

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

GOOD

دبي  
المعرفة Knowledge

## INSPECTION REPORT

2017-2018

GreenField  
Community  
School

Celebrating  
10 years of  
inspections

GREENFIELD COMMUNITY SCHOOL

IB CURRICULUM

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## School information

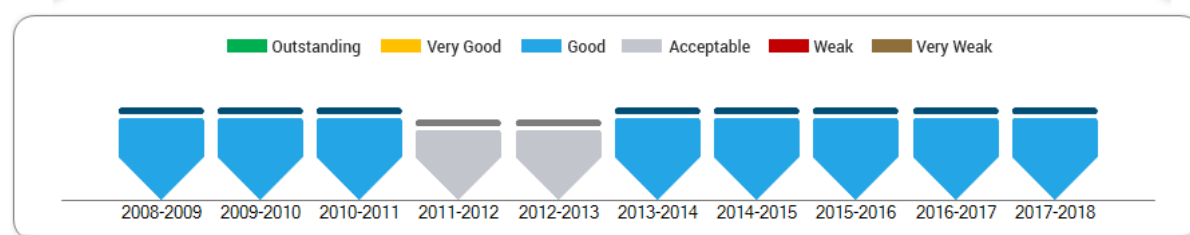
General information	
Location	Green Community
Type of school	Private
Opening year of school	2007
Website	www.gcschool.ae
Telephone	0097148856600
Address	Green Community, Dubai Investment Park, PO.Box 282627
Principal	Andrew Wood
Principal - Date appointed	8/14/2014
Language of instruction	English
Inspection dates	13 to 16 November 2017

Teachers / Support staff	
Number of teachers	102
Largest nationality group of teachers	British
Number of teaching assistants	37
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	29%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1- Grade 12
Number of students on roll	1280
Number of children in pre-kindergarten	0
Number of Emirati students	11
Number of students with SEND	94
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	IB
Main curriculum	IB
External tests and examinations	IBDP, IBCP, BTEC
Accreditation	CIS, NEASC and IBO
National Agenda benchmark tests	IBT

### School Journey for Greenfield Community School



## The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

## Summary of inspection findings 2017-2018

**Greenfield Community School** was inspected by DSIB from 13 to 16 November 2017. The overall quality of education provided by the school is **Good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The leadership team, including newly appointed heads of primary and secondary, has a clear vision for the school. The team is supported by an effective governing body which acts quickly and effectively on the inspection recommendations. Relationships with the parents are very good.

### Students' achievement

Students' progress in Arabic is good across all phases. Their achievement is improving in English, mathematics and science. Achievement in English in both the diploma and careers-related programmes (DP/CP) is outstanding. Achievement across all subjects in the Kindergarten (KG) is good. Learning skills are good or better across all phases.

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

Students' personal and social development is outstanding across the school. Across all phases, their understanding of Islamic values and of Emirati and wider world cultures is very good. Students often act on their own initiatives. Their sense of responsibility and participation in the wider community are outstanding in DP/CP.

### Teaching and assessment

Teaching is at least good across all phases and better in MYP. However, in the KG and PYP, assessment remains acceptable. Assessment practices are better in MYP and DP/CP where students' progress is more effectively monitored through the use of CAT4 data.

### Curriculum

Curricular provision across all phases is at least very good. In the DP/CP it is outstanding. Here students access a broad-range of subjects and qualifications, including the full diploma, the careers-related award and a suite of BTEC qualifications. For senior students, the provision for counselling on future pathways is highly effective.

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

Students feel safe and well cared-for by the school. There is an inclusive ethos in the school and students with SEND and those who have EAL are particularly well supported. Students with gifts and talents are not always sufficiently or effectively challenged to develop their potentials

### What the school does best

- Students' personal development is outstanding across the school. Their understanding of Islamic values and world cultures, their social responsibility and innovation skills are all very good and better, across the school.
- The school has an inclusive ethos. Students with SEND are particularly well supported and, as a result, are able to make valuable contributions to the life of the school.
- The curriculum for the careers-related programme (CP) and the diploma programme (DP), alongside the curriculum adaptations, meet the needs of almost all students exceptionally well.
- The students' attainment and progress in English in DP/CP is outstanding.







