



المعرفة
Knowledge



FAIRGREEN INTERNATIONAL SCHOOL L.L.C

IB CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA PARAMETER



GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	The Sustainable City
	Opening year of school	2018
	Website	www.esoleducation.com
	Telephone	97148754999
	Principal	Edward Charles Pearce
	Principal - date appointed	1/8/2021
	Language of instruction	English, Arabic
	Inspection dates	22 to 26 January 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	997
	Number of Emirati students	8
	Number of students of determination	117
	Largest nationality group of students	Other European



TEACHERS

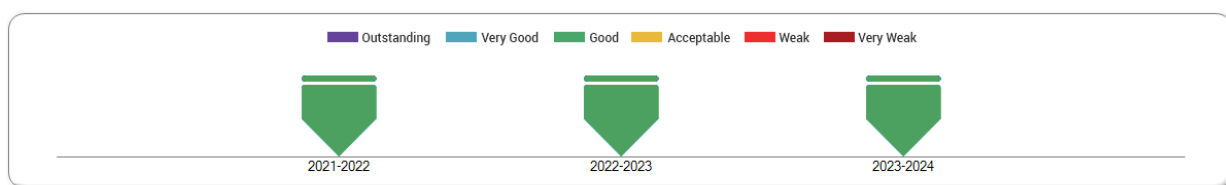
	Number of teachers	95
	Largest nationality group of teachers	UK
	Number of teaching assistants	43
	Number of guidance counsellors	4



CURRICULUM

	Curriculum	IB
	External Curriculum Examinations	IBDP
	Accreditation	IBO

School Journey for FAIRGREEN INTERNATIONAL SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' achievement in Islamic Education and Arabic remains acceptable. However, in the primary years programme (PYP), students make good progress in Islamic Education and very good progress in English, mathematics and science. Achievement in mathematics and science in the middle years programme (MYP) are mostly good. In the Kindergarten (KG), children mostly show good achievement. Progress in mathematics is now very good.
- Across the school, students display excellent behaviour and keen attitudes towards learning, recognising its value in shaping their futures. Respectful relationships between members of staff and students foster an environment in which the heritage of the UAE and cultural diversity are appreciated. Students actively participate in leadership roles and embrace various cultural events. Opportunities for entrepreneurship and sustainable living are encouraged, culminating in external recognition and the school's Green School Platinum status.

Provision For learners

- The quality of teaching is steadily improving across the school, with notable strengths in PYP and the diploma programme (DP). This is due to the more effective implementation of lesson plans and teachers' better understanding of students' needs. However, plans for personalised learning are less frequently implemented in MYP. Assessment is used well to track students' progress, Helpful feedback on students' work is prominent in PYP.
- The curriculum is broad and balanced, adhering to IB philosophy and UAE standards, with mostly smooth transition between phases There is some discontinuity in the use of assessment data on transition between PYP and MYP. The curriculum prepares students well for continuing education and future careers. Regular reviews ensure that it meets diverse needs, especially in KG and PYP. The curriculum fosters enterprise and entrepreneurial skills.
- The safeguarding of students is supported by comprehensive policies and procedures. All members of staff are trained in child protection. The premises are exceptionally well maintained. The supervision of students, including when on school transport, is effective, and traffic is controlled for students' safety. Health promotion is integral to the daily life of the school. Positive relationships between students and staff contribute to the supportive atmosphere.

Leadership and management

- The principal and leadership team are committed to raising achievement, inclusion, wellbeing and sustainability. However, leaders have not yet been effective in raising achievement in Islamic Education and Arabic. Thorough procedures underpin much of the self-evaluation and improvement planning. Parents are highly supportive. Governors are equally supportive and check the accuracy of self-review. The school is well managed with qualified staff and excellent facilities.

Highlights of the school:

- The clear vision of leaders, understood by all, in this internationally minded, sustainability focused and highly inclusive school.
- The excellent promotion of wellbeing and provision for the health, safety, care, and support of students.
- Students' excellent personal and social development.
- The engagement of parents and the wider community.

Key recommendations:

- As a matter of some urgency, raise students' achievement in Islamic Education and Arabic.
- Increase the consistency of teaching and learning across the school.
- Rigorously monitor and review the implementation of school improvement plans to ensure that they are having a positive impact across all phases and subject areas.



