



المعرفة
Knowledge



GREENFIELD INTERNATIONAL SCHOOL

IB CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



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 Robin Kelly-Girven
	Principal - date appointed	4/6/2021
	Language of instruction	English
	Inspection dates	06 to 10 November 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre - KG to Grade 12
	Number of students on roll	1555
	Number of Emirati students	7
	Number of students of determination	176
	Largest nationality group of students	Arabic



TEACHERS

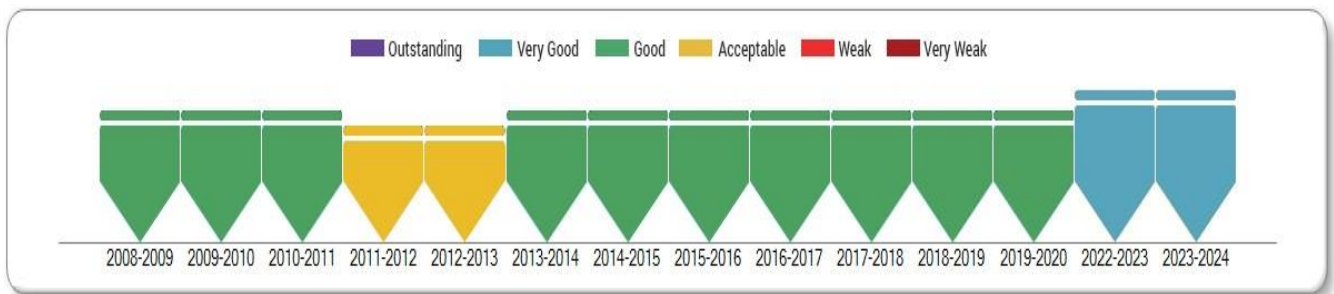
	Number of teachers	112
	Largest nationality group of teachers	British
	Number of teaching assistants	43
	Number of guidance counsellors	2

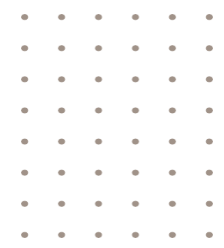


CURRICULUM

	Curriculum	IB
	External Curriculum Examinations	IB
	Accreditation	IB, NEASC

School Journey for GREENFIELD INTERNATIONAL SCHOOL





SUMMARY OF INSPECTION FINDINGS 2023-2024

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’ achievement is strong across subjects and phases, particularly in English, mathematics, and science, when compared with Islamic Education and Arabic as a first language, where the attainment is acceptable. In English, attainment and progress is stronger in MYP and DP. In Arabic as an additional language in MYP, students’ progress is good, but attainment is still acceptable. Students’ learning skills are of a very good level across the school.
- Students demonstrate mature, responsible behaviour and strong relationships. They show a strong awareness for cultural diversity, and respect for Islamic values and the heritage of the UAE. Students actively contribute to the school and wider community through voluntary projects and initiatives. Their commitment to healthy living and academic excellence fosters a positive school culture. Students are committed to developing sustainable practices within their school and the wider community.

Provision For learners

- The quality of teaching for effective learning is of a very good standard. Teachers are knowledgeable and build positive relationships with their students. Questioning and the development of critical thinking are strongest in DP. Students are increasingly motivated, engaged learners who collaborate and communicate well when challenged. Teaching strategies support learning. However, the quality of differentiated activities is inconsistent and so does not ensure higher outcomes.
- The curriculum design aligns with International Baccalaureate (IB) and the Ministry of Education (MoE) standards across all phases, with strong integration in PYP and DP. The implementation of the balance of knowledge, skills and challenge is improving. Cross-curricular links are relatively strong while cultural connections are integrated meaningfully. Adaptations of the curriculum to meet students’ needs are inconsistent across the school, except in DP.
- The school’s rigorous safety procedures include training that protects students from all forms of abuse. Supervision is highly effective, and facilities are accessible and well maintained. Health promotion is given high priority. Support services enrich students’ lives, encourage them to look after themselves, and provide comprehensive pastoral care. The identification of students of determination is robust, although the support for them in lessons is inconsistent.

