



GreenField Community
School

Curriculum: IB

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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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
Language of instruction	English
Inspection dates	6/2/2017 to 9/2/2017

Teachers / Support staff

Number of teachers	102
Largest nationality group of teachers	British
Number of teaching assistants	35
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	12%

Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1291
Number of children in pre-kindergarten	0
Number of Emirati students	12
Number of students with SEND	102
Largest nationality group of students	UK

Curriculum

Educational permit / Licence	IB
Main curriculum	IB / MoE, BTeC
External tests and examinations	IBT, IB, BTeC
Accreditation	CIS, NEASC, IB
National Agenda benchmark tests	IBT, CAT4



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.

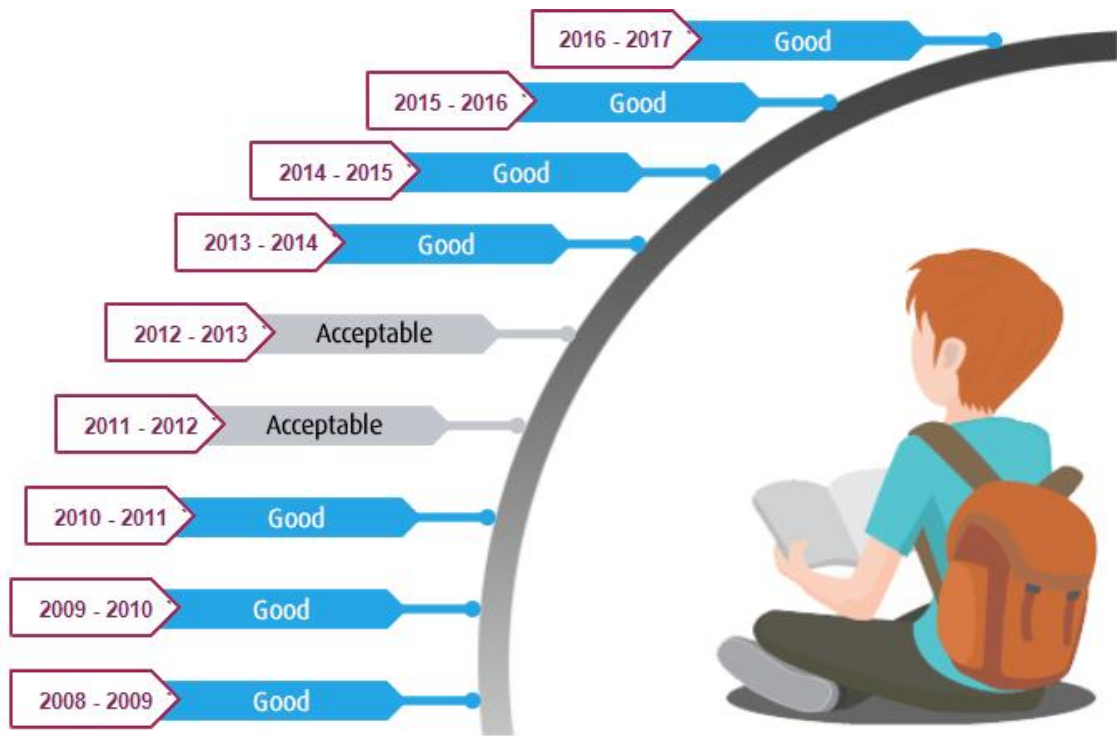
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for GreenField Community School



- Greenfield Community School opened in 2007 and the principal is in his third year at the school. The school has been judged as good for the last three years. The number of students on roll remains stable and the turnover of teachers is low at 12%.
- Previous inspection teams reported positively on the strength of students' personal and social development. The very good provision for students with special educational needs and/or disabilities (SEND) is also highlighted. The curriculum pathways, accessible to all abilities, and the development of students' learning skills are strong features. Previous inspection teams also praised partnerships with the school community and safety and security on site.
- Recommendations in previous years have focused on improving student attainment and progress, by developing the necessary skills and frameworks. These include improvements to teaching, the alignment of the PYP and MYP curriculum to rigorous standards and creating assessment tools that accurately measure progress. Additionally, previous inspection reports have highlighted the need to improve leaders' systematic monitoring and evaluation of the school's performance.

Summary of inspection findings 2016-2017



GreenField Community School was inspected by DSIB from 6 to 9 February 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.

