

**FAIRGREEN  
INTERNATIONAL  
SCHOOL**

IB CURRICULUM

**INSPECTION REPORT  
2021-2022**

**GOOD**




























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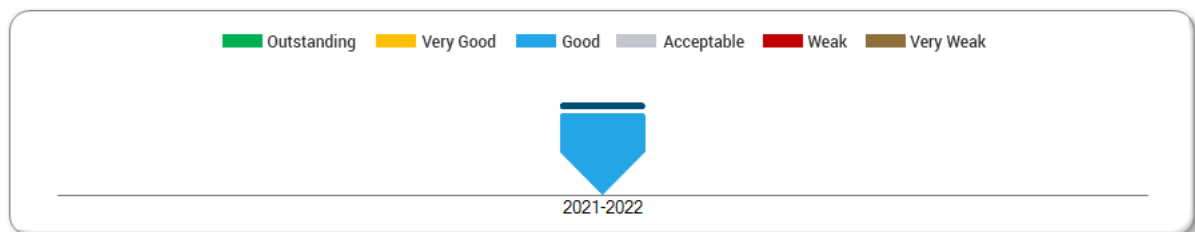
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## School Information

General Information	 Location	The Sustainable City
	 Opening year of School	2018
	 Website	www.esoeducation.com
	 Telephone	97148754999
	 Principal	Edward Charles Pearce
	 Principal - Date appointed	8/1/2021
	 Language of Instruction	English, Arabic
	 Inspection Dates	28 February to 03 March 2022
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	Kindergarten 1 to Grade 12
	 Number of students on roll	722
	 Number of Emirati students	5
	 Number of students of determination	73
	 Largest nationality group of students	UK
Teachers	 Number of teachers	69
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	36
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	2
	 Teacher turnover	12%
Curriculum	 Educational Permit/ License	IB
	 Main Curriculum	IB
	 External Tests and Examinations	PYP, MYP, IBDP and IBCP
	 Accreditation	IB

### School Journey for FAIRGREEN INTERNATIONAL SCHOOL



## Summary of Inspection Findings 2021-2022

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> <li>In Kindergarten (KG), children achieve well and make good progress in English, mathematics and science. Students' attainment in English in DP is good. Other than in Islamic Education in PYP, where progress is good, progress and attainment in Islamic Education and Arabic are acceptable. Progress in other core subjects is good, although attainment is acceptable. Learning skills are good in all phases.</li> <li>Students' respectful and considerate behaviour makes a significant contribution to the school's welcoming and purposeful atmosphere. Students show positive and very responsible attitudes to learning. They have a good understanding of the culture and traditions of the UAE. Their understanding of the relevance of Islamic values is less secure. Students are keen to take on leadership roles. They demonstrate a commitment to sustainability and to improving the environment.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> <li>Much good, and some very good, teaching successfully engages students' attention and interest. Teaching of this quality is less consistent in Arabic. Teachers make effective use of assessment information to plan lessons in which work is generally well matched to students' learning needs. Teachers' use of questioning to promote higher order thinking, and the level of challenge presented to more able students, are inconsistent.</li> <li>The curriculum is well planned to ensure progression in students' learning. The curriculum in KG provides the basic skills that underpin students' achievement in the later years. The curriculum is adapted well to meet the needs of students of determination. DP students are well prepared for the next stage of their education.</li> <li>Students' welfare and emotional well-being are given the highest priority. All staff receive safeguarding and child protection training. Students are carefully supervised and kept safe both within school and when on school transport. Healthy living and active lifestyles are promoted throughout school life. Students of determination are supported well. Support for the gifted and talented is more variable.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> <li>Effective senior leadership ensures a clear focus on students' all-round development. Many middle leaders are new to their roles and vary in their effectiveness. Self-evaluation procedures provide an accurate picture of the school's performance. Parents are very supportive and fully engaged in their children's learning. Governors provide the school with appropriate educational and financial expertise. The school runs smoothly on a day-to-day basis.</li> </ul>

### The Best Features of The School:

- The strong commitment of senior leaders and staff to ensure that students' well-being and academic achievement are at the heart of this inclusive school.
- Students' very good personal development and the very good partnerships with parents.
- The thorough analyses of assessments which provide accurate information on students' progress and guide self-evaluation and improvement planning.
- The very good arrangements for keeping students safe and for promoting healthy lifestyles.
- The stimulating environment provided for children in KG, which promotes good progress in all areas of their learning.







### Key Recommendations:

- Raise attainment in all subjects so that it is at least good in all phases.
- Implement a whole school approach to the development of students' reading and writing skills.
- Ensure that, in all lessons, students of higher ability have an appropriate level of challenge, that teachers make effective use of questioning, and that there is a continuing emphasis on the development of critical thinking.
- Develop the leadership and management skills of middle leaders, so that they can fully support the drive for continued improvement.

