

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

Inspection Report 2018-2019

**Greenwood
International School**

11 YEARS OF INSPECTIONS

Good

Curriculum
US



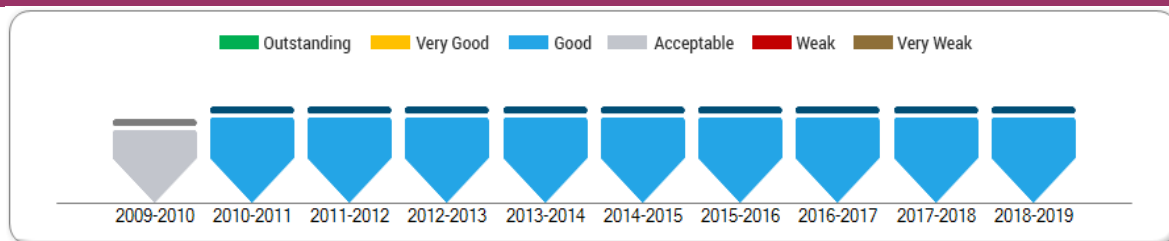
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School Information

General Information	Location	Al Muhaisnah
	Opening year of School	2008
	Website	www.greenwood.sch.ae
	Telephone	042888000
	Principal	Abdul Hafiz Kaissi
	Principal - Date appointed	3/1/2018
	Language of Instruction	English
	Inspection Dates:	12 to 15 November 2018
Students	Gender of students	Boys and girls
	Age range	4-17
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	1331
	Number of Emirati students	992
	Number of students of determination	59
	Largest nationality group of students	Emirati
Teachers	Number of teachers	100
	Largest nationality group of teachers	Egypt
	Number of teaching assistants	24
	Teacher-student ratio	1:13
	Number of guidance counsellors	2
	Teacher turnover	25%
Curriculum	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	SAT 1
	Accreditation	NEASC 2018
	National Agenda Benchmark Tests	CAT 4 and MAP

School Journey for Greenwood International School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Achievement is good in KG, middle and high school phases with the exception of Arabic where it is more variable and only of a good standard in the high school. In the elementary school, less effective teaching and assessment are slowing attainment and progress in most key subjects. Achievement in English is strong across the school and benefitting from the greater focus on developing reading across the curriculum.
- The personal and social development of students is central to the school's ethos, enabling them to have positive attitudes towards each other and their community. They understand their own cultures and that of their host country. They participate readily in the civic opportunities offered to them. These include innovative fundraising projects and giving academic and emotional support for younger students.

Provision for learners

- The quality of teaching is good except in the elementary school, where the quality is variable. Most teachers display strong subject knowledge and are well-prepared for lessons. The use of assessment to support learning is improving, with more teachers using assessment information to determine the strengths and areas for development of their students. However, such practice is not fully embedded across the school.
- The State of Michigan curriculum is closely aligned with Common Core State Standards and serves as a basis for the school's US curriculum license. Strong support is provided to teachers both personally and on-line, to enrich the content of the curriculum, make cross-curricular links and assess progress. Elective course options in the upper grades are limited in range.
- The care and protection of students are given the utmost priority. Clear policies and practices are in place and all staff know their roles in child protection. The school building is adequately maintained, and safety checks are performed regularly. Additional staffing this year is providing greater guidance and support to all students, and in particular, to students of determination.

Leadership and management

- The board of governors has appointed a new principal and roles and senior leaders' roles and responsibilities have been re-defined. Most middle leaders are effective but their role in school improvement has yet to be clarified. The new leadership's first attempt at self-evaluation was inaccurate. Many judgements of the school's provision and performance were raised with insufficient evidence to support them.