- Students' attainment has improved in mathematics and science in the DP and progress has improved in mathematics in the KG and the PYP. Overall, attainment and progress in English and science are at least good. Students' achievement in Islamic education and in Arabic as a first language are weaker than in other key subjects. Students' learning skills are good across all phases.
- Students' personal development and their social responsibility are very good and outstanding across the phases. Students' understanding of Islamic values and awareness of Emirati and world cultures is outstanding in the KG, very good in the PYP, and good in the MYP and the DP.
- Teaching is variable across grades, phases and subjects but remains good overall. There are some areas for development with the assessment of learning, particularly the effectiveness of the strategies leaders use to measure progress and the use of data by teachers to modify planning for the different groups of students. However, the introduction of external benchmarked testing is providing accurate information.
- The curriculum has been thoroughly revised and in the PYP and the MYP, aligned to external benchmarks to provide more challenging standards. The opportunities for all students to successfully progress through grades 11 and 12 are excellent.
- The school is generally safe and secure and staff provide high standards of care and support. There is system for communicating and acting upon maintenance needs, but this is not always used effectively and risk assessment procedures are not proactive enough. Advice and support for students applying for higher and further education and work placements is effective and highly valued by parents.
- Parents are effectively involved in the life of the school, both in supporting their children's learning and also in determining how best to move the school forward. School leaders ensure well-written policies and procedures are implemented consistently, but planning and evaluating school improvement does not focus sufficiently on students' academic achievement.

What the school does best

- The school community values and celebrates diversity, is highly inclusive, and places importance on providing different curriculum pathways to meet the needs of all students.
- All staff provide high levels of care and support that enable all students to develop as individuals. Students demonstrate respect and warmth for each other, irrespective of ability or culture.
- Students of all ages take a strong degree of responsibility in their community.
- Teachers effectively develop students' learning skills in all phases.

Recommendations

- Increase the effectiveness of improvement planning by:
 - monitoring students' progress more accurately and frequently, through lesson observations and analysis of their written work
 - creating action plans that focus on student progress, and that include priorities, strategies, and measurable goals
 - monitoring the impact of these actions continuously and adjusting strategies as necessary
 - ensuring the principal and senior leaders are held to account for the impact on student achievement.
- Improve assessment by:
 - measuring and tracking student progress accurately in lessons and over time
 - using marking and feedback systematically to ensure that students know their next steps in learning
 - aligning lesson objectives more closely to the Ministry of Education curriculum standards in Islamic education, especially in PYP.
- Ensure the quality of teaching is at least good across all subjects and phases by:
 - adapting teaching to meet the needs of all students more effectively, in all core subjects.
 - raising teachers' expectations of students' attainment and progress, in all core subjects.
 - increasing leaders' expectations for the progress of students with SEND.

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 their targets:

- Students' attainment, based on the National Agenda Parameter benchmarks, is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- Leaders ensure that external assessment is analysed rigorously. The information is used to identify strengths and weaknesses in students' learning and teachers are beginning to plan lessons using this information. The curriculum is modified and appropriate teaching strategies are beginning to be developed and used. This is not yet consistent for all students and in all subjects across the school.
- The curriculum is adapted to include additional content relevant to the National Agenda Parameter. Lesson plans detail problem solving and investigations adjusted to the school's inquiry approach. Key departments have also audited the curriculum to identify the time needed to deliver the curriculum.
- In order to improve progress, the school is beginning to establish procedures in which analysed assessment information is used to modify teaching strategies. A good start in analysing all results of the CAT4 test has been made. The grouping of students on the basis of the CAT4 scores, and the setting of individual student targets, is at an early stage of development.
- The majority of students have access to their results from the National Agenda Parameter tests. Students have a wide variety of resources, which include online technology, to develop their independent research skills; for example, to support their research and enquiry.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- The school provides opportunities for innovation through its inquiry learning approach and student-initiated projects. Projects include the creation of two “Mindfulness” rooms that positively contribute to the well-being of the school community. Curricular modifications and partnerships with the local community provide a variety of activities to promote innovation and creativity. However, the school does not have a coherent school vision for the development of innovation.