### Key recommendations

- Ensure that there is greater consistency in the effective implementation of IB approaches to teaching and learning. Teachers should plan more consistently for a contextualised, inquiry-led approach when developing students' thinking and research skills.
- Evaluate student progress more reliably in Kindergarten and Grades 1 and 2 of the Primary Years Programme (PYP), benchmarking against age-appropriate curriculum-based learner outcomes.
- Improve attainment and progress, in Islamic education through a better alignment of teaching strategies to the needs of all students.

## Overall School Performance

Good

### 1. Students' Achievement

		KG	PYP	MYP	DP/CP
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	Good	Good ↑	Good ↑
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	Outstanding ↑
	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
		KG	PYP	MYP	DP/CP
Learning skills		Good	Good	Very good ↑	Good



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

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

## 4. Curriculum

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

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

	KG	PYP	MYP	DP/CP
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	Good



## 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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

**The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:**

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.) benchmark tests.
- Attainment as measured by the benchmark tests meets expectations in English but is below expectations in Arabic, mathematics and science.
- All leaders, including the School Executive Board, clearly understand both the National Agenda (N.A.) and the use of benchmarking data. Action planning for the N.A. is thorough.
- CAT4 data are thoroughly analysed at all levels and used well to adapt classroom practice to meet the needs of individual students. N.A.P. and internal data are less central to this process.
- The curriculum has been aligned with IBT, TIMSS and PISA. With the introduction of GL progress tests, the core subjects have been realigned to these new expectations.
- Teaching modifications have been made where weaknesses have been identified. Professional development to improve open questioning has developed students' reasoning skills.
- Individual targets are set for students using international benchmarking results. Students across the school use technology effectively to conduct research.

**Overall, the school's provision for achieving National Agenda targets meets expectations**

## Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements):

i) Governance and Leadership.

ii) Learning and Intervention.

iii) Personalisation

- The senior leadership team (SLT) is fully aware of the need to focus on the provision for, and the achievement of, Emirati students in the school. The school knows each Emirati student well, their strengths and areas for development. The relatively small number of Emirati students in the school makes it possible to focus on the students as individuals.
- Emirati students develop their learning skills well and in line with other students. The data available to the school are used very effectively to predict progress and to set challenging targets for Emirati students. Students' progress towards meeting these targets is then well monitored. The school is developing its approach to narrow any gaps in achievement.
- The school has well-developed, curricular adaptations for the Emirati students on roll. Aspirations are high and, where there is underachievement, subsequent interventions are monitored well for impact. The curriculum priorities are designed to promote effective communication and debate, which contribute to the development of verbal reasoning for these students.

**The school's provision for raising the achievement of Emirati students meets expectations**

### Moral Education

- The school has effectively mapped out the curriculum for moral education and integrates it through the units of inquiry (UoI), alongside discrete lessons.
- The curriculum is delivered by all teachers. They use a wide range of pedagogical approaches, including exploring moral dilemmas across a range of subjects.
- Students collaborate well as they engage in lively dialogue and debate with their peers around moral issues.
- Students' learning in moral education is monitored effectively. The school includes a comment on students' progress in moral education in the standard school reports.

**The school's implementation of the UAE moral education programme is developing.**

### Social Studies

- The school has reviewed the curriculum, modifying where necessary, to integrate the UAE social studies requirements across all relevant units of inquiry.
- Teachers demonstrate a good knowledge of the UAE social studies curriculum. They plan effectively and use a range of strategies to engage students in dialogue.
- Students collaborate well to discuss and share their knowledge and understanding and to make connections with real-life scenarios. Critical thinking and problem-solving skills are developing features of learning.
- UAE social studies is reported to parents, presently as attitudes and responses to the subject. Future reports should provide more in-depth insights into the development of students' knowledge and understanding in this area.

**The school's implementation of the UAE social studies programme is developing**

### Innovation in Education


- Students in all classes take responsibility for their learning. There are opportunities to develop critical thinking and reflection. Creativity and skills in innovative approaches to learning are not as well developed.
- Students' ideas are proposed to the School Advisory Board, by the student representatives. Creativity, Activity, Service (CAS) in the DP and Service Learning in the CP provide additional opportunities for students to develop a broad range of skills.
- A majority of teachers provide students with opportunities to use learning technologies. Teachers' questioning strategies, aimed at promoting critical thinking, are an improving feature this year.
- The extra-curricular programme is a strength of the school. Curricular design needs to provide for more opportunities to promote the development of students' skills in innovation and creativity.
- There is a clear commitment by school leaders to support the innovation agenda.

