

INSPECTION REPORT

2022-2023



GREENFIELD INTERNATIONAL SCHOOL

IB CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Green Community
	Opening year of School	2007
	Website	www.gischool.ae
	Telephone	97148856600
	Principal	Leigh Girven
	Principal - Date appointed	6/4/2021
	Language of Instruction	English
	Inspection Dates	31 October to 3 November 2022

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	1400
	Number of Emirati students	7
	Number of students of determination	117
	Largest nationality group of students	Arab

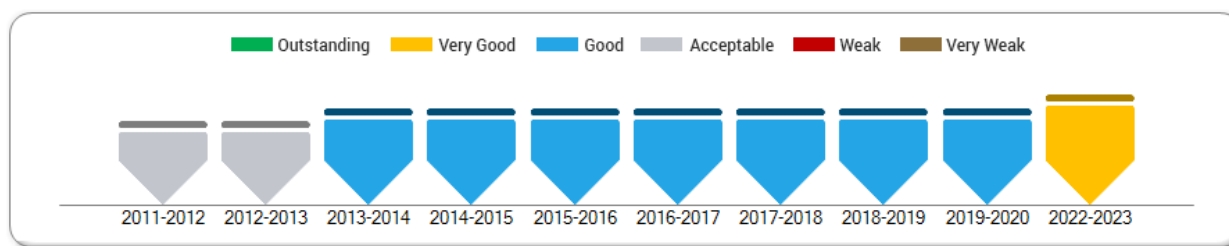
TEACHERS

	Number of teachers	106
	Largest nationality group of teachers	British/Irish
	Number of teaching assistants	38
	Teacher-student ratio	1:13
	Number of guidance counsellors	2
	Teacher turnover	22

CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	IBDP
	Accreditation	IB, NEASC

School Journey for GREENFIELD INTERNATIONAL SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' attainment has continued to improve across the school, with better performance seen in almost all subjects. Overall, students' learning skills are now very good. In English, mathematics and science, students' attainment and progress are now at least very good in all phases. In the National Agenda benchmark tests, achievements are outstanding in almost all grades and subjects.
- Students' personal and social development is strong and is a feature of the school. It is characterised by respect for both their teachers and one another in this very diverse school community. Students' understanding of Islamic values, and Emirati and world cultures is very good, as is their work ethic and community involvement.

PROVISION FOR LEARNERS

- Teaching is consistently very good across the school. Strategies and practices leading to more effective inquiry in the classroom are continuing to improve. Lessons are well planned. There are systematic policies and procedures for the collection of all internal assessment data. These data are analysed accurately to indicate the strengths and areas for development for all groups of students. The data are occasionally not used effectively to plan for some individual students.
- The school offers all four programmes of the International Baccalaureate (IB), with a choice of either the Diploma Programme (DP) or the Careers-Related Programme (CP) in the final two years of school. The curricula in the Kindergarten (KG) and primary phases are underpinned by the standards of the National Curriculum for England (NCfE). The school successfully modifies the curriculum to support the needs of most groups of students.
- The school is a safe, supportive and caring environment. The buildings are maintained to a high standard and are accessible to almost all groups. Daily management is highly effective. There are systems for the identification of students of determination and for those who are gifted or talented. The school is successful in meeting the needs of almost all groups of students.

LEADERSHIP AND MANAGEMENT

- The school has a new senior leadership team with a strong vision and purpose. The governing body fully supports that vision. Leaders have continued to build on the processes of development, leading to significant improvements across the school. They maintain the school's caring and inclusive ethos. Parents are very supportive of the school.

The Best Features of The School

- The students' outstanding personal and social development, showing high levels of respect and tolerance
- Students' achievements in most subjects, and especially those in the Diploma Programme
- The multiple learning pathways for students in their final two years at school
- The strong ethos of inclusion and wellbeing, leading to outstanding care and support for all students
- The active involvement of parents in the school community





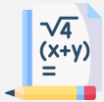

Key Recommendations

- Implement a shared understanding of effective teaching and assessment practices across the school, especially in Islamic Education and Arabic.
- Ensure that all action and development plans have measurable targets to allow for more accurate monitoring.

