

# Inspection Report



## Greenwood International School

2014-2015



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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	04-3433266
Address	Al Muhaisnah 1. PO Box 79595 Dubai
Principal	Rashida M Badri
Language of instruction	English
Inspection dates	26 <sup>th</sup> - 29 <sup>th</sup> January 2015



### Students

Gender of students	Boys and Girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1033
Number of children in Pre-K	0
Number of Emirati students	790
Number of students with SEN	35
Largest nationality group of students	Emirati



### Teachers / Support staff

Number of teachers	76
Largest nationality group of teachers	Lebanese
Number of teacher assistants	18
Teacher-student ratio	1:23
Number of guidance counsellors	1
Teacher turnover	22%



### Curriculum

Educational Permit	US
Main Curriculum / Other	US
Standardised tests / board exams	IOWA Basic Test
Accreditation	AdvancEd

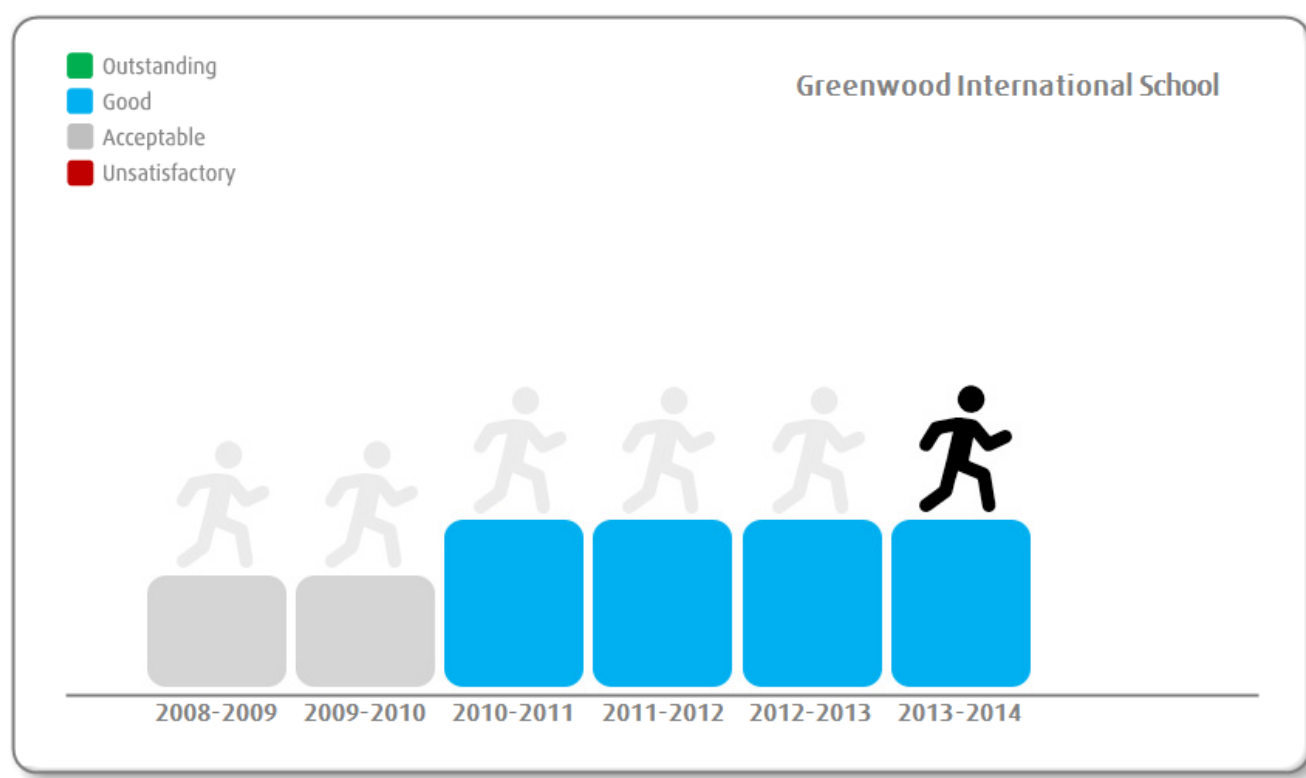




Dear Parents,

Greenwood International School was inspected by DSIB from 26<sup>th</sup> – 29<sup>th</sup> January 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- High school student's personal and social development was outstanding.
- Students' understanding of Islamic values and their local, cultural and global awareness was outstanding.
- Kindergarten children's and high school students' community and environmental responsibility was outstanding.
- There was outstanding provision for health and safety across the school.

### Areas for improvement

- Ensure all students in the final year of high school receive a diploma based on requirements that are more closely aligned to the expectations of the school's chosen curriculum.
- Ensure that international benchmark tests taken by students are rigorously analyzed and used to improve curriculum, teaching and students' academic achievements.
- Improve the quality of teaching, particularly in the elementary phase so it is at least consistently good
- Improve the design of the curriculum to improve students' academic and personal development, including those students with special educational needs
- Improve the training of teachers so they are better skilled at providing higher quality learning experiences in lessons.
- Board of Governors must ensure students' academic attainment and progress improves.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## A closer look at Greenwood International School



### How well does the school perform overall?

Overall, The Greenwood International School provided a 'Good' quality of education for its students.

- Students' attainment and progress were good in all key subjects in Kindergarten. They were also good in Islamic Education and Arabic as an additional language in Elementary, in English and science in Middle and in English, math and science in High. Students' learning skills were good overall except in the Elementary phase where it was acceptable.
- Older students showed outstanding personal responsibility. Most students had a positive attitude to learning and were well behaved. They often showed self-reliance when teachers were not directing their behaviour. Students had a very strong understanding of Islamic values and Emirati and other cultures. Their awareness of the community and the environment was very strong in the Kindergarten and the High and good in the other phases.