OVERALL SCHOOL PERFORMANCE

Good

01 STUDENTS' ACHIEVEMENT

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

	KG	PYP	MYP	DP
Learning skills	Good	Good	Good	Very good

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

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	Very good	Very good	Very good	Very good

06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

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	Partially Met	
The school has not entered all the required students for external benchmark tests in Arabic as a first language or in Arabic for additional language learners.		
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Good
The school's score of 573 in the 2021 Progress in International Reading Literacy Study (PIRLS) test exceeded its target of 547. This score is above the high international benchmark. The number of Emirati students was below the threshold for reliable reporting. Over the last two years, attainment in National Agenda Parameter (NAP) tests in English dropped from very good to good. In mathematics, results rose from acceptable to good, and in science performance was maintained at very good. The overall pattern for the very small number of Emirati students was one of improvement.		
C. Leadership: International and Emirati Achievement	Good	
Understanding of the results of international assessments such as PIRLS is well developed among a large majority of leaders. The school's National Agenda action plan is appropriately ambitious. Curriculum adaptations and teaching are best developed in English. Monitoring of the impact of the adaptations is variable, although signs of improvement in students' knowledge and skills are increasingly being seen.		
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Acceptable
A majority of students have reading literacy levels which are above age-related expectations. There is some variability across grades between good and acceptable scores. Overall, the scores represent good attainment in this aspect. The use of data to enhance students' reading literacy is notably well developed in PYP than in the later phases and is more effective in English than in other subjects. Interventions are increasingly having an impact. A large majority of students have made expected or better progress. For the very small number of Emirati students, reading literacy is variable.		

Overall school standards in the National Agenda Parameter are good.

For Development:

- Enter all students in the required grades for external benchmark tests in Arabic as a first language and in Arabic for additional language learners.
- Ensure more consistent adaptations to the curriculum and teaching across phases and subjects to improve students' reading skills, particularly 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 outcomes is at a very good level.

- The school's vision and focus are strongly centred on fostering both individual and collective wellbeing. School leaders regularly review this area, leading to robust improvement planning. This ensures the effective promotion and development of wellbeing policies and practices, positively impacting upon the entire school community. The self-evaluation process includes regular data collection, incorporating feedback from all stakeholders. However, feedback from students and teachers tends to be more retrospective than current.
- The school excels in engaging with and supporting the wellbeing of students and members of staff. Alongside specialist staff, including counsellors, it offers commendable levels of individual care, guidance and support. Parents highly praise the school's efforts in assisting their children. Staff wellbeing is a key priority, supported by a range of available resources. The involvement of students in various wellbeing roles significantly contributes to advancing this agenda.
- An all-round approach is implemented for the promotion and development of wellbeing. Active participation in school and extra-curricular activities strongly supports students in making healthy lifestyle choices. The school specifically focuses on the continuous development of social skills, emotional intelligence, self-regulation and resilience. Students exhibit positive attitudes towards one another and to staff. They feel safe and valued within the school environment.

For Development:

- Further develop the data gathering processes to better explore students' current perspectives on wellbeing initiatives.

UAE social studies and Moral Education

- The UAE social studies curriculum and the moral education programme, delivered in English, adhere to the Ministry of Education (MoE) standards. These are integrated into a culturally adapted version of a commercial personal, social and health education programme. The curriculum is structured around the Moral, Social, and Cultural Studies (MSCS) framework, providing a comprehensive approach to learning.
- In MYP, learning is enriched by an array of teacher-developed resources, supplemented by specialist support from the school guidance counsellor. Lesson planning is closely aligned with the standards, focusing on addressing the physical and emotional wellbeing of students. This educational approach fosters the school's values and cultural ethics, contributing significantly to the development of students' character and personal accountability.

Arabic in Early Years

- Children in KG1 are taught Arabic by three teachers, for 40 minutes per week. This increases to 80 minutes per week in KG2. The school adapts the MoE curriculum to accommodate both first and additional Arabic language learners within the same sessions. The curriculum emphasises the recognition of letters and sounds, incorporating themes like animals, colours and numbers. Progress is assessed against guidelines related to the four language skills, with teachers' observations noted in reports to parents.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal assessments indicate that students' attainment varies from weak to outstanding. Questions set in assessment are often too easy and below students' capabilities. Teachers' marking is often overly generous. Classroom observations and students' work show that attainment across all phases generally meets curriculum expectations.
- Students possess an adequate understanding of Islamic values, the Sunnah of the Prophet (PBUH), and Figh, but their Holy Qur'an recitation and Tajweed skills are basic. This is primarily due to limited Arabic language proficiency. Students make stronger progress in PYP.
- The recommendations made in the previous inspection report have been partially implemented. Challenges in Holy Qur'an recitation and Tajweed persist. Strategies to address these issues have yet to yield significant improvement.

For Development:

- Leaders should rigorously monitor the quality and consistency of teaching to improve students' achievement.
- Improve students' recitation of the Holy Qur'an and their Tajweed skills.

