

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

# Inspection Report 2018-2019

## GreenField Community School

11 YEARS OF INSPECTIONS

### Good

Curriculum  
IB





























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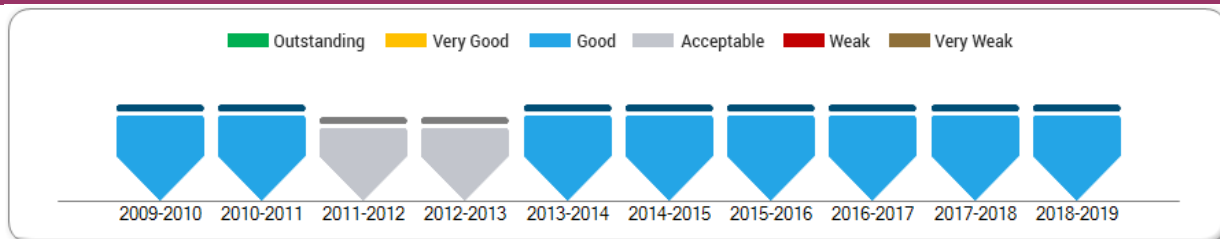
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## School Information

<b>General Information</b>	 Location	Green Community
	 Opening year of School	2007
	 Website	www.gcschool.ae
	 Telephone	+97148856600
	 Principal	Allan Weston
	 Principal - Date appointed	2/1/2018
	 Language of Instruction	English
	 Inspection Dates:	26 to 29 November 2018
<b>Students</b>	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	1270
	 Number of Emirati students	16
	 Number of students of determination	115
	 Largest nationality group of students	Arab
<b>Teachers</b>	 Number of teachers	98
	 Largest nationality group of teachers	British
	 Number of teaching assistants	36
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	1
	 Teacher turnover	15%
<b>Curriculum</b>	 Educational Permit/ License	IB
	 Main Curriculum	IB
	 External Tests and Examinations	IB DP/CP
	 Accreditation	IBO, CIS, NEASC
	 National Agenda Benchmark Tests	GL

### School Journey for GreenField Community School



## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- Attainment remains strong in English, especially in reading and speaking. Attainment in mathematics and science is generally good across the school. Steps have been taken to address lower than expected diploma results in mathematics and science. There are areas of high performance outside the core subjects. However, students achieve less well in both Arabic and Islamic education than in other subjects. Student's learning skills are developing well particularly in the Middle Years Programme (MYP).
- Students are highly motivated, eager and willing to learn. They display positive attitudes towards school and enthusiastically embrace the wide range of experiences available to them. Students are consistently well-behaved, thoughtful and respectful of one another. They are actively involved in promoting a healthy mind and body through mindfulness, participation in physical activity and choosing healthy food options.

### Provision for learners

- Teaching consistently reflects International Baccalaureate (IB) approaches, including productive collaborative lesson planning and active learning. Assessment information is systematically gathered and analysed. In many grades, the information obtained from external tests and internal assessments is not fully used by teachers to identify and address gaps in students' learning. Most teachers use questions skilfully, enabling students to engage in meaningful problem-solving, discussion and reflection.
- The IB programmes provide students with many opportunities to enhance their critical thinking and research skills. Post-16 career and further education pathways are particularly strong where the combination of the career-related programme (CP) and the diploma programme (DP) provides students with multiple routes to success. The curriculum is supplemented by a broad range of extra-curricular activities that appeal to most students' interests and nurtures their talents.
- The school provides a high level of care and support for its students. The inclusive ethos welcomes many cultures, as well as supporting students with differing language backgrounds and educational needs. While there are several opportunities to enhance the learning of students with gifts and talents, their needs are not systematically identified. Students of determination are supported well.

### Leadership and management

- The school has a clear identity as an IB school. At the time of the inspection the principal had been in post for nine months. He has implemented a methodical approach to improvement planning, in which a strategic plan identifies clear improvement priorities to be pursued at every level. The quality of middle leadership varies. While there are significant strengths, for example in leadership of the CP programme, leadership in Arabic and Islamic education requires additional support.