- Most teachers knew their subjects but did not always know how students learned best or the differing levels of learning. A number of teachers, mostly in the Elementary, overly directed student learning so students were not independent learners. Teachers of older students better understood how to use assessment to make sure the needs of students were met. Teachers kept records of student progress but did not always use this information effectively in their teaching. International benchmark results, such as PIRLS, TIMSS, PISA, and the IOWA Test of Basic Skills were not always used to measure students' academic performance and provide appropriate learning experiences in the classroom.
- The quality of the curriculum was good but did not always challenge the most able students or support weaker students. In the Elementary, it often focused on acquiring knowledge, particularly through the over-use of textbooks, rather than the development of skills and the understanding of concepts. Curriculum design was acceptable although it did not fully support the learning of all groups of students.
- The school's provision for health and safety was outstanding. Relationships between students and adults were positive and behaviour was well managed. On the other hand, the identification and support for students with special educational needs was acceptable with better support from an external provider than from classroom teachers who lacked the skills necessary to support the needs of these students. The school had appointed a career's guidance counsellor to give advice and support to older students.
- School leaders showed a commitment to school improvement but not all leaders showed a strong understanding of how to improve the school. Most leaders had a shared understanding of the school's vision and mission but not a clear direction for the school based on an acknowledgement of the areas for development. Although a few improvements in the school had been made by leaders, not all leaders demonstrated an accurate understanding of the strengths and weaknesses in the school. Training had been provided to teachers but was not always closely monitored by school leaders to measure its impact on learning in the classroom. The Board of Governors did not effectively hold the school accountable for improving the school, particularly in students' academic performance.

## How well does the school provide for students with special educational needs?



- Most of the small number of identified special needs students made acceptable progress in lessons based on their Independent Education Plan (IEP) targets. Most teachers did not have the required skills to effectively support special needs' students in lessons. An external provider was regularly at the school to support these students in withdrawal classes.
- Students with special needs took part in lessons and gained a few of the skills and understanding of what they were learning. Individualized educational plans, which were constructed by an external provider, included appropriate changes to the curriculum but these were not always fully implemented in lessons.
- Support given for students with special educational needs did not provide effectively for their academic needs or personal development.



