that places parents at the centre of school improvement
- The high standard of resources and facilities that provide outstanding support for students' learning and their personal development.

KEY RECOMMENDATIONS:

- Improve the consistency of teachers' use of assessment to adjust lessons and ensure all students make better-than-expected progress, especially students whose attainment is above the curriculum standards.
- Ensure that self-evaluation processes identify fully the impact of teaching on students' progress.











OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

		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	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good ↑
 English	Attainment	Very good	Very good	Very good	Outstanding
	Progress	Very good	Very good	Very good	Outstanding
 Mathematics	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
 Science	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

02 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

03 Teaching and assessment

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

04 Curriculum

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

05 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

06 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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school - a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
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Not Applicable.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable

- The school significantly exceeded its targets in the 2021 Progress in International Reading Literacy Study (PIRLS) by 45 points. Students' attainment in English, mathematics and science sustained an outstanding judgement in benchmark assessments over two years. Attainment in English and mathematics was slightly better than in science.

C. Leadership: International and Emirati Achievement	Outstanding
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- Senior and all middle leaders understand very well the purpose and importance of international benchmarks test results. Leaders successfully identify gaps in students' knowledge and understanding shown in the benchmark assessment reports. They ensure that the curriculum is modified to address any gaps in learning. Their international assessment and National Agenda action plan describe very clearly and succinctly the school's next steps.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Outstanding	Not applicable

- The school's most recent reading literacy skills assessment indicates that reading scores for the majority of students are very good. All teachers in English, mathematics and science use the reports from benchmark reading assessments effectively to inform their teaching practices. Interventions for students who require support are monitored to ensure that they are improving their reading literacy skills.

Overall school standards in the National Agenda Parameter are outstanding

For Development:

- Ensure that all new staff are aware of the importance and purpose of the National Agenda initiative.
- Monitor closely the impact and outcome of the reading literacy skills assessments to ensure that all students are making progress in their reading proficiency levels.



Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a very good level

- Wellbeing is a priority that underpins the ethos and culture of the school. Leaders are active in modelling very good practice. Policies are comprehensive and effectively executed. An experienced educator leads the wellbeing team resulting in successful outcomes where student voice is regularly heard and acted upon. Most student views are gathered through surveys, digital applications and through wellbeing boxes in classrooms.
- Students are at the centre of actions to set the wellbeing climate within the school. They play an active part in the monitoring and identification of wellbeing concerns. They organise, stage and present themed assemblies and events leading to specific, and sustained improvements in student outcomes. Staff feel valued and wellbeing initiatives such as, drumming sessions, yoga, movie time for teachers and picnics raise wellbeing morale across the staff that infiltrate to students.
- Specialised curricular and extra-curricular activities empower students to understand their wellbeing needs and how they can support each other. Students display a high level of digital awareness and maturity which enables them to be circumspect in their online activities. Students, as well as parents, consider the school to be an extension of their own family where there are high levels of positivity.

For Development:

- Improve the consistency in gathering the celebration of students' achievements, particularly for students of determination.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education through an integrated approach following the most recent Moral, Social and Cultural Framework. Lessons are taught in English by appropriately qualified teachers for all students between Grades 1 to 9.
- Teachers use technology and other resources effectively to engage all students in productive learning activities. As a result, students are developing an awareness and understanding of the importance of good mental health. They explore the culture and heritage of the UAE recognising how different institutions preserve and promote awareness of cultural heritage.

Arabic in Early Years

- Children in KG 2 learn Arabic for one session of 40 minutes per week. The school offers a modified curriculum to support children learning Arabic as an additional language, using modern standards. Children practice listening and speaking skills and begin to learn to read at the start of the third term. Assessment strategies rely on teachers' observations and students' participation. These assessments are recorded but are not shared with 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

- In all phases, the majority of students have a secure knowledge and understanding of Islamic concepts. They exceed expectations in their understanding and appreciation of Islamic worship, Hadith, and Islamic etiquette. Students' memorisation and recitations skills are weaker.
- Students in lower grades know ablution, the performance of prayers, and manners of the Mosque. In the upper grades' students have a strong understanding of moral values and Islamic laws such as, Zakat.
- Most students make relevant links between the Islamic concepts which they learn, the relevant Hadeeth and verses, and their daily lives. The opportunities for inquiry, research, and discussions in lessons, is positively affecting students' outcomes.

