

GOOD






INSPECTION REPORT








IB CURRICULUM







Contents






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School Information

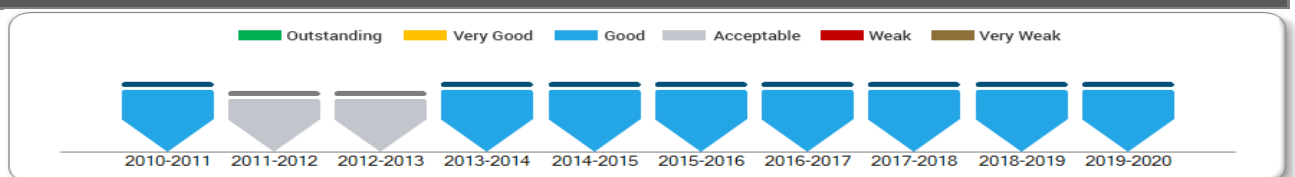
General Information	 Location	Green Community
	 Opening year of School	2007
	 Website	www.gcschool.ae
	 Telephone	048856600
	 Principal	Allan Weston
	 Principal - Date appointed	1/2/2018
	 Language of Instruction	English
	 Inspection Dates	18 to 21 November 2019

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	1,187
	 Number of Emirati students	11
	 Number of students of determination	99
	 Largest nationality group of students	Arab

Teachers	 Number of teachers	99
	 Largest nationality group of teachers	British
	 Number of teaching assistants	35
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	1
	 Teacher turnover	28%

Curriculum	 Educational Permit/ License	(International Baccalaureate) IB
	 Main Curriculum	IB
	 External Tests and Examinations	IB Diploma Programme (IBDP), IB Career-related Programme (IBCP), Business and Technology Education Council (BTEC)
	 Accreditation	New England Association of Schools and Colleges (NEASC)
	 National Agenda Benchmark Tests	Granada Learning Assessments (GL)

School Journey for GREENFIELD INTERNATIONAL SCHOOL



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students' Outcomes</p>	<ul style="list-style-type: none"> • Progress and attainment in English, mathematics and science vary from good to outstanding, depending on phase. There has been clear improvement, particularly in progress in English and mathematics at Kindergarten (KG) and the primary years programme (PYP) and in science. Progress and attainment are acceptable or good in Islamic education and Arabic. Learning skills are very well developed overall. • Students' personal and social skills remain at a very well-developed level. Their behaviour and attitudes towards learning and other people are exemplary. A wide range of curriculum projects and classroom and extra-curricular activities help students to develop appreciation of Islamic values and Emirati culture, and to show social responsibility by helping others. Students are often innovative. Children in KG show age-appropriate skills in all these aspects.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • The school's arrangements for assessing students' attainment and progress have improved and are now very good at all phases. Teachers are using assessment information to meet the learning needs of different groups. The quality of lessons has improved in KG and the Diploma Programme (DP) phase and is now generally of high quality, with some variation across phases and subjects. • The design of the curriculum remains very good overall and outstanding at the senior phase, where DP and career-related programmes offer a wide range of options to suit students' needs and interests. The way in which staff adapt the curriculum to meet students' learning needs has improved. Design and adaptation are now of high quality overall. Enhancement, enterprise and innovation are strengths. • The school's arrangements for health, safety, care and support, and the way in which staff implement these, remain very effective. Inclusion also remains at a very good level. The needs of students of determination are identified and addressed with success. Support for senior students, including careers-related guidance and advice, remains outstanding.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • Leadership has improved significantly. Senior leaders and others across all phases work together effectively in developing key aspects of the school. Governors have invested significantly in human and other resources, and staff development is a major strength. The high quality of partnerships has been extended even further. School self-evaluation is generally very accurate. A focus on improvement in Islamic education and Arabic is not bringing about sufficient improvement.

The Best Features of The School:

- Strong leadership from senior leaders who successfully support others to strive for the highest standards
- Aspects of attainment and progress in English, mathematics and science, particularly progress in English and science
- Students' personal and social skills, which blossom in the school's very positive ethos and with support from all staff
- The very effective implementation of the school's high-quality arrangements for health, safety, care and support
- A curriculum which is designed and adapted very well to provide a rich and progressive experience for all students.








Key Recommendations:

- With the aim of accelerating progress and raising attainment in Islamic education and Arabic for native speakers, build on recent developments which have been implemented by governors and senior leaders to improve the curriculum and teaching.
- Exploit the improvements to assessment at all phases fully, to ensure that teaching is more consistently of the highest quality across all subjects.