ARABIC AS A FIRST LANGUAGE

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

- Internal assessments show that students are achieving in line with curriculum expectations, with their ability to structure and sequence ideas in extended writing showing improvement. However, the development of grammar and sentence structure is less well pronounced.
- Students exhibit strong listening and reading comprehension skills. In MYP, they undertake literary analyses of various texts, employing diverse evidence for justification. While oral expression is competent, students face challenges with vocabulary and standard Arabic usage.
- High-level questioning in PYP fosters critical thinking, enabling students to articulate opinions of story elements and use literary styles for vivid sentence construction. However, too much teacher guidance limits the impact on students' outcomes. Creative writing is beginning to improve in upper MYP.

For Development:

- Develop students' vocabulary and application of grammar to strengthen sentence structure and to improve their written and oral expression.
- Provide more opportunities for students to complete challenging tasks without too much teacher guidance

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The school's internal assessments accurately reflect students' literacy skills, showing vocabulary development across phases and improved reading comprehension in the latter stages of PYP and MYP.
- In upper MYP, students read more confidently and understand basic grammar, even at beginner levels. Listening skills vary in both phases. Guided extended writing helps students to form complete sentences based on questions, but speaking abilities often remain confined to single words or brief phrases.
- The introduction of critical thinking questions is beginning to influence upper MYP students, who can now interpret topics, express opinions and make suggestions, indicating the start of independent writing. However, opportunities for extended spoken interactions with teachers are scarce.

For Development:

- Develop students' free extended writing skills
- Improve the speaking skills of students, using correct sentence structures and applying correct grammar.

ENGLISH

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

- In PYP, students are increasingly writing at more length and in greater depth. In some MYP and DP lessons, there is a growing focus on fostering critical thinking and independent learning skills.
- Reading is improving across all phases, with PYP students making rapid progress. They benefit from extra-curricular activities such as literary festivals and interactions with published authors. However, not enough use is made of technology to support learning.
- Each phase shows clear progression. However, a lack of cohesion between the PYP and MYP curricula leads to students' progress stalling across all language skills during transition. Appropriate, personalised curriculum adaptations lead to more rapid progress in many lessons.

For Development:

- Improve students' use of technology to support learning.

MATHEMATICS

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

- Children in KG make rapid progress in developing their number sense and recognising shapes. They acquire simple problem-solving strategies. Rapid progress continues in PYP and leads to high levels of attainment. Attainment in the other phases is less strong.
- Strengths in attainment in PYP include number skills and, by Grade 5, the understanding of angles in triangles. In MYP and DP, attainment in a wide range of topics, such as solving equations, is well developed. Attainment in problems involving interpretation and multi-step calculations is less consistent in these phases.
- In PYP, teachers have been working on improving mental mathematics skills, with positive results. In MYP and DP, the results of practice tests and examinations are used in revision sessions, with positive effects on students' statistical and algebraic skills.

For Development:

- In MYP and DP, improve students' skills in reading comprehension, reasoning and multi-step calculations in problems involving an extended response.
- Using assessment data, set higher expectations of what children can achieve in KG.

SCIENCE

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

- Internal and external assessments, alongside recent work, and lesson observations, indicate that a majority of students across the school exceed curriculum standards. A notably large majority of students in PYP achieve above expectations. Achievement in DP has fallen over the past year.
- While students demonstrate secure scientific knowledge, understanding and practical skills, their investigative abilities are less advanced.
- Greater attention to the scientific method in PYP and enhanced analytical skills in MYP and DP are beginning to show positive outcomes. Further emphasis is being given to these areas to boost achievement levels.

For Development:

- Improve the frequency and planning of investigative work, especially in MYP.

LEARNING SKILLS

	KG	PYP	MYP	DP
Learning skills	Good	Good	Good	Very good

- Students across the school possess robust learning skills, effectively articulate their thoughts and confidently participate in class discussions. Particularly in DP, students exhibit strong independent learning abilities, making meaningful connections to their understanding of the world.
- The majority of students have positive learning attitudes, engaging enthusiastically with their work and effectively using technology. They collaborate well, with many demonstrating notably good critical thinking skills, especially in English.
- In all grades, students are developing skills in independent inquiry and teamwork. However, their engagement in Arabic tends to be more passive. In other subjects, they adeptly link different learning areas and progressively assume more responsibility for their work, encouraging vibrant debates and discussions.

For Development:

- Across all subjects, improve the range of learning opportunities that make learning more closely related to student's lived experiences.

