




Greenwood
International School

 Curriculum: US

Overall Rating:

Good



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

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



| General information | |
|-------------------------|--------------------------------------------|
| Location | Al Muhaisnah |
| Type of school | Private |
| Opening year of school | 2006 |
| Website | www.greenwood.sch.ae |
| Telephone | 0097142888000 |
| Address | Al Muhaisnah 1. P.O. Box 79595 Dubai U.A.E |
| Principal | Rashida M. Badri |
| Language of instruction | English |
| Inspection dates | 1/9/2017 to 1/12/2017 |

| Teachers / Support staff | |
|---------------------------------------|----------|
| Number of teachers | 73 |
| Largest nationality group of teachers | Egyptian |
| Number of teaching assistants | 22 |
| Teacher-student ratio | 1:15 |
| Number of guidance counsellors | 1 |
| Teacher turnover | 28% |

| Students | |
|----------------------------------------|-----------------|
| Gender of students | Boys and girls |
| Age range | 4 -18 |
| Grades or year groups | KG 1 - Grade 12 |
| Number of students on roll | 1100 |
| Number of children in pre-kindergarten | 0 |
| Number of Emirati students | 821 |
| Number of students with SEND | 53 |
| Largest nationality group of students | Emirati |

| Curriculum | |
|---------------------------------|---------------------|
| Educational permit / Licence | US |
| Main curriculum | US - Michigan / MoE |
| External tests and examinations | MAP, SAT1, TOEFL |
| Accreditation | NEASC Candidate |
| National Agenda benchmark tests | MAP |



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

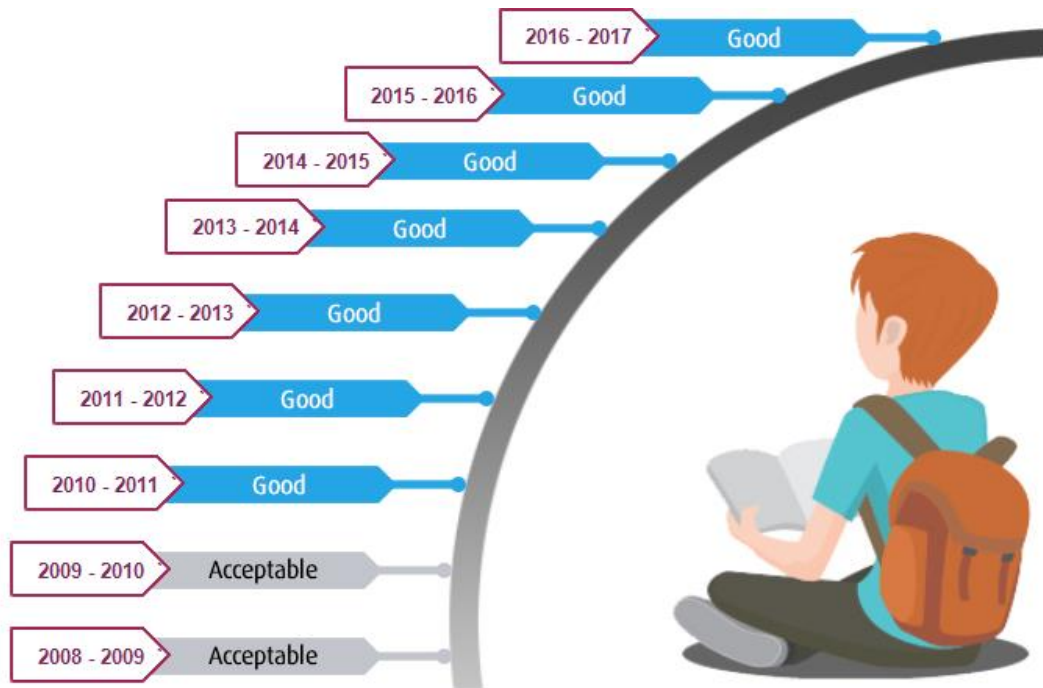
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

| | |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Outstanding | Quality of performance substantially exceeds the expectation of the UAE |
| Very good | Quality of performance exceeds the expectation of the UAE |
| Good | Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE) |
| Acceptable | Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE) |
| Weak | Quality of performance is below the expectation of the UAE |
| Very weak | Quality of performance is significantly below the expectation of the UAE |

Inspection journey for Greenwood International School



- The school opened in 2006 with a small number of students, increasing to 1100 students over time. The principal and a core group of leaders have been with the school from the beginning, guiding its growth.
- The personal development of students and outstanding provision for their health and safety within a caring school environment were highlighted as strengths in the 3 previous inspection reports. In last year's report the learning skills of high school students were identified as being strong.
- Recommendations over the last three years highlighted the need to improve teaching to meet the needs of all groups of students, and to build students' ability to use higher order, critical thinking skills across all subjects and year groups. The inspection reports identified the importance of using assessment data to modify the curriculum and teaching, linking it to international benchmarks and other external assessments.