### What the School does Best:

- English attainment and progress in the MYP, and the development of English speaking and reading skills across the school
- The strong personal development of students, whose characters are nurtured as well as their minds
- The high level of care and support, which provides a safe and caring environment for students and an inclusive approach with effective support for students of determination
- The enrichment of the curriculum and the variety of post-16 pathways
- Effective communication with parents and their involvement in the life of the school.







### Key Recommendations:

- Systematically review Arabic and Islamic Education provision, so that teaching, assessment and curriculum combine to ensure that all students make at least good progress.
- Ensure that a greater proportion of teaching is of the highest quality, and leads to consistently higher attainment.
- Ensure that teachers use assessment data and subject content from external assessment in sufficient detail to identify gaps and raise attainment on National Assessment Parameter testing.

## Overall School Performance

**Good**

### 1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Good	Acceptable ↓
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Good	Good	Very good	Very good ↓
	Progress	Good	Good	Very good	Outstanding
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
<b>Learning skills</b>		<b>KG</b>	<b>PYP</b>	<b>MYP</b>	<b>DP</b>
		Good	Good	Very good	Good

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

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

## 3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Very good	Good
Assessment	Good ↑	Good ↑	Good	Good

## 4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Very good	Very good	Outstanding
Curriculum adaptation	Very good ↑	Good	Good	Outstanding

## 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	Outstanding

## 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			Very good ↑	

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. 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 :

#### Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.)

#### School's Progression in International Assessments

**is approaching expectations.**

- The school did not meet its targets for TIMSS and PISA in 2015 and progression in these tests is below expectations. Performance in PISA is better in English and science than mathematics. In TIMSS, boys outperform girls, whereas in PISA girls do better than boys in English and science. Progression in benchmark assessments is acceptable overall. When cognitive ability test (CAT4) results are compared to benchmark assessments in English, mathematics and science, the majority of students exceed their potential.

#### Impact of Leadership

**meets expectations.**

- The school has a detailed action plan for the National Agenda. In this context, there is a strong focus on assessment policy and practice and how these influence teaching, curriculum and student improvement in a sustained way. The robust and targeted use of assessment information to guide students towards better achievement is developing.

#### Impact of Learning

**is above expectations.**

- Critical thinking and research skills are mainly well-developed in all phases of the school. These skills are embedded in lessons through units of enquiry and extended investigations and essays. This leads to better than expected curricular links between English, mathematics, science and other subjects.

**Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.**

#### For Development:

- Improve students' progress by ensuring that full use is made of CAT4 data to match work in lessons to their learning needs.
- Ensure that improvement plans in English, mathematics and science provide clear strategies for achieving the school's N.A.P. targets.

### Reading Across the Curriculum

- The school is implementing a number of effective practices for developing students' reading skills. These are having a positive impact on most students' overall literacy skills.
- In the Kindergarten (KG), most children develop confidence and competence in reading. By the end of MYP most students are proficient and critical readers.
- Almost all students value the school library and borrow books on a regular basis. Most students are avid readers and read for pleasure and information.
- School leaders are committed to the promotion of reading across the curriculum. This is fostering in students a love of reading and the creation of lifelong readers.

### For Development:

- Formalise a whole-school plan for reading across the curriculum that brings together all the various initiatives currently being implemented across all phases.

### UAE Social Studies

- The UAE social studies curriculum is successfully integrated into the Primary Years Programme (PYP). In MYP, the curriculum is less well adapted to meet students' needs.
- Students collaborate well as they explore topics such as the adaptation of living things to desert habitats or differences in past and present lifestyles in the UAE.
- In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards for UAE social studies.
- Assessment data indicate that most students make the expected progress from their differing starting points in relation to the UAE social studies curriculum expectations.

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

### Innovation

- Students have regular opportunities to solve problems and develop their critical thinking. They are encouraged to innovate and to use appropriate technology as part of their learning.
- Students are encouraged to show initiative. Their proposals have driven the development of the house system and the adoption of a variety of activities to support wellness.
- In all phases, teachers promote students' ability to find things out for themselves. They often act as facilitators while students take responsibility for presenting the outcomes of their own research.
- The curriculum in all phases includes creative projects, where students have opportunities to develop their ideas, present their own thinking and take independent action.
- School leaders encourage and support staff and student innovative initiatives. They promote science, technology, engineering, the arts and mathematics (STEAM) activities and are developing resources to support these.

