

INSPECTION REPORT

2022-2023



FAIRGREEN INTERNATIONAL SCHOOL L.L.C

IB CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	The Sustainable City
	Opening year of School	2018
	Website	www.esoeducation.com
	Telephone	048754999
	Principal	Edward Charles Pearce
	Principal - Date appointed	8/1/2021
	Language of Instruction	English, Arabic
	Inspection Dates	27 February to 02 March 2023

STUDENTS

	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	883
	Number of Emirati students	8
	Number of students of determination	90
	Largest nationality group of students	UK

TEACHERS

	Number of teachers	85
	Largest nationality group of teachers	UK
	Number of teaching assistants	42
	Teacher-student ratio	1:10
	Number of guidance counsellors	3
	Teacher turnover	8%

CURRICULUM

	Educational Permit/ License	International Baccalaureate (IB)
	Main Curriculum	IB
	External Tests and Examinations	IBDP
	Accreditation	IBO

School Journey for FAIRGREEN INTERNATIONAL SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

- Students' achievements in the Diploma Programme (DP) are mostly very good in mathematics and science and in many other IB subjects. Achievement in English is good. In the Primary Years Programme (PYP) and Middle Years Programme (MYP), achievements are mostly good in English, mathematics and science, but only acceptable in Islamic education and Arabic. In the Kindergarten (KG), achievement is good, particularly in KG1. Students of determination make very good progress towards their learning goals.
- Students have responsible attitudes, are sensitive to the needs of others and work well together. They mostly make healthy lifestyle choices and celebrate both Emirati and wider world cultures. They show leadership and enterprise skills, with a focus on sustainability, which is a core feature of the school. Students participate in a variety of programmes supporting the environment and the local community.

PROVISION FOR LEARNERS

- Teachers in KG1 create interesting learning environments. Across the school, teachers' interactions with students are very positive, and some teachers are skilled at leading class discussions. However, learning activities are at times insufficiently personalised. Teachers of mathematics and science develop students' problem-solving skills well. In English lessons, teachers encourage students' critical thinking. Teaching and assessment are strongest in Post-16, where very high expectations and the exchange of ideas engage students in challenging work and lively discussions.
- The curriculum offers a balance of knowledge, skills and understanding from Grade 1 to Grade 12. This promotes innovation and aligns with the school, IB and UAE national visions. Teachers adapt the curriculum to meet the needs of most students, particularly those of determination. Older students access a sufficiently broad range of subject choices. An appreciation of Emirati culture and the UAE society is embedded in the curriculum. Many initiatives harness students' innovation skills beyond the classroom.
- The school excels in risk management, safeguarding and implementing anti-bullying measures. There are clear policies and procedures to identify students of determination. Healthy lifestyle choices are promoted well, and there are healthy food items available in the canteen. Behaviour is well managed, and students' attendance is monitored closely. Careers guidance has recently been improved, and pastoral counselling is strong. The school environment is safe, hygienic and well supervised.

LEADERSHIP AND MANAGEMENT

- Leaders are committed to ensuring the highest standards of inclusion and wellbeing. Staff morale is high. A shared vision of high-quality international education is underpinned by global sustainability themes. The monitoring of teaching and learning is robust, accurate and informs professional training. The school's self-evaluation is not entirely accurate. Parental engagement is high, and there are effective communication and progress reporting procedures in place. Excellent governance enhances the school's academic and social outcomes.

The Best Features of The School:

- Students' excellent personal and social development and academic achievements
- The excellent provision for the health and safety of the school community, and the safeguarding of students
- The very strong care and support and the promotion of wellbeing
- The well-led and governed school, with highly engaged parents
- The accurate procedures for monitoring teaching and learning, leading to effective teacher development.

Key Recommendations

- Identify and share best practice in lesson planning, teaching and learning.
- Improve students' rates of progress and attainment in Islamic education and Arabic.
- Ensure that in all lessons, teachers:
 - plan to address the learning needs of individual students
 - use questions skilfully to promote students' critical thinking.