Summary of inspection findings 2016-2017



Greenwood International School was inspected by DSIB from 1/9/2017 to 1/12/2017 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students make good progress in most key subjects and have good attainment in Islamic education, English and science in all phases. Students' learning skills are good in each of the first three phases, and very good in the high school.
- The personal and social development of students, their understanding of Islamic values and their social responsibility are very good in three phases, and outstanding in the high school. Positive attitudes and strong interpersonal relationships are evident throughout the school.
- Teaching is now good across the school. Teachers implement more effective strategies and recognise students' different learning preferences. Assessment systems are good and more use is being made of data to support learning.
- The school uses the Common Core State Standards (CCSS) for English language arts and mathematics and the Michigan state standards for the other subjects that are taught in English. The school follows the Ministry of Education (MoE) curriculum standards for Arabic, social studies, and Islamic education. The school enhances the curriculum with connections to the UAE, and with electives in the high school. More extra-curricular activities are now available to students. Modifications of lessons, based on assessment results, now more accurately support the needs of learners.
- There is outstanding provision for health and safety in the school. Students feel secure and well-cared for within the harmonious school environment. Provision for students with special educational needs and disabilities (SEND) is good.
- Partnerships with parents and community are strong. The governing board is fully aware of the strengths and weaknesses of the school's provision. It holds the school accountable for improvement in student outcomes. Management is strong and physical resources have been enhanced but the size of the premises is limited and the number of teaching staff with teacher qualifications is low.

What the school does best

- The very positive and welcoming ethos in the school, and the close partnerships between teachers, students and parents.
- The highly effective personal and social development of all students, and the creativity of some in the upper grades.
- The strong sense of safety and security felt by all students and the attention given to the health, safety and care for all students by the school.

Recommendations

- Strengthen teaching in all phases and subjects by;
 - developing effective strategies to be used by all teachers, including a focus on investigative skills, critical thinking, problem-solving, student enquiry and research
 - the implementation of curriculum modifications linked to assessments and differentiated work in lessons that is matched to the abilities of different groups of students
 - ensuring all teachers have a high proficiency in English.
- Improve the processes of self-evaluation by using accurate data information to gain a clear, evaluative and realistic view of the school that leads to, focussed improvement planning.
- Strengthen the use of assessment data by all teachers in all subjects to inform starting points in learning and help them measure accurately the progress made by students in every subject.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment based on the National Agenda parameter is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- Data analysis of Measures of Academic Progress (MAP) and the Cognitive Ability Tests (CAT4) assessments is ongoing. The school is using the data to build individual student profiles highlighting strengths and weaknesses, which teachers use to help students set learning targets. Some teachers use the CAT4 results to inform planning and for group work.
- The school modifies its curriculum to take into account gaps identified through data analysis. English classes give focus to specialist vocabulary, the mathematics department includes more algebraic concepts in Grade 8, and project work in science is contributing to a deeper understanding of the subject.
- Teachers use assessment results to create differentiated tasks based on the analysis of MAP data. Some teachers plan work tailored to meet the needs of individual students or groups. Lessons, particularly in the elementary school, have a range of activities, including those designed to challenge.
- Some classes have improvement targets based on their MAP results and students show responsibility in working towards them. In the majority of lessons, middle and high school students use learning technologies as a tool for research, classwork or projects. In some lessons, students have personalized online tasks which they self-assess.

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

Innovation in Education

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








Promoting a culture of innovation:

- A culture of innovation is being developed, particularly amongst older students, who show initiative and creativity. While not yet consistent across the school, there are individuals who promote innovation in their teaching. In some sections, teachers are showing how well the US curriculum, particularly in key subjects, lends itself to the inclusion of innovative practice. Leaders, owners and managers understand and promote the importance of learning technologies and entrepreneurship.