For Development:

- Improve students' memorisation and recitation skills and their application of the rules of recitation.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The Arabic linguistic skills of students in the primary grades, relative to their years of study, are stronger than those in the middle and secondary grades. Although, making good progress in their speaking skills, older students at times struggle to hold lengthy conversations in Arabic.
- Students’ listening skills are strong. They respond effectively and accurately to instructions from their teachers. Most primary students can speak and converse using a range of newly acquired vocabulary. Students can read familiar texts, but their writing skills are variable.
- Grouping students in three levels according to the number of years of studying Arabic, and planning a variety of activities, has led to improved student progress across the phases, particularly in Secondary.

For Development:

- Improve students’ ability to hold longer conversations in Arabic
- Encourage the development of students’ writing skills and especially their ability to write creatively at length.

ENGLISH

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

- Children in KG rapidly develop their early literacy and communication skills. In Primary and Middle, students’ progress in reading, speaking and listening is faster than the development of their writing skills. The rate of progress improves well by Secondary, where students’ ability to research and produce high-quality writing is very evident.
- Students reading and comprehension skills are strong. Most students are confident and articulate speakers. Although the weaker of the four literacy skills, a minority of students produce exceptional written work which the school has published.
- Students’ ability to self-assess their work is a developing strength. However, neither they, nor their teachers check the written work sufficiently for accuracy in the basic skills of spelling, grammar, and punctuation.

For Development:

- Improve the rate of student progress in developing high-quality writing which consistently contains accurate, spelling, grammar and punctuation.

MATHEMATICS

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

- By KG2, children are developing a very good understanding of different number operations. For example, they are clear about the difference between addition and subtraction. Students’ skill in the use of number operations continues to be well-developed across all phases. This includes a strong knowledge and understanding of measurement and geometry.
- Conceptual mathematical thinking is less well-developed, particularly in Primary and Middle. Reading across the curriculum is integrated in lessons with a strong development of mathematical literacy and key vocabulary.
- Improved opportunities to use their knowledge and understanding to solve problems related to everyday life, has contributed to students’ progress. Students’ ability to think critically, and use their prior knowledge in new learning, is less evident in the primary and middle grades.

For Development:

- Improve students conceptual understanding of mathematics and how this can be used to support their progress in new learning.

SCIENCE

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

- Younger children in KG can compare and contrast different environments, while older children learn from hands-on experiments such as, testing different materials. In other phases, students’ scientific knowledge and understanding in lessons, and in their work overtime, is not as strong as their performance in tests suggests.
- Students’ knowledge and understanding of physical, life and earth sciences, develop very well. For example, the large majority of Grade 11 students talk with confidence about the applications of DNA profiling and real-life applications. In all grade students enjoy practical laboratory activities which contribute to their very good progress.
- Students use their well-developed critical thinking skills to hypothesise and plan enquiries. However, skills of analysis and drawing conclusions from enquires are not as strong.

For Development:

- Improve students’ ability to analyse their findings and draw conclusions.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Children in KG quickly develop positive attitudes and enjoy participating in learning activities. Almost all students in the other phases are also keen to engage in learning and willingly take responsibility for completing the tasks they are given. Most can work independently for sustained periods of time.
- Students interact exceptionally well with their teachers and each other. They regularly engage in collaborative learning activities, communicate their thinking and ideas confidently. Students frequently apply their learning to more complex, everyday issues, which is promoting their higher order thinking skills.
- Students enjoy practical investigative activities and problem-solving tasks which enables them to apply, and develop, their critical thinking skills. Most students are confident and competent users of technology to conduct research, develop their innovation skills, and present their work.



2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students across all phases demonstrate very positive and responsible attitudes towards school and their learning. They are self-disciplined, confident to take risks and respond very well to their peers and adults. Their contribution to the school community is significant. They are resilient and resolve difficulties in mature ways.
- Students' behaviour is exceptional. They are respectful, friendly, and supportive to the needs of their peers. Students' relationships with all staff are excellent. They feel safe, valued, and well-supported.
- Students show a well-developed understanding of healthy lifestyles and are committed to healthy living. The level of attendance is very high, and students are punctual in arriving at school and to their lessons.