Leadership and management

- Senior leaders pursue academic excellence, wellbeing and inclusive learning. The varying skills of middle leaders are affecting the school’s capacity to innovate and improve. Communication across the school is robust and morale is high. Self-evaluation and planning cycles seek stakeholders’ contributions, but the monitoring of improvements is not thorough enough. Governance is strong. Partnerships, resources and efficient operations of the school enrich the learning environment.

Highlights of the school:

- Students' excellent personal development, their understanding of Islamic values, social responsibility and leadership skills
- Students' achievements in English, mathematics and science, particularly in the DP
- The outstanding health and safety procedures, and the pastoral care and support of students
- The excellent parental involvement, diverse curriculum pathways for senior students, and the links with the wider community
- The efficient daily management of the school and the excellent quality of facilities and resources

Key recommendations:








- Implement effective teaching practices mirroring the best in the school, so that all students achieve well, particularly in Islamic Education and Arabic.
- Ensure that all teachers use assessment information to deliver challenging lessons that meet the needs of all ability groups, including students of determination.
- Enhance the capacity of leaders to enable the school to adjust to the changing demographics, and effectively monitor and improve teaching to ensure better students' outcomes in lessons.



OVERALL SCHOOL PERFORMANCE

Very good

01 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
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	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

02 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	Outstanding ↑	Outstanding ↑	Outstanding ↑
Social responsibility and innovation skills	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding

03 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

04 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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

05 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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Outstanding

- In 2021, students' outcomes in the Progress in International Reading Literacy Study (PIRLS) were just below the high international benchmark, resulting in the school narrowly missing its target. No Emirati students were in the group selected for assessment. Students' outcomes in the National Agenda Parameter (NAP) assessments in English, mathematics and science indicate outstanding progress for all students, including Emirati students.

C. Leadership: International and Emirati Achievement	Outstanding	
D. Teaching and Learning: Improving reading literacy	Whole school	Emirati cohort
	Very good	Very good

- The implementation of the school's National Agenda action plan is effectively monitored by leaders. The plan has key actions and details how the school aims to improve all elements including reading. However, it lacks specific and measurable targets for raising reading skills, set against the detailed assessment data which it holds. This is particularly so for the Emirati students.
- Students display an enjoyment of reading. There has been a whole-school emphasis on raising the standards of reading and on developing a culture where students read for pleasure, and therefore access the curriculum more readily. The specific interventions have yet to be fully effective in the early grades of PYP where students start from a low base in their ability to read. By MYP however, most students have progressed and are proficient readers. The action plan for the development of reading lacks specific and measurable targets for the group of Emirati students.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Enhance students' reading skills in the early grades of PYP.
- Use the data from external and internal assessments more effectively in classroom interventions.
- Improve the action plans for developing students' reading skills by including specific measurable targets for all, and especially for the Emirati students.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcome is at a very good level.

- Wellbeing is at the core of the school's vision. Staff, students and parents have established a positive, caring environment. Regularly reviewed policies, documentation and survey analyses inform its next steps. Student concerns arise from survey responses, informal conversations and comments placed in a drop-box. All stakeholders play an active role in improvement planning. For example, students' desire to increase their sense of belonging has led to the introduction of a successful house system.
- Communication is through the 'School Box' management system with newsletters and updates, WhatsApp, coffee mornings, a wellbeing calendar and a parental committee. Class representatives report on monthly meetings. Teachers raise records of concern where needed. Various forms of information help to monitor students systematically. Teaching staff, the pastoral team and counsellors support the development of wellbeing, enabling students to make safe choices and to recognise the consequences of their choice. The 'Safe Hands' survey monitors staffing needs, and tailored professional training is provided.
- Wellbeing in the Early Years complements personal, social and emotional development. Separate lessons are taught in the secondary sections. Specialist teachers share their expertise on a rotation system. Assemblies and house points celebrate achievement. As one of the key pillars, wellbeing is embedded in both the curriculum and in extra-curricular activities. Students share the benefits of a healthy lifestyle, breathing techniques, relaxation strategies for anxiety and anti-bullying presentations.