Overall school performance

Good

1 Students' achievement

		KG	PYP	MYP	DP
Islamic education 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	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	Very good
	Progress	Good	Good	Very good	Very good
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Good ↑	Good ↑	Acceptable	Good ↑
Science 	Attainment	Good	Good	Good	Good ↑
	Progress	Good	Good	Good	Good ↑

	KG	PYP	MYP	DP
Learning skills	Good	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	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	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Very good ↑
Governance	Good
Management, staffing, facilities and resources	Good

Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Acceptable	Good ↑
Science	Good	Good

- Attainment and progress in English are good. Skills in reading and writing are promoted well and, by the end of KG1, children can attempt independent writing, using phonetic spelling. This progress continues and, by the end of KG2, they can complete simple sentences unaided. However, teachers do not always have high enough expectations regarding the quality of presentation and productivity. Children are aware that print has meaning and they handle books appropriately. They can use their emerging phonetic knowledge to decipher and blend sounds to form words.
- Children's mathematics skills are progressing well. Attainment is acceptable but improving, because of the good progress children make. During mathematical inquiry lessons, games and other activities help children gain better understanding and knowledge of the relationships between numbers. By the end of KG2, most children can order numerals and create sequences that reflect arithmetical patterns. They can describe some attributes of two and three-dimensional shapes but their knowledge and understanding are not yet secure.
- Children have a secure understanding of their immediate environment and how the world works. In KG1, they are able to explain how materials differ and can describe their characteristics. In KG2, children can differentiate between natural and man-made objects and give examples for different uses of electricity, both now and in the future. Their scientific skills are developing and they can use media and materials to explore and make links with their scientific observations.

PYP		
Subjects	Attainment	Progress
Islamic education	Good	Acceptable ↓
Arabic as a first language	Acceptable	Good
Arabic as an additional language	Good	Good
English	Good	Good
Mathematics	Acceptable	Good ↑
Science	Good	Good

- In Islamic education, information from internal assessments and lessons indicates that the majority of students attain levels that are above curriculum standards. They display good knowledge of Islamic morals, values, and laws such as the Pillars of Islam and Friday prayer. The majority of students show strong knowledge of Seerah and their memorization and recitation skills are well developed. However, linking that knowledge to real life is underdeveloped. Progress is in line with curriculum expectations.
- In Arabic as a first language, most students attain levels in line with the Ministry of Education (MoE) curriculum expectations. Internal assessment results are high but levels of attainment seen in lessons do not support these. Students have adequate listening and reading skills but do not use classical Arabic confidently. Grade 5 students have acceptable comprehension and dictation skills. High-ability students can write at length in a limited range of genres. The majority of students are making good progress in their writing skills.
- In Arabic as an additional language, the majority of students attain levels above curriculum expectations, with respect to their years of study, as demonstrated by internal assessment results. Students have good reading and writing skills but listening and speaking skills are less secure. Progress for the majority of students is good, particularly for the advanced groups with handwriting and writing. Students in other groups also are improving their writing skills well but with speaking skills, progress is slower.
- In English, external benchmark assessments show very good attainment by the end of the phase but there is variability in the lower grades. Most students in Grade 1 can write very simple recounts and descriptions with support. They can read aloud their own writing and they can read and listen to story passages. Their speaking and listening skills are better developed than writing. Overall, writing opportunities are limited. Students' reading skills continue to improve at a higher than expected rate and their ability to speak with intonation and fluency, using a wide range of vocabulary, is well developed.
- For most students, attainment in mathematics is in line with curriculum expectations. Students' attainment has improved from last year's internationally benchmarked tests but not to the extent that the school's internal assessments suggest. Students in Grade 1 are able to sort and compare 3D objects, those in Grade 3 are consolidating their understanding of area and perimeter through real-life challenges, and students in Grade 4 successfully solve multi-step addition problems, again linked to the real-life application of furnishing a house. The majority of students make good progress during their lessons.

- In science, internal assessment information indicates that attainment and progress for the majority of students are above curriculum expectations. In lessons, students demonstrate levels of knowledge and understanding that are above age-appropriate levels. However, the results of external benchmark tests and progress over time show weaker outcomes. The application of scientific methods and the development of skills are consistent and built into lesson planning and delivery. Across the phase, students use their scientific knowledge and understanding well to give accurate explanations and solve problems. They are able to report their findings clearly using accurate scientific terminology.

MYP		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Good
English	Very good	Very good
Mathematics	Acceptable	Acceptable
Science	Good	Good