Overall School Performance

Good

1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Acceptable	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	Acceptable	Acceptable	Not applicable
 English	Attainment	Good ↑	Good ↑	Good ↑	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good ↑	Good ↑	Good ↑	Good ↑
	Progress	Good	Very good ↑	Good	Very good ↑
 Science	Attainment	Good ↑	Good ↑	Good ↑	Very good ↑
	Progress	Good	Very good ↑	Good	Very good ↑
Learning skills		KG	PYP	MYP	DP
		Good	Good	Good	Very good ↑

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Outstanding ↑
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	Very good ↑
Assessment	Good	Good	Good	Very good ↑

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Very good ↑	Very good ↑	Very 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	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑
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	Very good ↑
Management, staffing, facilities and resources	Very good ↑

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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 :](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	meets expectations	No data

- International assessments show very strong improvement in the TIMSS 2019 test results against the Grade 8 targets for both mathematics and science. In Grade 4, the school missed the targets in both subjects. Progression from year-to-year in the Granada Learning (GL) progress tests is strongest in English and science, particularly in PYP, but it is weaker in mathematics in both PYP and MYP.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- School leaders are committed to the UAE's National Agenda goals. The National Agenda action plan is thorough but lacks expectations for teachers' use of reading data or targets for international assessments, including those for Emirati students. Data from all sources are used well by leaders to identify and close curriculum gaps. Data are less effectively used by teachers to target the specific needs of individuals and groups of students.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	Not applicable

- Teachers are provided with the Cognitive Ability Test 4 (CAT4) and GL data to guide their lesson planning. Not enough use is being made of this information to help increase the number of students reaching the minimum reading expectations. Science students demonstrate strong critical thinking skills, but opportunities for students to develop and apply these skills are inconsistent in other subjects.

Overall, the school's progress toward achieving its National Agenda targets meets expectations.

For Development:

- Ensure that the National Agenda action plan includes measurable goals for developing students' reading literacy and progress in international assessments.
- Increase the opportunities for students to develop critical thinking skills in all subjects.

Wellbeing

The quality of wellbeing provision and outcome is at a very high level.

- The commitment of the director, governors and senior leaders towards wellbeing is unwavering. The school's established ethos places significant emphasis on wellbeing through its policies and procedures. These provide clear guidance on the paramount importance of wellbeing for the happiness, health, care and success of all stakeholders. Leaders analyse a range of data to identify areas for improvement, ensuring a positive environment for all members of the school community.
- The wellbeing team, comprising leaders, teachers, counsellors and career officers is proactive and approachable. It offers support to any member of the school community in need of academic, pastoral or career related assistance. The school provides an extensive induction process for new teachers. Older students mentor younger ones and lead the students' wellbeing committee. The curriculum emphasises the development of empathy, positive relationships, mindfulness and commitment to various activities that promote wellbeing.
- Wellbeing is a pervasive element of the school's pastoral care curriculum and support systems. The school adapts its work and support for students of determination well, building their confidence to achieve personal success. Curricular activities provide students with opportunities to develop teamwork and service to the community. Students learn about the link between a healthful and sustainable diet, exercise, sleep and optimal health. The school places high value on its students, entrusting them with the use of many small study and relaxation areas, fostering independence and responsibility.

UAE social studies and Moral Education

- The UAE social studies and moral education curricula are taught in English as an integrated course using the Ministry of Education (MoE) standards. Where aspects of the course do not fully align with IB units of inquiry or integrated humanities, discrete lessons are taught to ensure full coverage of the curriculum standards.
- From KG to Grade 10, students have at least 50-minutes of social, moral and cultural studies each week. The teaching of these areas is usually engaging. The development of learning skills and cross-curricular links feature strongly. Assessments take place at regular intervals, and students' attainment is recorded and shared with parents.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' skills in the memorisation of the Holy Qur'an and their knowledge of Islamic values are evident in PYP. Students in the upper phases have more secure knowledge of the Seerah and Islamic laws. Students use success criteria well, and their learning is assessed through rigorous procedures.
- Across all phases, most students are able to demonstrate adequate knowledge of the Islamic faith. Involvement in a range of Islamic activities is developing many students' recitation skills.
- Students demonstrate the ability to apply what they have learned to everyday situations. However, their ability to cite supporting evidence from the Holy Qur'an and Hadith is underdeveloped.

For Development:

- Develop students' abilities to support their answers by evidence from the Holy Qur'an and Hadith.
- Consolidate students' recitation skills across all phases.

Arabic as a First Language

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

- The quality of Arabic language skills among students is in line with the expectations set by the MoE curriculum. Students across both phases demonstrate improving proficiency levels in their speaking, reading and writing skills.
- In PYP, students reflect on story events and relate them to their personal experiences. In MYP, they broaden their knowledge and understanding through informational texts. Speaking skills are developing well and in MYP students are able to write descriptively at adequate levels.
- The progress made in some grade levels is attributed to improvements in teaching and assessment practices. However, these strategies have not consistently enhanced the development of students' language skills across all grades.