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

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

- Students across the school exhibit excellent behaviour and mutual respect, viewing education as crucial for their future aspirations. The inclusive learning environments ensure that students feel valued and respected.
- Strong relationships between staff and students foster a culture of thoughtfulness, transcending religious and racial differences. This ethos significantly broadens students' perspectives and aspirations, further supported by the school's commitment to promoting healthy lifestyles.
- High levels of attendance and punctuality reflect students' enjoyment of school, attributed to the welcoming and caring approach of the staff. This positive school atmosphere encourages students to embrace the school's very strong vision for wellbeing.

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

- Students across all phases recognise and value the role of Islam and its influence within UAE society, appreciating the peaceful coexistence of diverse cultures that contributes to the country's enjoyable lifestyle.
- Students show deep respect for the heritage and culture of the UAE. Various events throughout the year enhance understanding and appreciation of the rich cultural diversity in the UAE.
- The school encourages students to be aware of both their own and others' cultural backgrounds. Annual events, including national and international days, provide students with extensive and valuable insights into various global cultures.

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

- Students readily volunteer their services to impact positively on the school through a number of student leadership roles. Students have a few opportunities to make a positive social contribution to the wider community, such as through the 'Clothes Drive'.
- Throughout the school, students demonstrate a very positive work ethic. Within the core curriculum and extra-curricular activities, students develop entrepreneurial skills, for example through the 'Shark Tank' project, when running their businesses, and when initiating and leading activities for others.
- Students' aspirations for sustainable living influence all aspects of the school. They contribute to, initiate or lead conservation and ecological projects. Their work is acknowledged through external awards such as the Green School Platinum status.

For Development:

- Provide more opportunities for students to take the initiative in making a positive contribution to the wider communities.

03 TEACHING AND ASSESSMENT

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

- The quality of teaching is improving as a result of the sharing of best practices. Nevertheless, variability in teaching quality in subjects and phases remains. In DP, effective teaching significantly boosts students' performance across most subjects.
- In PYP, lesson plans are well designed, drawing on prior learning and assessment to provide appropriately differentiated learning experiences. While lesson plans are similarly well designed in MYP, there is inconsistency in the extent to which they are put into practice.
- The use of technology to support teaching and learning is an emerging strength in some subjects. Teachers' use of questioning to deepen and extend students' thinking is a developing feature of many lessons.

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

- Assessment procedures are strong in DP, where they align with the results of external examinations. In MYP, links to external assessments are less strong. The use of assessment information to influence teaching is variable, but better in PYP than in the other phases.
- The school's systems for tracking the progress of groups and individuals are effective. Feedback to students on their work and what they need to do to improve is well developed, particularly in PYP. Feedback to students is limited in Islamic Education.
- The assessment of students' personal and social development has improved in PYP. The school uses benchmark tests well in English, mathematics and science. Only a sample of students takes benchmark tests in Arabic.

For Development:

- Ensure more consistency in use of assessment data to influence teaching and progress, particularly in relation to providing sufficient challenge for higher attainers, most notably in KG and MYP.
- Ensure full compliance with requirements for benchmark testing in Arabic by entering all required grades for these annual assessments.

04 CURRICULUM

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good ↑	Very good .	Very good .	Very good .

- The curriculum adheres to the IB philosophy and UAE standards. It offers a comprehensive mix of knowledge, skills and understanding Although transitions between phases are mostly smooth, not enough use is made of assessment data on transfer from PYP to MYP to ensure appropriate starting points in MYP.
- Various curriculum choices, including the Career-related Programme (CP) and a variety of initiatives, cater for students' differing needs. These promote interdisciplinary learning and broaden students' educational experiences from an early age.
- Regular curriculum reviews, particularly in PYP and KG, ensure responsiveness to students' needs Recent adjustments have aligned the KG curriculum more closely with IB principles, demonstrating a dedication to continuous improvement.

	KG	PYP	MYP	DP
Curriculum adaptation	Good .	Very good ↑	Very good ↑	Very good ↑

- Leaders and teachers adapt the curriculum to meet the diverse needs of all student groups, They use information from external assessments and curriculum reviews to identify where adaptations are needed to address gaps in students' learning.
- The curriculum offers engaging opportunities for students to develop and demonstrate entrepreneurial skills, notably through initiatives like 'Fairgreen Fresh' in Grade 4. The KG curriculum does not offer enough age-appropriate opportunities for innovation, creativity or social engagement.
- The curriculum broadly incorporates aspects that deepen students' understanding and appreciation of Emirati culture and traditions. Opportunities to integrate these cultural elements more consistently across the curriculum are not always taken, especially in KG.