## 1. How good are the students' attainment, progress and learning skills?

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

↑ Improved from last inspection

↓ Declined from last inspection

## 2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Good ↓	Good ↓	Outstanding

## 3. How good are teaching and assessment?

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

## 4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Good	Good	Good	Good
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

## 5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good	Good

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Acceptable ↓
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Good



## Overall school judgement

Good

## Key strengths

- High school student's personal and social development was outstanding.
- Students' understanding of Islamic values and their local, cultural and global awareness was outstanding.
- Kindergarten children's and high school students' community and environmental responsibility was outstanding.
- There was outstanding provision for health and safety in the school.

## Changes since the last inspection

- Student's progress in Islamic Education in the high school had improved to good.
- Students' progress in Arabic as an additional language in the middle phase had declined to acceptable.
- In English, children's progress in the Kindergarten had declined to good and students' attainment in the Elementary phase had declined to acceptable.
- Student's attainment in mathematics in the Elementary phase had declined to acceptable.
- The quality of students' learning in the Elementary phase had declined to acceptable and in the Middle phase had improved to good.
- Students' community and environmental responsibility in the Elementary and Middle phases had declined to good.
- Teaching for effective learning had declined in the Elementary phase to acceptable.
- Self-evaluation and improvement planning had declined to acceptable.

## Recommendations

- Ensure all students in the final year of high school receive a diploma based on requirements that are more closely aligned to the expectations of the school's chosen curriculum.
- Ensure that international benchmark tests taken by students are rigorously analyzed and used to improve curriculum, teaching and students' academic achievements.
- Improve teaching strategies, particularly in the Elementary phase, so that differentiation, critical thinking and independent learning are routinely part of all lessons.
- Address the weaknesses in the design of the curriculum to provide for all students' academic and personal development, including students with special needs.
- Ensure performance development is informed by individual teacher needs and school leaders consistently and accurately monitor and evaluate teaching in lessons which results in better learning for all students.
- The Board of Governors to hold the school fully accountable for its performance and ensure academic improvement for students.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning skills?

### 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


- Children in the Kindergarten were developing confidence in communicating in English. They listened to instructions and stories. Older children had developed an understanding of phonics. Most could read simple words and were able to write a simple sentence. Speaking skills were less developed because children did not often have the opportunity to practice speaking skills.
- Most children could count to 10 and beyond. They could count objects and record simple addition. They developed their understanding of numbers with number games and counting a range of different objects.
- Most children displayed curiosity and developed skills of observation in and out of the classroom. Children were able to use magnifying glasses and describe their observations of a fish including its eyes, tail and scales. Progress slowed when children were not able to touch or observe real things.

### Elementary


Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Good	Good
English	Acceptable ↓	Good
Mathematics	Acceptable ↓	Good
Science	Acceptable	Acceptable

- In Islamic education, attainment and progress were good. Most students attained levels in their Islamic knowledge and skills that were above curriculum expectations. Most students steadily improved their skills in Holy Qur'an recitation.
- In Arabic as a first language, most students showed good listening and reading skills but speaking skills were limited and writing skills were underdeveloped
- In Arabic as an additional language, most students exhibited strong listening skills. Their speaking skills were at a level consistent with curriculum expectations. Most students demonstrated good ability to read texts aloud with good pronunciation. Comprehension skills were acceptable.
- For most students, writing and reading skills in English were below expectations against the U.S. Common Core standards and the goals of the course. They made good progress understanding daily learning objectives and by completing the lesson targets through collaborative work. The majority made steady progress in learning new language items and putting them to use and this was attributed to their reliance on teacher direction.