For Development:

- Improve students' abilities to speak accurately, using modern standard Arabic.
- Increase opportunities for students to learn independently across both phases.

Arabic as an Additional Language



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

- Students across both phases are meeting the curriculum expectations, as evidenced by their internal assessment results, recent work and lesson performance. In both phases students are making similar progress towards achieving their goals in reading and listening comprehension, as well as their speaking skills.
- Students in both phases are developing their reading comprehension and writing skills, with steady progress in reading and listening, albeit at a slower pace than when speaking and writing. Most students have developed a wide range of vocabulary and can write sentences and paragraphs about their personal experiences.
- Recent teaching developments and an ongoing focus on reading have enhanced some areas of provision, particularly for students' reading and comprehension skills.

For Development:

- Ensure that students are consistently challenged to think critically about what they read.
- Develop students' independent learning skills consistently across both phases.

English

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

- Children in KG speak with confidence and maturity for their ages. Increasing phonics knowledge supports them in their early reading, along with frequent opportunities to share stories. Children's writing skills are emerging.
- Across all phases students' spoken English develops well. Students express themselves orally with increasing confidence and precision. Writing skills are the least developed literacy skills. Students have opportunities to write in a range of styles and for different purposes, but less often at length. Spelling, grammar and punctuation are improving but remain a priority for further work.
- Since the last inspection, the development of students' reading skills has been a focus. Appropriate strategies have helped improve students' reading, especially in PYP. In MYP, a few students are not reading at the expected levels.

For Development:

- Encourage students to write longer pieces, especially in PYP.
- Improve the accuracy of students' spelling, punctuation and grammar.

Mathematics

	KG	PYP	MYP	DP
Attainment	Good ↑	Good ↑	Good ↑	Good ↑
Progress	Good	Very good ↑	Good	Very good ↑

- Students' attainment and progress is demonstrated by their ability to meet appropriately challenging learning activities, particularly in KG1 and DP. However, learning activities are not always challenging enough for the most able students from KG2 through to Grade 9.
- The support provided for lower achievers and students of determination is enhancing their progress. The regular monitoring of students' progress and adjustments to teaching allow almost all students to find success in lessons. However, there are not enough opportunities for students to develop critical thinking.
- Assessment data are effectively used to identify students who need additional support, but interventions that address their weaknesses are inconsistently applied. Teachers' feedback in mathematics notebooks, particularly in MYP, is insufficiently diagnostic to ensure that students make progress.

For Development:

- Ensure that in all lessons, the work provided for the most able students is appropriately challenging.

Science

	KG	PYP	MYP	DP
Attainment	Good ↑	Good ↑	Good ↑	Very good ↑
Progress	Good	Very good ↑	Good	Very good ↑

- Practical science is a key focus throughout the school, resulting in the majority of students from KG to Grade 10 exceeding the curriculum expectations. In Grades 11 and 12, students are performing even better. Students make rapid improvements in their understanding of science during lessons.
- Students at all levels are increasingly involved in designing, conducting and evaluating experiments in everyday contexts. These activities reinforce their factual and conceptual understanding. This approach fosters research skills, critical and creative thinking, problem-solving and scientific literacy from KG onwards.
- There is ample time allocated to carry out investigations, such as identifying and explaining floating objects in KG or executing complex enzyme investigations in DP biology. Students' achievements across the school are continuously improving.

For Development:

- Ensure that discussions of scientific investigations require students to be analytical and creative in devising strategies for improvement.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Good	Good	Good	Very good ↑

- Students thoroughly enjoy their lessons and are willing to take responsibility for their own learning. In mathematics and science, they work collaboratively and purposefully. In Islamic education, interactions are limited because of students' restricted Arabic language skills. Students in DP exhibit independence and motivation in their work.
- Technology is regularly used to access learning materials and conduct basic research. Students routinely use it in science lessons to record, analyse, and evaluate data. Opportunities to use technology in KG are inconsistent.
- There has been an improvement to students' problem-solving skills across the school. The development of critical thinking varies across different subjects and phases. Innovation and enterprise are regular features of English and science lessons, particularly in MYP and DP.

For Development:

- Increase the opportunities for students to develop critical thinking, innovation and enterprise skills.