Overall School Performance

Very 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	Good ↑	Good	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Very good ↑	Very good ↑	Outstanding ↑	Outstanding
	Progress	Very good	Very good	Outstanding ↑	Outstanding
 Mathematics	Attainment	Very good ↑	Very good ↑	Very good ↑	Very good ↑
	Progress	Very good	Very good	Very good ↑	Very good ↑
 Science	Attainment	Very good ↑	Very good ↑	Very good	Very good ↑
	Progress	Very good	Very good	Very good	Very good
		KG	PYP	MYP	DP
Learning skills		Very good	Very 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	Very 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	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding

6. Leadership and management

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

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	meets expectations

- International assessment data from 2018 show an improvement in the TIMSS, PISA and PIRLS test results from 2015. Progress in the TIMSS results is strongest in Grade 4 mathematics. The school narrowly missed the targets in Grade 4 science and in mathematics and science in Grade 8. In the PISA test, the school exceeded its targets for reading, mathematics and science. In 2020-21 the performance of students in GL assessments was at least very good in mathematics and science. The outcomes of the English tests were outstanding.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- Leaders at all levels are very supportive of the vision of the National Agenda. Collectively, they clearly focus on reliably analysing assessment data to identify gaps in knowledge and skills. They provide appropriate interventions, especially in English, mathematics and science. Reviews and modifications ensure that the curriculum aligns with the NCfE, IB and National Agenda Parameter (NAP) requirements. The GL test and DP outcomes have improved significantly as a result. The NA Action Plan aligns with the whole school and departmental development plans.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	is above expectations

- The school conducts reading assessments and uses the analysed results to provide interventions based on a gap analysis. Students have regular opportunities to use their reading skills in other subjects, for example, when solving word problems, conducting research or analysing texts. Critical thinking and problem solving are very effective in most subjects.

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

For Development:

- Ensure that teachers in all subjects use data analysis and the key skills identified in curriculum revisions to improve their plans and students' learning outcomes.
- Increase the extent to which reading literacy is monitored across the curriculum.

Well-being

The quality of wellbeing provision and outcomes is at a high level:

- The governing board, the principal and the senior leadership team are highly committed to promoting wellbeing in the school. The wellness leadership team ensures that wellbeing and related policies and practices provide clear guidance to the entire school community about the importance of wellbeing to the health, happiness and success of all. The school's wellbeing journey shows significant improvement over time. All available data are studied to identify the next steps to improve the wellbeing of everyone in the school community.
- The inclusion leader, the staff and the counsellor make up a strong approachable team. Students confidently seek help from teachers and coordinators. The school environment is very supportive. Students are taught to be kind, reflective and helpful to others. They use the language of wellbeing confidently. It is evident from the happy atmosphere across this school that all staff are happy and feel valued. Professional development opportunities support their delivery of the wellbeing-based curriculum. The school listens to the views of both parents and students.
- Wellbeing is fully integrated across all areas of school life as an enabling feature of this school community. The curriculum addresses five strands of wellbeing. Students' work illustrates some of the key qualities promoted so well by the school, such as kindness, respect and empathy. A variety of activities helps to develop teamwork through shared challenges. Students feel safe and valued at school. They clearly understand the links between a sensible diet, exercise and the maintenance of good health.

UAE social studies and Moral Education

- The school uses the moral, social and cultural framework to construct a comprehensive whole school-curriculum. Students have very strong understanding of Emirati traditions, of society and of the moral and ethical underpinnings of the UAE.
- Teachers plan stimulating lessons that motivate students to think critically about the history and culture of the UAE and their places in it. They consider their possible contributions. Students' achievement is measured according to the Ministry of Education (MoE) standards, using assessments that have relevant real-world contexts.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' attainment is in line with the standards of the MoE curriculum. Students in the MYP make good progress. The achievements of students are consistent across observed lessons, recent work and internal assessments. Non-Arab students' performance in recitation and memorisation is below expectations.
- In Grade 4, students understand that morality is the highest value. In Grade 10, students understand the Pillars of Islam. In the Diploma Programme (DP) students, recognise and understand the importance of family. In general, students are secure in understanding worship and the need for good manners.
- Achievements are held back by insufficient provision for independent learning, research and group work. Students with limited background knowledge and skills do not receive enough support in lessons.

For Development:

- Raise students' attainment by increasing the level of challenge in lessons.
- Apply rigorous assessment criteria to monitor students' progress.