Overall School Performance

Good

1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good ↑	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Good	Good	Very good	Outstanding ↑
	Progress	Very good ↑	Very good ↑	Very good	Outstanding
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Very good ↑	Very good ↑	Good	Good
 Science	Attainment	Good	Good	Very good ↑	Good
	Progress	↑ Very good	Very good ↑	Very good ↑	Very good ↑
 UAE Social Studies	Attainment	Good			

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



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

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

The school's progression in international assessments **meets expectations.**

- The school did not meet its targets for 'Trends in Mathematics and Science Studies' (TIMSS) tests and 'Programme for International Student Assessment' (PISA) tests in 2015. The school's average score in the 'Progress in International Reading Survey' (PIRLS) improved between 2011 and 2016. The level of the National Agenda benchmark assessments in all three subjects in 2019 was sustained at the level of 2018. The profile of results in all three subjects is better in the Middle Years Programme (MYP) than in the PYP. Average NAP outcomes are below the levels indicated by students' cognitive ability tests (CAT4) measures of potential in English and mathematics in PYP, in line with expected outcomes in English in MYP and science in PYP, and in excess of what is expected in mathematics and science in MYP.

The impact of leadership **meets expectations.**

- Leaders are highly committed to implementing the UAE National Agenda. Staff use external attainment data as a benchmark for the school's internal assessments. They use analyses of assessment information to align the curriculum to meet the needs of students. Teachers make consistent use of assessment information to match work in lessons to students' learning needs.

The impact on learning **is above expectations.**

- Students' critical thinking, problem-solving, enquiry and research skills are well-developed in all phases of the school. Activities to promote these skills are implicit parts of most lessons and are promoted in key aspects of the International Baccalaureate (IB) curriculum. Digital devices are used regularly in the learning activities in English, mathematics and science.

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

For Development:

- Raise attainment in NAP tests in English and mathematics in PYP so that most students attain in line with or in excess of their CAT4 measured potential.

Moral Education

- Homeroom and specialist teachers skillfully teach the moral education programme (MEP). They use an imaginative range of resources to supplement textbooks, ensuring that students are fully engaged and challenged. Teachers know their students very well and so can make connections to their prior learning.
- Staff assess students' learning using end-of-unit self- and teacher-assessment sheets. They are developing formal summative tests and methods to measure progress in aspects other than students' attitudes to learning. Reports to parents focus more on students' effort in MEP than on their attainment and progress.
- Moral education, taught from Grades 1 to 12, fully addresses all key concepts. It is very effectively planned to enable progression of skills and personal development. In DP, it is skillfully integrated through Theory of Knowledge and Community, Action, Service activities.

The school's implementation of the moral education programme is above expectations.

For Development:

- Devise and implement assessment systems that measure students' attainment and progress in MEP across the school.

Reading Across the Curriculum

- In internal and external assessments of reading, the majority of students achieves above expected levels.
- Teachers of all subjects take their shared responsibility seriously for developing students' reading. Consequently, subject specific language is now being used more effectively in all lessons.
- Frequent guided reading and focused instruction is improving the quality of students' reading and comprehension. There is less focus on the systematic development of a range of more sophisticated reading skills.
- The school is thorough in tracking students' reading progress and providing additional support where needed. Effective planning for whole-school development of reading, investment in resources and training has led to improvements in students' reading literacy.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For Development:

- Systematically develop students' higher order reading skills.

Innovation

- Students can take responsibility for their own learning by posting audio-visual and text comments online, responding to online feedback from their teachers, and sharing on the site with their parents.
- Students volunteer for a range of innovative activities in which they help others, for example working with an orphanage in India. They show innovation themselves in designing and carrying out enterprise activities.
- Teachers self-review their delivery of the IB curriculum to help them to be innovative in their teaching approaches.
- Innovative enhancements to the curriculum include the development of mindfulness across the phases, the involvement of parents in careers advice, and use of the Expo 2020 site to expand students' learning.
- Senior leaders have been innovative in developing the curriculum and supporting teachers to be creative in their lessons to develop innovative learners.

