

Inspection Report



Greenfield Community School

2014-2015



CONTENTS

School Information	2
Parents' Report	3
School Inspection Report	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection.....	10
Recommendations.....	10
How good are the students' attainment, progress and learning?.....	11
How good is the students' personal and social development?	14
How good are teaching and assessment?.....	15
How well does the curriculum meet the educational needs of all students?.....	16
How well does the school protect and support students?	17
How well does the school provide for students with special educational needs?	18
How good are the leadership and management of the school?	19
What are the views of the Principal, parents, teachers and students?.....	21
What happens next?.....	22
How to contact us.....	22

School information



General information

Location	Green Community
Type of school	Private
Opening year of school	2007
Website	www.gcschool.ae
Telephone	04-8856600
Address	Green Community (Dubai Investment Park) PO Box 282627
Principal	Mr Andrew Wood
Language of instruction	English
Inspection dates	23 rd to 26th March 2015



Students

Gender of students	Boys and Girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1261
Number of children in Pre-K	0
Number of Emirati students	15
Number of students with SEN	78
Largest nationality group of students	UK



Teachers / Support staff

Number of teachers	105
Largest nationality group of teachers	British
Number of teacher assistants	19
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	20%



Curriculum

Educational Permit	IB
Main Curriculum / Other	IB
Standardised tests / board exams	IB
Accreditation	IB Continuum