Arabic as a First Language

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

- Students' outcomes meet curriculum expectations. Students have satisfactory reading comprehension skills. There are gaps in their speaking and writing skills. They make good progress in their listening comprehension, especially in the Primary Years Programme (PYP).
- Students across the phases have secure knowledge of grammar and the ability to analyse factual and literary texts at appropriate levels. In the PYP, students benefit from increased opportunities to practice speaking and writing. In the higher grades, opportunities for students to develop writing are limited, and thus their skills are below expectations.
- Recent developments in teaching and curriculum planning are beginning to have positive effect on students' learning. However, these changes are not established sufficiently to improve all students' skills, especially in speaking and writing.

For Development:

- Increase the levels of challenge to improve students' reading.
- Develop carefully contextualised curriculum content that can support all students.

Arabic as an Additional Language

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

- Listening, speaking, reading and writing are developing steadily, especially when compared with their starting points. Students' outcomes vary in the Middle Years Programme (MYP).
- When reading, students can respond appropriately to different types of texts. They extend their writing skills in a range of ways. They can speak and write about everyday situations using familiar vocabulary. Sometimes they can apply their knowledge to new contexts.
- The recent curriculum reviews and developments in teaching and assessments contribute to improved students' experiences. They are not yet fully impacting on students' overall communication skills.

For Development:

- Enhance teaching strategies and make them consistently engaging.
- Use more challenging assessments to raise both students' and teachers' expectations of attainment.

English

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

- Students in the KG and PYP develop skills above curriculum standards in listening, speaking and reading. In the KG children know how to sound out and blend words. In the PYP students read a wide range of texts independently. For a minority, accuracy in writing is weak.
- In the MYP most students achieve highly. By Grade 12 they exceed international averages. Students can express their ideas using extensive vocabulary in well-researched speeches or essays. They independently analyse, synthesise and evaluate literary and non-literary texts, supporting their opinions with textual references.
- Lessons in English are rooted in inquiry. Students are encouraged to discover and apply their knowledge critically in unfamiliar situations. Students who have gaps in language skills or understanding are not well enough supported, especially in the KG and PYP.

For Development:

- Provide additional opportunities for students to improve their writing skills, especially in the PYP.
- Ensure that effective support is always provided to students who have deficiencies in their language skills.

Mathematics

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

- Internal and external assessment data and work in lessons show that a large majority attain above curriculum expectations. A large majority of students make better-than-expected progress. Throughout the school, there is an upwards trend in attainment and progress.
- Children in the KG have age-related skills in number and shape. In the other phases, a large majority of students is secure in calculation, data handling and geometry. Most students have well-developed skills when solving basic problems. The DP students can calculate volumes of rotation using integration accurately.
- Appropriate inquiry tasks challenge and meet the needs of most groups. They enhance students' attainment and progress.

For Development:

- Ensure that teachers use assessment data analysis more consistently to inform their teaching and thus support students' outcomes.
- Provide suitably complex problem-solving tasks for all groups of students.

Science

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

- The strong progress by children in the KG results in a large majority attaining above curriculum expectations. Attainment in the PYP and MYP has improved because of commendable performances in benchmark tests and the high levels of engagement that characterise most science classrooms.
- The KG children have opportunities to explore their world and to describe and explain it. This continues into the lower grades of the PYP. There is a growing emphasis on scientific knowledge in the MYP. In the DP students demonstrate sophisticated understanding, along with well-developed practical and research skills.
- Inquiry skills are particularly evident in the KG and DP. In many lessons, thinking routines and opportunities for reflection reinforce understanding. Students in many classes can articulate their learning orally, in writing and through graphic tools.

For Development:

- Ensure that students design their own experiments, particularly in the MYP.
- Encourage students to explore real-world issues and give them enough time to complete their explorations.
- Make concepts, the development of skills and cross-curricular links explicitly clear in lessons.

Learning Skills

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

- Students think for themselves when solving problems, discovering or inquiring. They enjoy learning and are keen to succeed. They know their strengths and weaknesses and take appropriate steps to address them.
- In lessons, students are attentive and strongly focused. They collaborate purposefully and productively. Learning skills are embedded in classroom routines. Students regularly reflect on their learning, their progress and success. They show innovation through creative writing, media podcasts and in art.
- Students communicate their learning well and make connections between learning and real life. They learn about international issues. As they progress through the school, they make increasing connections across subjects, which deepen their understanding of the world.

For Development:

- Encourage students to be innovative and to make connections between areas of learning.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school, children and students possess very responsible attitudes. Their behaviour is generally exemplary. However, in a small number of the lower primary classes, students' understanding of appropriate behaviour is insecure.
- Students are aware of the importance of commitment to safe and healthy lifestyles. Generally, they make healthy eating choices and take regular exercise.
- Attendance rates and punctuality are excellent. Students understand the connection between their attendance and maintenance of their achievements.