- In mathematics, students' knowledge and skills in the lessons and the ability to apply the knowledge and skills to challenge questions were acceptable although many struggled to rephrase concepts in their own words.
- Students' attainment in science, through hands-on activities, showed expected understanding of concepts such as the four seasons, parts of plants, and the life cycle of plants. Progress slowed when lessons were too fast-paced.

Middle		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable 
English	Good	Good
Mathematics	Acceptable	Acceptable
Science	Good	Good

- In Islamic education, attainment was in line with expectations with most students able to identify appropriate Islamic manners while attending various types of gathering in the society. Most students demonstrated the ability to make links between what they learned and what they experienced in the daily life.
- In Arabic as a first Language, most students could read familiar topics but students' comprehension of unfamiliar texts and writing were less well developed. There was no difference in progress between boys and girls.
- In Arabic as an additional language, listening was strong but responding skills was limited, especially when questions were unfamiliar. They had difficulty engaging in simple conversations. Most students could copy familiar texts correctly but independent writing was underdeveloped.
- In English, most students could speak with confidence on a variety of topics in debates, discussions, reading passages, and oral presentations. Most students made good progress in learning new language and applying it in diverse contexts. However, writing skills were inconsistent across the phase and, in external and internal assessments, attainment in reading was low.
- Students in mathematics could solve problems and interpret data to an acceptable standard. They met the curriculum expectations for knowledge, skills and understanding, as shown in answers to questions and in their project work.
- In science, most students effectively captured the opportunities they got to actively and consistently acquire good understanding of scientific concepts through research, discussions, and group presentations.

High		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good 
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, most students' knowledge and understanding were in line with expectations. They had age related knowledge of Islamic history and key figures in Islam. They were able to infer from their own experience, appropriate and inappropriate dialogue and manners in different circumstances and settings.
- In Arabic as a first language, girls made significantly better progress than boys. Students' ability to listen and respond was strong though not always in Standard Arabic. Extended writing and independent reading comprehension skills were underdeveloped.
- In English, most students steadily made progress with their language skills through lessons that included research, critical thinking, independent and collaborative learning, cross-curricular links and editorial debates. Progress in class was enhanced by frequent opportunities to learn independently. Progress was also enhanced and more fully developed through rich discourse and innovative resources.
- In mathematics, students made high levels of progress when measured against curriculum standards. Their application of knowledge, skills, and understanding to real world situations and the ability to conceptualize and create innovative solutions to math problems were well developed.
- Students' attainment and progress in the sciences were good in high school. A majority of students demonstrated a strong ability to design and conduct their own experiments, collect and analyse data, and make appropriate conclusions.

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable 	Good 	Good

- Overall learning was strongest in Kindergarten and high school. Almost all students enjoyed learning and took responsibility for their own learning; however, it was inconsistent in the Middle School.
- Students communicated well and collaborated to achieve common goals most thoroughly at the High school.
- Making connections with other learning and relating these to the real world varied across the phases.
- There was inconsistent use of technology across the subjects by students in the classroom setting.

## 2. How good is the students' personal and social development?


	KG	Elementary	Middle	High
<b>Personal responsibility</b>	Good	Good	Good	Outstanding
<ul style="list-style-type: none"> <li>• Across all phases students generally displayed mature attitudes; they were self-reliant and responded well to feedback.</li> <li>• In general, students displayed positive behavior and related well to each other.</li> <li>• Students displayed a high regard for the staff and an appreciation of the efforts they made on students' behalf.</li> <li>• Almost all students consistently displayed an awareness of the importance of healthy living and participate in activities that support health and elimination of disease.</li> <li>• Attendance was acceptable and most students were punctual.</li> </ul>				

	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>• Students demonstrated a very good understanding of Islamic values. They appreciated the relevance and impact of these values on everyday life in Dubai.</li> <li>• Students across the school appreciated Emirati traditions and cultural heritage. They understood very well the importance, relevance and value of these to people in the UAE.</li> <li>• Students in the school were open and celebrated their own culture but fully appreciated other cultures.</li> </ul>				