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Although students' progress is in line with expectations in all phases, progress in MYP is slightly better than in PYP. DP students make the least progress. Students in Islamic education for non-Arabs make better progress than Arabs, whose level of understanding of Arabic presents a barrier.
- Students' recitation skills are broadly in line with expectations. Although students are able to explain the meaning of verses and Hadeeth, in every phase there are weaknesses in students' ability to deduce and infer rulings. Memorisation skills are variable.
- Thoughtful lesson planning has a positive impact on the progress of non-Arabic speaking students. However, in lessons where Arabic is the medium of instruction, students' progress is affected by variable levels of competence in the language.

#### For Development:

- Align the school's curriculum for Islamic education accurately with Ministry of Education (MoE) standards in order to raise overall attainment.

#### Arabic as a First Language

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

- Inspection evidence is not consistent with the school's assessments of students' attainment and progress. Progress is slowed in PYP because not enough account is taken of students' differing starting points, while low curriculum expectations affect progress in DP.
- Students in all phases have weakness in applying correct grammatical structures. Extended writing is more developed in MYP because clear connections are made with students' experiences. In other phases, students seldom have opportunities to write at length. The use of standard Arabic in lessons is inconsistent.
- The guided reading strategy has some positive impact on a few students. However, the overall effect on improving the quality of students' reading, speaking and writing is limited.

#### For Development:

- Ensure accuracy in the assessment of students' progress and attainment over time.
- Improve progress and attainment by ensuring that in PYP full account is taken of students' differing starting points, and by ensuring that the curriculum in DP is appropriately challenging.

## Arabic as an Additional Language

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

- Although the majority of students make better than expected progress overall from their starting points, this is variable across the four language skills of speaking, listening, reading and writing. This affects the attainment of students in MYP.
- Speaking skills are underdeveloped, particularly in MYP. Writing is confined to writing familiar sentences with few students having the ability to write independently. Reading for understanding is a developing area.
- The school is developing a reading monologue as a speaking assessment tool, although its implementation is not yet systematic. As a result, alongside other assessments, it is not providing reliable information to guide teaching and to raise attainment.

### For Development:

- Ensure that assessment procedures provide reliable information on students' attainment and progress.
- Ensure there is a consistent emphasis on the development of all four language skills, particularly in the MYP.

## English

	KG	PYP	MYP	DP
Attainment	Good	Good	Very good	Very good ↓
Progress	Good	Good	Very good	Outstanding

- Most students in MYP and DP are able to communicate their knowledge and understanding confidently and clearly in lessons and in their writing. Older students collaborate very well with peers to conduct research, discuss complex issues and share their thoughts clearly.
- In KG and PYP most students' listening, reading and speaking skills develop more rapidly than their writing skills. The majority of younger students take care in their writing to spell, punctuate and use grammar appropriately.
- Most students make rapid progress in reading, speaking and problem-solving. This has a positive effect on the development of their critical thinking skills. CAT 4 and other assessment data are used effectively to check students' progress in relation to their potential.

### For Development:

- Provide more opportunities for students to develop their writing skills in lessons, with particular emphasis on spelling, punctuation and grammar.
- Provide more detailed feedback to students to help them understand what they need to do to improve.

## Mathematics

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

- Good progress over time leads to better than expected attainment in all phases. The majority of students exceed their potential in all phases. Internal assessments indicate higher attainment than the results obtained in external benchmark tests.
- In KG, children explore number and shape through purposeful play. In other phases, students develop their understanding of different approaches to calculation and of mathematical concepts connected to units of enquiry. Students' ability to solve word problems is improving, particularly in MYP.
- There is a strong emphasis in PYP on understanding key concepts and the connections between these. However, there is not enough emphasis on the application of these concepts in everyday situations. This emphasis is more apparent when carrying out mental calculations for accuracy and speed.

### For Development:

- Ensure that students are provided with more opportunities to solve problems related to everyday situations.