What the School does Best:

- The outstanding provision for the health and safety of all students and staff
- Students' commitment to positive attitudes and behaviors, their recognition for the needs of others and their adoption of healthy lifestyles
- Students' acknowledgement of the role of Islam in their lives and its relevance to U.A.E. culture, and world cultures
- A strong work ethic combined with environmental awareness and actions, which mark students as good citizens of their school and their community
- The strong partnership between parents and the school, resulting in a unified focus for students' success
- Improvements in students' skills in reading across the curriculum

Key Recommendations:

- School leaders should identify the key school improvement goals and:
 - make teachers, students and parents fully aware of them
 - provide the professional training, practical resources and systematic monitoring to ensure successful outcomes.
- Strengthen teaching and assessment, especially in the elementary phase, to ensure that students' attainment and progress are at least good in all key subjects.
- Improve self-evaluation by using all available evidence to identify accurate starting points for effective school improvement.
- Provide teachers with targeted professional training and consistent mentoring to accelerate the improvement in the quality of teaching.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable ↓	Good	Good
	Progress	Not applicable	Acceptable ↓	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Acceptable	Acceptable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Very good
 Science	Attainment	Good	Acceptable ↓	Good	Good
	Progress	Good	Acceptable ↓	Good	Good
Learning skills		KG	Elementary	Middle	High
		Good	Good	Good	Very good

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Very good	Very good	Outstanding
Social responsibility and innovation skills	Very good	Very good	Very good	Very good ↓

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Good	Good
Assessment	Good	Acceptable	Good	Good

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Good	Good	Good	Good

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.).

School's Progression in International Assessments

is approaching expectations

- International assessment data shows improvement in most of students' overall scores in TIMSS and PISA in 2015. In TIMSS, progress in science in Grade 8 was the strongest, followed by mathematics in Grade 8. Although it did not meet its targets set for PISA in 2015, the school improved its scores between the two assessment cycles in mathematics and science. The school's average score in the PIRLS international assessment in 2011 was 452 rising to 488 in 2016. When comparing N.A.P. outcomes against CAT4 measured potential, students attain in excess of what is expected.

Impact of Leadership

is approaching expectations

- The leadership team is committed to the vision and goals of the National Agenda. The action plan identifies the steps needed for the school to reach its targets. Data is used to align the curriculum with the requirements of the TIMSS, PISA and MAP tests. The use of assessment information to influence teaching is not consistently effective.

Impact of Learning

is approaching expectations

- The school does not consistently promote students' problem-solving skills in all subjects. It does not provide sufficient opportunities for students to develop their critical thinking and creative skills. Students use technology for enquiry and research when directed to do so.

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

For Development:

- Ensure that assessment information is used effectively to support teaching and learning.
- Increase opportunities in all subjects for students to develop their critical thinking, creative and problem-solving skills.

Reading Across the Curriculum

- The introduction of an Arabic on-line platform is improving students' reading. In mathematics, teachers encourage students to read learning objectives and problems both silently and aloud.
- Children in KG have opportunities to recognize and use print. Older students can decode new texts in English and comprehend meanings by inference and deduction.
- The library is having a positive impact on reading habits. Students are more enthusiastic and have timetabled reading periods and topics that, in particular, engage boys more fully.
- The school's leadership is committed to reading across the curriculum. Programs are in place to accelerate reading progress at all levels to address deficits in verbal reasoning.

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

For Development:

- Put in place a whole-school strategy to promote a culture of reading that values Arabic and English in equal measure.

UAE Social Studies

- The school adapted the UAE social studies curriculum for all levels. Teachers use modest resources to engage the different groups, especially Emirati students.
- Students often need prompting to be able to make meaningful contributions in lessons. They find difficulty in exploring new concepts. Critical thinking and innovation are not evident in most lessons.
- In lessons and recent work, most students attain levels that are in line with curriculum standards of UAE social studies with a few attaining above the expected standard.
- Inspection evidence shows that fewer than three-quarters of the students make the expected progress in relation to their individual starting points.
- The school's implementation of the UAE social studies program is below expectations.