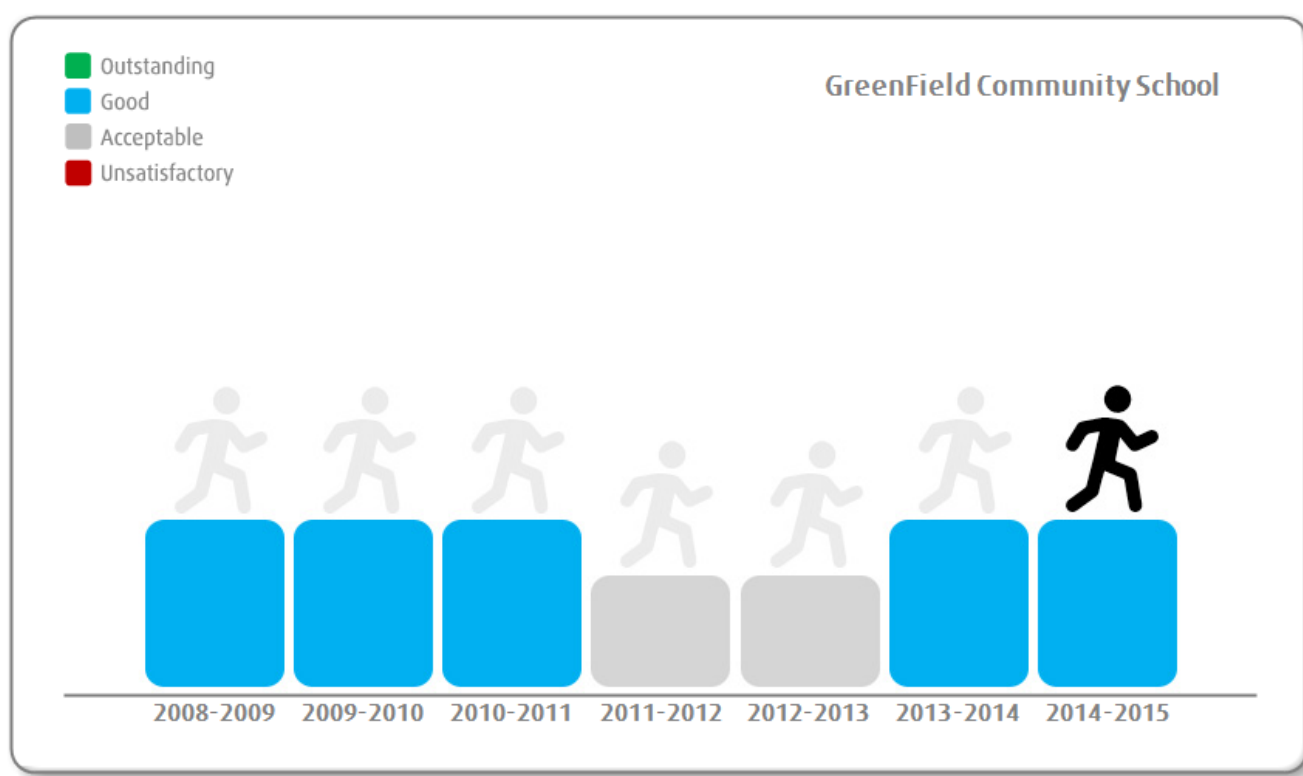
Parents' Report



Dear Parents,

Greenfield Community School was inspected by DSIB from 23rd - 26th March 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Children in the Kindergarten, demonstrated strong knowledge of Islamic values, Emirati and world cultures. They took their responsibilities in the community and for the environment very seriously.
- Students were kept extremely safe in school.
- Staff had very good relationships with all students, and behaviour was managed very well.
- The new Principal had the determination to improve the quality of education and secure the best outcomes for all students.

Areas for improvement

- Ensure the learning experience for all students is at its best in all lessons.
- Improve students' outcomes in Islamic Education in the Middle Years Programme (MYP) and the Diploma Programme (DP)
- Improve students' outcomes in Arabic as a first language in the Primary Years Programme (PYP) and the MYP.
- Improve students' outcomes in mathematics and science in the DP.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Greenfield Community School



How well does the school perform overall?

Overall, Greenfield Community School provided a 'Good' quality of education for its students.







- Children's attainment and progress were good in the Kindergarten across all subjects. They were mostly good in the PYP, and mostly acceptable in the MYP and in the DP. Most students were motivated and eager to learn. They were fully involved in their work and tried their best in most lessons. However, this was less evident in a few lessons in the Kindergarten and in a few lessons with older students in mathematics and science.
- Most students had positive attitudes to school and to learning. They were keen to learn and welcomed feedback from both teachers and their peers on how they could improve their work. Attendance and punctuality remained acceptable and the school continued to make strenuous efforts to improve both. Students fully appreciated and celebrated their own culture and the international context they lived in. They were responsible and active members of the school community and showed concern for the environment and global needs.
- Most teachers used their good subject knowledge well to promote students' learning. In a few lessons, teachers' expectations were too low and the learning activities were not challenging enough. The school had effective assessment systems in place and increasingly compared students' attainment and progress to international standards.
- The school had developed a good curriculum across all phases, incorporating all the best features of the International Baccalaureate (IB) ethos. It offered an exciting learning environment with good support for all groups of students.
- Child protection procedures were clear and followed closely by all staff to safeguard students. Students were extremely well cared for and had access to excellent healthy living provision and career guidance.
- The new Principal had re-organised the leadership team and had raised expectations for all. The processes for self-evaluation in the school were improving. The links between the parents and the community were productive and enhanced aspects of the IB curriculum. The governing board was committed to raising standards and knew the school's strengths and weaknesses well. The resources and facilities in school were appropriately varied and of good quality.

How well does the school provide for students with special educational needs?



- The dedication and hard work of the special educational needs team working with class and subject teachers resulted in a high level of focused and appropriate support.
- Lesson modifications across all phases allowed all students to access the curriculum.
- Students with special educational needs made good progress overall across the school.

1. How good are the students' attainment, progress and learning skills?

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not Applicable	Good	Acceptable	Acceptable
	Progress	Not Applicable	Good	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable ↓	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable ↓	Acceptable	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable ↑	Not Applicable
	Progress	Not Applicable	Good ↑	Acceptable	Not Applicable
 English	Attainment	Good	Acceptable	Acceptable	Good ↑
	Progress	Good	Acceptable	Good	Good ↑
 Mathematics	Attainment	Good ↓	Good	Acceptable ↓	Acceptable
	Progress	Good	Good	Good	Acceptable
 Science	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Acceptable
		KG	PYP	MYP	DP
Learning skills		Good	Good	Good	Good

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	KG	PYP	MYP	DP
Personal responsibility	Outstanding	Outstanding	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good	Good
Community and environmental responsibility	Outstanding	Good ↓	Good	Good

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	KG	PYP	MYP	DP
Curriculum quality	Good	Good	Good	Good
Curriculum design to meet the individual needs of students	Good	Good	Good	Outstanding

5. How well does the school protect and support students?

	KG	PYP	MYP	DP
Health and safety	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑
Quality of support	Good	Good	Good ↓	Outstanding

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good



School **Inspection** Report

Overall school judgement

Good

Key strengths


- Children in the Kindergarten demonstrated highly developed understanding of Islamic values, Emirati and world cultures. They took their responsibilities in the community and for the environment very seriously.
- There were excellent arrangements to ensure the health, safety and security of students in all phases.
- Staff had very good relationships with all students and behaviour was managed very well.
- The new Principal showed determination to improve the quality of education and raise students' attainment in all phases.