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



## Main inspection report


### 1. Students' achievements

		KG	PYP	MYP	DP/CP
Islamic education 	Attainment	Not applicable	Acceptable ↓	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Across all three phases, students attain levels of Islamic education knowledge that are in line with curriculum standards. In MYP students are more self-reliant, appropriately linking their knowledge and understanding to their daily lives.
- Memorisation and recitation from the Qur'an are well developed in PYP and MYP compared to the DP/CP. Knowledge of Islamic concepts is stronger in MYP compared to other phases. However, linking this knowledge to the Qur'an and Hadeeth remains underdeveloped across all phases.
- New teaching strategies provide opportunities for students to be more engaged in lessons and to become more independent as learners. However, at the time of the inspection, these strategies had not had a significant effect on students' progress.

#### For development


- Improve students' attainment by using assessment data effectively to influence planning and teaching by providing more personalised learning opportunities for students.

		KG	PYP	MYP	DP/CP
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑

- In PYP, there is a strong focus on literacy, which develops students' reading skills. In the MYP and DP/CP, students' progress is enhanced through active learning. However, attainment remains in-line with curriculum expectations.
- Students across all phases are improving in their writing skills. In higher grades, students attain well in structured writing using texts from different genres. However, in PYP, students are not confident in using classical Arabic when communicating their ideas.
- Assessment is closely aligned to the national curriculum expectations and provides reliable data on student achievement. An improved focus on comparison between a range of genres has a positive impact on student learning.

#### For development


- Develop independent writing across a range of genres and provide more opportunities for students to use classical Arabic in a range of activities, such as debate.

		KG	PYP	MYP	DP/CP
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable

- Students make good progress in developing reading and structured writing because of a differentiated, active approach to learning, implemented by teachers. However, attainment in MYP is not higher, primarily because progress is not sufficiently well monitored.
- The PYP students are developing their skills well. Of note is the improving structured writing for the advanced groups. However, spoken interaction is underdeveloped in all classes.
- From Grade 2 onwards the school sets students into three differentiated groups. This results in better support for all students. A development in the use of creative writing assignments has the potential to improve students' independent writing skills.

#### For development


- Improve independent writing across a range of genres and provide more opportunities for students to develop their verbal communication skills.

		KG	PYP	MYP	DP/CP
English 	Attainment	Good	Good	Very good	Outstanding ↑
	Progress	Good	Good	Very good	Outstanding ↑

- In MYP and DP/CP lessons, a large majority of students express their ideas with confidence. Students discuss complex themes and ideas, expressing their learning clearly and effectively. In the PYP, although students are active participants in their learning, the opportunities for inquiry-based approaches are limited.
- Students' writing in the MYP and DP/CP reflects improving progress. Written feedback by teachers is consistent and frequent. It supports students in understanding how they can improve.
- Teachers make effective use of CAT4 assessment data to inform planning to raise achievement. CAT4 data is understood and appropriately used. This is beginning to have a positive impact on learning and attainment.

#### For development


- Develop students' depth and breadth of understanding by promoting the effective use of teachers' questioning strategies to stimulate critical thinking.

		KG	PYP	MYP	DP/CP
Mathematics 	Attainment	Good ↑	Good ↑	Good ↑	Good
	Progress	Good	Good	Good ↑	Good

- Good teaching across all phases, leads to good achievement in mathematics. In PYP, teachers do not sufficiently link the stand-alone lessons to the current trans-disciplinary unit. In the MYP teachers do not explicitly link work to the statement of inquiry.
- Inquiry-based learning is present across all phases. Technology is used effectively in all phases to support both teaching and learning and is having a positive effect on achievement.
- The adoption of developmental milestones in KG1 has been successful in producing valid mathematical achievement data and more well-focussed interventions which, in turn, lead to higher achievement.

#### For development

- Improve skills of application by teaching mathematics in context, wherever possible, by finding natural links within lessons to other disciplines and to real-world applications.

		KG	PYP	MYP	DP/CP
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

- In all phases, the majority of students develop knowledge, understanding and skills that exceed curriculum expectations. Students have progressed from individual starting points to these levels of proficiency at better than expected rates.
- In DP/CP, examination results in biology are encouraging and internal assessment data indicate that progress and attainment are improving in all science subjects across this phase. Internal assessment of students in the other three phases indicates improving attainment and progress.
- Across the school, from kindergarten children predicting what will happen when cooking ingredients are mixed, to DP/CP biology students analysing ecological issues, there is a focus on practical skills. Students analyse real-world issues and this strengthens their understanding of science.