The school's promotion of a culture of innovation is systematic.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Across all phases, students demonstrate knowledge and understanding in most aspects which are in line with the curriculum standards. Students' understanding, memorisation and recitation skills of the divine revelation aspect are still underdeveloped, especially in the DP phase.
- Most students in the PYP and DP phases make expected progress. The majority of MYP students make better than expected progress in the Seerah and Holy Qur'an memorisation and recitation. DP students make better progress in Islamic values and principles and contemporary issues.
- Alignment of the scheme of work to the Ministry of Education (MoE) curriculum standards, and improvements in teaching and assessment, have resulted in better progress at the MYP phase.

For Development:

- Accelerate students' progress, especially in the PYP and DP phases.
- Improve students' understanding, memorisation and recitation skills of the divine revelations in all grade levels, especially in the DP phase.

Arabic as a First Language

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

- There is a large gap between internal and external data. Internal data does not reflect accurate levels of students' achievement. Boys and girls have similar levels of attainment in all phases. Students in MYP make slightly better progress in their lessons than those at other phases.
- Reading and listening skills are the strongest in all phases. Written pieces in students' workbooks are minimal and underdeveloped. Students' responses to written feedback given by teachers are better in PYP than at other phases. In PYP and MYP, students' knowledge of Arabic grammar and poetry is below expectations.

- The school has not effectively addressed the lack of challenge in the DP curriculum which was identified in the previous report. However, in all phases the school is responding to bridging some of the gaps identified in diagnostic tests.

For Development:

- Ensure appropriate coverage of all areas of the curriculum in the MYP and DP phases in a coherent and integrated fashion, with appropriate assessment of knowledge, understanding and skills.
- Develop and share appropriate rubrics to improve the accuracy of assessment of knowledge and skills, particularly in relation to writing skills across the phases, and poetry and grammar in the PYP and MYP phases.

Arabic as an Additional Language

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

- There is a noticeable gap between internal and external data. Students in the PYP phase are attaining better than students in the MYP phase, given their years of study. In lessons, PYP students make slightly better progress.
- PYP students can read familiar words in Arabic and construct simple sentences about themselves and their immediate environment. Most students in MYP depend on word lists and online dictionaries to comprehend a text and produce responses. Speaking and writing skills in PYP are marginally better.
- The school is beginning to incorporate elements of the new standards framework in planning. However, in many lessons, teachers adopt the translation approach instead of the proficiency approach required in the standards.

For Development:

- Adopt a proficiency approach to enable students to become users of the language without depending on external aids such as word lists or online dictionaries.

English

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

- From often low starting points, the large majority of students in the KG and PYP phases makes better than expected progress. In MYP, students continue to make positive progress. By DP, most students make better than expected progress and achieve above curriculum standards.
- More frequent opportunities for younger students to write at length in a wider range of genres has started to raise the quality of writing. Older students use precise language to express their ideas clearly in increasingly sophisticated essays. Students' spelling, punctuation and grammar are steadily improving.

- Across the school, the development of reading has been a priority. A wider range of texts and books in different formats are appealing to more students. Progress is being monitored and interventions put in place for those not at the expected levels.

For Development:

- Increase the number of students exceeding expected standards in reading.

Mathematics

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

- Children’s ability to count and understand numbers develops very well in the KG. Rapid progress continues through the PYP phase. In the MYP and DP phases, students’ progress is slower because some groups of students are insufficiently challenged by their learning activities. Attainment is broadly similar across the phases.
- Children in KG can name and describe simple two-dimensional shapes. In PYP, students can calculate accurately using large numbers and understand fractions and algebra. In MYP and DP, students develop their understanding of increasingly complex mathematical ideas.
- Students are effective problem solvers and think critically about their work because the activities to promote these skills are regular features of their lessons.

For Development:

- Accelerate students’ progress in the MYP and DP phases by designing learning activities which challenge and stimulate all groups of students more effectively in every lesson.

Science

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

- With the exception of one grade level, outcomes from students’ baseline assessments have improved in the MYP phase. Students’ acquisition of scientific inquiry skills has improved substantially, leading to strong progress in all phases during lessons, in written work and in presentations.
- Development of inquiry skills is a positive feature. For example, in an electricity lesson in PYP, students discovered the destructive impact of increasing the flow of current through a small bulb. At times they are guided too much by teachers.

- From a good foundation in KG, teachers help students to develop research and investigate skills through the phases. By DP, students can develop their own research topics and apply scientific logic to their observations, creating well-structured and interesting extended essays.

For Development:

- At the PYP and MYP phases, ensure that all students are able to discover for themselves, rather than being shown what they should find.