- In Islamic education, most students attain levels that are line with the MoE curriculum expectations. Their knowledge of the main beliefs, concepts and values is secure. They are able to explain the concept of Zakat, to whom it should be given and how to calculate it. The majority of students can recall facts about the life of the Prophet (PBUH) and that of his companions. Students' memorization, recitation and linking their knowledge to real life situations is under-developed. Students' progress in lessons, in their recent work and over time, is at the expected level.
- In Arabic as a first language, most students reach levels that are in line with MoE curriculum expectations. The high results in internal assessments are not reflected in students' work, where standards are acceptable. Students have adequate listening and reading skills but are not comfortable speaking classical Arabic. Grade 10 students continue to develop their comprehension and grammar. They write adequately but do not show enough depth in their persuasive writing. Most students make adequate progress in their writing skills. Progress is slower when teachers do not ensure that work closely matches students' needs.
- In Arabic as an additional language, most students attain levels in line with curriculum expectations, considering their years of study. However, internal assessment results show inconsistencies. Students have appropriate reading and writing skills but they are struggling with speaking. Nonetheless, progress for the majority of students is good, particularly the advanced groups with regard to comprehension and writing. Progress of students in the other groups, although good, is limited by inconsistent opportunities to build effectively on prior learning.
- In English, students' attainment is very good as measured by internal and external assessments. During lessons, the large majority of students demonstrate reading, speaking and listening skills at levels that are above curriculum standards. They are able to use sophisticated vocabulary during class discussion and can retrieve and analyse information from fictional texts accurately. By the end of the phase, students are able to present logical arguments from literary analysis.

- In mathematics, in lessons, most students demonstrate levels of attainment that are in line with curriculum standards, although there is some variability in the achievements of different year groups. Overall, there is an improvement on last year's externally benchmarked assessments. The school's internal assessments indicate a much higher level of performance but this is not supported by the attainment and progress seen in lessons.
- In science, attainment and progress for the majority of students are above curriculum standards. This is an improvement on last year's external benchmarked test results. In lessons, students' skill levels are improving at higher than expected rates, because investigative practical work is underpinned by scientific methods. Students show confidence and competence in a range of age-appropriate practical work, including planning and carrying out science investigations in groups or individually.

DP		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Not applicable	Not applicable
English	Very good	Very good
Mathematics	Good ↑	Good ↑
Science	Good ↑	Good ↑

- In Islamic education, most students attain levels that are in line with the MoE curriculum expectations. Their knowledge of the main beliefs, concepts and values is secure. The majority of students are able to explain the steps of Hajj. They know about the biographies of the Prophet (PBUH) and about the early years of Islam. Most students make acceptable progress as measured against the lesson objectives. They make slower progress in developing the recitation and memorization of the Holy Qur'an and in linking their knowledge to real life.
- In Arabic as a first language, most students attain standards in line with MoE curriculum expectations. Internal assessment results are high but these are not reflected in the standards seen in lessons. Students have appropriate listening and reading skills but do not use classical Arabic confidently. Grade 11 students are developing their reading comprehension well. However, they are less able to compare the writings of different authors in sufficient depth. Students' progress is limited by the teachers' low expectations.
- Students' English attainment results, both from internal and external assessments, are very good. Results from the IBDP examinations for the last cohort are outstanding. Most students are able to extract and analyse information from a variety of challenging texts. They can respond to texts with increasing skill, offering substantiated opinions about the writer's purpose and meaning. By this phase, writing skills are very well developed and most students can demonstrate a clear understanding of complex structures and nuances of language.

- In mathematics, internal test results show that the majority of students achieve levels of attainment that are above curriculum standards. There are a small number of students studying mathematics at IBDP Higher Level and the school ensures that their needs are met. Students' learning in lessons reflects the high levels of challenge expected and as a result, students make increasingly rapid progress. Trends over time show that levels of attainment by the end of this phase continue to improve.
- In the sciences, students' attainment and progress are above international and curriculum standards, although chemistry results are lower than biology or physics. Over the previous three years, the school has improved attainment for the majority of students. Opportunities for developing inquiry and investigation skills are built into lesson planning and delivery and students make good use of these. They can solve problems effectively and explain their learning confidently using accurate scientific vocabulary.

	KG	PYP	MYP	DP
Learning skills	Good	Good	Good	Good

- Students are motivated and their levels of engagement in their learning are good. Children in KG usually have autonomy over their own learning. Students act responsibly and, when opportunities are provided, for example in English and in PYP Arabic, they work well independently. In English lessons, students express themselves through role play, dance and listening to music, developing their own creativity.
- All students, including the children in KG, work well together. They collaborate well to enhance each other's learning. Students communicate effectively and are very articulate, especially as English is often their second language. These collaboration skills are apparent in most subjects but less evident in Islamic education, where there are fewer opportunities for students to discuss and debate what they are learning.
- There are good cross curricular links in all phases, which enable students to build on and consolidate their prior learning. For example, a Grade 6 class listens to the music of Vivaldi to stimulate their appreciation for poetic devices such as personification, metaphors, and similes. In the majority of subjects, students are given opportunities to apply their learning to real life.
- Teachers provide open-ended activities, and, as a result, students have many opportunities to use digital devices in lessons for research and inquiry. The majority of teachers use open questioning to encourage students to think deeply and critically. However, this strategy is less evident in Islamic education.