Overall school performance

Good

1 Students' achievement

| | | KG | Elementary | Middle | High |
|-------------------------------------------------------------------------------------------------------------------------|------------|----------------|--------------|------------|----------------|
| Islamic education  | Attainment | Not applicable | Good | Good | Good |
| | Progress | Not applicable | Good | 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 | Not applicable |
| | Progress | Not applicable | Acceptable ↓ | Acceptable | Not applicable |
| English  | Attainment | Good | Good ↑ | Good | Good |
| | Progress | Good | Good | Good | Very good |
| Mathematics  | Attainment | Good | Acceptable | Acceptable | Good |
| | Progress | Good | Good ↑ | Good ↑ | Good |
| Science  | Attainment | Good | Good ↑ | Good | Good |
| | Progress | Good | Good ↑ | Good | Good |
| | | KG | Elementary | Middle | High |
| Learning skills | | 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 | Very good | Very good | Very good | Outstanding ↑ |
| Social responsibility and innovation skills | Very good ↑ | Very good ↑ | Very good ↑ | Outstanding |

3. Teaching and assessment

| | KG | Elementary | Middle | High |
|---------------------------------|------|------------|--------|------|
| Teaching for effective learning | Good | Good ↑ | Good | Good |
| Assessment | Good | Good | 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 | Good |
| Governance | Good |
| Management, staffing, facilities and resources | Acceptable |


Main inspection report



1. Students' achievement

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

- The school's internal assessment information indicates that a majority of children are above age-level standards in literacy. The curriculum provides cross-curricular links, supporting good attainment as children develop their speaking, listening, reading and writing skills. This approach to English results in good progress during lessons and in the quality of children's work. The children consistently use their writing skills well. For example, to label their observations and predictions in both mathematics and science.
- The majority of children have knowledge and skills that show mastery of age appropriate expectations in mathematics. Their ability to use these skills in real world applications results in good progress from their starting points and as measured against the learning objectives of the curriculum. Assessment information and children's work indicates that most children have appropriate understanding of number and operations and are able to demonstrate their conceptual understanding of measurement, geometry, addition and subtraction.
- In science, the majority of children have a good understanding of the world and demonstrate mastery of grade level expectations. They make good progress in lessons as they use their curiosity and creativity to complete their work. Through daily activities and focused lessons their understanding of weather, living and non-living things and a healthy lifestyle show good progress as evidenced in the school's assessment data. The children use good observation skills to discuss their learning but inquiry and investigative skills are less strong.

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

- In Islamic education, the majority of students are working above the expected level. As a result they understand the significance of the Five Pillars of Islam, can read and interpret short Surahs of the Holy Qur'an. In lessons, a majority of students make better than expected progress arising from interesting teaching and the active involvement of students in learning.
- In Arabic as a first language, most students attain in line with curriculum expectations. While students at the end of the phase are able to write paragraphs, they contain many spelling mistakes. Although their speaking skills are progressing steadily, their reading, using the standard language, is weaker. Overall, most students are making the expected progress.
- In Arabic as an additional language, the attainment of most students in internal examinations is higher than standards achieved in lessons and workbooks. They show adequate skills in reading and listening but speaking and writing are weaker. Progress is acceptable compared to students' starting points. Progress is better when students are involved in topics that relate to their everyday life.
- A majority of students achieve good levels of literacy as measured against the age level standards of the Common Core Curriculum for English Language Arts. They demonstrate good progress in both internal tests and MAP assessments, particularly in comparison to the level of attainment from the previous year. In each domain of reading, writing, listening and speaking, students show a good level of attainment in their day to day class work and in their formal presentations. Higher order reading skills are developing.
- Most students' attainment in mathematics is in line with curriculum standards. A majority of students make good progress when measured against their individual starting points. Students' MAP assessments indicate good progress from the previous year. In lessons, students demonstrate an acceptable level of understanding of the content and skills of the curriculum, with particular strength in number concepts. They show emerging skills in reasoning, enquiry and critical thinking.
- Students demonstrate an interest and excitement in their science lessons, leading to good attainment. MAP assessments also show good progress. Students are engaged in learning age-appropriate scientific ideas, concepts and vocabulary. They conduct simple experiments and have an initial understanding of the scientific method. Students are developing the ability to predict, observe, record and interpret data, and use technology to conduct basic research. Their knowledge is built systematically in preparation for more advanced work in middle school.

| Middle | | |
|----------------------------------|------------|------------|
| Subjects | Attainment | Progress |
| Islamic education | Good | Good |
| Arabic as a first language | Acceptable | Acceptable |
| Arabic as an additional language | Acceptable | Acceptable |
| English | Good | Good |
| Mathematics | Acceptable | Good ↑ |
| Science | Good | Good |