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

- Students demonstrate an excellent understanding and appreciation of Islamic values and the impact these values have on life in the UAE. They put into practice values such as, respect, modesty, tolerance, kindness, care and equality.
- Students are knowledgeable about the culture of the UAE and show a clear understanding and appreciation of Emirati heritage and traditions. They initiate and involve themselves in cultural activities that promote the heritage of the UAE, such as, Flag Day, National Day and other activities.
- Students are proud of their own cultures and value the cultural diversity within the UAE. They celebrate culture diversity through their learning, assemblies, and celebrations, such as, World Culture commemorations.

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

- Students across the school, show exemplary levels of community awareness and leadership. A wealth of student-led clubs and community initiatives locally, and globally are indicative of their excellent sense of social responsibility.



3. TEACHING AND ASSESSMENT

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

- Most teachers have secure subject knowledge and a well-developed understanding of how students learn which they apply effectively. In KG, a stronger emphasis on play-related learning in teachers planning and delivery is contributing well to the children’s development and independence.
- Teachers make very effective use of technology and resources to accelerate teaching and learning. Teachers interact very well with students and use questioning effectively to promote thinking and check students understanding. However, they do not always use supplementary questions to promote deeper thinking and ensure appropriate challenge.
- Although teachers plan a range of strategies aimed at meeting the learning needs of most groups of students, they do not always make sufficient use of assessment information derived from students’ answers, to maximise progress.

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

- The school’s internal assessment processes are extensive. Assessment results of individual subjects are analysed, and the information used to identify where curriculum modification is needed.
- Teachers use assessment information to plan lesson activities aimed at meeting the learning needs of students at different starting points. In all grades, including KG, assessment information gathered within lessons is not always effective enough to ensure that the most able students are challenged to do as well as they can.
- Students are regularly involved in assessing their own learning and although this is successful in helping students to develop independence it is not always accurate. Too often teachers do not provide helpful feedback to students through written comments indicating how they can improve their work.

For Development:

- Improve the use of assessment information gathered in lessons to maintain higher levels of challenge for the most able students.
- Ensure that teachers improve the quality of their marking of students’ work, so that they know how it can be improved.

4. CURRICULUM

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

- The curriculum has a clear rationale. It includes a wide range of curricular and extra-curricular activities to meet the needs of almost all groups of students. Programmes for appreciation and cultivation of talent in Primary and Middle for instance, karate, tennis and coding, enable students to pursue a variety of interests.
- Systematic transitions across phases supports curriculum progression in each subject. The move from the study of the CBSE curriculum to that which leads to IGCSE qualifications, is successfully achieved through a comprehensive bridging programme. A range of curricular choices allows older students to meet their aspirations and interests.
- Cross-curricular links are well integrated into lessons and structured activities such as, ‘genius hour’ and a science, technology, engineering and mathematics (STEM) club support these links. Curriculum review is rigorous and regular based upon stakeholders' feedback and national priorities.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is modified and adapted successfully to meet the needs and aspirations of most groups of students including students of determination. Secondary students benefit exceptionally well from alternative curricular choices. Modifications to the curriculum in KG are beginning to improve children’s independent learning skills.
- The curriculum provides extensive opportunities for enterprise, innovation, and creativity. Financial literacy is integrated into the curriculum with younger students visiting supermarkets and older students exposed to cryptocurrency and methods that make it impossible for a system to be hacked, through stock market simulations.
- The curriculum includes a range of activities to develop students’ knowledge, understanding and appreciation of UAE heritage and culture. Students take pride in Emirati culture and traditions through Maharaja-al Arabia, Arabic and Islamic competitions.