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

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

- Students' mature and positive attitudes can be seen across all phases. They are extremely self-reliant and very responsible in their outlook. Most students are strong advocates of the IB Learner Profile and they respond well to feedback from their teachers. In the first two phases of the school, in particular, students' attitudes to learning and to the community of learners and staff are exceptional.
- Students behave extremely well in most lessons and exhibit strong self-discipline. Maintaining warm and caring relationships with their fellow students, and with staff, is a strong feature of the school. Students have the ability and the confidence to resolve many difficulties without adult intervention. Bullying is extremely rare.
- In both the classroom setting and in social spaces, students relate very well to each other, to adults and to visitors. Younger children help each other because they know it is the right thing to do. Older students show genuine empathy and respect to their peers, staff and visitors. The school is a very harmonious community.
- Most students have an excellent understanding of safe and healthy life choices, making sensible choices about what they eat and how they exercise. Students are aware of risks and they act and move sensibly around the site. The student-led project to create a 'mindfulness' room illustrates their understanding of the importance of well-being.
- Students are punctual in arriving to school and for lessons throughout the school day. They are aware of how attendance influences academic achievement. Attendance is good in PYP and MYP but not as strong in KG1 and DP. The school is aware of this and new systems are resulting in some improvements.

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

- Students demonstrate a clear understanding of Islamic values and the importance of Islam in modern society in Dubai. They respect and appreciate Islamic traditions. They are able to discuss the features of a mosque and the call to prayer.
- Students demonstrate positive attitudes towards the heritage and local traditions of the UAE and they can describe some of the main sporting activities that are traditionally enjoyed, such as falconry and camel racing. They can speak in detail about famous buildings in UAE. They confidently share their understanding about cultural activities and celebrations, such as National Day and Flag Day.
- Students have a clear appreciation of their own culture and the variety and range of other cultures from around the world. They show respect to students of other nationalities, languages and religions. However, the knowledge of global cultures, particularly the Arab culture, is less developed in older students.

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

- Students see themselves as responsible members of the school and of the wider local community. They are proactive and able to initiate and lead activities that impact positively both within and beyond the school. Students value and productively use the opportunities they are given to participate in many campaigns to support others in need, locally and worldwide.
- Students have an excellent work ethic. They are resilient, resourceful and willingly take part in well-planned projects and enterprise activities. The Grade 5 market is a good example of this, where, as part of a unit on economics students manufactured, provided a range of services at a cost and then paid back a parental loan in order to make a profit for their small business.
- Students have a very good understanding of conservation and environmental sustainability and many can articulate the challenges faced by the UAE, in relation to this issue. They actively look for ways to improve their immediate and local environment. Examples include litter collection, running and taking part in an eco-club, beach-clearing and a well-established kitchen garden.

3. Teaching and assessment

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

- Teachers' subject knowledge is good in most areas of the curriculum, although this is not the case in Islamic education and is not always evident in mathematics. In KG, there is generally an appropriate understanding of how young children learn through play. However, not all adults who supervise children understand the importance of this and do not have the skills to act as facilitators of inquiry learning.
- Teachers' planning is usually good and learning objectives are mostly linked to the curriculum framework. In most subjects, teachers make good use of the classroom environment to support learning. They use a variety of resources well. For example, Grade 3 students use the school grounds to measure the perimeters and areas of rectangular shapes.
- Teacher – student interactions vary across subjects. The majority of teachers are adept at questioning, especially to guide recall of previous knowledge and understanding. In many lessons, dialogue and discussion are good. This is a particularly strong feature in English, where, in most lessons, teachers' use open-ended, probing questioning that leads to deeper understanding and creativity.
- The use of teaching strategies to meet the needs of different groups of students is variable across subjects and within grades. Students with SEND are supported well overall but this is inconsistent, varying from teacher to teacher. Providing challenge for higher-achieving students is an early stage of development as teachers do not always have high enough expectations of what they can achieve.

- Most teachers engage students in activities that allow them to inquire and research. However, opportunities for students to think critically and creatively are not consistently provided and challenge is sometimes missing in lessons.