Innovation

- Students are able to plan independently and pursue their own lines of enquiry when given the opportunity to do so.
- Students are discovering ways to express social responsibility and innovation. They have, for example, constructed a filtration system to re-use grey water and recycled refuse into raw materials for art projects.
- Teachers are beginning to provide students with models of innovative practice and more opportunities to use and apply advanced learning technologies in creative ways.
- Entrepreneurial activity is developing because of modifications to the curriculum, lesson planning, and school events.
- Leaders at all levels show a commitment to the promotion of a culture of innovation. Professional training has been provided to assist teachers to develop students' skills of innovation.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable ↓	Good	Good
Progress	Not applicable	Acceptable ↓	Good	Good

- Lesson observations and scrutiny of students' work show that in the middle and high phases the majority of students are achieving at or above the expected curriculum levels, with fewer students above these levels in the elementary phase. However, internal assessments suggest that students are performing above curriculum expectations.
- High school students are very aware of the influence that Islam has upon UAE society. By Grade 7, students are able to discuss the significance of repentance. In the elementary school, students have difficulty with their understanding of Seerah and Hadeeth.
- Girls' achievement is stronger than boys in the high school. Non-Arab students are making good progress in most lessons. However, the quality of teaching and learning in elementary and the progress of boys in the high school, are areas of concern.

For Development:

- Provide more opportunities for independent learning and ensure that assessments of students' achievement are accurate.

Arabic as a First Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Good
Progress	Not applicable	Acceptable	Acceptable	Good

- In the high school, girls demonstrate stronger listening and reading skills than boys. More able students have secure reading comprehension and creative writing skills. In the upper elementary and middle phases, students are confident in discussing the main ideas in a poem or a story.
- In all phases, most students can analyze the main elements of a short story. High school students read poems and discuss implicit ideas in a range of literary texts. Speaking skills, and the ability to write cohesive texts, are less well-developed, especially in the middle school.

- The use of the on-line Arabic reading platform contributes to improved engagement with Arabic. This has yet to show impact on students' reading comprehension. Editing of their own written work is not a strong feature of students' independent writing skills.

For Development:

- Ensure that teachers assess students' progress accurately and use this information to plan lessons that meet the needs of all students.
- Provide detailed feedback on students' work and increase the opportunities for them to improve their writing.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Most students demonstrate better listening and reading skills than speaking and writing skills. Senior school students attempt to write texts on familiar topics and infer the meaning of unfamiliar words. Their ability to use Arabic in speech and writing is insecure.
- Most students in the elementary and middle phases answer direct questions and provide personal information. In the high phase, only a minority speak with confidence and engage in informal conversations. Independent writing skills across the school lack precision with the accurate use of vocabulary and syntax.
- More active use of visual prompts and learning aids are starting to contribute towards the improvement in students' reading and writing skills.

For Development:

- Improve students' language skills by developing teaching strategies that meet the individual needs of all students.
- Develop students' confidence and skills in speaking and writing.

English

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Most students' English skills are developing at the levels expected. Their verbal skills are strongest and most demonstrate age-appropriate vocabulary during lessons. Students in the high school use English confidently in other subjects and succeed in learning mathematics and science in English.
- The English language skills of boys are generally less well-developed than those of girls in the middle and high schools. In the elementary grades, language skills are sometimes constrained by teaching strategies that leave too little time for them to speak, read and write.

- The quality of reading and writing has improved in the senior phases and boys are reading more regularly. Student authored publications in the high school, including a 2018 Yearbook, and a series of short stories, are examples of the developments in English.

For Development:

- Encourage all students to read and write in English outside of class time and share their writing with their classmates.

Mathematics

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Good	Good	Very good

- Children in the KG develop a solid understanding of the concept of number, shape and space through exploring their environment. In the elementary phase, students continue to develop their understanding of number through rounding and estimating, and increasingly use strategies for mental calculations in line with curriculum standards.
- Student achievement in the high school is stronger than in the elementary and middle schools when measured against curriculum standards. For example, high school students confidently apply their understanding of rational functions to solve real life problems.
- In the elementary and middle school students' achievement is affected by a lack of rigor in lessons and fewer opportunities for critical thinking and application of new knowledge. The increased use of on-line learning resources enhances and enriches the learning opportunities for students within lessons and at home.

For Development:

- Provide students in the elementary and middle school with learning opportunities that emphasize the application of mathematical knowledge, critical thinking and problem-solving.