	KG	Elementary	Middle	High
<b>Community and environmental responsibility</b>	Outstanding	Good ↓	Good ↓	Outstanding
<ul style="list-style-type: none"> <li>• Students had a strong sense of social and community responsibility through a variety of voluntary service projects. High school students helped raise awareness about cancer and autism. They raised funds to assist various charity organizations.</li> <li>• Students were aware of the personal work requirements needed to achieve their academic and career goals. They made helpful contributions to projects or other activities but were sometimes passive participants.</li> <li>• Students took care of their immediate surroundings. They were aware of some important environmental issues. High school students were sometimes active in schemes which support sustainability and conservation as in school Eco-Club, water conservation days, and Earth Day.</li> </ul>				



### 3. How good are teaching and assessment?

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Good	Acceptable 	Good	Good
<ul style="list-style-type: none"> <li>Teachers' subject knowledge was strong. The majority of teachers knew how students learn best; a minority of them did not.</li> <li>Most teachers employed variety of instructional strategies to enhance the learning environment. This, however, did not occur in all lessons.</li> <li>Teachers' interactions with students, including dialogue, was evident.</li> <li>Teaching to meet the needs of all students was a weakness in the Elementary school.</li> <li>The promotion of critical thinking was strong at the High school and inconsistent in the other grade levels.</li> <li>In Arabic as a first language, teachers had secure subject knowledge. The learning objectives were clear but the expectations were sometimes low. Teaching of Arabic was mostly didactic and did not promote students' critical thinking.</li> </ul>				

	KG	Elementary	Middle	High
<b>Assessment</b>	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Internal assessments were linked well to the curriculum expectations, but evaluation criteria and weights produced some grade inflation and a weak alignment between internal and external assessment data.</li> <li>The school had an efficient process for comparing learning outcomes for students with those on the international level. The school; however, was still working to stabilize the adopted curriculum and the related assessments.</li> <li>The school regularly analyzed assessment data that pertained to individual students and to groups of students.</li> <li>Analysis of data was not used sufficiently to influence teaching, modify the curriculum, or improve students' learning outcomes.</li> <li>Teachers' knowledge of students' strengths and weaknesses varied across the subjects and the phases. Particularly in Kindergarten, teachers knew their students well enough to be able to provide them with sufficient support.</li> </ul>				

### 4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
<b>Curriculum quality</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The school had made a positive step by implementing the U.S. Common Core standards for English Language Arts and mathematics.</li> <li>The school had a clear rationale for its curriculum in promoting knowledge and skills development; however, in its strategic development, the school was not sufficiently focused on both content and balance.</li> <li>All classes had developed lesson plans that identified the Common Core strands associated with learning objectives in order to ensure progression and continuity.</li> </ul>				

- The school had started to improve the range of opportunities for student speaking and presentation activities. Additional enrichment to further develop students' artistic abilities, leadership skills, and athletic interests was limited.
- The quality of the curriculum was enriched, particularly with hands on activities and effective cross-curricular links in most subjects. The curriculum frequently provided opportunities promoting independent learning and critical thinking, while cross-curricular links remained in a developmental stage.
- The school reviewed the curriculum annually. However, this process had yet to ensure that provision of student academic and personal development needs were thoroughly addressed or that the analysis and external assessment results were not effectively used to improve the weaker areas of the academic program.
- In Arabic as a first language, the curriculum was based mainly on MOE text books. Enrichment was limited and the activities in lessons did not meet the needs of different groups of students.

	KG	Elementary	Middle	High
<b>Curriculum design to meet the individual needs of students</b>	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum made limited provision in addressing the learning needs of all students. Lesson plans often included differentiated objectives; however, this was not consistently implemented across all subjects and phases.
- There were insufficient variety of curricular choices offered to students, specifically in high grades.
- Field trips and other activities, such as the English week, were integrated into the curriculum in order to address the personal development of students. The school, however, lacked a broad spectrum of extra-curricular activities in all phases of the school.
- The school offered a three 20-minute periods of Arabic for the 186 children in early years. The curriculum was based on the MOE textbooks.