Changes since the last inspection

- In the Kindergarten, children's attainment in mathematics had declined from outstanding to good.
- In the PYP, students' attainment and progress in Arabic as a first language had declined from good to acceptable. Progress in Arabic as an additional language had improved from acceptable to good.
- In the MYP, students' attainment in Arabic as an additional language had improved from unsatisfactory to acceptable. Attainment in mathematics had declined from good to acceptable.
- In the DP, students' attainment and progress in English had improved from acceptable to good.
- Community and environmental responsibility in the PYP had declined from outstanding to good.
- The health and safety of students in the MYP and the DP had improved from good to outstanding.
- The quality of support for students in the MYP had declined from outstanding to good.


Recommendations

- Ensure greater consistency in the quality of teaching and learning by:
 - offering more opportunities to promote children's curiosity and creativity in the Kindergarten
 - consolidating students' reading skills in the early grades of the PYP
 - raising the levels of challenge in lessons for all students, particularly the most able.
- Raise the attainment of students in mathematics and science in the DP and in Islamic Education and Arabic languages in the MYP by:
 - improving teaching for the understanding of mathematical concepts in the MYP
 - improving the understanding of mathematical and scientific concepts in the DP
 - raising teachers' expectations of what students can achieve in Islamic Education and Arabic lessons.




 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?



KG		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good 	Good
Science	Good	Good

- In English, children demonstrated good understanding and application of the sounds that letters make. The majority were beginning to read basic words. There was a good range of opportunities for children to practice their speaking and listening skills and as a result most spoke confidently. However, opportunities for children to write in meaningful context were limited.
- In mathematics, most children could count beyond 20 and identify the properties of 2D shapes. They could describe and create patterns, estimate and describe the positions of various objects. Their number recognition skills were well developed.
- Children demonstrated good knowledge of the characteristics and needs of living organisms. They discussed the properties of different materials confidently. Progress in developing their scientific enquiry skills was slower due to more limited opportunities.

PYP		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Acceptable 	Acceptable 
Arabic as an Additional Language	Acceptable	Good 
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Good	Good



- In Islamic Education, the majority of students knew and understood the importance of Prophet Yousef's story in the Holy Qur'an. They memorised short Surahs with good recitation skills such as Surat Al Adayat and understood their meanings. The majority of students progressed well in learning the meanings of words from the Holy Qur'an.
- In Arabic as a first language, most students attained acceptable levels in listening and speaking. Their independent reading skills were limited to pre-learned words, phrases and sentences. Attainment was not higher because new students had limited vocabulary and expression in writing. Most students made acceptable progress in listening and speaking. Progress was steady in reading but writing skills were less developed.

- In Arabic as an additional language, most students attained levels that were in line with curriculum expectations. Their listening for understanding and their reading skills developed at a faster rate and they could formulate different sentences to express the meaning of a picture. Their progress in writing was slower. However, they could write a paragraph using familiar sentences.
- In English, students' reading skills were broadly in line with expectations for their age. The majority read accurately with sufficient understanding to be able to extract information from text. In writing, the majority showed variety in the use of compound and complex sentences with increased use of paragraphing to separate ideas. However, spelling, punctuation and grammar were weaker, particularly for boys. Speaking and listening skills were above age-related expectations. The development of reading and writing skills in Grade 1 was slowed because of the lack of a systematic structured programme.
- In mathematics, most students developed numerical skills above the expected level and were able to apply their knowledge, for example, using 2D shapes and measurements to design a dress. Their knowledge and use of mathematical terminology had a positive impact on their progress in developing problem solving and investigation skills.
- In science, students developed age-appropriate skills and knowledge. They demonstrated good understanding of scientific vocabulary and methods. Problem solving and critical thinking were built into most good lessons. The application of science to the real world, through the use of interesting contexts, made it both relevant and challenging and resulted in good progress.

