



مدرسة جيمس ميلينيوم الخاصة  
**GEMS Millennium School**  
 Sharjah

**Context**

- 2014 – 2015 : MOE Inspection – “Effective with Accreditation”
- 2015 – 2016 : GEMS Internal Review - Acceptable
- 2016 - 2017 : GEMS internal review – Acceptable
- 2017 -2018 : GEMS internal review – Good

**Strategy**

- 2018 – 2019 : *Strategies to move towards ‘Outstanding’*

DSIB Framework -Outstanding Criteria:		Notes
<b>1. Standards of Attainment and Progress</b>		<b>Action</b>
<ul style="list-style-type: none"> <li>• Improve attainment and progress in Arabic as an additional language</li> <li>• Maximize academic achievement in a happy and personalized 21st-century learning environment for every child</li> </ul>	<ul style="list-style-type: none"> <li>• Arabic Teacher training – TELLAL and Internal PD Programmes</li> <li>• Focused Arabic Beginners Classes; supporting workbooks</li> <li>• Intervention and remedial classes during SEP</li> <li>• Increased opportunities for critical thinking, speaking and writing skills</li> <li>• Focus on improving computational and mental math skills school-wide</li> <li>• The core curriculum has been mapped to the STEM curriculum in collaboration with the subject teachers and the grade wise coordinators</li> <li>• Improved independent learning with focus on student engagement</li> <li>• The Imaginarium and the KG Corridor Free Flow activities enhanced</li> <li>• Increased remediation and enrichment activities</li> </ul>	
<b>2. Personal Development</b>		<b>Action</b>
<ul style="list-style-type: none"> <li>▪ Improve Pupils’ Personal, Social and Emotional Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased student voice with the appointment of the School Council</li> <li>▪ Strengthen the use of the environment to ensure clear routines, maximising engagement of pupils in all classes</li> <li>▪ Develop and embed the MoE Student Behaviour Management framework through developing staff skills in the use of Class Dojo and other motivational strategies</li> </ul>	
<b>3. Quality of teaching/ assessment</b>		<b>Action</b>
<ul style="list-style-type: none"> <li>• Ensure students are taught to at least a good standard in the majority of their lessons</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identity staff performing below expectations; clearly use appraisal to support improvement</li> <li>▪ Develop system of observation beyond department</li> <li>▪ Train coaches and monitor coaching activities</li> <li>▪ Ensure PD modules are bespoke and appropriate to the individual</li> <li>▪ INSET time is focused on good teaching and learning</li> <li>▪ Continue to develop strategies to share outstanding practice</li> </ul>	
<b>4. Curriculum</b>		<b>Action</b>
<ul style="list-style-type: none"> <li>▪ Further develop the rigour of Assessments in the light of recent CBSE reforms and the UAE National Agenda targets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review formative assessments within lessons and notebooks – quality of assessments/ plenaries, codes for consistency across school. Check for use in Learning walks, observations, work scrutinies.</li> <li>▪ Use of formative assessment to inform quality planning directly differentiating at individual pupils’ levels leading to improved attainment by pupils.</li> <li>▪ Review school’s current assessment system in light of new reforms.</li> </ul>	
<b>5. Care and support</b>		<b>Action</b>
<ul style="list-style-type: none"> <li>• Support and challenge programme meets the needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review levels of differentiation</li> <li>▪ Plan and deliver CPD on differentiation which includes SEN team</li> <li>▪ Sensitize the staff and review the IEP and IAP</li> </ul>	
<b>6. Leadership</b>		<b>Action</b>
<ul style="list-style-type: none"> <li>• Develop middle leaders and ensure accountability is understood by all leaders across the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop and sustain a robust focused leadership team</li> <li>▪ Review and streamline middle leadership roles and responsibilities</li> <li>▪ Embed leaders understanding of systems of monitoring, personalising the curriculum through differentiation and the use of independent learning systems</li> <li>▪ Plan and implement TCR review and Teacher Dojo across the school</li> <li>▪ Meetings twice a week with the Leadership Team</li> </ul>	
<b>The School CANNOT be ‘Outstanding’ if:</b>	<b>Areas targeted</b>	<b>Notes:</b>
<ul style="list-style-type: none"> <li>▪ Any ‘weak’ judgements</li> <li>▪ The school is not compliant</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul>	