## 5. How well does the school protect and support students?

	KG	Elementary	Middle	High
<b>Health and safety</b>	Outstanding	Outstanding	Outstanding	Outstanding

- The school had very effective procedures in place to protect students against potential dangers. Most students and staff were fully aware of these procedures and knew what to do in case of emergency.
- Through excellent supervision and security arrangements, the school ensured that students were kept safe around campus and on school transportation. The end of day procedures for parents' pick-up, however, were not always fully implemented.
- The used equipment and the school premises were in excellent and hygienic condition and accurate records of maintenance and incidents were kept at school.
- The school buildings, including classrooms and playgrounds, were fully accessible to all students. Also, the available resources were suitable for the educational needs of most students.
- Healthy living was systematically promoted in the school through the teaching across the subjects and through the activities the clinic frequently conducted to raise awareness of healthy lifestyles.


	KG	Elementary	Middle	High
<b>Quality of support</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>• Staff had good relationship with all students and were aware of their individual needs. Students respected one another and showed care and concern for others. Behaviour management was positive and understood by staff and students.</li> <li>• The school had rigorous systems to ensure that attendance and punctuality were maintained at good levels. Clear policies were in place to address any problems and parents were contacted immediately if students failed to arrive when expected.</li> <li>• The procedures for identification of special educational needs were detailed and understood by all staff. The needs of students with special educational needs were identified at an early age or as soon as possible after they joined school. Specialist staff were fully trained and qualified to undertake school-based special assessments and intervention was valued and acted upon. The school's admission policies were inclusive.</li> <li>• Support for students with special educational needs was dependent upon individual needs and included an individual education plan for those who were identified as needing extra support. Students also gained individual and personal support from staff especially those from within the special educational needs department. The support was less effective when students worked in class.</li> <li>• The Careers Guidance Counsellor provided a support program for students between Grades 9 and 12 who were making choices about elective, and when completing applications for university.</li> </ul>				

### How well does the school provide for students with special educational needs?

	Overall
<b>The overall effectiveness of provision for students with special educational needs</b>	Acceptable
<ul style="list-style-type: none"> <li>• Leaders were committed to improving the provision for special educational needs. Improvements over the last year had raised the level of awareness of staff and made the learning environment more inclusive.</li> <li>• The school had appropriate systems in place for identifying students with special educational needs at the time of admission and throughout their time in school.</li> <li>• Students were supported through some modification of the curriculum. However, the modifications were not always applied in all lessons.</li> <li>• Parental consent was gained before the start of any interventions. Parents were fully involved in the identification process and understood what was included in the individual educational plans. Parents were kept informed of developments by attending regular meetings or by requesting meetings whenever they had concerns.</li> <li>• The majority of students made acceptable progress in meeting targets although some individual plans included too many targets. They took part in lessons and gained the skills and understanding of what they were learning in preparation for the next stage of their education. This was less successful for students when learning Arabic as a first language.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
<b>The effectiveness of leadership</b>	Good
<ul style="list-style-type: none"> <li>• There was a strong commitment by school leaders to improve the school but the aims and direction for the school were not fully understood by all leaders, teachers, students and parents.</li> <li>• Most school leaders took account of the school's vision and direction when initiating or developing action for improvement.</li> <li>• Roles and responsibilities were clearly distributed and there were effective teams of leaders and teachers in the school with productive working relationships. Some development priorities had led to a few improvements but there were also weaknesses not fully addressed by school leaders.</li> <li>• A few leaders showed good capacity to improve the school, and there had been a few improvements in the school.</li> <li>• School leaders did not always evaluate the impact of teacher training by on-going monitoring and accurate evaluation of teaching aligned to better learning, attainment and progress of students.</li> </ul>	