## Overall School Performance

**Good**

### 1. Students' Achievement

		KG	PYP	MYP	DP
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 <p>English</p>	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
 <p>Mathematics</p>	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
 <p>Science</p>	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good

	KG	PYP	MYP	DP
<b>Learning skills</b>	Good	Good	Good	Good

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

## 3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

## 4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Very good

## 6. Leadership and management

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

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good	Acceptable	Not applicable

- Internal assessment information indicates that the attainment of most students is in line with curriculum standards. Lesson observations and scrutiny of students' work confirm this. More effective teaching promotes more rapid progress in PYP.
- Students demonstrate a better understanding of Islamic values and principles of worship than of Islamic law. Their understanding of the Holy Qur'an, Hadith and Sirah is adequate. However, students are not secure in making reference to them for evidence of values or rulings.
- An emphasis on recitation has improved students' skills in recitation of the Holy Qur'an. This improvement is less evident in MYP.

#### For Development:

- Ensure that students' understanding of the Holy Qur'an, Hadith and Sirah is closely linked to all areas of learning.
- Improve students' skills in memorisation and recitation of the Holy Qur'an by providing more opportunities for practice.

#### Arabic as a First Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- In lessons and in their recent work, most students demonstrate the expected level of language skills. This is consistent with information from internal assessments. All groups of students make similar progress, with no significant differences between them.
- Students' listening and reading skills develop more quickly than their speaking and writing. Students understand and use a wide range of vocabulary in brief conversations and in writing short paragraphs. Their knowledge and application of grammar is insecure.
- Increased opportunities to read extensively and to apply the language in real-life situations are having a positive impact on students' language skills. However, their ability to express themselves fluently and accurately using classical Arabic is limited.

#### For Development:

- Improve students' writing and speaking skills by providing more opportunities for practice.
- Improve students' knowledge of grammar and demand greater accuracy in speaking and writing.



## Arabic as an Additional Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- The language skills of most students are broadly in line with curriculum expectations. Information from internal assessments supports this. Students make slightly better progress in writing than in the other skills.
- Most students can understand teachers' instructions and respond to them in single words or short simple sentences. Few can write with expression or at length.
- Increased opportunities for students to read on topics that particularly interest them are having a positive impact on reading skills. However, not enough tasks require students to provide extended written or oral responses.

### For Development:

- Improve students' skills in speaking and writing by providing more opportunities for them to use the language at length and in real life situations.

## English

	KG	PYP	MYP	DP
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Good	Good	Good	Good

- In KG, children rapidly develop their listening and speaking skills, which are enhanced as they move through the school. Reading and writing skills improve more slowly. They lag behind speaking and listening in all grades and phases.
- Most students extend their vocabulary appropriately. They become increasingly able to express themselves confidently and clearly. However, written work, spelling, punctuation and grammar are often inaccurate. The presentation of written work is often untidy.
- The introduction of a structured scheme to teach the sounds of letters in KG and Grades 1 and 2 is laying a more secure foundation for the development of literacy skills. Teachers do not give enough guidance on how students' written work can be improved.

### For Development:

- Ensure that there is a consistent emphasis on accurate spelling, punctuation, grammar and the quality of presentation in written work.
- Ensure that students have clear guidance on how their work can be improved.

## Mathematics

	KG	PYP	MYP	DP
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good	Good

- Lesson observations and external assessments show that the attainment of most students is in line with curriculum expectations. While the progress of the majority of students is better than expected, the level of challenge is not always high enough. Consequently, students' progress is slowed.
- Most students in all phases know and understand a range of mathematical concepts and operations, including number, shape and algebraic expressions. They apply them well in solving problems. In KG, children can accurately apply their understanding of simple fractions.
- In all phases students can create links to other areas of learning. Their ability to extend these links to real life is developing more strongly in PYP and MYP than in DP.

### For Development:

- Ensure that applications to real-life and unfamiliar situations are more firmly embedded in lessons and are led by students.
- Raise the level of challenge presented to higher attaining students.

## Science

	KG	PYP	MYP	DP
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Good	Good	Good	Good

- Across the three sciences and in all phases, progress in developing most students' conceptual knowledge and understanding and investigative skills is above age-related expectations.
- Although there are strengths in students' attainment, in most grades attainment lags behind progress. However, a majority of the very small group of Grade 11 students attain levels that are above expectations.
- As a result of the promotion of practical laboratory work, students' investigative skills and conceptual understanding are rapidly improving. However, not enough attention is given to the development of scientific skills in critical thinking and problem-solving.