#### For development

- Identify more opportunities to include science in units of inquiry in each grade level from KG1 to Grade 5.

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

- Learning skills are well developed in KG, PYP and DP. In MYP, students have increased opportunities to conduct investigations, solve problems and reflect on their learning and they do this well.
- Students of all ages work effectively, either independently or in collaboration with others. They communicate their learning clearly and confidently and routinely use technology to enhance their learning in all subjects. Most students readily relate their understanding in classrooms to their personal experiences.
- Critical thinking and problem-solving skills are developing features of the school as teachers provide appropriate opportunities for students. Regular reflection on the processes of learning enables students to understand their abilities and provides direction for self-improvement.

#### For development

- Provide more opportunities for students to make judgements based on evidence and consider consequences and alternative perspectives and solutions to problems.



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

	KG	PYP	MYP	DP/CP
<b>Personal development</b>	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑

- Students' personal development and self-confidence are very strong features across the school. However, in a very few lessons in PYP where teacher planning is not effective, students do not always demonstrate the very highest levels of self-discipline.
- Almost all students have very positive and responsible attitudes to learning and demonstrate strong self-reliance. They respond very well to others and have excellent relationships. Attendance is high. However, a significant proportion of students, particularly in MYP, have high body mass index values and this needs to be addressed.
- The school implements "mindfulness" sessions, which are effective in increasing the levels of student empathy towards each other.

	KG	PYP	MYP	DP/CP
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Very good	Very good ↑	Very good ↑

- Across all phases, students possess an excellent understanding of Islamic values, such as tolerance and respect, and the importance and effects of these values in their daily lives.
- Students' appreciation of the UAE culture is good and better across all phases. Students in DP/CP demonstrate a deep understanding of the cultural activities in which they are involved.
- Students demonstrate commitment to local and global issues and are actively involved in many extra-curricular activities which are either initiated by themselves or by teachers in the school.

	KG	PYP	MYP	DP/CP
<b>Social responsibility and innovation skills</b>	Outstanding	Very good	Very good	Outstanding ↑

- The development of social responsibility is very strong across all phases. Almost all students show a clear understanding of what it means to be involved in supporting the community and are willing and able to contribute to its development at local, national and international levels.
- The majority of projects are initiated by the students. Strong student leadership is particularly evident in DP/CP. The student leadership teams and the student representatives on the School Advisory Board ensure that students' suggestions are always discussed and, if appropriate, adopted by the school.
- The school prioritises projects that reinforce community support and environmental sustainability. Some important initiatives to support the development of entrepreneurial skills and work ethics are carried out but these are not consistent across all programmes.

#### For development

- Ensure that all students, across all programmes, are provided with sufficient opportunities to initiate projects. Such projects should focus on students developing leadership skills and contributing actively to the life of the school and both local and wider communities.

### 3. Teaching and assessment

	KG	PYP	MYP	DP/CP
<b>Teaching for effective learning</b>	Good	Good	Very good ↑	Good

- Teachers in the MYP and DP/CP are skilled in asking open-ended questions and, as a result, students are highly reflective in their responses. Meaningful inquiry is an area for development, particularly in KG and PYP where teachers do not take advantage of all opportunities to encourage student-centred learning.
- In MYP, the review of conceptual understanding has strengthened the units. This has resulted in the teachers structuring more coherent units to feature the alignment of skills. This has, in turn, led to higher rates of progress.
- An improving feature from the last inspection is the use of CAT4 results by PYP teachers to promote an understanding of each student's learning styles. Secondary teachers use the results to track progress, leading to more personalized and effective learning.

	KG	PYP	MYP	DP/CP
Assessment	Acceptable	Acceptable	Good ↑	Good ↑

- In MYP and DP/CP, valid and reliable systems are in place to measure students' achievement. In KG1, the developmental milestones provide a similarly rigorous system, but from KG2 to Grade 2, assessments do not always link reliably to the curriculum outcomes.
- Where available, the school effectively uses external benchmarking to set targets and to establish baseline measures for progress. Internal and external data are analysed at all levels in the school.
- Criterion-based assessment in the MYP and the use of past examination questions at DP/CP are appropriately and effectively used to gather internal assessment data.

#### For development

- Ensure that there is consistency in teaching strategies to challenge the most able students across all phases and subjects. Link assessment in the early PYP years directly to the curriculum outcomes.

