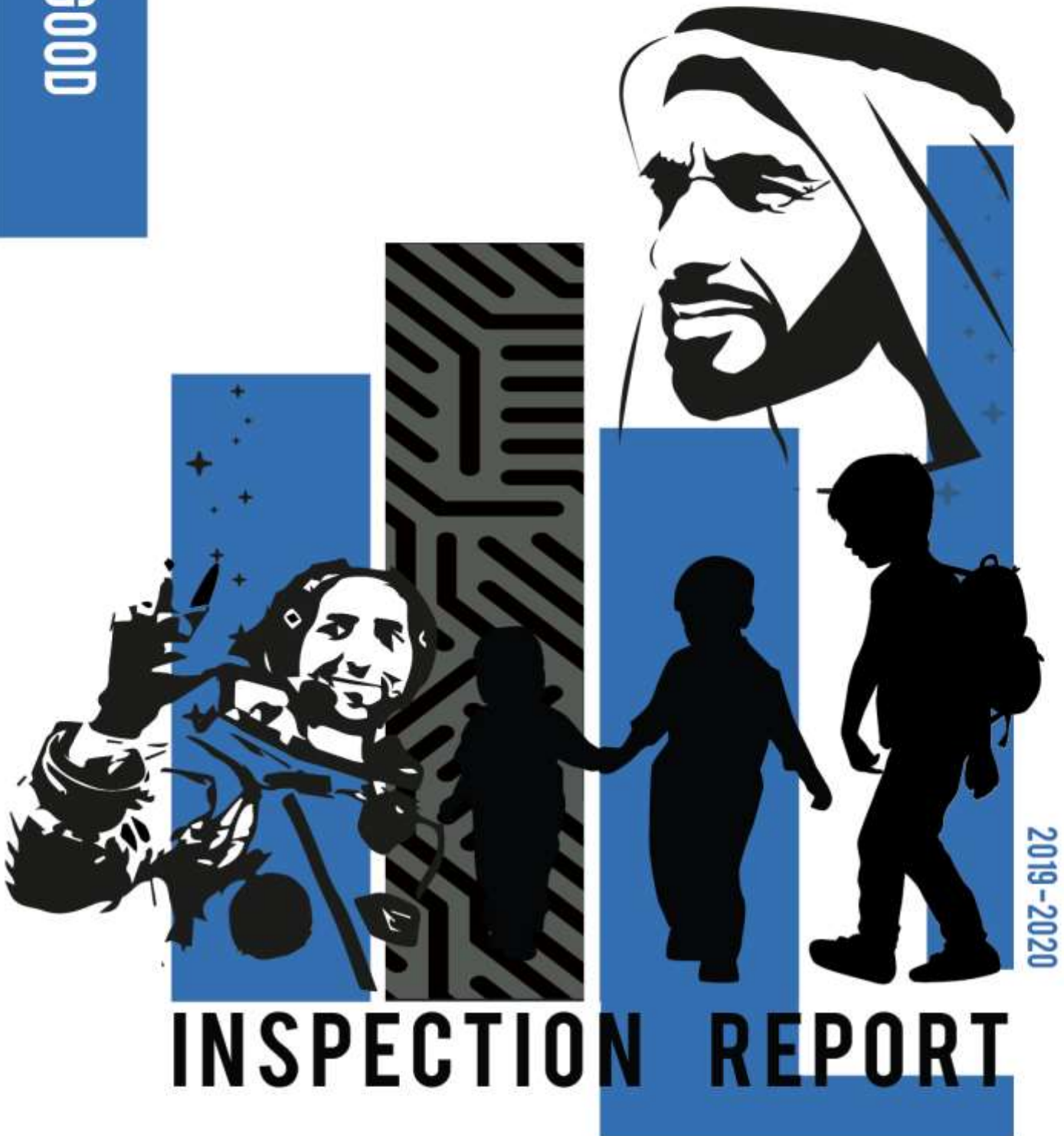


GOOD



2019-2020



























INSPECTION REPORT

US CURRICULUM

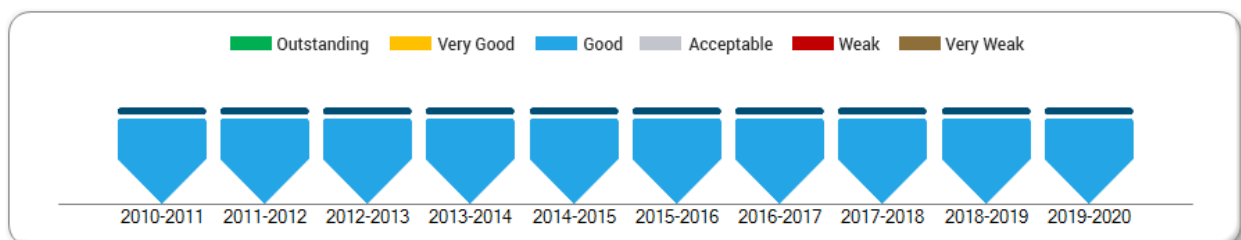
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School Information

General Information	 Location	Al Muhaisnah
	 Opening year of School	2006
	 Website	www.greenwood.sch.ae
	 Telephone	+971042888000
	 Principal	Abdul Hafiz Kaissi
	 Principal - Date appointed	1/3/2018
	 Language of Instruction	English
	 Inspection Dates	04 to 07 November 2019
Students	 Gender of students	Boys and girls
	 Age range	4-17
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	1401
	 Number of Emirati students	1042
	 Number of students of determination	59
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	108
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	23
	 Teacher-student ratio	1:26
	 Number of guidance counsellors	1
	 Teacher turnover	24%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US/Michigan State Standards
	 External Tests and Examinations	SAT1
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP

School Journey for GREENWOOD INTERNATIONAL SCHOOL



Summary of Inspection Findings 2019-2020

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

Student outcomes

- Achievement in English is strongest, with good ratings across all phases. Science is similar except in elementary school, and mathematics shows a mixed picture with better progress. Student achievement is good in Islamic education and Arabic in the high school and acceptable in almost all other phases. Students' learning skills are generally good, although less strong in the elementary school.
- Exceptional personal and social development is a strong feature of the school. Students' positive attitudes towards learning, their respectful and kind relationships with adults and peers, their commitment and responsibility and the infusion of Islamic values, all remain very good or outstanding features of the school. Students are proactive in supporting the community in many ways and benefit from initiatives to show their talents and drive.