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

- Students clearly appreciate and respect Emirati culture and heritage. Cultural celebrations and curricular links are made on the appropriate occasions. Children in the KG are involved in many activities to develop their understanding of Emirati culture.
- Students understand the influence that Islamic values have on peoples' attitudes. They appreciate the relevance and benefits of these values on everyday life in the UAE. They participate in many Islamic celebrations. Non-Muslim students respect the feelings of Muslims during the holy month of Ramadan.
- In a very diverse school community, students fully appreciate their own cultures. They are celebrated throughout the year, but especially during the well-organised International Day.

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

- Students are active members of the school community. The Student Council represents the students on a wide range of issues. Children in the KG help as a 'little teachers.' Students initiate and lead activities that contribute to the wider community through volunteer activities.
- Throughout the school, students have a very positive work ethic. Innovation and enterprise projects are established features of learning in the DP and are developing in the PYP and MYP. Children in the KG are innovative, active participants in school life.
- Students demonstrate pride in their school. They focus on improving the local environment. They initiate or actively support schemes that have positive environmental benefits through roles such as 'Eco-Leaders'. They produce podcasts that focus on environmental awareness and action.

For Development:

- Develop students' understanding of global cultures and of their art, literature and music.
- Provide opportunities to enhance innovation and enterprise projects in all phases of the school.

3. Teaching and assessment

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

- Teachers plan highly engaging and well-structured lessons. They help students to think critically through inquiry, discovery and research. The best teachers use time, activities and resources, including learning technologies, extremely well to enable students to succeed.
- A positive and supportive learning environment encourages students to learn. Teachers provide students with regular opportunities to reflect meaningfully on their learning. Senior students, especially, engage in thoughtful discussions and make connections across different subjects.
- Most teachers have informed knowledge of their students' academic achievements. They use a range of successful strategies to meet the needs of most students. Occasionally the strategies are not specific enough to support or challenge a minority of students.

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

- The school has rigorous and systematic procedures in place to collect, analyse and use data from internal and external assessments. Assessments increasingly align with the IB curriculum objectives. Assessments are most effectively implemented in English, mathematics and science. Assessments in subjects aligned with the MoE curriculum do not always lead to appropriate levels of challenge for students.
- Leaders analyse assessment data to identify gaps in students' knowledge. Most teachers use the analyses effectively to provide tasks that meet the needs of different groups. Teachers in the KG know the strengths and weaknesses of children's learning through careful assessments.
- The analysis and use of assessment data have been pivotal in improving external benchmarking test scores and DP students' attainment. Teachers enable students to self-assess in the PYP to enhance their learning.

For Development:

- Ensure that teachers in all phases and subjects use a variety of teaching strategies to address the needs of all students.
- Establish more effective use of assessment data in all subjects to adjust lesson content and teaching strategies.

4. Curriculum

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

- The school's curriculum, emphasises inquiry-based learning, and provides relevant, challenging programmes that clearly align with the IB, Dubai and national visions. Students have increased choices as they progress through the school, with many pathways to achieving exit qualifications.
- Units of work at all levels includes skills, concepts and inquiry questions to ensure that students make progress in every subject. Transition events, such as the Grade 10 'Fork in the road' counselling, facilitate the transition of students between phases.
- Regular curriculum reviews are based on the analysed data from internal, external and international benchmark assessments. There are major reviews within subjects and across the four programmes annually.

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

- The school continues to modify its curriculum to cater for the needs of all students. Introducing new subjects in the PYP, MYP and DP expands students' choices. The school's IB Careers Programme (CP) meets some students' needs very well.
- The school provides numerous opportunities for students to show enterprise and innovation. Senior students undertake internships with local businesses. There are examples of entrepreneurship and innovation in classes, such as Grade 10 students writing business plans in their economics lessons. Such opportunities within lessons are rare.
- Students' understanding of links with Emirati culture and UAE society is well supported through learning experiences embedded in the curriculum. Students in Grade 1 learn why the National Anthem is important. Those in Grade 11 inquire into ways to resolve conflicts.
- Arabic is taught for two hours each week in KG1 and KG2.

For Development:

- Ensure that the school's inquiry-based planning of the curriculum is reflected in teaching.