- In Islamic education, a majority of students demonstrate knowledge, skills and understanding of concepts, beliefs and values that are above curriculum expectations. This is shown by their understanding of the concept of Faith and the importance, for a Muslim, to be patient and thankful. Their recitation skills are not as strong but are developing. In lessons and in their recent work, most students make good progress in relating the concepts they learn in class to real life applications.
- In Arabic as a first language, most students' attainment is in line with expectations. They can listen and respond reasonably using standard Arabic, although they lack confidence. Students' free reading is limited so they are not confident in their comprehension. Students can write simple paragraphs, using basic grammar. Overall, they make progress at the expected rate. This is shown in their work and in assessments over time.
- Most students have attainment levels in Arabic as an additional language that are acceptable when measured against curriculum standards. They demonstrate secure skills in reading; however writing is weaker. Their ability to form correct sentences orally is sometimes limited. Progress is better when students are engaged in activities that are matched to their competency levels and real life experiences. Students who are considered new are not supported sufficiently as new language learners.
- The majority of students achieve above age level standards in English. Their progress in external assessments is good, with strengths noted in grammar and language usage, although they are less secure in research skills. Students make good progress in reading, as measured in the MAP assessments. Students have good speaking skills and present their ideas with clarity and confidence. They show good writing skills and are able to make links to their prior learning. Higher order skills, including inference, are still developing.
- In mathematics there is a wide ability range, with overall achievement indicating acceptable attainment, and good progress. External assessments indicate that the majority of students make good progress compared with the previous year. They show notable improvement in their algebraic skills but weaker understanding of statistics and probability. The majority of students are making good progress in relation to the specific learning objectives in daily lessons and against their starting points over time.
- Students' achievement in science is good. MAP assessments show good progress, with particular strength in physical science. Students are developing the ability to examine complex concepts, use scientific vocabulary, think more critically about the application of their knowledge and apply the scientific method. Groups conduct age-appropriate experiments in the laboratory and share findings with peers. Research using available technology is still not rigorous or demanding enough. Students are, however, well prepared for high school biology, physics and chemistry.

| High | | |
|----------------------------------|----------------|----------------|
| Subjects | Attainment | Progress |
| Islamic education | Good | Good |
| Arabic as a first language | Good | Good |
| Arabic as an additional language | Not applicable | Not applicable |
| English | Good | Very good |
| Mathematics | Good | Good |
| Science | Good | Good |

- In Islamic education, a majority of students are working above the expected level. They understand and apply the appropriate recitation rules when reading from the Holy Qur'an. Students understand the significance of the story behind the revelation of Surah Al-Noor and can find interpretations of the Surah. Students know the manners of visiting Muslim houses. In lessons and in their most recent work, a majority of students make better than expected progress as a result of purposeful teaching and good learning skills.
- The majority of students attain levels that are above expectations for Arabic. Most of the students, especially the girls, use standard Arabic. They lack confidence, although a few students are better in making presentations. Students can respond to basic text, both verbally and in writing, with few grammatical mistakes. In Grade 11, students recognise metaphors in poetry, although not all are able to apply this understanding. All groups of students demonstrate progress that is above the expected level in their work.
- Students' attainment and progress in English are good. External test results are lower than internal tests, however MAP results show improved reading over the four years, particularly by Grade 11. In all classes, students actively use all language skills, particularly as they probe their understanding of literature or engage in debate. Older students acquire skills very quickly and display confidence as independent thinkers and in their creative writing. Grade 12 students are able to analyse complicated themes in poetry, drama, and literature.
- In mathematics a majority of students attain above curriculum standards. On external tests, Grades 9 and 11 show better attainment, whilst all grades make good progress. MAP assessments highlight strength in algebraic thinking, and less skill in statistics and probability. In lessons, students build well on the mathematics development from the previous year. As a result, they show good understanding of the Common Core Curriculum for functions, geometry, modelling, number, algebra and statistics. Reasoning and higher order essential thinking skills are not as strong, although some students can apply their knowledge to solve problems well.
- Students achieve well in biology, chemistry and physics. Results in internal test are higher than those in external assessments, but progress is secure in both. MAP assessments indicate stronger attainment in physical science, with gaps in earth science. In class, all students show a solid grounding in scientific ideas, principles, theories and vocabulary. They conduct rigorous research and experiments as they apply their scientific knowledge to a variety of topics, and analyse, interpret and draw conclusions appropriately.

| | KG | Elementary | Middle | High |
|------------------------|------|------------|--------|-----------|
| Learning skills | Good | Good | Good | Very good |