For Development:

- Consolidate the teaching of wellbeing and encourage students to set the benchmark of their own vision of wellbeing.

UAE Social Studies and Moral Education

- The school teaches UAE social studies and moral education, based on the MoE framework. Moral, Social and Cultural Studies is taught from Grade 1 to Grade 12 as a standalone subject. Instruction is 50 minutes per week in PYP and 55 minutes per week in MYP and DP.
- Teaching ensures that students develop a personal response to local, national and global issues, as well as an understanding of moral, ethical and civic responsibility. The variety of tasks and activities, including the use of technology, supports students' learning and their personal development. Assessment is a well-balanced combination of on-going and final assessments.

Arabic in Early Years

- The Early Years programme for Arabic is based on the MoE Early Years standards and has been aligned to the IB framework. There are five teachers of Arabic. They provide two lessons for the Kindergarten (KG) in Arabic as a first language and one of 60 minutes for Arabic as an additional language for children in KG2. Children learn to read letters, to spell and to read words. Diagnostic assessments and regular tests help teachers to monitor their progress. Children learn through play and practical activities.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal data and work observed in lessons indicate that students are meeting the curriculum standards. While Arabic speaking students in PYP and MYP are more skilled with Holy Qur'anic recitation and memorisation, non-Arabic speaking students perform better in other areas of Islamic Education.
- Students in PYP show strong memorisation of the Pillars of Islam and articles of faith. In MYP, students discuss the meanings of the Holy Qur'an and Hadith and apply them to their lives. In DP, students analyse verses and discuss Sharia rulings. Their knowledge of Islamic personalities is less secure.
- The school has introduced a digital learning website that is slowly helping to improve students' memorisation and recitation skills.

For Development:

- Improve students' knowledge of and application of the rules of Tajweed.
- Enhance students' success by balancing curriculum coverage and depth of knowledge more effectively during lessons.

ARABIC AS A FIRST LANGUAGE

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

- Most students, across the phases, demonstrate secure reading and listening skills when compared with their speaking, reading comprehension and writing skills. The gaps in these skills are more evident in lower MYP and DP.
- Most students can analyse the main elements of a story and compare different types of literary texts in the upper grades. In discussions, students often respond using brief phrases and sentences. In DP, students’ ability to speak using standard Arabic and to write at length are underdeveloped.
- Teachers’ use of marking and feedback informs students of their strengths and areas for improvement. However, students are yet to use their teachers’ comments effectively to redraft their written work and to achieve higher-level outcomes.

For Development:

- Ensure that students use all reading resources to improve their reading and comprehension skills.
- Provide more opportunities for all students to answer in full sentences, thus enhancing their speaking and writing abilities.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Across both phases, students understand and respond to a narrow range of short, familiar oral and written questions. They can construct short sentences and paragraphs, based on writing structures. A minority of MYP students find difficulty in speaking, particularly when discussing unfamiliar topics.
- In lessons, students show stronger listening skills, particularly when responding to instructions. They can read and understand familiar texts. MYP students can identify parts of speech, including nouns, verbs and adjectives. Independent creative writing, reading comprehension and speaking skills are insecure.
- The school provides opportunities to enhance students’ engagement and enjoyment of Arabic, for instance with reading competitions and the use of digital reading platforms. However, students’ participation in the use of these resources is not sufficient to secure better outcomes.

For Development:

- Ensure that teachers create more opportunities for students to engage in extensive speaking and writing practice to promote higher levels of achievement.

ENGLISH

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

- Attainment and progress are above expectations in all phases and are very strong in the MYP and DP. External and internal assessment results closely align. There are insufficient levels of challenge for most students in all phases, particularly for the most able.
- Listening and speaking are the most developed skills. Students are effective communicators. Opportunities for writing in lessons are variable. Students' writing in the upper grades is well-developed. Students' reading skills and their application in PYP and the lower MYP grades are not well developed.
- The renewed reading literacy programme in the KG, PYP and MYP is systematic and thorough. It is yet to have impact on reading skills for all students. There are extensive opportunities for students to develop and improve their speaking skills in and out of lessons.