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

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

- The school has rigorous procedures for the safeguarding and protection of students. A wide range of strategies is in place to ensure that members of staff, students and parents are aware of the procedures. Students report that they feel safe and know where to seek support.
- The school's buildings and equipment are very well maintained. The premises and facilities are designed to be fully inclusive. Regular risk assessments to monitor students' safety around the school and during their arrivals and departures are partially effective.
- The medical staff promotes healthy behaviour as part of the student support service. The physical education team provides students with a wide range of activities and opportunities to help them to make healthy lifestyle choices.

	KG	PYP	MYP	DP
Care and support	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding

- Mutual respect, trust, and confidence characterise all interactions. Relationships between students and members of staff are excellent. The revised system for managing behaviour is generally very effective. The school's approach to promoting outstanding attendance and punctuality is very successful.
- The school has rigorous systems to identify promptly and accurately students of determination and those who are gifted and talented. The subsequent support matches the planned interventions and challenges very well to students' diverse needs.
- The well-being and personal development of all students are high priorities and are monitored very closely. The information gained is used to provide highly effective personal and academic guidance and support. Careers guidance for senior students is thorough, supportive and highly effective.

For Development:

- Ensure that the risk assessments are acted upon consistently.
- Use the new restorative justice model to improve behaviour in the younger PYP years to focus on learning.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The principal and the senior leadership team are committed to ensuring the school is fully inclusive. The school admits students with a range of severe learning difficulties. The inclusion leader manages staff well and deploys them effectively. The Individual Education Plans (IEP) contain realistic, achievable goals.
- Students of determination are formally identified in a range of categories. Their IEPs are drafted and modified after consultation with parents. Goals are identified but may not be discussed fully with all students. Those students of determination without IEPs are well known to teachers and are regularly supported and monitored.
- Parents are very positive in their opinions about the ongoing support provided by the school. They say that their children are happy and enjoy going to school. They report that their family lives has improved. Parents find it easy to communicate with the inclusion staff.
- The large majority of teachers work well to meet students' needs. Learning support assistants and teaching assistants offer valuable support. Members of staff encourage independence and the growth of self-esteem. The school provides a full modified curriculum as well as vocational pathways in Grade 11 and Grade 12.
- Progress by students in lessons is very good. However, it is difficult to measure progress accurately without more realistic, achievable and measurable targets in the IEPs. There are no simple, student-friendly targets. Hence, students of determination are on learning journeys without adequate signposts.

For Development:

- Ensure that all teachers can set appropriate tasks and learning activities for students of determination.
- Involve students in the setting of their IEP goals, with simple ones for the younger students.
- Write IEPs which are realistic, achievable and measurable.

6. Leadership and management

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

- Senior and middle leaders share a clear vision that encompasses not only high academic standards but also a concern for the wellbeing of all. Leaders have a well-developed understanding of the philosophy of the IB curriculum, leading to an effective inquiry culture throughout the school. Strategies for implementing changes to enhance students' outcomes have been established. These strategies are beginning to show positive results.
- Leaders have developed an effective self-evaluation process which has input from all stakeholders in the school. They have prioritised four areas, each of which is embedded into subject and departmental planning. Actions to support and enhance teaching are being implemented. The monitoring of teaching, followed by personalised training, is effective. The new plans lack interim targets to support implementation reviews. The school's leadership team is sustaining improvements over time.
- Parents are actively involved in school life and their views and ideas for improvement are often sought. The Greenfield Committee of Parents has positive effects through its involvement with activities and through its constructive support of the new leaders. Parents receive regular reports about their children's achievements. Parents report that communication with the school is highly effective. Any concerns are dealt with promptly. Following the pandemic, links with the wider community for sporting and other activities are being re-established and enhanced.
- The school's governance committee and advisory board both meet regularly. The advisory board has wide representation from all stakeholders, including parents and students. Together they exert positive influences on the overall performance of the school. The governance committee is aware of and has acted on the recommendations made in the previous inspection report. Members are very supportive of the leadership team's direction and vision. They ensure compliance with all statutory requirements.
- The daily management of the school, its procedures and routines are very efficient. Appropriately qualified teachers are well deployed. However, support for English as an additional language (EAL), and for students who are gifted and talented, is limited. Teachers benefit from a good range of professional training opportunities. The school facilities support the delivery of all four IB programmes. Resources to support teaching and learning are plentiful and have been enhanced since the previous inspection.

For Development:

- Include interim measurable goals in all action plans.
- Increase staffing to support EAL students and those with gifts and talents.

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