	Overall
<b>Self-evaluation and improvement planning</b>	Acceptable 
<ul style="list-style-type: none"> <li>• The processes for self-evaluation were used for the school improvement plan. The school had made a few improvements.</li> <li>• Performance management was in place and there was regular and continuing teacher training by external providers as well as internal school training. However, accurate monitoring and evaluation of the impact of training on teacher improvement was still lacking.</li> <li>• There was some analysis of internal data and international data and sharing of the analysis of assessment results by Heads of Departments with teachers. However, analysis was not consistently accurate by all school leaders. Data often showed inflated students' results. Therefore, the school's view of its strengths and weaknesses was not completely accurate.</li> <li>• The self-evaluation document did not take a sufficient account of weaknesses in the school. The school's action plan was not based on highly accurate data analysis to indicate areas of weakness with a clear direction to school leaders for areas for improvement.</li> <li>• There had been some progress in meeting the recommendations from the previous report.</li> </ul>	




	Overall
<b>Parents and the community</b>	Good
<ul style="list-style-type: none"> <li>• There was strong parental involvement in the school and productive links between home and school.</li> <li>• There was effective two-way communication between home and school.</li> <li>• Reporting was regular and informative. However, reports did not have sufficient information on students' next steps in learning. There had been improvement in the reporting on Middle and High schools with an alignment of achievement to US curriculum reporting expectations.</li> <li>• There were strong, relevant links with the wider community which had a positive impact on students' learning experiences.</li> </ul>	

	Overall
<b>Governance</b>	Acceptable
<ul style="list-style-type: none"> <li>• The governing board sought the views of stakeholders but board representation was not broad and did not include parental representation.</li> <li>• The Board had not ensured that the school had fully met all the recommendations from the previous inspection report; it held the school leaders accountable for some of the action taken to improve a number of aspects of the school's work but had not held senior leaders accountable for the academic performance of students.</li> <li>• The Board had not had sufficient influence on the school's performance.</li> </ul>	

	Overall
<b>Management, staffing, facilities and resources</b>	Good
<ul style="list-style-type: none"> <li>• Day-to-day management of the school was efficient and effective.</li> <li>• Teachers had relevant academic qualifications and the minority had a recognised teaching qualification. Teachers were placed well in subjects and grade levels. There was a range of training for staff.</li> <li>• The premises were good quality and areas of learning were accessible to all students, including those in wheelchairs and for other students with special needs.</li> <li>• The school was equipped with appropriate facilities and resources. However, library stock was not adequate to support learning in all subjects.</li> <li>• Resources supported learning in lessons, including teacher use of learning technology in classrooms.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 <b>Parents*</b>	<b>This year</b>	106	19%
	<b>Last year</b>	81	17%
 <b>Teachers</b>	62		82%
 <b>Students</b>	122		98%

- Twenty percent of families responded to the survey. Most teachers responded and almost all students responded.
- Parents were satisfied with their child's progress in all key subjects. However, fewer were unsatisfied with progress in Arabic as a first language.
- Most parents were satisfied with teaching, learning, assessment and curriculum. However, fewer parents believed the school provided a wide range of subjects and activities or a good range of subjects and extra-curricular activities.
- Almost all parents agreed their child was safe at school and enjoyed school but did not know if they were safe on school buses.
- Fewer than half of parents agreed that the school provided a cyber-safety programme for their child and about two-thirds felt that the school dealt well with bullying.
- All parents agreed that the school welcomed students with special needs but all disagreed that these students were accurately identified and supported to make progress.
- The majority of parents believed the school was well led and that the school listened to parents' views.
- A few parents stated that teaching had deteriorated especially in Arabic, English, mathematics and science.
- Most students were satisfied with all aspects of their education and their progress in key subjects. However, fewer students were satisfied with the extra-curricular activities offered by the school.
- Almost all teachers stated that the education provided by the school was effective. However, the majority did not know if students made progress in Islamic Education and Arabic as a first language. About two-thirds of mathematics and science teachers believed students made good progress in mathematics and science.

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

## 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

## How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)