For Development:

- Ensure that there is challenge in lessons for all and particularly for the most able.
- Improve further students' reading skills in PYP and the lower phases of MYP.

MATHEMATICS

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

- KG and PYP demonstrate the best attainment. In lessons and in internal assessments, students in DP are making slower progress. There is some unevenness in the progress of girls and Arabic speakers in the MYP external benchmark tests.
- Children in the KG recognise number patterns and shape. Grade 5 students handle equivalent fractions, while Grade 10 students analyse data. Students in Grade 12 can find probabilities of combined events.
- The small number of Emirati students attain levels of achievement that are at least in line with that of others. The challenge set in lessons and the expectations of teachers sometimes do not always result in students performing to their full potential.

For Development:

- Ensure that planning sets suitably challenging objectives and success criteria, and that students have frequent and lengthy periods of active mathematical engagement with tasks that match their needs.

SCIENCE

	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 indicate strong attainment across all phases. Chemistry and physics were less strong in the DP phase in 2022 but improved in external assessments in 2023. Lesson observation indicates that achievement in science across all phases is robust.
- Most students display a secure understanding of scientific terminology and use it appropriately when they talk about their learning. Students in PYP and MYP are sometimes less confident when discussing or writing about their knowledge and understanding.
- Investigative work enables students to link theoretical learning to their own lives and to develop critical thinking and problem-solving skills. The positive outcomes are particularly evident in the upper year groups of PYP and the upper phases of the school.

For Development:

- Strengthen the opportunities for students in PYP and MYP to develop their scientific investigation and writing skills.
- Consolidate the recent improvements in external assessments in DP by providing appropriate challenges for different groups of students.

LEARNING SKILLS

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

- In the KG, children enjoy sharing their learning with others. Students in PYP are active, interested learners. Students in MYP and DP are becoming increasingly motivated learners. Students generally take responsibility for their own work when opportunities are provided for them to do so.
- Enterprise, enquiry, research, critical thinking and problem-solving are regular features in a few subjects. In other subjects the inclusion of these skills is inconsistent. Students use technology effectively and confidently in the classroom.
- Students engage in productive interactions. They collaborate well when they have appropriately challenging activities. Most students communicate their learning well especially when presenting to their classmates. Students often apply their learning to the outside world.

For Development:

- Ensure that enterprise, enquiry, critical thinking, and problem-solving are key features in lessons in all subjects.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school students exhibit mature and responsible attitudes. Their behaviour is exemplary. Most demonstrate self-discipline and adhere to the school's rules in and outside the classrooms. Bullying is rare. Any difficulties are resolved in a mature way.
- Students maintain excellent relationships with their teachers and with their fellow students. They regularly offer support to one another, which leads to the development of highly respectful and considerate relationships.
- Students have a strong understanding of, and commitment to, a healthy lifestyle and making conscious, healthy food choices. Students across the school enjoy participating in regular sporting activities and competitions. Attendance is high. Students are generally punctual to school and to lessons.

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

- Students show a deep awareness and understanding of the values of Islam. They actively put the values of respect, care, and compassion into practice when contributing to local charities. Older students take pride in sharing their recent experience of their Umrah pilgrimage.
- Students exhibit a strong understanding and respect for the heritage and culture of the UAE. This cultural awareness is cultivated through their participation in assemblies and educational trips, including their visit to the Al Shindaga museum. They are actively engaged in events that celebrate Emirati heritage, fostering a sense of cultural appreciation.
- Most students display a profound sense of wider cultural awareness and take pride in their own heritage. Their appreciation for other cultures is evident through their active participation in various celebrations within the school.