UAE Social Studies

All phases

Attainment

Good

- While students' knowledge, understanding and skills in the subject are broadly the same in the PYP and MYP phases, there is some evidence of these aspects being better developed in MYP and in the upper grades of PYP. Internal assessment data at MYP bear this out.
- Students in the early grades of PYP show good knowledge of UAE icons such as the falcon and pearls. By the end of PYP, students know about the journeys of Ibn Battuta and can research about the growth of civilisations. MYP students are beginning to learn about types of evidence. Communication and presentation skills are less in evidence in both phases.
- Teachers have been working to ensure progression in stand-alone lessons and links to units of inquiry, with some success.

For Development:

- Share good practice across the phases and align assessment approaches in the PYP and MYP phases to ensure that the progress of individual students can be tracked carefully.
- Ensure that all students have appropriate opportunities to communicate and present their independent findings, for example on current issues related to the UAE.

Learning Skills

KG

PYP

MYP

DP

Learning skills

Very good ↑

Good

Very good

Very good ↑

- Students are keen to learn and take responsibility for their own learning. They take steps to improve and extend their learning. In most lessons they make clear connections to real-life situations.
- Students collaborate and interact with each other purposefully in order to complete tasks and assess their own learning. Students in the MYP and DP phases communicate their learning slightly more effectively than students in the PYP phase.

- Critical thinking and inquiry-based learning feature in most lessons. Students use technology in their work in various ways, including by posting audio-visual and text comments online. MYP and DP students use online programs to generate graphical representations of their experiments in science.

For Development:

- Offer more opportunities for all students in the PYP phase to communicate their learning effectively and with more confidence.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate exemplary behaviour and highly positive attitudes. Children in KG are developing their independence and adopting the expected behaviour patterns well. During lessons, students in all other phases actively participate in learning and respond well to feedback from their teachers.
- Students’ positive attitudes and respect for one another contribute to an ethos of harmony and mutual respect that pervades the school. They are proud of their school community and take active roles in improving their learning experiences.
- Students follow healthy lifestyle and are conscious about their own safety and well-being. They have a strong attendance record and move around the school in a very orderly way.

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

- Students across all phases have an excellent understanding and appreciation of Islamic values. Homeroom discussions and the celebrations of Islamic occasions like Ramadan, Hajj and Eid during assemblies have contributed to this.
- Students demonstrate a deep understanding and appreciation of Emirati and other world cultures. They can talk in detail about their field study trips in the UAE and to other countries and enjoy the celebration of National and International Days.
- Children in KG put Islamic values into practice in their classrooms in age-appropriate ways. Their excellent knowledge of Emirati culture is clear at school celebrations. The children also have appropriate understanding about other cultures and celebrate the diversity of school nationalities, for example by celebrating Spanish National Day.

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

- Students demonstrate a strong sense of community and social responsibility and have a positive impact on school life and the wider community. Innovation and entrepreneurship skills are clearly demonstrated in various ways, including the annual ‘Business Plan’ and ‘Robotics’ competitions. These aspects are developed particularly well at the KG and DP phases.
- Awareness of environmental issues in Dubai and globally is strong. Students talk enthusiastically about their Eco Team’s role inside and outside the school. They show responsibility in caring for their school environment and participate successfully in a variety of environmental-friendly initiatives.
- Students demonstrate a strong work ethic and willingness to learn during their lessons and voluntary work. Children in KG take on responsible, age-appropriate roles in the classes. They are aware of the needs of others through participating in whole-school charity events.

For Development:

- Create more opportunities for students in the PYP and MYP phases to initiate and lead innovative environmental initiatives.

3. Teaching and assessment

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

- Teachers in KG have a very secure understanding of how young children learn and develop independence and the confidence to take risks. Teaching at the PYP and MYP phases continues to support this, especially in English and science, but lacks consistency in other core subjects.
- Most teaching is based upon well-structured lesson plans which address the needs of all groups of students. Teaching assistants are used effectively during KG and some PYP lessons, enhancing teachers’ capacity to provide support and challenge.
- All science teaching focuses on inquiry and critical thinking. Probing questions also stimulate these higher-order skills in Islamic education, Arabic, English and mathematics lessons at the MYP and DP phases. In DP, teaching evolves further into dialogue with students as they share outcomes of their research.