## Science

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

- Results in external benchmark tests indicate that attainment is below expectations. However, attainment in lessons and students' work is consistent with internal assessments that show it is above curriculum expectations.
- The development of enquiry and observation skills is inconsistent. The majority of students can make predictions and explain their reasoning. However, investigations are often too reliant on teacher support. In MYP and DP, students' ability to explain scientific methods is less secure than their subject knowledge.
- The curriculum in KG and PYP is being modified to prepare students for MYP. In all phases, opportunities for the development of critical thinking and problem-solving are increasing. In the DP phase, more regular opportunities for practical science are enhancing students' understanding.

### For Development:

- Increase opportunities for students to develop their independent investigative and research skills.

## Learning Skills

	KG	PYP	MYP	DP
Learning skills	Good	Good	Very good	Good

- Most students are enthusiastic learners and are increasingly able to take responsibility for their own learning. Students interact well and display their capacity for independent learning in most subjects. Students in MYP show a particularly mature approach to learning.
- When working independently or in small groups, students show that they are conscientious learners. Their ability to make connections between areas of learning is developing well. When given the opportunity, students are able to evaluate their own learning and that of their peers.
- The development of critical thinking, and inquiry-based learning are developing features across all phases. Students in KG and PYP access digital portals to retrieve information and develop their IB skills profile. Skills of enterprise and entrepreneurship are improving in all aspects of learning.

### For Development:

- Extend the opportunities for self- and peer-assessment by students to ensure that they have a clear understanding of the success criteria and are able to monitor their own progress.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are highly motivated, eager and willing to learn. They display a positive attitude towards school and enthusiastically embrace the wide range of experiences available to them. They are consistently well-behaved, thoughtful and respectful of one-another.
- Students have a well-developed understanding and commitment to a healthy lifestyle. They are actively involved in promoting a healthy mind and body through mindfulness, participation in physical activity and choosing healthy food options.
- Students have a strong sense of belonging as a result of positive relationships with teachers and support staff. They support and encourage one-another to achieve their potential in a safe environment and have a strong attendance record.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Very good	Very good

- Students in all phases have a secure knowledge of Islamic values. They understand these values and are able to express them theoretically and explain how they influence life in the UAE. Children in KG demonstrate, for their age, an excellent appreciation of the Islamic features of Dubai.
- Across all phases, students appreciate the culture of the UAE. They understand the history of the region and respect the heritage of the country. Students understand the importance of diversity and they show pride in their own culture and an appreciation of other cultures.
- Through assemblies and a variety of projects and celebrations, students' understanding of the wider community is deepened. Students are encouraged to develop their own ideas and to take the initiative in activities that strengthen their understanding of the wider world.

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

- Students across all phases contribute actively to the school and the wider community. They show care and consideration for others and demonstrate active citizenship when volunteering in local, national and international events or pursuing their own initiatives.
- Students demonstrate leadership in all phases, particularly in DP. Through the student council, students are encouraged to express their views, and the student leadership team provides opportunities for students to develop their leadership, management and communication skills.
- Almost all students have an age-appropriate understanding of environmental sustainability. They initiate and take part in a variety of environmentally-friendly projects, many of which provide opportunities for the development of entrepreneurial skills.

**For Development:**

- Ensure that projects continue to have a positive effect on students' personal development.

### 3. Teaching and assessment

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

- Effective collaborative lesson planning is a feature in all phases. These plans cater well for the diversity of individual student's learning needs. In the lower grades there is inconsistency in the extent to which lesson plans specify the expected learning outcomes.
- Most teachers use teaching approaches that actively engage students in learning. Skilful questioning is used to prompt student discussion and reflection. In MYP and DP, challenging questioning supports the development of critical thinking skills. Expectations of students' achievement are not consistently high in all subjects.
- The increasing involvement of students in independent and self-directed learning activities is an improving feature of teaching. Recent professional training initiatives are having a positive effect on the quality of teaching and learning across the school.