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

- Very comprehensive procedures and policies are in place covering all aspects of safeguarding, child protection and security. Thorough training of all staff, including means for reporting the concerns of students, staff and parents, ensure that students feel safe and secure in school.
- Safety checks of the accessible buildings are thorough, and buildings are exceptionally well-maintained and hygienic. Arrangements for safe transport to and from school are well supervised and managed.
- The promotion of healthy physical and mental living permeates the whole school. Medical staff provide excellent levels of care and health promotion, frequently in conjunction with the physical education department. Parents and students are given clear advice on how to make healthy choices.

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

- Relationships are respectful, friendly and based on mutual trust. Systems for managing the code of behaviour are effective and the approach to promoting attendance and punctuality is largely successful.
- There are robust systems for identifying students of determination and ensuring their full involvement in the life of the school. The inclusion department and teachers are committed to early identification and to developing challenging interventions which support students' progress. Systems for the identification of, and provision for, students who are gifted and talented is not as meticulously planned.
- Students report that they receive helpful support and guidance with subject choices and career pathways. The wellbeing and personal development of students is a high priority and is monitored closely alongside the provision for students of determination.



INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- Leaders promote inclusivity and cater well for the needs of students of determination. Investments and the appointment of new staff and regular training are supporting provision. Reviews are leading to improvements which are aligned with the school's strategic plan. Individual Education Plans (IEPs) are successfully implemented in most subjects.
- The school employs a range of assessment tools to identify accurately specific barriers to learning experienced by students of determination. These are well aligned to KHDA standards, ensuring consistency.
- The school is successful in engaging parents in supporting their children's learning through formal and informal progress reports, linked to individual learning goals. Parents are helped to provide their support, through updates and reviews every eight weeks, where shared challenges are addressed.
- The school is successful in adapting provision for most students of determination. Curriculum modifications encourage independence and incorporate interventions through one-to-one learning sessions. This personalised support fosters confidence, resilience, and peer interaction.
- The assessment of students' progress is inconsistent across classes. The marking of work and feedback to students is not regular or detailed to inform the next steps in learning. Communications between class teachers and learning support assistants (LSAs) is not always effective enough to measure and track student progress.

For Development:

- Improve the effectiveness of communication between class teachers and LSAs to ensure student progress is accurately measured and tracked.
- Improve the quality and quantity of written feedback to all 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

- Leaders are very clear about the actions that are needed to drive the direction of the school and fulfil the school’s vision. They have successfully developed strong working relationships and team ethos, with a shared commitment to improvement. Leaders have used their extensive curriculum knowledge to ensure provision of a broad and innovative range of learning opportunities for students. Their knowledge of the best practice in teaching and assessment is evident in the teaching and learning policy. However, this policy is not always implemented consistently.
- The school has extensive systems to analyse data to support the self-evaluation process. However, leaders unenthusiastic view of international benchmark tests has been a barrier to recognising completely when the progress of all groups of students is not as strong as it could be. Systems to monitor the impact of teaching include regular class observations, learning walks and work scrutiny. These systems do not identify fully the impact of teaching on student progress. Therefore, opportunities are missed to identify all priorities for school improvement.
- The school is highly successful in engaging parents as partners in their children's learning. Parents have extremely positive views of the school and express the view that that all staff are highly approachable. Parents are consulted before any changes are made to the school. Many parents share their expertise and knowledge successfully to support student learning. Communication systems are frequent and efficient. Community, national and international partners all make a significant contribution to enriching students’ school experiences.
- The views of all stakeholders including students are represented on the local advisory board. Through visits to the school and information provided by staff and students, governors gain a secure insight into the work of the school. They are less systematic in using all available information to hold leaders to account where student progress is not as strong as it could be. Governors provide strong support for the ethical principles promoted by leaders.
- Leaders ensure that the school provides students with a calm environment in which to learn. The school’s recruitment system ensures that there are enough fully qualified and experienced staff to meet the curriculum requirements. Students in all phases have equal access to high-quality resources. The provision of technology resources is a strength of the school. The premises are well maintained and provide a safe and appropriate space for the numbers of students in the school.

For Development:

- Enhance the impact of leadership by ensuring that all students achieve very high standards of learning in all subjects.
- Improve the analyses and use of external data, and of the quality of teaching, to ensure that all students make at least expected progress.
- Ensure that governors make full use of assessment information to hold leaders accountable for students’ progress.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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