### For Development:

- Raise attainment by ensuring that there is a consistent emphasis on the development of science-focused skills in critical thinking and problem-solving.

## Learning Skills

	KG	PYP	MYP	DP
Learning skills	Good	Good	Good	Good

- Children in KG are enthusiastic learners and increasingly able to be self-reliant. Students in all phases collaborate well. They have a strong work ethic. They make good connections between areas of learning and are increasingly able to link them to the real world.
- Students use learning technologies very effectively across the phases through a range of computer learning platforms and search engines. Research and innovation are developing features, most notably in Islamic Education, English and science.
- The enthusiasm of children in KG for discovery is enhanced by stimulating learning environments. Other than in science, where students thrive on practical and investigative work, students have too few opportunities to develop and apply their critical thinking and enquiry skills.

### For Development:

- Increase opportunities for students to develop and use advanced thinking and problem-solving skills.

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Very good

- In all phases, students have positive attitudes towards school. They are willing to embrace the range of experiences available to them both inside and outside the classroom. They are well behaved, respectful of the needs of others, and respond positively when given constructive feedback.
- Students show 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. They encourage and support one another to achieve their best. They have a very good record of attendance and punctuality at the start of the day. Punctuality at the start of lessons, however, is more variable.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Most students have a good understanding of the heritage and culture of the UAE. They can explain how the Emirates have developed into a modern state. They engage in a variety of cultural activities that strengthen their understanding of Emirati traditions.
- Students' understanding of Islamic values is insecure. Only a few can explain the relevance of Islamic values to the UAE, and how they impact on the life of all residents.
- Students enjoy celebrating different national and international days. They display a very good understanding of their own heritage and traditions. They embrace diversity.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students willingly volunteer to participate in projects. They welcome opportunities to assume responsibilities. They take leadership roles as, for example, 'well-being champions' who offer support throughout the school community.
- Innovation and enterprise start in KG, where children are developing classroom gardens and are recycling materials. Older students often take initiatives that benefit the school and the wider community. The student eco-council has organised a 'week without walls', to explore the local environment.
- A number of students participate in design projects focused on developing sustainable classrooms. They have initiated a variety of eco-friendly projects. In Grade 4, students have developed a vegetable garden. Other students are involved in developing and maintaining a rooftop urban farm garden.

#### For Development:

- Improve students' punctuality at the start of lessons.
- Improve students' awareness of Islamic values and their relevance to the daily life of the UAE.

### 3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Good	Good

- Thorough lesson planning ensures that work is generally well matched to students' abilities. In the most effective lessons, an appropriate level of challenge enables all groups of students to experience success. In a few lessons, the work set for more able students is not challenging enough.
- In many lessons, teachers encourage students to apply their independent and collaborative learning skills. This often leads to productive activities in small groups, in which students make effective use of technology to support their learning. Teaching of this quality is less consistently seen in Arabic.
- Some teachers provide opportunities for the promotion of critical thinking through research and reasoning. This occurs in many lessons in English and science but is not consistent across all subjects.

	KG	PYP	MYP	DP
Assessment	Good	Good	Good	Good

- Teachers make effective use of a range of internal and external assessment information in planning and in tracking students' progress. Internal assessments are aligned well to the IB curriculum and linked to the English National Curriculum. The outcomes of internal and external assessments correlate closely.
- Detailed analyses of all assessment information, including the outcomes of cognitive ability tests, provide teachers with a good understanding of their students' strengths and weaknesses. This information is used well to plan learning and to identify where additional support is needed.
- Students' awareness of their strengths and weaknesses is enhanced through self- and peer- assessment. Feedback to students, through marking, does not give enough guidance on the standard of their work or on what they must do to improve.

#### For Development:

- Ensure that students' work is marked regularly and that students are given clear feedback, including information on what to do to improve.

## 4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Good	Good

- Across phases, the school successfully underpins the content demands of the English National Curriculum and the Early Years curriculum with the framework of the IB programmes, fulfilling the core vision of the school. The curriculum is compliant and coherent, and fully meets the needs of most students.
- Breadth of subject choices in DP is limited by the size of the year group. However, the availability of pathways, suited to the needs of students, is a particular strength. Pervasive and highly effective collaboration strengthens curricular implementation.
- Procedures for ongoing reviews of the curriculum are well developed. Collaboration in reviews, between phases and subjects, results in an improving, progressive curriculum, and contributes to students' good academic progress and their very good personal development.