	KG	PYP	MYP	DP
Assessment	Good ↑	Good ↑	Good	Good

- The school has recently introduced sophisticated procedures for analysing internal and external assessment data as well as tracking students' progress. As a result, progress tracking in the KG and PYP has improved, and the results of internal and external assessments are becoming more closely aligned.
- All assessment data, including CAT4 measures of student potential, are analysed to identify strengths and gaps in students' progress. However, the use of this information to guide lesson planning so that work is matched to students' needs is inconsistent.
- Students' written work is corrected regularly in most subjects. However, there is inconsistency in the usefulness of the written feedback given to students. Not all marking provides students with clear guidance on how their work can be improved.

#### For Development:

- Ensure that full use is made of assessment data in lesson planning so that all students' learning needs are met.

## 4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Very good	Very good	Outstanding

- The curriculum in KG is based on the Early Years Foundation Stage (EYFS) milestones and the Kansas State standards. In the other phases the IB programmes of study provide students with a broad range of learning experiences. Post-16 students are provided with multiple pathways for success.
- The curriculum is supplemented by a broad range of extra-curricular activities that appeal to most students' interests. Cross-curricular links are fostered through trans-disciplinary projects that provide very good opportunities for students to enhance their critical thinking and research skills.
- Since the last inspection, transition between phases has improved ensuring greater continuity in learning. The school is in the process of reviewing the curriculum in the light of the first year of external GL test results being available.
- Moral education is embedded in all aspects of the curriculum and is taught in all phases.

	KG	PYP	MYP	DP
Curriculum adaptation	Very good ↑	Good	Good	Outstanding

- The post-16 curriculum is particularly well-adapted to meet the needs of students. The DP and CP are well-suited to students' diverse needs and aspirations. However, the curriculum is not fully adapted to meet Ministry of Education (MoE) requirements for first language Arabic speakers.
- The curriculum is beginning to be adapted to tackle weaknesses in students' learning that have been identified by GL benchmark tests. However, there is inconsistency in the use of this information to modify work in lessons. As a result, in many subjects, the learning objectives and expectations are the same for all students.
- A play-based inquiry approach in KG, enables continual adaptations to be made to meet children's differing needs. Students' understanding of the culture and values of Dubai is enhanced by UAE social studies, but is not fully developed in other subjects.
- Arabic is taught in KG for two 40-minute sessions each week.

### For Development:

- Ensure that the DP curriculum in Language B for students who speak Arabic as a first language is fully aligned with MoE curriculum standards.
- Ensure that students are prepared with the knowledge and skills needed in GL assessments, and fully develop their understanding of the UAE culture and society.

## 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

- The school has rigorous safeguarding and child protection procedures. All staff are aware of the child protection policy and regular training is provided. All necessary steps are taken to protect students from any form of abuse, including bullying and cyber-bullying.
- The school provides a very safe, clean and secure environment for students and staff. Buildings, facilities and equipment are maintained to a very high standard. Thorough safety checks are carried out regularly. Assigned staff attend to all issues and incidents and maintain appropriate records.
- The school promotes safe and healthy living very effectively. This has a positive effect on students' behaviour. Staff monitor the food options of students and promote awareness on the benefits of adopting a healthy lifestyle.

	KG	PYP	MYP	DP
Care and support	Very good	Very good	Very good	Outstanding

- Staff-student relationships are excellent, and there are highly effective procedures to manage student behaviour. A number of organisational changes have improved the coordination and quality of support for students.
- Improved procedures for the identification and assessment of students of determination underpin more effective curriculum modification and provision for these students. The identification and provision for students with gifts and talents are less systematic.
- Effective guidance and support are provided for students' personal, social and emotional development. Students are aware of how to access support when it is needed. There is a well-established system of career counselling. Academic and career guidance is particularly effective for post-16 students.

### For Development:

- Ensure that all students with gifts and talents are identified, so that they benefit fully from the diverse programmes and activities available in the school.