	KG	PYP	MYP	DP
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Assessment systems are linked to the curriculum, providing the school with clear measures of students' attainment. However, the Greenfield Benchmark Test (GBT), used to track students' progress, does not provide a sufficiently comprehensive or accurate picture of students' progress over time. In Arabic as a First Language, assessments are closely aligned to MoE standards. However, in Islamic education, the PYP assessment is not well aligned to the MoE standards.
- The school uses a range of external assessments to benchmark students' performance against age-appropriate, international levels. These include the newly implemented Cognitive Abilities Test, the International Benchmark Test and the International Baccalaureate Diploma Programme examinations. Analysis of assessment results is used effectively to monitor group performance but it is not used to set targets for individual students.
- The school's recording of assessment information is systematic and detailed. School leaders analyse the information to identify broad trends, patterns of attainment and individual progress. The outcomes of this are shared with teachers. In the KG, the use of the developmental milestones checklist is working well.
- There are variations in the way the teachers use prior assessment information to plan lessons. Consequently, the learning needs of different groups of students are not met fully. Similarly, the progress of students during lessons is not sufficiently monitored so teachers lack the information needed to modify future learning through additional support or further challenge.
- The quality of marking is variable across the school. At times, it is superficial, offering little or no feedback to students. In more effective practice, constructive comments from teachers let students know how well they have done and how to improve their performance. In the most effective lessons, students are given opportunities to assess their own and others' work against clear criteria.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum is effectively aligned to the IB framework in all phases. It is broad and provides good opportunities for most students to enjoy learning experiences in a variety of subjects. It has recently been reviewed and benchmarked against standards from other high-performing curricula. The school is compliant with respect to time allocation in all subjects.

- The curriculum meets the needs of most students, and, in most subjects, learning successfully builds on students' previous knowledge, skills and understanding. The scope and sequences of learning objectives for most subjects have been recently revised. However, application of some cross-curricular elements, most notably language skills, are not consistently understood or applied in other curriculum areas.
- For post-16 students, the school provides valid alternate pathways for students of all abilities to follow, by offering both the Diploma Programme (DP) and the Career-related Programme (CP). The CP provides students with a selection of broad choices to appeal to their interests and talents. The school is very successful in transitioning its leavers into appropriate career and vocational placements
- Cross-curricular links provide meaningful learning opportunities for most students in the school. They are intrinsic through the planned thematic learning and units of inquiry in the KG and the PYP, and the Theory of Knowledge course in the DP. There were also some good examples of cross-curricular links in the MYP.
- The school has undertaken a major review of the curriculum to increase challenge and rigour. In mathematics, students can now choose from higher level, standard level mathematics studies. Pathways and options have been extended, especially in the CP. Further revisions have been made to scope and sequences in response to analysis of externally benchmarked assessments.
- The UAE social studies curriculum is taught in Arabic classes and integrated into the IB scope and sequences for Grades 1-10. In Grades 1-5, where the content matches the units of inquiry, cross curricular links are strong and lessons focus on cultural studies, global and local government. In Grades 6-10, UAE social studies is integrated with the humanities curriculum, where specific subject content matches the MYP learning outcomes. In Grades 11-12, links are made for those students who take DP history, geography and business management courses. Student outcomes are measured against the PYP Unit of Inquiry criteria and the MYP objectives for Individuals and Societies.

	KG	PYP	MYP	DP
Curriculum adaptation	Good	Good	Good	Outstanding

- All lesson plans show modifications for different abilities. Students of Arabic as an additional language are appropriately grouped into three levels of proficiency. Students with SEND have a detailed Individual Education Plan (student passport). However, in lessons, the implementation of planned modifications is inconsistent. The identification of gifted and talented students is a developing focus.
- The school is very involved in local, regional and international activities and programmes, through Taaleem schools, Dubai and IB networks. The wide range of choices and opportunities to develop students' interests and aspirations is a strength of the school's curriculum. Service initiatives are an integral part of the IB programmes in all phases.
- The school makes relevant connections with Emirati culture and heritage through its curriculum, across all phases. Educational visits are an integral part of student life. Links with the UAE context are especially strong in post-16, where the courses within the Career-related Programme make excellent use of local contacts and opportunities.

- In KG, the school provides two sessions of Arabic for 40 minutes per week. The curriculum is differentiated for non-Arabic and Arabic speakers. Lessons focus on conversation and are intended to ease children's transition into more formal lessons in the PYP.