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

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

- Across the school, students behave exceptionally well. They demonstrate responsible attitudes toward school and learning. Students are sensitive to the needs of others and display a clear understanding of safety. In DP, students are particularly mature, confident and collaborative.
- Students enjoy positive relationships with one another and with their teachers. Students' respectful and considerate behaviour make a significant contribution to the school's calm and purposeful learning atmosphere.
- Students work well together to resolve differences. Their understanding of the value of healthy eating and maintaining active lifestyles is exemplified by their mostly good food choices and their participation in a range of physical activities.

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

- Students in the upper grades have clear understanding and appreciation of how Islamic values influence society in the UAE. They thoughtfully put into practice values such as tolerance and concern for the wellbeing of others.
- Students demonstrate strong understanding and appreciation of Emirati culture. Children in KG have a developing awareness of the features of Dubai. In the upper grades, students can discuss in depth the heritage and customs of the UAE through the ages.
- Students have good awareness and appreciation of their own cultures, which they can compare with that of the UAE. Across all phases, students are interested in learning about other cultures, and their knowledge of the wider world is improving.

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

- Across all phases, students are productive and responsible members of the school community. As volunteers, they initiate and lead activities that have positive effects on the school.
- Students display entrepreneurial skills as they sell vegetables grown in the Fairgreen Fresh Garden. Innovation is linked to sustainability by making bags made from recycled clothes and designing solar panel powered transport.
- Most students are passionate about their stewardship of the planet. Sustainability is a core feature of the school. Students participate in the Urban Farming programme and support the Community Bee conservation project.

For Development:

- Improve students' understanding of the role and values of Islam in society in the lower grades.

3. Teaching and assessment

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

- Teachers establish positive interactions with their students that lead to effective learning experiences. They possess secure subject knowledge and a clear understanding of how students learn. The learning environment in KG1 is thoughtfully designed to support enquiry-based learning.
- Although there is a common lesson planning format, the implementation of the plans is not always consistent. Teachers' lesson introductions occasionally take too much time. Problem-solving is regularly included in lesson plans, but the development of students' critical thinking skills is not a feature in many lessons.
- Most teachers use effective strategies to meet students' needs and provide appropriate support. However, some lessons offer insufficient challenge, particularly for the high achieving students. Teachers' questioning skills are effective and usually promote students' deeper thinking. High-quality dialogue in many DP lessons engages students well.

	KG	PYP	MYP	DP
Assessment	Good	Good	Good	Very good ↑

- Internal assessments of learning are valid and reliable. The transition from the assessments used in KG1 to those used in KG2 is uneven. Internal assessment data are best used in DP to influence teaching and enhance students' progress.
- Leaders conduct rigorous analyses of external assessment data to identify gaps in learning then modify the curriculum. Teachers are less effective when using the data, alongside internal evidence, to adjust their teaching to meet the needs of all students.
- The school has recently adopted the IBT benchmarking tests in Arabic and the NGRT reading assessments. These, together with the previously established progress tests, provide all teachers with a comprehensive profile of students' academic potential and achievements.

For Development:

- Ensure that there is greater challenge for the highest achieving students in all lessons.
- Ensure that all sources of information are used to identify and address any gaps in students' learning.

4. Curriculum

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

- From Grades 1 to 12 the curriculum offers students a balance of knowledge, skills and understanding. The curriculum promotes innovation and challenge and aligns well with the IB and UAE visions.
- Subject choices for older students in DP and the Careers Related Programme are adequate. Students may choose from a range of topics, activities and presentation methods within subjects to address their talents, interests and aspirations.
- Global sustainability is a theme of the school’s vision and a thread that runs through the curriculum. Regular reviews ensure that the curriculum meets students’ academic and personal development needs and prepares them well for their next phase of education.

	KG	PYP	MYP	DP
Curriculum adaptation	Good	Good	Good	Good

- Across the school, teachers successfully modify the curriculum to meet the needs of most groups of students, particularly students of determination. Initiatives to enhance the learning of students with gifted and talents are underdeveloped.
- The interesting curriculum motivates most students to learn, particularly in science lessons. Initiatives such as ‘Fairgreen Fresh’ in Grade 4 and internships in the Careers Related Programme and service-learning projects such as the ‘Thrift for Good’ in DP, harness students’ innovative skills and creativity beyond their daily lessons.
- Knowledge and understanding of Emirati culture and UAE society are embedded in the curriculum through the PYP Units of Inquiry and the social studies and moral education lessons. Students have opportunities outside their lessons to strengthen their understanding of the UAE through participation in national events and celebrations.
- Arabic is provided for 40 minutes a week in KG1 and for 80 minutes a week in KG2.