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

Provision and outcomes for students of determination

Very good

- The governors and senior leaders are fully committed to inclusion. The school welcomes applications for admission from students of determination. Provision benefits from strong leadership of inclusion and improved communication with relevant agencies.
- The identification of students of determination begins with information from parents during the admissions process. A variety of assessment procedures supplement information from classroom observations. Results of additional formal assessments are obtained from outside agencies when necessary.
- Parents of students of determination report that they feel warmly welcomed by the school. They are actively involved in the construction and review of their children's individual educational plans (IEPs), and are provided with information and support when needed.
- Relevant assessment information is used in the development of IEPs and other educational plans. Withdrawal support is provided by inclusion teachers and learning support assistants, who work directly with students in class. The quality of teacher support is generally high.
- The progress of students of determination is closely monitored. Improved procedures have led to more frequent checks by teachers and parents on students' progress in relation to the targets in their IEPs.

### For Development:

- Enhance support for students of determination by developing the skills of learning support assistants and teaching assistants.

## 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	Very good ↑

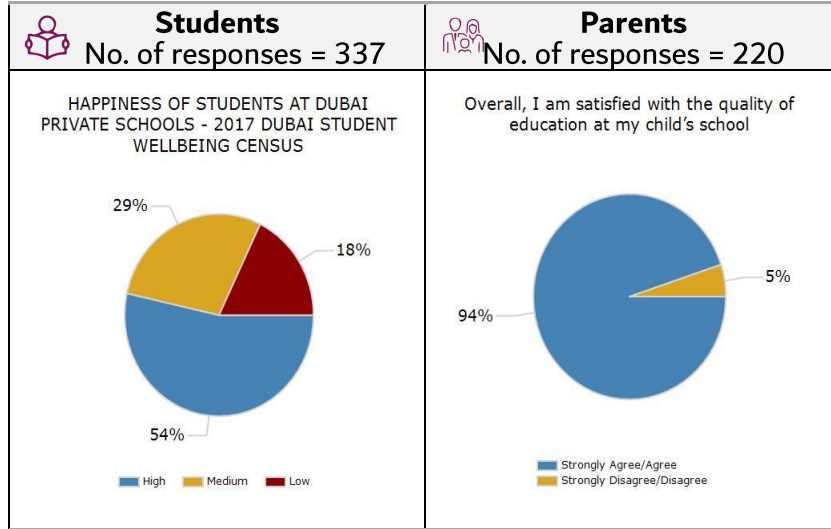
- School leaders and teachers share a commitment to IB values and approaches to learning. The quality of middle leadership varies, with leadership of Arabic and Islamic education in particular requiring additional support. Staff appreciate improvements in communication, with more open discussion and early distribution of practical information such as calendar dates. UAE priorities are included in the values of the school.
- Since leaders have a clear understanding of the school, self-evaluation is realistic. A systematic approach to strategic planning has been introduced. A five-year improvement plan includes targets for individual staff members. A regular cycle of lesson observations has not had sufficient time to make a significant impact on attainment and progress.
- Improved communication has strengthened partnerships with parents, especially in KG and PYP, where the online portfolio allows parents to view their children's work. Parents contribute to a variety of cultural events that enhance students' learning experiences. A large number of external business links provide work experience opportunities for students, and a global outreach programme offers them the chance to volunteer in a variety of projects.
- The school has two levels of governance. A senior executive board is fully accountable for the school's performance. The board initiated the new leadership structure that is well-placed to improve the performance of the school. A school advisory board provides representation from parents, community, staff and students. The advisory board acts as a 'critical friend' and supports leaders with extended community links.
- The school operates efficiently on a day-to-day basis. School resources are suitably deployed to address the diverse needs of students across all phases. Teachers and students make increasing use of technology for research and enquiry. Training is provided to address staff development priorities. This is having a positive impact on the quality of teaching and learning.



### For Development:

- Improve leadership in Arabic and Islamic education.

## The View of parents and senior students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>Survey results show that most of the students are happy, safe and have a high sense of belonging to the school. Most students indicate that they are supported and valued by their teachers who display empathy and warmth. Students have a high involvement in after-school activities. These findings are supported by the inspection.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>Almost all parent respondents are satisfied with the education the school provides for their children and are very supportive of the new leadership. Parents indicated that their children are happy and feel safe at school. An area of concern for a minority of the parents is the IB diploma results. The inspection findings support, in general, the parents' views.</li> </ul>

## What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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