- Students are enthusiastic learners and engaged in their lessons and the wide range of activities provided. They sustain their interest and enjoy developing their skills through active learning, both independently and collaboratively. Students take increasing responsibility for their learning, with some grades, particularly in the high school, setting their own targets and goals and using teacher feedback to improve.
- Students work well together with partners and in small groups. They communicate their learning in purposeful ways, which helps them analyse new information and extend their thinking on interesting topics. Students clearly and effectively articulate their learning to their peers. High school students are especially skilled in collaborating with others while developing innovative projects, publications and presentations.
- Students make connections and use their knowledge and skills across different content areas. They relate their learning well to their personal experiences, sometimes with prompts but often spontaneously. Older students are developing the skill to see how learning in one context overlaps with other subjects in the curriculum.
- Critical thinking and problem solving skills are evident in some lessons, especially in the high school, with a noticeable impact on learning. Students use varied resources, including technology, to find information for themselves and some interpret this information independently. In the better lessons these are key features.

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

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

- Students across the school demonstrate positive attitudes. They are interested in their lessons, take their work seriously and try to do their best. Students in all phases show self-reliance and a willingness to be responsible for themselves and others.
- Almost all students exhibit polite and mature behaviour. They go about their day in a focused and purposeful way, not only in lessons but also during breaks and before and after school. In almost all cases students demonstrate self-discipline and instances of bullying are rare. High school students play a very effective role in modelling the highest standards of behaviour.
- There is a strong rapport between staff, students and teachers, characterized by mutual respect. Students work well together and are supportive of their peers in class, on the playground and during break time. Students feel safe at school and support one another.
- Students throughout the school understand the importance of healthy and safe lifestyles. It is particularly evident in the high school. They learn about healthy and safe lifestyles in their lessons and are able to produce projects, posters and presentations about different aspects. Students attend physical education classes and enjoy sports, enthusiastically requesting more opportunities for team sports.
- Almost all students arrive at school on time and attend school regularly. The most recent attendance figure is 96.6 per cent, indicating very good attendance.

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

- Students highly appreciate Islamic values and take opportunities to deepen their understanding of the impact of Islam on the lives of different people in Dubai. Students participate in most the Islamic events. Younger students have a very good knowledge of the Five Pillars of Islam. Older students communicate understanding of moral values exceptionally well and apply these in everything they do.
- Students reflect their respect and appreciation of the culture of United Arab Emirates (UAE) in their discussions, their attitudes and in their participation in all national events. They are very aware of the priorities of the UAE vision, its heritage and of the developments that occur in Dubai.
- Students reflect high understanding, awareness and sound appreciation of their own culture along with other cultures. It is particularly strong in the high school. They are aware of the concept of equality among nations. They celebrate other cultures through the Global Day event, and welcome opportunities to meet students from other cultures within and outside of Dubai.

| | KG | Elementary | Middle | High |
|----------------------------------------------------|-------------|-------------|-------------|-------------|
| Social responsibility and innovation skills | Very good ↑ | Very good ↑ | Very good ↑ | Outstanding |

- Students act responsibly and contribute actively in the school life, through the Students' Council committees and activities. They participate in the wider community as volunteers or through other activities. Students demonstrate high care and consideration for others, for example in the 'lift up' campaign to help people be more positive and happy.
- Students have a very good work ethic and it is exceptional in high school. A large number of older students visit organizations to practice real work experiences. Innovation and creativity are evident in their inventions for the Summer Fair, contributing in Expo, school exhibitions and classwork.
- Students show a clear understanding of environmental sustainability. Students are keen to sustain a green school by spreading awareness for the younger ones through gathering the leftover water in water bottles to water the plants. The students take care of two organic gardens where the KG students contribute actively.

3. Teaching and assessment

| | KG | Elementary | Middle | High |
|---------------------------------|------|------------|--------|------|
| Teaching for effective learning | Good | Good ↑ | Good | Good |

- Almost all teachers have strong subject knowledge and enjoy their roles as teachers. Most understand how children learn at different ages, and use appropriate strategies to get the best from their learners. There is a strong rapport between teachers and students, particularly at the lower end of the school.
- Most lessons are well-planned and include lesson objectives, targeted activities, assessment and differentiated tasks for different groups. Lessons are generally well-linked to the curriculum. The pace and challenge for the most part are appropriate but in a few lessons the pace is too slow. As a consequence, there is a lack of challenge for the most able students in those lessons.
- Almost all teachers use questioning in their lessons, which encourages students to eagerly respond and participate. This results in a meaningful dialogue between and among students and teachers and contributes to the development of independent and critical thinking. In a few lessons, however, the questioning is not as strong and lacks the depth required to challenge students.
- Almost all teachers are well aware of the strengths and needs of their students. They work to address the potential of all through differentiated activities and class work. In the best lessons this is applied at a highly sophisticated level, enabling the most able students and the least able students to derive maximum benefit to their learning.
- Across the school the development of critical thinking, problem-solving, innovation and independent learning skills is being promoted. Teachers are very aware of the importance of instilling these 21st century skills, but they are not yet embedded in every lesson.