For Development:

- Review the KG to Grade 10 curriculum to deliver authentic PYP and MYP integrated learning experiences.
- Provide more opportunities for innovation and creativity in a wider range of lessons.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The school has excellent safeguarding and anti-bullying procedures that are communicated clearly to everyone. The school maintains detailed and well understood policies concerning all aspects of the protection and care of students.
- The school environment is secure, safe and hygienic. The building is accessible to all and well maintained, and exit routes are clearly signposted. The supervision of students, including when on school transport, is very effective. General safety checks are regular, and procedures for risk management are rigorous.
- The promotion of personal safety and healthy living is highly successful. Aspects of healthy living are systematically built into the daily life of the school. The school provides a wide range of activities that help students make healthy lifestyle choices.

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

- Teachers' positive relationships with students, ensure a supportive learning environment. The school effectively manages behaviour, with rigorous monitoring of attendance and punctuality at the start of the day and at the start of lessons.
- The school has effective systems in place to identify students of determination, resulting in the creation of accurate individual education plans (IEPs) with appropriate short term academic and developmental goals. Curriculum modifications and adaptations are tailored to each student's needs to maximize their progress.
- The school has newly developed assessment procedures to identify and enhance the provision for students with gifts and talents. The recently established careers guidance program is benefiting older students and those needing to make career choices. Personal guidance and counselling are strong aspects of the school's support for students.

For Development:

- Strengthen the provision for students with gifts and talents so that they can fully realize their potential.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- A governor, an inclusion champion and the leader of inclusion work to provide the best possible education for students with diverse needs. Their commitment to the department's aims is reflected in a detailed development plan that guides improvement, based on accurate self-evaluation.
- Starting from KG, a range of assessments is used to accurately identify students' needs. The analysis of the findings supports the creation of student profiles and IEPs. The focus of these plans is on reducing each student's main barrier to learning.
- Parents are very positive about the inclusive nature of the school and are delighted with the support their children receive. The highly effective home-to-school communication results in the positive engagement of parents and ensures they have accurate understanding of their children's needs.
- Adaptations to the curriculum are increasingly effective, with support tailored to students' individual needs. Good use is made of high-quality resources. Accommodations include the provision of group and individual teaching. Parents and students are fully involved in the reviews of the IEPs.
- Termly assessments of academic and personal progress provide evidence of mostly very good progress in relation to students' learning goals. The high concern for their wellbeing is enabling students to become increasingly confident and resilient. They can take on increasingly challenging tasks.

For Development:

- Ensure that teachers consistently implement the accommodations listed in the IEPs in all lessons.

6. Leadership and management

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

- All school leaders demonstrate strong commitment to professional competence and the best educational practices. Leaders ensure compliance with regulatory requirements and successfully address the UAE's national improvement priorities, such as inclusion and wellbeing. Teaching teams work together very well to raise students' achievements in most subjects. The school has a shared vision of high-quality international education rooted in sustainability themes. Staff morale is very high.
- Leaders implement a collaborative approach to evaluating the school's performance. They accurately evaluate the effects of teaching on students' progress. Improvement plans are coherent and mostly linked to the priorities identified through the self-evaluation process. However, their checks on the effective implementation of improvement plans are inconsistently documented. Internal judgements may be inaccurately aligned to the School Inspection Framework. Progress has been made in addressing most of the recommendations made in the previous inspection report.
- The school successfully engages parents as partners in their children's learning and school life. Communication is very effective, and parents are well informed about their children's learning and development through frequent reports. The school's sustained social contributions include highly effective local and national partnerships. These positively affect students' learning and personal development.
- The governing board seeks and values contributions from all stakeholders. This enhances their detailed knowledge of the school. Governors very effectively monitor and hold senior leaders accountable for the educational provision and students' achievements. They ensure that the vision of a school rooted in sustainability is realised. Governors ensure that all statutory requirements are met and that sufficient resources are available to support learning.
- Leaders very effectively manage all aspects of the school's daily operations, which are well planned and very efficient. The school has appointed well qualified, experienced teachers who receive regular and personalized professional training. The very high quality and well-resourced premises, including the specialist facilities, are accessible to all and provide stimulating environments for teaching and learning.

For Development:

- Improve the accuracy of self-evaluation and ensure it is aligned to the UAE School Inspection Framework.
- Ensure that all evaluations of progress in the implementation of school improvement plans are well documented.

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