	KG	PYP	MYP	DP
Assessment	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Assessments of students’ attainment produce reliable measures of students’ progress which are linked directly to the school’s curriculum. Teachers and leaders ensure the validity of assessment data. Assessment in Arabic is less well-developed.
- Staff members analyse external assessment data very effectively and use it to create detailed student profiles which are provided to every class teacher and used well by them. The thorough and accurate interpretation of the external data provides robust information for senior leaders to drive improvements in the curriculum.
- There has been a major and successful push on developing assessment across the school. In KG, teachers’ assessment of children’s learning informs their daily planning. Most teachers routinely use assessment information to inform their lesson planning.

For Development:

- Improve the assessment systems in Arabic so that these produce valid and reliable measures of students’ progress and attainment.

4. Curriculum

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

- The curriculum is matched effectively to IB curriculum statements and external international standards where appropriate. It is aligned to Emirati and national visions. Older students can choose from a very wide range of courses and options to meet their individual interests and aspirations.
- The curriculum offers an exceptional range of languages. Starting in Kindergarten, children learn Arabic and either French or German. Across the school, fourteen mother-tongue languages are on offer and the curriculum supports individual study of languages.
- Since the last inspection, the school has made the required adjustments to the Arabic additional language curriculum. In MYP and DP, the Arabic first language curriculum now requires improvement because it is not sufficiently broad or challenging.

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

- Staff plan and implement curriculum adaptations effectively to provide a varied, stimulating and challenging range of learning experiences which are well matched to the ability levels and interests of different groups of students.
- Students have opportunities to engage in a broad range of activities that engage them in activities to promote enterprise, innovation, creativity and social contribution, thus supporting the social responsibility ethos of the IB. The IB Creativity, Action and Service (CAS) programme mandates that senior students complement their academic studies with creativity, action and service activities.

- The curriculum includes programmes which develop students’ knowledge, understanding and appreciation of the heritage of the UAE. The UAE traditions, culture and values are evident across curriculum areas but are strongest in Islamic education, Arabic, moral education and UAE social studies.
- Arabic is taught in the KG1 and KG2 classes for 80 minutes each week.

For Development:

- Ensure that all elements of the Arabic first language curriculum in the MYP and DP phases are covered equally and to the required standard.
- Strengthen the inclusion of UAE heritage and culture in English, mathematics, science and other subjects where appropriate.

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

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

- The principal, operations manager and other senior leaders are committed to ensuring the safety of all in the school and promoting healthy lifestyles. All policies, including child protection and safeguarding, are robust and appropriate and in the form of stand-alone documents.
- Comprehensive staff training benefits from the use of interpreters to support the understanding of a multi-national workforce. Equally committed to welfare as well as safety, counselling for young people with emotional concerns is a strength, supported by a mindfulness room.
- Students value the exceptional cafeteria where some dishes are cooked to order. Younger students are well-supervised in what they eat and how they behave. The estate is well maintained. Several relatively minor concerns were noted by inspectors and responded to positively by senior leaders.

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

- The strong, caring ethos of the school is based on positive and respectful relationships at all levels. It underpins the welcoming environment much appreciated by students, parents and staff. Students are happy at school and attendance is very good. Punctuality to class in most subjects is very good.
- Specialist staff identify the needs of students of determination promptly and accurately. They implement a range of appropriate measures to support them. Students with special gifts or talents receive curricular and extra-curricular opportunities and challenges. Training of all inclusion staff is given high priority.
- Senior students choosing future pathways beyond school receive excellent career guidance and support, and all students benefit from a caring and expansive pastoral programme.

For Development:

- Review the safeguarding policy by inserting hyperlinks to each of the other related online policies.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Senior leaders and the governors are strongly supportive of inclusion. Future planning identifies key points for improvement. Additional training provided to learning support assistants and the increase in their numbers has strengthened provision and is supporting improved student progress.
- Staff efficiently and accurately identify students' learning needs. They implement a range of supportive strategies to accelerate the students' academic and personal progress. The school is making progress in meeting the needs of the most able students and those with gifts or talents through greater in-class challenge and extra-curricular activities.
- Parents are well informed about their children's progress and development through reports and reviews of individual learning plans. Specialist staff are readily available to offer individual advice, and the open-door policy is welcomed by parents.
- Class and subject teachers provide effective support. To complement this in-class provision, all inclusion staff provide high-quality support for students of determination. The modification of class work to meet the needs of different groups of learners is of a consistently high quality.
- Work in lessons and in students' workbooks shows that most make expected progress from their individual starting points and many make better than expected progress. Their progress is tracked and monitored regularly and appropriate adjustments made to support strategies and learning plans as required.