| | KG | Elementary | Middle | High |
|------------|------|------------|--------|------|
| Assessment | Good | Good | Good | Good |

- Internal assessments are mostly linked to the appropriate curriculum standards. Summative assessments in each subject are not yet aligned to international benchmarks. While some of these measures are valid in relation to the curriculum, there is not yet consistency across all grades and subjects.
- The school uses MAP assessments to compare student progress over time, and attainment against the curriculum. Cognitive Ability Tests (CAT4) are used in four grade levels to inform the school about individual students' abilities. Subject leaders are developing the skill of using assessment data to assess how well students are doing in relation to international norms.
- MAP assessments are analysed to evaluate student progress. Leaders are in the process of compiling information from external tests to create student profiles. As this is a new initiative, the full impact of the profiles to help teachers meet the needs of all students, and to help students take responsibility for their own progress, is yet to be seen.

- Assessment data is analysed in increasingly greater detail, to make adaptations to the curriculum and to classroom teaching. Subject leaders and teachers identify student or grade level strengths and weaknesses, and take steps to address any learning gaps. Performance data from the tests helps identify areas of the curriculum not taught at sufficient depth in each year group.
- In most subjects, teachers identify students' ability levels in their lesson planning. Personalized challenge and the appropriate level of support is given in the best lessons. Self-assessment is a feature in some lessons. The quality of written feedback in exercise books is not consistent across phases or across all subjects.

4. Curriculum

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

- The curriculum is broad and has a clear rationale. It closely follows the requirements of the school's authorised curriculum through alignment with the Michigan state standards, which include the US Common Core Standards. Aspects of the overall curriculum are linked to the school's mission. The school has good policies which ensure the national statutory requirements are met.
- The curriculum is well-planned vertically and horizontally to ensure there are no gaps in student learning, particularly in key subjects. The Michigan state standards provide for the progressive development of skills and content, which the school is beginning to apply systematically. As currently enacted, the curriculum meets the needs of most groups of students, with appropriate transitions between grade levels.
- The range of curricular options offered as electives in the high school provides students with opportunities to develop their interests or talents. Curricular options within classes for younger students provide opportunities for them to make learning choices.
- Cross curricular links, although included in some subjects, are not clearly defined, planned for or consistently offered in the lower grades. They are more evident in the middle and high school, including innovation activities which encourage initiative and independent thinking.
- The school leadership team, together with teachers, reviews and makes curriculum revisions regularly, addressing the curriculum standards and ensuring good provision to meet the academic and personal development needs of most students.
- The UAE social studies curriculum is taught in Arabic and in English at the school. The MoE curriculum has been adopted for Grades 1-8, and the U.S. Common Core standards have been adopted for Grades 9-12. Skills, concepts and knowledge are thoughtfully balanced to ensure enrichment and continuity of the overall social studies curriculum. Teachers are highly effective in planning meaningful experiences for learners.

| | KG | Elementary | Middle | High |
|-----------------------|--------|------------|--------|--------|
| Curriculum adaptation | Good ↑ | Good ↑ | Good ↑ | Good ↑ |

- Classroom teachers are provided with professional development throughout the school year to gain the skills needed to modify instruction appropriately for each of their students. The SEND staff advise teachers on lesson plans to support the delivery of an adapted curriculum within their subject areas. However, some teachers do not incorporate the modifications in their instruction for students with SEND.
- The school provides many enriching opportunities for innovation and enterprise. Examples include project design, such as the solar powered swing, and 'Think Science' with the robotic shopping cart. Assemblies on moral values, tolerance and leadership are offered at all grade levels to enhance personal development.
- Culture and the UAE values are incorporated into daily school life and into Arabic, social studies and Islamic education classes. Student participation is vibrant in National Day, Martyr's Day, and Flag Day celebrations at school, and in visits throughout Dubai and to other parts of the UAE.