Provision for learners

- Across the school, teachers have a secure understanding of the subjects they teach. However, not all teachers are strong in providing the best strategies for teaching a subject for specific age groups. This is leading to some inconsistency in the quality of teaching. The school has made progress in the use of assessment to guide teachers towards identifying the needs of individuals and groups of students.
- The school has aligned teaching and assessment to the Common Core State Standards (CCSS) for English and mathematics, to the Michigan State standards for science and the other English-taught subjects and to the Ministry of Education (MoE) curriculum standards for the Arabic-taught subjects. This alignment represents a significant improvement. The high school now carefully follows the credit requirements and the structure of an American high school. Additional elective courses are still an area for further improvement to ensure all students are provided with choices that match their interests and career goals.
- Students learn in a protected and caring school community. They are safe and secure because of the school's application of effective policies and procedures in child protection, including online advice and guidance. Students of determination receive support to ensure they are able to learn in the best way they can. Healthy living is promoted in age-appropriate ways.

Leadership and management

- School leaders are committed to improving the school. Strategic planning, based on a well-developed approach to self-evaluation, is not yet regular or embedded in practices. Several small initiatives have been put in place, but their impact is not yet evident. Governance represents all the stakeholders of the school, and the parent community works well. The school is well-managed on a day-to-day basis.