Science

	KG	Elementary	Middle	High
Attainment	Good	Acceptable ↓	Good	Good
Progress	Good	Acceptable ↓	Good	Good

- Children's skills of observation, and their ability to sort objects, develop rapidly in KG. Students' progress slows in the elementary school as teachers' subject knowledge is not consistently secure. Although progress accelerates in middle and high schools, external test results vary between grades and are generally low.
- Most students' in the elementary phase know about plant and animal life. Use of the scientific method is not a strong feature of their learning. In middle school, students successfully learn about organ systems and air pollution. Most high school students demonstrate a strong understanding of biodiversity and electromagnetism.

- Although students undertake highly-structured practical activities in the laboratory, these do not always promote their independent investigate skills. Activities currently used to promote students' critical thinking skills are not sufficiently challenging.

For Development:

- Raise students' attainment and progress in the elementary school by improving teachers' subject knowledge and their understanding of how students learn science.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Very good

- The learning skills of the girls remain better than those of the boys in the middle and high school phases. In the high school, students use their enquiry and research skills to develop conceptual understanding.
- Students enjoy learning and engage enthusiastically in their work. They persevere very well and co-operate successfully in groups. However, they are not always given enough opportunities to develop and apply their learning skills in some lessons, especially in the elementary grades. In Arabic, students' critical thinking and problem-solving skills are not being developed as well as in other subjects.
- The development of specific learning skills in science lessons is not consistently seen in Grades 1 to 12. Consequently, students are not embracing the scientific method as a way of thinking about the subject.

For Development:

- Enable the boys to develop the full range of learning skills necessary for success in high school and higher education.

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good	Very good	Outstanding

- Students' behavior, attitudes to work, and relationships are very strong. Their personal development is a strength across all phases and contributes to the harmonious community. Students respond very well to critical feedback and have a compelling sense of personal responsibility for their own learning.
- Students are sensitive to the needs of others and willingly take responsibility for supporting each other, for instance, in providing literacy support to younger students. Almost all students demonstrate a secure understanding of healthy living and keeping safe, and enjoy participating in the fitness challenge during PE lessons.
- Attendance of students is very good across the school. Parents make sure that their children arrive on time and ready for learning.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Very good	Very good	Outstanding

- Across all phases, students demonstrate a strong identification, awareness, and appreciation of Islamic values. In KG, children enjoy and are interested in participating in Islamic ceremonies and celebrations. Students recognize the importance of Islam in their daily lives and within the culture of the UAE.
- As most of the students in the school are Emirati, their appreciation and respect for the values of UAE traditions are extremely strong. They are proud of their culture, heritage and citizenship.
- Students' diverse cultural experiences at school contribute greatly to their open view of life as citizens of the world. There are a few students, whose cultural awareness is not as fully developed as the vast majority.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Very good	Very good	Very good ↓

- Students, particularly in the high school, are well aware of their roles in the local and the wider communities. The student council makes significant contributions to the school. They participate in important projects such as, conducting surveys to identify the frequency of bullying in the school and constructing equipment designed for the conservation of water.
- Most students have a very good work ethic. Although keen to engage in innovative activities, as yet, these opportunities are not yet fully embedded across the school.
- Students from all phases demonstrate a very good understanding of environmental sustainability. They participate regularly and actively in reducing water and consumption of electricity.

For Development:

- Provide opportunities for more students to initiate and lead projects related to innovation and creativity.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Good	Good

- There are elements of good teaching in all four phases, but they are seen more consistently in KG and in the high school. Good subject knowledge, aligned to higher expectations for students' learning, engagement and challenge, are positive features in these phases.
- Lesson plans are well-designed and documented with clear learning objectives, especially in Arabic, English, science and mathematics in the high school. Planning is less skillful in the elementary and middle schools, with teachers not always completing their lessons because the content is too ambitious.
- Differentiation to improve the outcomes for a greater number of students remains a challenge for some teachers and is not fully embedded in practice.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Good	Good

- The school makes regular internal assessments of students' attainment in all subjects. The processes are linked directly to the school's curriculum. However, these are not consistently focused on students' progress in all four phases or within individual subjects.
- External assessment data for each subject is analyzed to identify the strengths and weaknesses of different groups of students. Teachers have begun to use it as a benchmark against which to judge the outcomes of the school's own assessments of its students.
- The use of assessment information to modify the curriculum, and by teachers to plan lessons, is developing. The use of rubrics in English is improving outcomes for students. A few teachers adapt their teaching in lessons to ensure that students sustain their progress in learning.