## 4. Curriculum

	KG	PYP	MYP	DP/CP
Curriculum design and implementation	Very good ↑	Very good ↑	Very good ↑	Outstanding ↑

- The curriculum, across all phases is based on the International Baccalaureate programmes of study and UAE requirements. It is planned effectively and reviewed regularly to ensure that it meets the needs of almost all students. The development of the Career-related Programme (CP) contributes to an outstanding curriculum provision for the older students.
- Continuity of learning through planning for progression is seen across all subjects, and students are very well prepared for the next stage of their education. Links between subjects and to real life are strongly developing features of the curriculum across all phases.
- The school's CP is internationally respected. Access to BTEC qualifications, along with the wide range of subject choices in the DP and an effective counselling programme, provides students with enviable options for their final two years of schooling.
- Arabic is taught for two 40-minute lessons in KG to all children.

	KG	PYP	MYP	DP/CP
Curriculum adaptation	Good	Good	Good	Outstanding

- The curriculum is modified to meet the needs of most students across the phases. Goal-setting for students incorporates the effective use of CAT4 data. In Arabic A and B, the school modifies the curriculum for those students who join the school in later grades and for different starting levels regardless of age.
- The pastoral care to help students choose between the DP and CP is a strength of the school in meeting the needs of almost all groups of students. Course selections provide for multiple pathways. The range of non-core subjects such as music, art and sports provides opportunities for personal development across all phases.
- In DP/CP, there are opportunities for enterprise and innovation that initiate critical and higher order thinking skills. Ongoing learning opportunities to enhance students' appreciation of UAE culture occur through the integration of the UAE social studies and moral education initiatives.

#### For development

- Review unit plans in all phases to ensure that contextualised, personalised, student-centred learning is prevalent in all lessons.

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

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

- The school has improved the effectiveness of its maintenance procedures. The child protection policy is reviewed and updated regularly. Appropriate training is provided regularly to all staff and, if applicable, in a variety of languages.
- The school is safe, clean and well-maintained. Electronic 'tickets' are effective in communicating maintenance concerns. Safety checks are frequent and bus supervision is efficient. Security and evacuation procedures and systems are not always as effective as they could be.
- The school has appointed a new operation manager who oversees the enhancement of the maintenance procedures. The school is proactive in improving safety systems and policies.



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

- Punctuality and attendance are managed very well. Systems for managing behaviour are strong, and consistent across the school. These result in almost all students behaving well at all times, although some younger students are inconsistent in their behaviour across subjects.
- Students with SEND are identified and diagnosed effectively. Very able students are accurately identified through a range of information, including assessment data.
- Students are very well advised regarding possible future education pathways. Students with SEND are exceptionally well supported and guided by staff teachers and the SEND department, although staff turnover can sometimes create anxiety amongst the more vulnerable students.

#### For development

- Ensure the behaviour of all younger students at least matches the very good behaviour seen further up the school.

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

### Provision and outcomes for students with SEND

Very good

- The inclusion champion and school leaders create a very inclusive environment where students with SEND are genuinely welcomed. Improvement planning shows an awareness of the school's development needs and also where resource gaps exist. The policy and operation of the department are centred on the inclusion champion and current staffing does not allow for sufficiently effective leadership support.
- Students with SEND are effectively identified and their needs are formally diagnosed. Internal practices and external support produces helpful IEPs (passports) which show students' strengths, areas for development and strategies for learning. The large majority of teachers use this information appropriately to adapt their teaching effectively to suit individual learners.
- Parents value the inclusive ethos of the school very highly. Communication with the school is simple and effective. The school has created a bond of trust with parents and collaborates with them as partners in education. Student achievements, along with their difficulties are communicated to parents in ways that promote understanding.
- The school uses a range of information, including CAT4, to modify the curriculum and support strategies to meet the needs of students in the classroom. Staff turnover occasionally undermines continuity and progress but the school minimises these effects where possible. Teachers are committed to maximising inclusive practices.
- Support and good teaching enables students with SEND to access most lessons and to make effective progress within them. The school is ambitious in its target setting and is introducing further initiatives to help teachers to close gaps in learning in individual subjects.

### For development

- Ensure knowledge and expertise are distributed effectively, and consistently applied across all the school programmes so that experienced leaders in SEND can support the inclusion champion.