The best features of the school:

- The high-quality provision for the safety and protection of all members of the school community
- High school students' appreciation of Islamic values, their positive attitudes and their demonstration of personal responsibility
- Students' active involvement in the life of the school and the community
- High school students' good quality outcomes across all indicators
- The quality of the partnership with parents and the improved means of regular electronic communication with them.








Key recommendations:

- Governance and leadership are to provide urgent and purposeful action to significantly raise student achievement, especially in the elementary school.
- Improve the quality of teaching by:
 - applying and monitoring a whole-school strategy for teaching that is appropriate for each age group
 - ensuring all lessons are differentiated based on assessment data, with purposeful targets that challenge and support all students
 - establishing starting points and tracking student progress systematically in each subject
 - guiding teachers to craft lessons that strengthen students' learning skills and allow for independent learning
 - raising expectations to achieve outcomes that are at least good in Islamic education and Arabic.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Good	Good
	Progress	Not applicable	Acceptable	Acceptable ↓	Good
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Acceptable	Acceptable	Good
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 <p>English</p>	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 <p>Mathematics</p>	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Very good
 <p>Science</p>	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
 <p>UAE Social Studies</p>	Attainment	Acceptable			

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable ↓	Good	Good ↓

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets:](#)

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

School's progression in international assessments

is approaching expectations.

- Successive administrations of the TIMSS in 2011 and 2015 assessment indicated that students improved their performance outcomes in all areas. Most impressive is the growth in science at Grade 8. While Grade 4 students did not meet their assigned targets, they improved significantly since the last administration. The PISA tests in 2105 indicate that students improved in mathematics and science since the previous tests of 2011. Reading results declined slightly from the previous level. None of the ambitious improvement targets were met. The PIRLS international assessment indicated a significant improvement from a score of 452 to a score of 487.

Impact of leadership

meets expectations.

- School leaders have affected change by providing professional development to help teachers use data more effectively and by supporting the quality of effective teaching for learning. Teachers now question students with deeper understanding of the parameters of critical thinking and are encouraging them to learn independently inside and outside the classroom.

Impact on learning

is approaching expectations.

- As teachers become mentors of learning, opportunities for the introduction of critical thinking arise. For instance, science teachers who provide links to experimental procedures have greater opportunity to critically question students while working in the laboratory. While these activities are emerging within the school, they are not regular practice for all teachers.

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

For Development:

- Rigorously monitor lesson planning and implementation so that all students get the support they need to achieve the performance goals of the National Agenda.
- Ensure that the impact of data-driven planning of instruction focuses on teaching strategies and modifications of the curriculum leading to improved achievement in all subjects.

Moral education

- Moral education is taught as a stand-alone subject. The alignment of the program to the curriculum standards and the school's vision allows students to experience the wide range of topics, through relevant activities and discussions in English.
- Lessons are well planned with some features of critical thinking, challenge and connections to personal experiences. Integration into other subjects is evident.
- A range of assessments is used to determine how well students understand the topics. Information on students' progress is included in the reports to parents.

The school's implementation of the moral education is meeting expectations.

For Development:

- Ensure that the key concepts of moral education become embedded in the school through regular links in lessons, assemblies and events.

Reading across the curriculum

- Reading skills are not yet improving sufficiently for all students across all grades. Most students, especially in the elementary school, are not reading at levels that enable them to be successful in all subjects.
- The teaching of reading varies across the school. Teachers of the youngest children build their early reading skills successfully, while in other phases, reading comprehension and higher-order reading skills are not taught sufficiently.
- The school has raised the awareness of reading as a main tool for learning and has promoted it through opportunities that match students' interests and skills. Some departments are supporting this by including subject-specific vocabulary in lessons.
- The school has taken recent initiatives, such training for teachers, improving the libraries and developing home-school reading partnerships, to improve students' reading skills across the curriculum.