MYP		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable 	Acceptable
English	Acceptable	Good
Mathematics	Acceptable 	Good
Science	Good	Good

- In Islamic Education, most students understood the virtues of Ramadan and the scientific miracles explained in the Holy Qur'an. Most students made progress in relating and applying Islamic concepts to their daily life.
- In Arabic as a first language, most students were able to communicate their ideas and express their views in formal Arabic with reasonable age-appropriate levels of accuracy and fluency, using a secure range of vocabulary and sentence structures. Most students could conduct a short conversation using pre-learned words about familiar topics. Their independent reading skills were limited to pre-learned words, phrases and sentences. Most students made acceptable progress in listening, speaking and reading but progress in writing was slower.
- In Arabic as an additional language, most students' listening and reading skills were better developed than their speaking skills. They understood and responded to short topic-related questions. Extensive opportunities to write resulted in better progress in their writing skills.
- In English, most students could accurately analyse challenging texts. They could discuss and explain different language forms and features, for example, engaging in well-informed discussions of themes such as ambition, treachery and conflict in 'Macbeth'. Most students understood the use of characterisation for literary effect and were able to draw on examples to illustrate their particular points. The girls' writing, in particular, was clear, with accurate use of grammar, vocabulary and sentence construction, and logical sequencing of ideas.

- In mathematics, most students attained levels that were in line with curriculum expectations and were able to apply their knowledge, for example, to design a garden using geometrical transformations or to create art using optical illusions. Students made slow progress in developing their skills in advanced algebra and their conceptual understanding of functions but the majority made good progress in problem solving.
- In science, students' attainment and progress were good. They developed a clear understanding of scientific methods through practical tasks. Real life contexts and excellent cross-curricular links were incorporated into the better lessons. Problem solving, investigation, research and critical thinking were well-developed skills.

DP		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good 	Good 
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, most students knew and understood the Battle of Mu'tah and the importance of Khalid Ibn Al Waleed for Muslims. They made acceptable progress in using the Qur'an and Hadith as a reference for their discussions.
- In English, most students demonstrated skills of literary analysis that were above curriculum expectations. In their analyses of poetry, for example, they demonstrated good understanding of moral and social issues relevant to the context in which the poems were written. Most were able to offer well-reasoned explanations for the inferences they made about the intentions of the poet and to explain the intended effects on the reader. They were capable of bringing critical perspectives to their analyses of texts. Speaking and listening skills were also above curriculum expectations. Most students participated in well-informed discussions with confidence. The writing skills of a minority of students, particularly boys, lagged behind their reading, speaking and listening skills.
- In mathematics, most students attained levels in line with curriculum expectations. They developed skills in trigonometry and basic calculus and applied their knowledge to a variety of business and art related problems. Students made expected progress in independent research but progress in developing skills in advanced algebra was slow.
- In science, attainment and progress were acceptable. A curriculum review had created more real life applications and a stronger focus on scientific skills. Students' ability to design, plan and conduct experiments and draw appropriate conclusions was developing. Progress was always better when the lessons provided challenge for all student abilities and when the learning contexts were interesting.

	KG	PYP	MYP	DP
Learning skills	Good	Good	Good	Good
<ul style="list-style-type: none"> • Most students were well motivated and eager to learn. They were fully involved in their work and tried their best in most lessons. Most students understood the assessment rubrics and as a result were fully aware of the progress they were making. • Most students collaborated well when working with others in small groups. Through offering their own ideas and listening to those of others, they demonstrated good skills as independent thinkers and learners. • In most lessons, students could confidently apply their learning to real world contexts and make connections between areas of learning. This was a particularly strong feature of learning in English in the PYP, the MYP and the DP, and in mathematics and science in the PYP. • Most students were able to find out new information from books and other sources. They used their enquiry, research and critical thinking skills effectively in most lessons. However, these features were less evident in a few lessons in the Kindergarten and in lessons with older students in mathematics and science. 				