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 ↓

- Overall, the school provides high levels of care and welfare for students. Supervision is very effective across all phases. Child protection policies and procedures are detailed and clear. The school provides training for all staff on child protection, in English and other languages. In addition, the school raises students' and parents' awareness of child protection procedures.
- Overall, students and staff are safe. A visual inspection checklist is in place and there are audits for specific areas such as the swimming pool. The school reacts quickly to address areas of concern, as demonstrated during the inspection. However, staff are not proactive and risk assessment procedures do not effectively identify potential risks across the school.
- The school keeps electronic and paper systems to document maintenance tasks. The 'maintenance ticket' programme is effective in communicating maintenance requests promptly. However, not many staff are using the system well and consequently, procedures are not fully effective. The school conducts regular evacuation drills.
- Overall, the facility and premises provide an excellent learning environment for all students and staff members, including students with SEND. There are sufficient elevators and ramps to enable those with mobility challenges to move freely around the campus.
- The two nurses and the part-time doctor provide very good care for injured and sick students. In addition, they proactively monitor students' well-being. There is a range of programmes to raise students' awareness of safety and healthy lifestyles.

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

- Relationships between staff and students are strong and behaviour management is very effective. A 'Mindfulness' room has been created that provides a haven where students can retreat for peace and quiet. There is a relaxed, friendly and respectful atmosphere throughout the school.
- There are clear systems in place to monitor attendance and punctuality, and perfect attendance is recognised with a certificate. Across the school, attendance is good overall and figures are improving but the systems could be more effective in their impact.

- The school has effective systems for identifying students with SEND and a developing focus on those who are gifted and talented. CAT4 data is increasingly used as part of this process. The school is very inclusive and welcomes students with a wide range of needs. IEPs are carefully created and include input from students and parents.
- SEND specialists and most teachers know the students well and plan carefully to meet their needs. Learning goals are adjusted regularly and almost all students make progress over time. However, modification in lessons is not consistent and this affects students' progress across grades and subjects.
- The school pays close attention to the well-being and personal development of students, including those with SEND. There is an explicit focus on helping students develop the understanding and management of their own emotions. In post-16, the Career-related Programme provides a vocational alternative to the DP, with a choice of pathways and a range of work experience opportunities.

Inclusion

Provision and outcomes for students with SEND

Very good

- The school has a very inclusive ethos and welcomes students with a wide range of special educational needs. There are clear policies, procedures and systems in place. The team of SEND specialists are appropriately qualified and experienced. They have responded well to the developmental discussions of the previous inspections, although ensuring consistent application in all classes is still a challenge.
- The school admits many students with complex needs. All are identified efficiently and accurately, using the KHDA categories. The SEND specialists have a comprehensive understanding of their area and ensure they know each student's needs in detail so that provision is highly personalised. When needed, external reports are sought to supplement this understanding.
- Parents feel well-informed through regular formal reports and informal contact as needed. The school is proactive in its communication and provides ideas for how parents can support their children at home. Parents are closely involved in developing their children's IEPs and in reviewing their goals. There is strong support and guidance for parents of older students, in relation to choosing curricular pathways and subject options.
- Almost all lesson plans show modifications for varying student needs, and most are aligned to student passport goals. The school has a very caring ethos. Students feel fully included, and staff and students celebrate the successes of all students. Learning goals commendably focus on personal and social development, specifically, improving students' confidence, independence and learning skills.
- Students' progress in lessons is variable, depending on the skills of the teacher to modify lesson objectives to match each student's needs. School guidelines for grading the progress for students with SEND limits teacher's expectations of students' academic progress. They treat students with SEND as one homogenous group. Expectations are not guided by more objective measures, such as CAT4, although initial analysis of CAT4 results has begun.

6. Leadership and management

The effectiveness of leadership

Good

- The school has recently revised its guiding statements as part of the IB evaluation process. The revision reflects the school's increased emphasis on community and diversity. All stakeholders were involved in the process. The school is fully committed to the UAE's national priorities and full inclusion.
- The majority of leaders have a good understanding of current education practices. Leaders are developing the culture of a learning school and there has been a recent renewed focus on increasing academic rigour and challenge, alongside the ongoing emphasis on the development of students' personal and social skills.
- Leadership is devolved appropriately. Roles, responsibilities and accountability are clearly delineated, and there are clear channels of communication between all levels of leadership. Meetings are organised appropriately and agendas contain a mixture of operational arrangements and increasing focus on the school's core purpose of improving learning. Relationships across the school are cordial and professional.
- All leaders demonstrate the commitment to improve students' academic performance and the majority demonstrate a clear understanding of what needs to be done to enhance the school further. Strong emphasis is being placed on improving provision but the follow-up that is necessary to evaluate and monitor these valuable developments is variable and therefore not fully effective.
- There have been improvements to several areas of the school but there has been limited time for developments to impact on students' progress. However, the rate of improvement is also slowed by a lack of focused attention on the systematic monitoring and evaluation of the changes.