For Development:

- Develop teachers' understanding of the use of assessment data to plan and meet the learning needs of all groups of students.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum is now more closely aligned with Michigan state standards across all subjects, and Ministry of Education (MoE) standards in Islamic education, Arabic, social studies and moral education. Students benefit from the continuity of subject standards across phases.
- In high school, the choices of core subjects have developed but the options and electives are not sufficiently broad to meet students' aspirations and interests. Enhancements to the curriculum in different subjects, and increased time for reading, has proved motivating for students.
- The review of the curriculum by senior leaders, linked to assessment analyses, has led to whole school planning to ensure continuity and progression. However, its implementation is not seen as consistently in the classroom.
- Moral education is successfully planned and integrated in the curriculum, and life of the school. Progress of students is measured through a range of formal and informal assessments.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Effective modification to support the needs of students in lessons is not widespread. Where there are differences in the performance of boys and girls, adaptations are made to close any attainment gaps.
- Additions to the curriculum to stimulate interest and motivate learning can be seen in Math Mania, in the dramatic reading of literature and innovation projects initiated by students. Further enhancements are taking place across phases providing students with additional opportunities to learn creatively.

- Links with Emirati culture and UAE society are a strength of the school. Improvements across the school to link cross-curricular themes to local culture are very successful.
- Arabic is taught from KG1, instilling interest from a young age.

For Development:

- Provide more elective courses in the high school to meet the educational interests and aspirations of students.
- Ensure that the curriculum is developed and taught in a way that is interesting, imaginative, and accessible to every student.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school facilities are safe, secure, well-maintained and supervised. The school is accessible to all visitors, students and staff, including students of determination. The facilities, maintenance and cleaning staff maintain a hygienic and safe school facility. Comprehensive policies and procedures help ensure student welfare.
- The school promotes students' healthy behavior and well-being through the curriculum and extra-curricular activities. Student organizations, such as, the student parliament, happiness, innovation and environmental clubs, help to promote a happy and supportive learning environment for all.
- The school's team of health providers and members of the parliament support the health and well-being of students in the school. On-going training for all staff is a regular feature of student welfare.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- The school operates in an atmosphere of mutual respect and behavior management strategies are well understood. Parents are encouraged to voice concerns and are willing partners in the school's efforts to promote good citizenship.
- Effective systems to refer and identify the needs of students are in place. The information gathered is used to plan a range of support. However, support for the full range of students' academic, social and emotional needs is not entirely consistent.
- The school has expanded its counselling and guidance services but has yet to fully inform parents and students about their roles and responsibilities in relation to the well-being and career aspirations of all students.

For Development:

- Provide accurate and timely information to parents, students and teachers on the personal counselling and academic guidance, currently available in the school.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- The school promotes an inclusive ethos which is reflected in policy and provision and the commitment of qualified staff. Strategic planning by school leaders to ensure a whole-school policy on inclusive practice requires greater focus.
- The systems in place for the identification and referral of students are based on appropriate assessment tools and indicators. Intervention planning is accurate and shared with professionals, teachers and parents in a sensitive, and caring manner.
- Parents appreciate the levels of openness and support they receive from the leadership and inclusion teams. The school recognizes that additional opportunities for parents to support each other and share good practices and experiences would enhance collaboration even further.
- Support is planned to meet the needs of students, but overly emphasizes academic expectations over social, behavioral and emotional needs. Greater levels of collaboration between departments will streamline provision more effectively.
- The tracking of students' progress is variable, and evidence points to an acceptable level overall across all subjects. The range of assessment data currently available is not sufficiently informing better teaching and learning for students of determination.