2. How good is the students' personal and social development?

	KG	PYP	MYP	DP
Personal responsibility	Outstanding	Outstanding	Good	Good
<ul style="list-style-type: none"> • Most students demonstrated positive attitudes to school and to learning. They were keen to learn and welcomed feedback from both teachers and their peers on how they could improve. • Almost all students behaved exceptionally well in lessons and in the social areas of the school. The school was safe and orderly because school routines and values were clearly stated and observed by all. • Positive relationships were features of almost all lessons in all phases. Students enjoyed supportive relationships with their teachers and their peers. • Students were very aware of the important contribution of healthy eating and physical exercise to their health and well-being. However, a minority of students did not make healthy eating choices at lunchtimes. • Students' attendance and punctuality were acceptable and the school continued to make strenuous efforts to improve both. 				

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good	Good
<ul style="list-style-type: none"> • Students demonstrated good understanding of Islamic values. They appreciated the relevance and impact of these values on everyday life in Dubai and reflected on key messages in relation to their own lives and experiences. 				

- Emirati traditions and cultural heritage were known and understood by students who recognised their importance, relevance and value to people in the UAE.
- Students fully appreciated and celebrated their own culture. They demonstrated a mature grasp of cultural diversity and breadth from around the world.

	KG	PYP	MYP	DP
Community and environmental responsibility	Outstanding	Good ↓	Good	Good

- Students were proactive and responsible members of the school community. They influenced the development of the school through a planned range of activities, for example, an anti-bullying campaign, recycling and 'Taking care of our gardens' project. The majority of students exhibited a good work ethic.
- Most students showed concern and consideration for each other and the staff at the school. They developed a range of community initiatives to address global needs. For example, they visited and supported children in schools in Tanzania and also supported an orphanage in India by raising funds within the school.
- Opportunities for students' to demonstrate and develop their environmental awareness and action were effectively integrated into the curriculum across all phases. An active environmental club in the PYP had numerous clean up and recycling campaigns which positively impacted on the school community.

3. How good are teaching and assessment?

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

- Most teachers made effective use of their good subject knowledge to promote students' learning. However, there were weaknesses in some teaching for the understanding of mathematical concepts in the MYP and in both mathematical and scientific concepts in the DP.
- In most lessons, teachers planned relevant activities that interested and motivated students. There was a good balance of whole class, small group and individual learning. Teachers generally made good use of resources to promote active learning. However, their overuse of worksheets restricted students' creative opportunities in a few lessons in the Kindergarten and the PYP.
- Good quality relationships between adults and students was a feature of almost all lessons. In most lessons, teachers made good use of questioning to stimulate curiosity and encourage students to go further in their learning.
- In the majority of lessons, teaching strategies and the work set matched the range of students' abilities. In these lessons, teachers' expectations of students' progress and behavior were suitably high. However, in a few lessons in all phases, teachers' expectations were too low and learning activities were not challenging, particularly for the most able students.
- In the majority of lessons, teachers expected students to take responsibility for their learning and be independent learners. However, there was inconsistency in the development of critical thinking skills in a few lessons in the Kindergarten and in mathematics and science lessons across the phases.

- In Arabic, most teachers had adequate subject knowledge but there were weaknesses in understanding of how students learn in all phases. Most lesson plans showed clear objectives but these were not always matched by the outcomes. In a few lessons, the range of teaching strategies was too narrow to cater well for students' differing abilities and not enough use was made of learning technologies to stimulate students' interest and engagement.

	KG	PYP	MYP	DP
Assessment	Good	Good	Good	Good

- The school had well developed assessment systems linked to curriculum expectations. New initiatives were introduced to improve the process of recording and validating the data. This included the GCS Proactive assessment tool, developed by the school.
- The school used IBDP examinations together with international assessments such as ISA, CAT3, TIMSS and PISA for benchmarking and diagnostic purposes. Internal assessment for the MYP and the DP were internally moderated.
- Teachers recorded information linked to students' achievement and monitored their progress to identify areas of intervention. The accuracy of data interpretation and consistency of tracking required further development across all phases.
- Most teachers used assessment data to plan lessons and identify differentiation strategies. However, the use of assessment to inform teaching and ensure an appropriate level of challenge was inconsistent and did not meet the needs of all students.
- Teachers demonstrated good knowledge of students' strength and weaknesses. However, the quality of their marking, target setting and follow-up was inconsistent across all phases, hindering students' progress.