For Development:

- Ensure that there is no overlap in students' learning as they transition from PYP to MYP.
- Strengthen links with Emirati culture in KG and provide more age-appropriate opportunities for children to be innovative and socially engaged.

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 comprehensive policies and rigorous procedures to safeguard students. They are well understood by all, including parents and governors. Regular training ensures that all adults understand their child protection duties. Staff ensure that students know how to keep themselves safe.
- The school premises are kept in an exemplary condition, with thorough safety checks and an efficient programme of maintenance and cleaning. The supervision of students, including when on school transport, is highly effective. Traffic control measures ensure students' safety on arrival and departure.
- The medical team and staff successfully promote safe and healthy lifestyles throughout all aspects of school life, including the healthy eating campaign, the promotion of walking and cycling to school, and a range of health education programmes.

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

- Teachers cultivate positive and purposeful relationships with students, which foster a tranquil and supportive learning atmosphere throughout the school. Strategies for managing students' behaviour are effective. The approach to promoting regular attendance and punctuality is successful.
- The school has developed rigorous systems to identify students of determination, ensuring the formulation of well-developed individual education plans (IEPs). The implementation of these plans ensures that most students make appropriate personal and academic progress.
- Personal and career guidance are significant features of the support provided for students. The wellbeing and personal development of all students is carefully monitored. However, the range of learning pathways available is sufficiently suited to the needs of students of determination.

For Development:

- Explore a range of alternative programmes to enhance the learning pathways available for students of determination.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Very good
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- The governor, principal and the senior leadership team are deeply committed to ensuring the school's inclusive ethos. They support the head of inclusion who oversees and implements a well-considered inclusion policy, and, together with a highly experienced inclusion team, adopts consistent teaching approaches.
- Students of determination are formally identified through a variety of appropriate assessment practices. In-depth knowledge of barriers to students' learning effectively guides subsequent planning and a range of interventions. Specialist staff collaborate effectively with class teachers to improve students' learning and outcomes.
- Parents of students of determination express positive views about the range of support provided by the school. Communication between home and school is a key priority of the inclusion team, but not all parents are fully aware of their children's personal development and academic progress.
- Supportive classroom cultures are consistent across all phases of the school. The large majority of teachers work well to meet students' needs. Members of staff encourage independence and the growth of self-esteem. In the better lessons, careful differentiation provides meaningful activities and well-pitched levels of challenge.
- Well-developed assessment procedures and processes for regular monitoring inform the setting of challenging targets and the subsequent readjustment of these targets as required. This ongoing tracking suggests that the progress of a large majority of students of determination is very strong.

For Development:

- Strengthen communication between school and home to ensure that parents have a greater understanding of their children's personal development and achievement.
- Further develop classroom teachers' implementation of differentiated teaching approaches to ensure well-pitched levels of challenge.

06 LEADERSHIP AND MANAGEMENT

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

- A strong principal leads a highly effective team of senior and middle leaders. Together, they are steadily improving provision and achievement with a number of strong features. Leaders continue to successfully address the national improvement priorities, including strong provision for inclusion and the promotion of wellbeing. A clear vision for the promotion of environmental sustainability in the context of a globally focused curriculum is shared by all.
- The school engages all key stakeholders in the process of self-evaluation. This informs the overly long, but well-informed, school improvement plans. The full impact of the implementation of the school improvement plans has yet to be seen. Leaders are beginning to identify and share the best teaching practices. They are addressing most of the recommendations made in the previous inspection report. However, although leaders know the strengths of the school very well, self-evaluation does not always align with the KHDA Framework descriptors, leading to many overly optimistic judgements.
- Parents appreciate the many ways in which the school successfully engages them as partners in their children's learning. Staff are readily available, and excellent systems ensure effective communication and regular reports on their children's progress. The school's links with the local and wider communities continue to evolve. Parents know whom to contact to raise a concern. They are happy with the way in which the school handles any difficulties.
- The governing board is strongly supportive of leaders. Members possess extensive knowledge of the school. They ensure that excellent resources are in place to support good and improving teaching and effective learning. Governors rigorously monitor leadership, provision and outcomes. They ensure that the outcomes of the school's self-evaluation are aligned to the framework descriptors.
- The school is efficiently managed on a day-to-day basis. It presents a welcoming environment, with a high standard of maintenance. The well-qualified and experienced leaders, teachers and support staff, all receive high-quality professional development training. The premises are very well resourced. They include excellent specialist facilities which promote very effective learning.

For Development:

- Simplify school improvement planning to focus more sharply on ensuring greater consistency in the quality of teaching across the school.
- Ensure the accuracy of self-evaluation judgements and the degree to which they result in demonstrable improvement.



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