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

- Students initiate and lead many voluntary projects that are having a positive impact within the school and the wider community. Some have planted trees in the school grounds, organised a thank you meal for auxiliary staff and taken part in a charity car wash.
- There are frequent opportunities for students to participate in enterprising activities where they demonstrate their excellent work ethic and perseverance. The annual Market Day and Business Plan Competition enable students to develop entrepreneurial skills and economic understanding.
- Students are passionate about environmental action, with ocean pollution a major focus across all phases. As members of the Alliance of Sustainable Schools, students are committed to developing sustainable practices. Recycling, re-using and reducing waste were strongly promoted through a fashion show led by students.

For Development:

- Ensure that all students obey the school rules and practice self-discipline.

03 TEACHING AND ASSESSMENT

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

- Teachers across the phases provide interesting lessons for students. Interactions with students are positive and help to engage learners. In the most effective lessons, teachers use resources and technology well. Students, as they move into the upper grades, are more often provided with opportunities to think deeply about their work.
- Teachers' questioning encourages critical thinking, but this is lacking in a minority of lessons in PYP and MYP. Differentiation and challenge are skilfully applied in the best lessons, but this is not a regular feature throughout the school.
- Teachers are knowledgeable about the achievements of students and use this knowledge to inform their teaching practices. Meeting the needs of all groups of students, and providing challenge for all students in all lessons, are developing features.

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

- Internal assessments are coherent and consistent. They provide detailed measures of students' progress. Students' achievements in all subjects are benchmarked against national and international comparators.
- Internal assessment data are analysed effectively by senior leaders and subject coordinators. Learning gaps are identified and are then used to inform curriculum implementation and planning for interventions. The impact on classroom practice, however, is variable.
- Most teachers have a good knowledge of students' strengths and areas for improvement. They monitor students' work. Most provide helpful feedback. Students have opportunities for self- and peer-assessment but this, as well as the quality of the teachers' marking and feedback, is not always coherent.

For Development:

- Ensure that teaching strategies consistently meet the needs of all students.
- Use internal and external assessment outcomes more thoroughly to plan and deliver lessons that meet students' needs.
- Ensure that written feedback to students includes informative next steps to help them to improve their work.

04 CURRICULUM

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

- The curriculum meets the requirements of the IB and MoE. The KG and PYP curriculum documentation have been revised in science and some aspects of mathematics. The revisions have been incorporated into the units of enquiry.
- The written curriculum is firmly in place with strong cross-curricular links, and opportunities for students to engage in enterprise and innovation. The taught curriculum is not always effective as learning objectives, success criteria and occasionally the expectations of teachers, lead to insufficient challenge for some students.
- The range of options for older students has continued to increase through the careers-related programme and BTEC courses which cater to students' needs in Grades 11 and 12. Community service is fully included as an essential requirement of the school's IB programmes.

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

- Teachers in DP differentiate the curriculum effectively to meet students' needs. In the other phases, some teachers are less successful in adapting the curriculum to match tasks and activities to students' abilities.
- The curriculum is effective in providing opportunities for students to engage in enterprise, innovation and sustainability. Links are successfully made with the Emirati culture and society through events and celebrations, as well as being well-embedded within the curriculum.
- The imaginative curriculum, supported by the extensive and expanding ACE (Active, Creative, Enrichment) programme, provides a wide range of opportunities for students to further their academic and personal development. Secondary students extend learning outside the classroom through 'A Week Without Walls'. In Grade 11, all students participate in work experience.

For Development:

- Ensure that curriculum expectations and implementation challenge all students.
- Ensure that curriculum adaptations match the learning needs of all groups of students.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has rigorous procedures for safeguarding students, including child protection. Highly effective procedures protect students from all forms of abuse, including bullying and through using the internet and social media.
- The school provides a safe, hygienic, and secure environment for students and all staff. Buildings and equipment are maintained to the highest of standards. The excellent physical environment is fully accessible for those with temporary or permanent mobility issues. Safety checks are frequent and rigorous.
- Supervision of students is exceptionally effective during the school day and on school transport. The school's promotion of safe and healthy living is successful. It is given a high profile and influences all aspects of school life. The medical team handles incident reports, ensuring relevant follow up, actions and tracking.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- This is a caring and supportive school where students are provided with a range of systems and services to enrich their lives and to keep them safe. Students are encouraged to look after themselves and others. Older students' mentor younger ones.
- The emphasis on being responsible enables students to make their own choices and to appreciate the consequences of the wrong decisions which they may make. The pastoral team and wellbeing teams provide a comprehensive support structure. The 'Drop- Box' allows students to express both concerns and suggestions.
- The identification of students with different learning needs, including those for whom English is not their first language, and the gifted and talented, is robust. Support programmes and the implementation of differentiation are yet to be consistent applied. The careers and university guidance are comprehensive for students.