	KG	PYP	MYP	DP
Curriculum adaptation	Good	Good	Good	Good

- Across all phases, the curriculum generally incorporates work with sufficient challenge and appropriate sequencing to meet the developmental needs of most students, including students of determination. However, the needs of those students identified as gifted and talented are not fully met.
- The curriculum is well designed to engender students' interest, to develop their learning skills and to ensure that they make good progress in most areas of learning. Extra-curricular provision places an emphasis on the promotion of health, creativity, and well-being.
- There are some opportunities for students to deepen their understanding of sustainability and their appreciation of UAE culture and society. Opportunities for students to develop skills in enterprise are limited.
- Arabic is taught for 40 minutes weekly in both KG1 and KG2.

#### For Development:

- Ensure that the curriculum more fully meets the needs of gifted and talented students.
- Provide more learning activities associated with environmental sustainability and create more opportunities for innovation and enterprise.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- Child protection and safeguarding procedures are thorough. They are supported by rigorous policies and procedures, and by well-trained staff. Protection from any form of abuse is given high priority. Any issues are handled with sensitivity.
- The buildings and grounds are attractive and maintained to a high standard of cleanliness and repair. Maintenance staff ensure that they are safe for students and adults. Evacuation drills are held regularly. The signage for exiting safely along predetermined routes is inadequate.
- The medical facilities are well organised. Together with the teachers and counsellors, medical staff effectively promote healthy eating and fitness. All requirements for students' medical examinations and record keeping are met.

	KG	PYP	MYP	DP
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 expectations for behaviour. Attendance and morning punctuality are promoted well through a very effective monitoring system.
- Established procedures enable the early identification of students of determination and facilitate the implementation of appropriate support and interventions. Students who are gifted and talented are also identified, but support for them in lessons is more variable.
- A whole-school programme promotes students' well-being and monitors their personal and social development. The counsellors provide very effective personal and academic guidance. They support and guide senior students in their subject choices and career options.

#### For Development:

- Ensure that, throughout the school, there is clear signage which identifies the appropriate emergency exit routes.
- Ensure that there is a more consistent approach to the provision of support for gifted and talented students.

### Inclusion of students of determination

Provision and outcomes for students of determination	Good
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- School leaders and the governing board are clearly committed to inclusion. The head of inclusion and the governor for inclusive education lead an experienced team. A well-written policy and a strategic plan effectively ensure the promotion of an inclusive ethos throughout the school.
- Effective systems ensure the accurate identification of students' learning needs. The process, which relies mainly on external assessments, begins on entry to the school. Students requiring support are also identified following routine academic assessments, and through teacher and parent referrals. However, insufficient attention is paid to the KHDA categories.
- Parents have positive relationships with the school. They appreciate the quality of the personalised support, teachers' positive attitudes, and the frequent communication with the inclusion team. Parents are fully involved in the writing of their children's individual education plans (IEPs).
- Teachers know the students well. Most make good use of assessment information to plan learning activities that are carefully matched to each individual student's needs. As a result, most students receive the support needed to make good academic and personal progress.
- Staff make effective use of assessment information to track students' progress carefully against the learning targets set in their IEPs. Information from tracking shows that students' progress is better than expected and that they often develop good resilience and self-reliance.

#### For Development:

- Strengthen the early identification procedures by using more internal assessment and by applying the KHDA categories.

## 6. Leadership and management

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

- The director, with the full support of the senior leadership team, provides a clear vision for the future of the school. They all ensure that students' well-being and academic achievement are at the heart of the school. Leadership is being strengthened by the wider distribution of middle management roles. Many middle leaders are new to their responsibilities and vary in their effectiveness.
- Effective self-evaluation procedures provide school leaders with an accurate picture of the school's performance. This information, together with rigorous analysis of assessment information, ensures that all planning is focused on the appropriate development priorities. Accurate self-evaluation is having a positive impact on the quality of curriculum, on teaching and learning and on students' progress.
- Parents feel that the school provides a family atmosphere in which their children are well supported both academically and personally. They believe that their children are safe in school. Parents value the open-door policy and the quality of academic reports. A 'parent hub' has been reactivated and a fully representative parents' association has recently been formed.
- Governors understand their responsibilities for holding the school to account. They carry out their role as critical friends effectively. Board members are well aware of the school's academic performance. They actively support leaders in pursuing the school improvement targets. They provide a good level of educational and financial expertise.
- The day-to-day management of the school is effective. The school runs smoothly. Systems to ensure students' safety at arrival and departure times are efficient. The school is adequately staffed. Teachers receive appropriate development training to address identified improvement priorities. Children in KG benefit from an environment that is conducive to active learning, both indoors and outdoors.

### For Development:

- Develop the skills of middle leaders so that they can fully support the drive for improvement.



## 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](mailto:QA.Schools@khda.gov.ae)