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

For Development:

- Provide all teachers, especially teachers of Arabic, with training to enable them to teach the reading skills that help students raise their achievement.
- Improve the tracking of students' reading levels to identify and address possible barriers to learning for the underperforming readers.

Innovation

- Students show creativity and imagination when given opportunities to explore these ideas and apply them in different contexts.
- Innovation skills are beginning to be embedded into lessons. However, opportunities for innovation are less evident in the lower phases than they are in the high school.
- Teachers in the elementary school have a limited understanding of what innovation means, especially of how to promote it through research, enquiry, critical thinking and enterprise.
- Where the curriculum is adapted to include innovative practices, students make cross-curricular connections, acquire new knowledge in interesting ways and explore topics independently.
- Leaders understand the many benefits of innovation in education and see it as a strength of the school. However, putting this understanding into practice for a large majority of students within the school community is still developing.

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


For Development:

- Ensure that there is a clear, whole-school understanding of innovation and embed innovative practices into all lessons.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- Older students achieve relatively higher levels in comparison to students in the other two phases. They are developing strong knowledge and understanding of Hadeeth and Islamic law. Students in the elementary and middle schools demonstrate age-appropriate knowledge and understanding of Islamic etiquette, Islamic values and Islamic principles.
- Students' ability to discuss Islamic concepts and relate them to real life is one of the strengths in the high school. However, referring to the Holy Qur'an and Hadeeth to support learning and the skills of recitation and memorization of the Holy Qur'an are underdeveloped across the school.
- More effective teaching has led to better progress and attainment in the high school. Students now have a sound knowledge of Fiqh and Islamic law. However, in the other phases, students' understanding of the different aspects of the curriculum shows less improvement.

For Development:

- Design assessments that accurately measure students' attainment levels and use the resulting data analysis to meet the learning needs of the different groups of students more effectively.
- Integrate recitation and memorization skills into all lessons.

Arabic as a First Language

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

- In the high school, students' achievement is stronger because their skills of listening and comprehension are more developed than in the other phases. They demonstrate this understanding by responding well to others. Their speaking skills are also improving as they are beginning to express their opinions using longer sentences and to explain the main ideas of different genres.
- As more students are reading longer texts outside the curriculum context, they are developing their skills in reading and interpretation. However, this is still an area for growth. Students' independent writing is continuing to improve but at a rate that is slower than that of the other skills.
- Across the school, all students draw letters correctly and copy sentences and paragraphs without error. In the high school, they can write longer paragraphs, such as to describe the differences between electronic media and paper media.

For Development:

- Enhance students' spelling and independent writing in the elementary and middle schools.
- Develop reading comprehension in all phases and for all groups of students.

Arabic as an Additional Language

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

- Listening skills are the strongest language skills in the middle school. Reading is progressing as students are reading more fluently from their textbooks. Listening comprehension skills are also improving as students are beginning to understand what they hear from their peers.
- Students' writing is developing in all phases because now all students can draw letters correctly and can copy sentences and paragraphs. Most students in both phases are able to use familiar words and short sentences in their written work.
- In response to a recommendation in the previous inspection report, the department has put a plan in place to improve students' speaking and writing skills. The plan is starting to have an impact on the targeted skills.

For Development:

- Monitor the implementation and impact of the improvement plan to further develop students' speaking and writing skills in both the elementary and middle schools.

English

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

- As a result of a strong focus on reading across the curriculum, more students are using strategies that improve their literacy, comprehension, communication and some of their language skills. As such, achievement is consistently good across all phases of the school.
- In the better lessons, and especially in the high school, all language skills are developing well because students receive opportunities to engage actively with the content and to use critical thinking.
- Assessment data is being used for instructional planning, differentiation and curricular adjustments, but a positive impact on learning outcomes is still not evident.

For Development:

- Enhance the curriculum so that the vertical and horizontal alignment provides more challenging and innovative learning experiences that foster the development of all language skills.