School self-evaluation and improvement planning

Acceptable

- There are strong systems of self-evaluation in the school. Information is gathered from a range of sources, including internal and external data analysis, external evaluations, parent and student surveys, the Parent Association, and the School Advisory Group. The information is collated and used to identify key priorities.
- There are detailed systems for monitoring teaching across all subjects. However, the quality of that monitoring is variable and the determination of progress within lessons is not always made, particularly in PYP. There is a further expectation that previous learning in students' books is evaluated but this has not been sufficiently accurate or regular to be effective.
- The priorities in the whole school improvement plan are adapted for different phases and curriculum areas. In this way, leaders ensure that the focus remains constant but appropriate for all grades and subjects. However, the improvement plans are of variable quality, often lacking student performance objectives, measurable success criteria and a range of different strategies.

- Leaders have made some progress towards the recommendations from the previous inspection. In particular, there has been a full revision of the curriculum to align it with high standards found in other curricula, across the world. It is clear that there are higher expectations from teachers and greater challenge for students this year but it is too soon to measure an impact on attainment and progress.

Partnerships with parents and the community

Very good ↑

- Leaders are successful in engaging parents in supporting their children's learning at home, as well as participating in the many events and celebrations in school. The views of parents are systematically gathered and discussed by senior leaders, and at School Advisory and Executive Board levels. Parental views are influential in determining improvements to the provision for students.
- There are a variety of means by which parents and staff can communicate. Parents are very positive about being able to resolve individual issues with the school, promptly and effectively. The new information management system allows parents access to their children's grades and their next steps in learning. Parents of children with SEND are very positive about the influence they have on the creation of the IEPs.
- The number of reports has been increased from two to three a year. Parents welcome the fact that reports are detailed and contain details of students' academic achievement and personal development. Three parent/teacher conferences, including some with student participation, provide opportunities for discussion of student progress and next steps in learning.
- There are many partnerships locally, some nationally and a few internationally. They all add significant benefit to the students, school and local community. The service components within all IB programmes are intrinsic to the provision of these opportunities. There is further scope to extend these links virtually, through technology.

Governance

Good

- The school's Executive Board is made up of officers from Taaleem. Their educational expertise is complemented by the advice of the School Advisory Group, which includes students, staff and parents. This Advisory group gathers information from their relevant communities and, on a monthly basis, shares it with SLT and Executive Board members.
- The Executive Board systematically monitors the school's performance through meetings with the SLT and the School Advisory Group, reports from the principal, analysis of data and regular visits to the school. Consequently, it knows the school well and, through the appraisal targets that it sets, holds school leaders accountable. However, this has not impacted sufficiently on key areas that need improvement.

- As a direct result of the range of expertise, the combined resources of the Taaleem group, and the in-depth knowledge that it holds about the school, the Executive Board is in a strong position to accurately target resources to the priority areas of need and so have a direct and positive impact on school performance. The group has been influential in addressing issues such as staff turnover rates.

Management, staffing, facilities and resources




Good

- Leaders are proactive in ensuring that the day-to-day management of the school continues to improve. Most aspects of the school are systematically organised. Routines are clear and well established. This ensures that the many varied opportunities provided for students run smoothly and promote learning. The school continues to improve communication processes.
- The school is staffed appropriately to ensure that the vision of the school is achievable. Almost all staff are fully qualified and benefit from a range of professional development opportunities. However, middle leaders are not always effectively deployed to carry out their key roles and responsibilities because of teaching commitments.
- The premises are well equipped to ensure the learning environment is of a high quality and meets the needs of all groups of students. There is a range of extensive, specialist facilities that students use regularly and this enhances their learning experiences. The recently renovated library promotes learning and enables students to access a wider range of literary texts.
- The range of resources used across the curriculum, to support teaching and students' learning, is extensive, imaginative and of high quality. Resources are highly relevant and enhance students learning experiences. The digital infrastructure is secure and enables students and teachers ready access to on-line resources and information.

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	55
	2015-2016	209
 Teachers	46	
 Students	149	

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

- A much smaller number of parents participated in the survey than last year. However, there is general agreement on the levels of satisfaction from all stakeholders who responded.
- Most parents and students are positive about all aspects of school provision. All teachers are positive about the students' enjoyment of reading, the range of resources, the development of digital literacy skills and safety on buses and on campus.
- There is full agreement between all respondents that the school exercises high levels of care and support and, as a result, students' personal and social development is strong.
- All parents and teachers report that the school is inclusive and welcomes students of all abilities.
- A few parents are critical of Arabic and German language provision in the school and some teachers are concerned about insufficient opportunities for further training in the IB curriculum.

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