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 has well-developed and highly effective policies to protect students. Staff, parents and students are fully aware of these policies and follow all procedures to ensure that students are safe at school, physically and emotionally. This includes protecting them from any bullying through social media and the internet. There is a strong focus on the well-being of all students.
- Student safety and security are a high priority and arrangements are in place to ensure these are comprehensive and regularly updated. Safety checks and risk assessments are rigorous and conducted daily. All visitors are required to sign in and out and are monitored closely when on school premises. Bus arrival and dismissal and parent drop-off and pick-up are very well supervised.
- Thorough records are kept regarding the maintenance of the school environment, which enables the school to monitor its success in keeping students safe. Medical staff store medication securely, deal efficiently with accidents and illness and contribute to students' well-being. Maintenance checks are frequent and an effective system is in place for all staff to report areas of concern.
- The premises and facilities for staff and students are safe. There are indoor and outdoor spaces for learning, used by different age groups. Most outdoor play and physical education areas are covered and equipment is regularly checked for safety. An elevator allows access to all areas of the school for those with limited mobility.
- Provision for and promotion of healthy living is a very strong feature of the school which is supported by lessons, displays and assemblies. Students understand the importance of healthy food as evidenced by their snacks and lunches. The canteen also provides healthy choices. The physical education curriculum supports the components of healthy living and student well-being in the school.

| | KG | Elementary | Middle | High |
|------------------|------|------------|--------|------|
| Care and support | Good | Good | Good | Good |

- The school maintains a calm and friendly campus that is welcoming to students and staff. Students understand that by showing respect to others, they gain the respect of peers. Good behaviour is evident throughout the school but, when needed, reflective logs help students understand what their behaviour should have been and what they could do the next time.
- Very good attendance is maintained through the close monitoring by staff who have established clear expectations with students. Systems for managing attendance are effective. Parents are contacted immediately each morning if their child is late or absent.
- The school provides a supportive environment for students with SEND who are part of the school community. These students are identified at enrolment to determine if their needs can be met by the school. Current students are provided with individual education plans (IEPs) and support when found struggling with learning.
- Students with SEND receive instructional support in pull-out sessions from SEND staff, from classroom teachers in content classes and through shadow teachers when they are provided. Professional development and coaching throughout the year equip most teachers to address the learning needs of students with SEND. One student, talented in the area of computer technology, receives enhanced instructional support this year.
- Guidance and counselling is provided for students throughout their school years by caring and supportive staff. High school seniors participate in a one week internship in an area of interest to them, in the fall term. Career fairs, university visits and workshops from life coaches and educational consultants help prepare students for their college decisions and career choices.

Inclusion

Provision and outcomes for students with SEND

Good

- The school demonstrates a commitment to being an inclusive school through placing on site an outside provider to support KG students with severe SEND. However only students with mild to moderate special educational needs are accommodated into other grades of the school and only if their instructional needs can be met through the mainstream provision.
- Students are identified at entry to the school or by teachers based on their performance in the classroom. Parents are fully involved in the process of identification.
- Parents of students with SEND are contacted frequently by staff. As a result, they feel well informed about their children's progress and are included in meetings three times a year to write and/or review their children's IEP. Parents are invited to additional workshops or to hear speakers on topics of interest to them.

- The SEND staff guide teachers in designing instructional modifications for students with SEND and advise them weekly on the effectiveness of their lesson plans. A few teachers do not consistently modify their teaching for these students.
- Most students with SEND make progress at a good rate in their mainstream classes. The school's commitment to personal, social and emotional growth is strong and supportive of students with SEND.

6. Leadership and management

The effectiveness of leadership

Good

- The principal, senior leadership team and mid-level leaders communicate a good commitment and vision for the school as a positive learning community. They use this common vision in planning for development and in guiding change. They see the school as a partner within the UAE community and ensure that the values of the school align well with the national priorities.
- Most school leaders have a sound knowledge of the US curriculum requirements and those of the Ministry of Education. There is improved understanding of assessment and a developing understanding of the best practices in teaching to accelerate learning. The school leaders effectively foster high standards of personal and social development.
- Parents and teachers take advantage of an open door policy, leading to good pathways of communication. Throughout the school, teacher morale is positive and there is good professional collaboration as new initiatives are introduced.
- Changes to assessment, and professional development opportunities have been managed well. Most leaders show understanding of what needs to be done to bring about lasting change and school improvement, and the processes required to embed the changes are being implemented across the school.
- The school has improved its performance, particularly in the elementary phase. Leaders have been successful in developing some aspects of the school, and in meeting KHDA's requirements for US Curriculum Schools. Statutory requirements are met, but not all teachers of Arabic and Islamic education have been approved by KHDA.