4. How well does the curriculum meet the educational needs of all students?

	KG	PYP	MYP	DP
Curriculum quality	Good	Good	Good	Good



- Curriculum quality was good across all phases. It had a clear rationale and was balanced and age-appropriate. It focused on the development of both knowledge and skills within an IB framework of social responsibility. However, it was yet to deliver a consistently good level of learning across the whole school.
- Most subjects managed progression well and this ensured continuity of student learning. Progression in the development of reading and writing skills between the Kindergarten and the PYP was slowed due to the inconsistency in skill development across phases
- The curriculum was enriched and innovative providing substantial challenge within the learning. This was particularly true of the DP curriculum with the inclusion of Theory of Knowledge, Community, Action and Service and the Extended Essay. The addition of the IB Career-related Programme (IBCP) provided an excellent, accredited vocational pathway in Phase 4.
- Clear and interesting cross-curricular links were built into the curriculum at all levels. This helped to develop a more authentic curriculum with meaningful real life contexts.
- Delivery of the curriculum provided opportunities in most subjects for creative and critical thinking, research and independent learning. The school was developing the use of learning technologies across the phases to enrich the learning experience and to encourage independent research.

- The school reviewed the curriculum regularly. Curriculum review was a continuous process of reflective evaluation. Teachers and subject teams were allocated time for curriculum planning, review and development. However, the low attainment levels in mathematics were not yet in line with IB grade level curriculum expectations.
- The Arabic as a first language curriculum was based on the Ministry of Education (MOE) regulations. In addition, the curriculum had been enhanced with additional resources. Further improvements required more use of learning technologies and clearer real life applications.

	KG	PYP	MYP	DP
Curriculum design to meet the individual needs of students	Good	Good	Good	Outstanding


- The curriculum had been modified for different groups of students, for example, English as an additional language (EAL) and students with special educational needs (SEN), allowing these students to access the full curriculum. EAL and SEN support was good and a programme was also being developed for gifted and talented students. The level of challenge for the most able students in certain subjects was too low.
- The school had introduced a broad range of options in the DP and the MYP courses based on student choice. The option of the IBCP enriched the curriculum and provided an alternative pathway beyond the MYP. This ensured all students could prepare well for their chosen careers.
- There was an extensive extra-curricular programme available to support the needs, interests and aspirations of the students. It enriched their educational experience and was well attended. Community and charitable activities demonstrating social responsibility were integral to and supported the ethos of the school. They played a key role in the mandated Community, Action, Service programme in the MYP and the DP. PYP students were also very active in extra-curricular and community activities.
- Children in the Kindergarten received two forty-minute lessons in Arabic as a first language. The teachers were enthusiastic and had modified the curriculum by mapping it to the IB programme.

5. How well does the school protect and support students?

	KG	PYP	MYP	DP
Health and safety	Outstanding	Outstanding	Outstanding 	Outstanding 

- All teachers and staff were aware of the child protection policy and procedures. The school had a very effective internet and social media protection policy.
- Arrangements for students' arrival and departure on the school buses or when picked up by parents were excellent. The school buildings and premises were safe and clean, and students were very well supervised at all time in the corridors and during break times. Maintenance contracts and swimming pool checks were up to date.
- The school had a very thorough system to ensure students' health and safety, including records of accidents, fire drills and students' medical files with the nurses.
- The school building and premises were well equipped to meet the needs of all students.
- The school was promoting healthy food choices and healthy living amongst all students.

- During the inspection, a few issues were identified by the inspectors and quickly rectified by the school. These included obstacles in front of the fire extinguisher cabinet and the library fire exit being locked.

	KG	PYP	MYP	DP
Quality of support	Good	Good	Good 	Outstanding

- Teachers and students had good relationships and respected one another. Behaviour was well managed across all phases.
- The school had effective systems to promote good attendance and punctuality, including contacting parents when necessary.
- The school had an inclusive policy and welcomed students with special educational needs. The processes to identify individual student needs were well developed. However, interventions were not always implemented promptly due to limiting factors in the deployment of special education needs staff.
- Efficient systems and continuous professional development for staff ensured that all students with special educational needs made good progress in their learning.
- The school had good systems and well qualified staff to provide the necessary personal, academic and career support to students. Career support had been further developed to assist students in making good choices when progressing into IBDP or IBCP.