For Development:

- Ensure consistency in the implementation of differentiated tasks across all subjects, so that all students achieve their full potential.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Very good
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- The inclusion leader and her team are working well to promote the vision of a highly inclusive school. Policies, admission procedures and relevant documentation are robust. The lead has a strong understanding of how to share her expertise in enhancing provision for all students.
- The school has improved the identification and intervention procedures for students of determination. External assessments and specialist reports suggest the required support. Students with more significant needs are supported and closely monitored by learning support assistants (LSAs). Most teachers implement the strategies written in the individual education plans (IEPs).
- Parents are fully engaged in their children’s education. They appreciate the open-door policy, and the regular interactions with the school. They report that they would welcome more consistency in support to help their children further.
- Teachers receive regular training. They do not always apply the differentiated targets consistently in the classroom. Most students of determination remain in their classes with occasional personalised withdrawal lessons. Alternative pathways for progression have been introduced to suit those with more complex needs.
- Robust tracking, monitoring and evaluation systems are in place. Baseline assessments help to inform targets and future planning. Internal assessments show that the majority of students exceed their personal progress targets. Older students successfully complete diplomas and certificates and receive offers for further education.

For Development:

- Ensure that all teachers use the strategies and recommendations in students’ IEPs to deliver effective differentiated lessons more consistently.

06 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 leaders prioritise the goals of the UAE in the school's vision and plans, by emphasising academic excellence through the IB. However, middle leaders' ability to innovate and to improve their areas of responsibilities varies. Senior leaders are aware of the challenges of maintaining consistently high-quality teaching with a high proportion of new teachers and students in the school. Communication is robust. Staff morale is high. Collective accountability ensures positive and sustainable improved students' outcomes in most subject areas.
- The school engages in thorough self-evaluation processes with support from all stakeholders. Leaders have a strong understanding of the school's strengths and areas requiring improvement. They effectively monitor teaching and learning while recognising the need for continued professional training for teachers. Improvement plans are well structured. They include measurable targets. Reviews are not as regular as they could be. Leaders have sustained improvements over time, addressing past recommendations, including the ongoing improvement of teaching in Islamic Education and Arabic.
- The school excels in involving all parents in their children's education. Leaders actively seek parents' views through Greenfield Committee of Parents (GCP) and maintain open communication through various channels. This effective communication keeps parents well informed about their children's progress. The school provides detailed termly reports covering academic and social aspects, students' behaviour and suggestions for improvement. The school has extended local, national and international partnerships that enrich students' experiences.
- The school's governance structure incorporates diverse stakeholders, including the Taaleem Board, which actively engages in internal reviews and seeks external expertise for quality control. Members hold senior leaders accountable, monitor school performance and invest in resources, leading to improved outcomes for students. The governance committee and advisory board, which includes parents and students, meet regularly. They are successful in influencing the school's performance by supporting the school's vision, by implementing recommendations from previous inspection reports, and by ensuring statutory compliance.
- All aspects of the daily management of the school are smooth, with efficient procedures and routines. Qualified teachers are appropriately deployed. Support for those with limited IB experience is being enhanced. After classroom observations, teachers have access to various professional training opportunities and programmes. The school's facilities, including resources for technology, sport and the libraries, are consistently and productively used.

For Development:

- Address the variability in the skills of middle leaders to ensure more effective monitoring of teaching and learning.
- Regularly monitor the school's improvement plans and set interim targets to assess progress.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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