School self-evaluation and improvement planning

Acceptable

- Evidence for self-evaluation is collected from each subject and phase. However, the analysis and prioritisation of needs is not complete. The self-evaluation report is, therefore, too descriptive with little emphasis on evaluation of impact. A wide range of data is now collected but is yet to be used systematically to identify strengths and weaknesses and set targets for improvement.
- Improvements to the monitoring and evaluation of teaching has been carried out across subjects and phases, the outcomes are however, incomplete and not consistently applied. The monitoring of teacher performance in order to increase teacher abilities, and to identify needs for professional development, Lacks rigour.
- School improvement plans focus on four key areas which include the recommendations of the last inspection. UAE national priorities are addressed in all aspects of school provision.
- There has been progress in addressing the recommendations of the previous inspection, with significant progress in some. The school has increased the use of external data to more objectively assess students against the curriculum standards. They have made positive changes to the arrangements for governance and improved the range of extra-curricular activities for all students.

Partnerships with parents and the community

Good

- Parents have a close relationship with the school. They appreciate the 'open door' policy and identify the school as being at the heart of the community. The parent council is small in number, with more parents stating their wish to participate in the planning and direction of parent sponsored events and school improvements.
- The school communicates with parents' both electronically and face to face. Parents have a strong conviction that they are always welcome. They are very supportive of the teachers who go 'above and beyond' to keep them aware of their children's needs or achievements.
- Reporting on students' progress is systematic and informative. Parents acknowledge and appreciate that academic reports. They provide a good a reflection of achievement, and include assessment results on external tests that are compared to curriculum requirements.
- There are very strong and secure links with the community. Business owners include older students in internships, while others participate in charitable service or other commendable activities of benefit to the community. Students help raise awareness of good causes, and develop skills which will benefit them in their daily lives.

Governance

Good

- The governing body is well informed, formally and informally, of the day to day running of the school and the needs of its stakeholders. Two members are parents. Members of the board are in regular informal contact with the school and its stakeholders. They hold the leadership of the school accountable for improving student performance.
- The Board of Governors is aware of changes to the school and of student outcomes. The governors can speak easily of the attainment and progress reports presented through the MAP testing, and the possibilities offered by the results from the CAT4 cognitive ability tests.
- The long term vision of growth, combined with current and detailed knowledge, provide a realistic lens through which governors view the school. Their understanding of the data and student achievements, assists them in their role to provide a positive influence on the school's leadership. The governors have yet to create a systematic approach to continuous professional development which ensures all teachers are appropriately qualified.

Management, staffing, facilities and resources




Acceptable

- The day to day management of the school is effective. Students know where they should be at any one time. The timetable is implemented well. All staff and middle managers work together well.
- Almost all staff are qualified academically, although only a minority of teachers hold teaching certificates in addition to academic qualifications. The teacher turnover has increased this year, except in KG. All staff benefit from professional development and are deployed well..
- The premises and facilities support the delivery of the curriculum. However, the size of some of the special rooms hinders student learning. The boys do not have a prayer room. The play areas are always used and provide a space for a range of activities. The library is well-stocked, with hundreds of interesting new books.
- Age appropriate and varied resources are available in classes to provide hands-on learning experiences. Chromebooks are provided for students in the higher phase, while students in Grade 4 use e-books. Students enjoy working in the science lab, which encourages their investigative skills development.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

| Responses to the surveys | | |
|-----------------------------------------------------------------------------------------------------|-----------|----|
| Responses received | Number | |
|  Parents* | 2016-2017 | 44 |
| | 2015-2016 | 39 |
|  Teachers | 40 | |
|  Students | 133 | |

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

- Almost all parents that responded to the survey report that they are highly satisfied with the quality of education provided for their children and that good teaching and leadership impact their children's learning.
- Most parents believe the English literacy skills of their children are a priority of the school and result in good progress but they are not as positive about their children's learning in Arabic.
- Parents who responded to the survey were overwhelmingly positive about the arrangements to keep children safe. The emphasis on the whole child, including social and personal development as well as physical activity, is appreciated as an important aspect of children's learning experience at the school.
- Most students who responded to the survey are happy at school and believe they are an integral part of the school community. Students feel appreciated for their contributions in the classroom and school activities and take advantage of opportunities to develop leadership skills.
- The curriculum, including the range of subjects and enrichment opportunities, was expressed as a point of satisfaction for most students. They believe their teachers know them well, provide useful feedback and support their learning by knowing them well and considering their strengths and areas for improvement.
- All teachers that responded to the survey are extremely positive about their roles in the education of the students. They enjoy working with a student body that is well behaved and respectful of each other and their teachers. They are able to use effective training, resources and technology to improve their teaching and impact the learning of all students.

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