For Development:

- Provide a longer-term, strategic plan to secure improved provision and outcomes for students of determination.
- Monitor teaching and learning to ensure consistency in delivering a modified curriculum, with higher expectations, to meet the holistic needs of all students of determination.

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

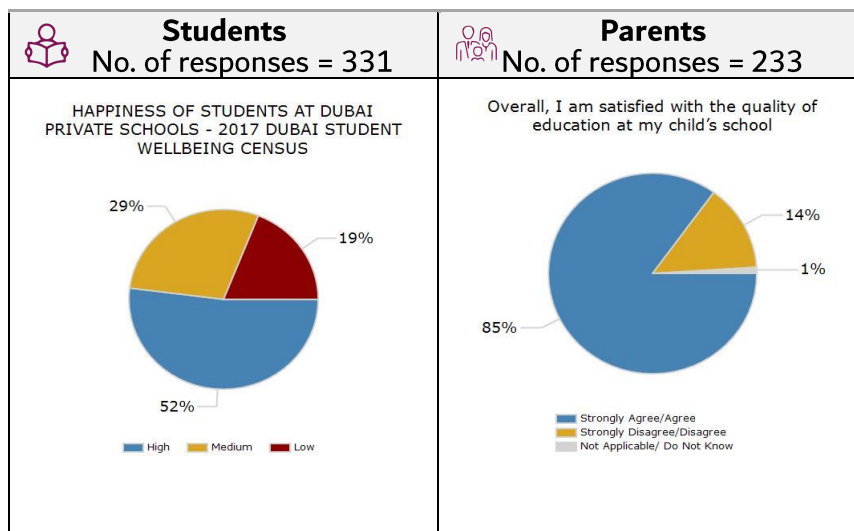
- The new principal presents an exciting opportunity to establish a revised vision for the school and convey it to teachers, students, and parents. In doing so, senior leaders have begun re-structuring roles and responsibilities based on the interests and strengths of all leaders. However, accountability for the performance goals by all leaders are not firmly established. Leaders are working towards compliance with the US curriculum guidelines and KHDA requirements.
- The processes used to evaluate the school's performance lack reliability and validity. Efforts to collect assessment and performance information are ineffective and lack clear direction and leadership. When firmly established, leaders plan to use all evidence, including students' assessment data and evaluations of teachers' performance, to identify more accurately the baseline for school improvement.
- Parents are highly supportive, feel valued and involve themselves regularly in the life of the school. They value the school's policy for inclusion. Effective reporting ensures that parents are very knowledgeable about their children's learning journey. The very positive partnership with parents contributes effectively to the academic progress and personal development of students in the school.
- The governing board's appointment of a new principal from within the school, indicates its complete confidence in the drive for improvement. Additional key staff have been appointed to support school improvement. However, the board's oversight of the self-evaluation process lacks rigor and has resulted in highly aspirational targets, which are not achievable because of a lack of precision with the starting points.
- The school day operates smoothly, and the facilities provide a positive learning environment for students and staff. A range of resources supports the implementation of the curriculum and contributes to an environment that promotes effective teaching and learning. Additional key staff have been recruited to drive change. However, the majority of staff do not possess certified teaching credentials. Few of the newly hired teachers have the appropriate English proficiency necessary for teaching in schools offering a US curriculum.

For Development:

- Leaders must ensure that the processes to evaluate the school's performance are based on reliable information that will provide an accurate baseline for improving academic outcomes for all students.

The View 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.



 Students	A majority of students in Grade 6 and above indicate positive well-being and are happy and optimistic. Only a half indicate that they have a high level of satisfaction with life. Most students indicate that they feel safe at school, but a large minority indicate that they have been victims of bullying at least once a month in a variety of ways. Inspection findings were not able to confirm this.
 Parents	Just over 200 parents responded to the survey. Of these, most express satisfaction with the quality of education provided by the school. About one third of parents agree that bullying is an ongoing issue at the school. A few indicate that they do not have access to the information that they need and are not listened to by the school's leaders.

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