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good

- The special educational needs coordinator was highly capable and was well placed to drive the quality of provision to the next level. However, lack of investment in resourcing and prioritisation from senior leaders and governors had restricted her impact.
- Detailed school policies of inclusion and the successful integration of students with special educational needs into the mainstream school facilitated identification and support.
- The school had outstanding relationships with parents of students with special educational needs.
- The school modified its curricula across all phases of the school to meet the needs of all students.
- The school had effective support and counselling systems to encourage students with special educational needs into the most suitable subjects and course in order to achieve the most successful outcomes. As a result, they made good progress.

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> • A new Principal had been appointed in September 2014 and had introduced a new vision based on high expectations for all. • Leaders shared responsibilities strategically. This was a pivotal year and the new leader had succeeded in ensuring stability. New appointments had been made to replace existing leaders and future appointments for the next academic year included new leaders in all phases. • Communication was good at all levels. Staff and students had a clear sense of direction. • The effectiveness of leadership teams varied, particularly in the PYP and the Kindergarten. • Overall, school leaders had demonstrated the capacity to improve. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • There was a collegiate approach to self-evaluation with good vertical monitoring and reporting systems in place. • Lessons had been learnt from previous inspections and a more accurate evaluation of the school's strengths and weaknesses was presented to the inspection team prior to their visit. • Good processes were in place to evaluate the school's performance overall. The new Principal was sharp and focused. He already knew the school well and had a dynamic approach to school improvement. • Leaders demonstrated a good understanding of the DSIB framework when evaluating lessons. Evaluation of teaching and learning led to the identification of teachers who needed additional support. • The school had become data rich. The data systems were growing rapidly in school but it was unclear how the accuracy of the continuous assessment data gathered by teachers was measured during lesson observations, particularly the scrutiny of exercise books in the PYP. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • Links with parents were productive. Parents supported the school and the students during career events, student-led initiatives, fundraising and workshops. For example, they ran reading workshops in the PYP and one parent, a nutritionist, led workshops for students about healthy eating. • Communication was constantly improving as the school used a variety of tools to reach more parents. Through their survey responses and at their meeting with the inspectors, parents shared their satisfaction overall but also their belief that the school communicator system was not consistently used. • The school provided regular reports to parents about their children's attainment and progress. • Links with the wider community were effective and purposeful. Key community stakeholders played a major part in students' outcomes, particularly through their CAS and work experience. 	

	Overall
Governance	Good
<ul style="list-style-type: none"> • The governing board was self-critical and played a major part in the school self-evaluation process. They sought the views of the parents and had parental representation on their board. • The governing board held the leadership team to account and new appointments indicated they were serious about eradicating poor practice. • Different stakeholders on the governing board supported the Principal's vision of raising standards in the school. However, during the inspection, it appeared that their advisory board had not gathered an accurate evaluation of the PYP work scrutiny. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • The day-to-day management of the school was good and all areas of the building were well supervised. • Most staff held appropriate qualifications, had good training and were deployed effectively. However, the special educational needs coordinator had limited time to further develop the provision. • The school had adequate sports' facilities, two libraries and specialist subject laboratories for science. However, there was a lack of technicians to fully supervise the laboratories. • Learning resources were available in all classrooms and used effectively by most teachers and students. The use of e-learning enhanced the learning experience for most students in the best lessons observed. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	284	34%
	Last year	319	44%
 Teachers	82		73%
 Students	100		72%

- A minority of parents and the majority of teachers and senior students responded to the survey.
- The majority of parents were satisfied with the quality of education provided for their children and felt that the inspection process had led to improvements. Most understood the school's performance well due to external and internal assessment data.
- The majority of parents felt that their children were making good progress in English, mathematics and science but not in Islamic Education and Arabic as a first language. However, students disagreed, feeling that they were not making enough progress in Arabic, English, mathematics or science. A large portion of the parents and students commented on the importance of raising achievement in Arabic and Islamic Education.
- The majority of parents believed that the school offered a good range of subjects and extra-curricular activities, and an appropriate range of resources, including learning technologies, to provide children with good learning skills.
- Most parents thought that the school was led well and that the new Principal listened to parents and acted on their views.
- Most felt that their children were safe in school and that the school dealt with bullying effectively.
- Most parents felt that the school accepted and provided good support for students with special educational needs.
- Most teachers agreed that their school was led well and that there were clear systems in place to regulate their salaries, increments and incentives.
- Most students said they felt safe, well looked after and treated fairly in school.

*The percentage of responses from parents is based on the number of families.

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

How to contact us

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