For Development:

- Ensure that the needs of all students with gifts or talents are supported through well-matched curricular and extra-curricular provision that engages and challenges them inside and outside the classroom.

6. Leadership and management

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

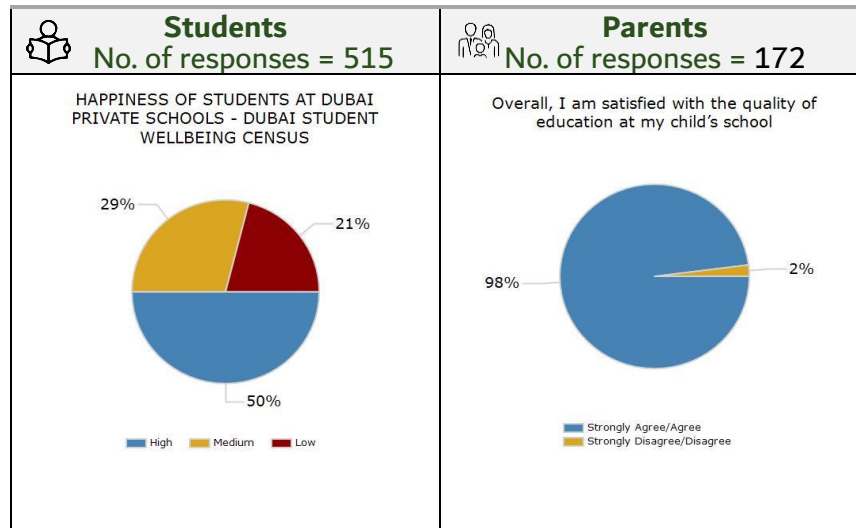
- The principal and heads of primary and secondary form a strong team which is providing very effective leadership in implementing improvements. They delegate responsibility, and middle leaders respond well. Communication is clear, and relationships are friendly and professional. There is evidence of improvement in many processes and outcomes. The experience of senior leaders helps them to be innovative and to drive developments. They are committed to inclusion and the National Agenda.
- Staff apply a wide range of appropriate processes effectively to evaluate the school's effectiveness, including data analysis, lesson observation and sharing of good practice, scrutiny of students' work, and surveys of stakeholder views. The school's judgements are mainly accurate. On some aspects, including the quality of teaching and provision in Islamic education and Arabic, there is some inaccuracy. Most recommendations from the last inspection report have been addressed, with a clear link to actions initiated by the senior leaders.
- Parents are highly appreciative of the school's open-door policy and inherent sense of community. Ready access to very informative online platforms, three-way face-to-face meetings and detailed written reports ensure that parents feel extremely well informed about what their children are learning and how they can support them. Consequently, they are very effective partners in their children's education and in the life of the school. Mutually beneficial links with local, national and global communities are also established.
- The governors take full account of the views of parents and other stakeholders in a variety of ways, including through the work of the School Advisory Board (SAB), whose members include representatives of the governors, parents, and business people. The SAB itself takes account of the views of the Greenfield Community Parents' group. Governors support the school and exercise accountability very effectively. Although they are prioritising support for Islamic education and Arabic in the school, the impact is limited.
- The school runs very smoothly. There are plans to align the timings of the school day for all phases, which could bring benefits. Sufficiency, deployment and development of suitably qualified staff to optimise student achievements are very positive features. The premises and learning environment have been improved in many ways and are of the highest quality. Resources are relevant and support effective teaching and learning.



For Development:

- Capitalise on existing best practice in teaching in the school and further develop the curriculum to improve these aspects of provision in Islamic education and Arabic, with the aim of accelerating students' progress and raising their attainment.

Views of Parents and Students

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



 Students	<ul style="list-style-type: none"> Almost all students who responded to the survey indicate that they feel safe in the school. Responses on the school ethos and their sense of belonging are positive. Almost all express satisfaction with organised activities. These views are in line with the findings of the inspection team. A few students think that there is some social or verbal victimisation.
 Parents	<ul style="list-style-type: none"> Almost all parents who responded to the survey are satisfied with the quality of education in the school. They think that their children are kept safe. A high proportion feel that school leaders and staff listen to and act upon their views. These opinions are in line with inspection findings. A few think that bullying is an ongoing issue in the school.

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