## 6. Leadership and management

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

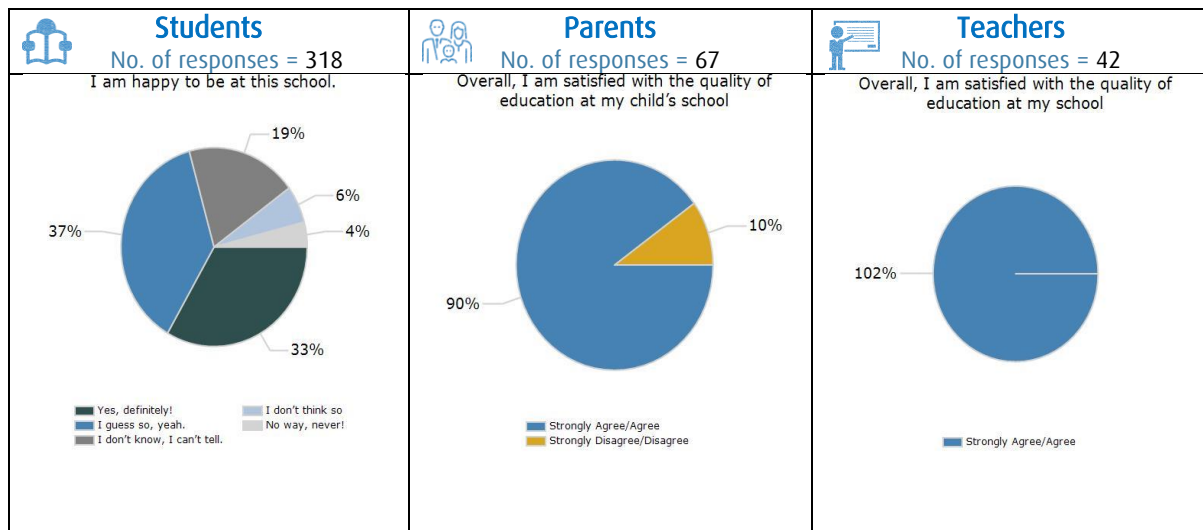
- The new school leadership team has a vision for the school that is linked to the UAE national and emirate priorities. They promote an inclusive and caring ethos, which is focused on student well-being, aiming to develop a positive learning culture across the school. However, the processes for driving change to achieve their aims are not systematic.
- The senior leadership team recognises and prioritises areas for development, based on the recommendations of the previous inspection report and the school's own self-evaluation. Improvement plans are in place to implement actions aligned to the priorities. These strategies are beginning to bring about some observable change but reliable evidence of the impact on students' learning is limited.
- The school forms strong relationships with parents. Communication with parents on their children's achievement is regular and systematic. Parents are encouraged to be active members of the school community and the school shares comprehensive information to enable parents to participate. Reporting to parents of students with SEND is an area with a significant and positive impact.
- The school's executive and advisory boards meet regularly. These are supportive and exhibit a positive impact on school outcomes. The executive board has acted on the previous inspection report recommendations, resulting in the changes in the school leadership. They are ever more proactive in supporting and holding the school leaders accountable for the overall performance of the school. All stakeholders, including students, are involved in the selection of the principal designate.
- The day-to-day management of the school is effective. The school deploys appropriately qualified staff. The deployment of teacher assistants in the classroom in support of student learning is not always effective. The school provides a range of professional development opportunities for staff. There is a range of resources for effective teaching and learning.




### For development

- In improvement plans, use data-driven measurable goals over specified time periods as evidence to monitor the effects of new strategies on learning and achievement.
- Provide additional training for teacher assistants to become more effective when supporting learning.
- Prepare for future development and change by using additional staff to support key senior and middle leaders.

## The views of parents, teachers and senior students

Before the inspection, the views of the 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.



 <b>Students</b>	<ul style="list-style-type: none"> <li>Most of students indicate that they do not read well in Arabic and a quarter of the responses indicate they do not read Arabic at all. A large majority of the students responded positively about the quality of teaching and support that they receive in school. Almost all believe they have a good understanding of Islamic values in Dubai. These findings are supported by the inspection.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents are satisfied with the education the school provides for their children, although only a small proportion of the parents responded to the survey. They indicated that their children are happy and feel safe at school. The areas of concern were reading for pleasure at home and literacy, reading in Arabic and the change in school leadership. The inspection findings support in general the parents' views.</li> </ul>
 <b>Teachers</b>	<ul style="list-style-type: none"> <li>A minority of the teachers responded to the survey. Almost all teachers who responded were very positive about the school. The least positive responses matched the parents' concern regarding change in the school leadership. Overall, the findings of the inspection team are not as positive as those of the teachers.</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)