Mathematics

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

- The stronger teaching in the Kindergarten (KG), middle school and high school contributes to the delivery of lessons that accelerate student progress. In the elementary school, some classes effectively build students' mathematical and problem-solving skills, but this is inconsistent.
- Children in the KG make good progress due to activities that allow them to apply mathematical knowledge to real-life problems. Throughout the school, students apply their learning to solve problems, but their teachers' close-ended questions often limit their progress.
- Students' underdeveloped mental mathematical skills in the elementary school constrain their progress. They do not fully master numeracy skills and operations before reaching middle school, which has a negative impact on their achievement. High school students' secure knowledge and understanding of complex mathematical concepts accelerate their progress.

For Development:

- Use assessment data to design lessons and questioning that are more effective in meeting the learning needs of all groups of students.
- Ensure that students' skills in number, reasoning and problem-solving are developed in the elementary and middle schools, so that they are prepared for the mathematical competencies of the 21st century.

Science

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

- Children's scientific skills develop rapidly in the KG. Children can describe the properties of living things, identify human body organs and label the parts of a plant. Progress is slower in elementary school as science becomes informational rather than exploratory. The effective teaching in the middle and high schools stimulates students' enthusiasm for scientific discovery and accelerates their progress.
- Elementary students make progress with their understanding of the human organ systems and the life processes of flowering plants. Older students employ the scientific method to gather data, graph it and make conclusions. Students in the high school use their sophisticated laboratory skills in determining the pH of an unknown solution.
- The school's analysis of external benchmark data is being increasingly used to note measurable improvements in students' achievement.

For Development:

- Use data analysis more effectively, especially in the elementary school, to accelerate students' progress and to meet their learning needs more effectively.

UAE Social Studies

All phases

Attainment

Acceptable

- Students in the elementary and middle schools generally do not participate in interesting conversations or exploration of topics. This is slightly better in Grade 9 where communication is more developed and learning technologies are more widely used.
- Older students show strength in their understanding of the leaders of the UAE and the impact of what they did on the nation. Some students are able to make comparisons in different contexts. Younger students learn facts well but get few opportunities to extend their learning about the UAE.
- The development of the UAE social studies is stronger in the English-taught Grade 9 than in the Arabic-taught Grades 1-8, where there are lower expectations of what students can accomplish and less innovation in the lessons.

For Development:

- Raise expectations of the amount of work students produce and the amount of topic coverage in lessons.
- Ensure that cross-curricular links are explored and initiated by students to cover all the required topics.

Learning Skills

KG

Elementary

Middle

High

Learning skills

Good

Acceptable ↓

Good

Good ↓

- Learning skills in the elementary school are less developed than those in the other phases. Some overly-directed lessons limit the opportunities for elementary students to learn independently, think critically and extend their learning to personal and real-world experiences.
- Students work productively in pairs and groups and use adequate communication skills to explain their ideas and understanding of topics and concepts. However, they are not always confident in working independently, using technology or deciding what they need to do next. This is limiting their ability to lead their own learning.
- In the classrooms where the teacher's role has changed from instructor to mentor, students' learning skills have developed well.

For Development:

- Encourage stronger dialogue between teachers and students to promote higher-order thinking skills and connections to personal experiences.
- Prioritize students' use of technology for innovation and creativity.

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

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

- Students are responsible and demonstrate a very good attitude towards learning. Most students are self-reliant although in few elementary classes, where teaching is not very strong, students do not show sufficient self-discipline.
- Overall, students behave well and show empathy and concern for others. This results in a welcoming, caring learning community, where mutual respect is evident between students and adults. This is particularly strong in the high school.
- Students have a clear understanding of healthy lifestyles and promote awareness of healthy living through various activities. Attendance and punctuality are good, and the school continues to raise awareness of the link between attendance and achievement.

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

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. For example, they listen attentively to the Holy Qur'an in assembly and apply the principles of Islam in their lives inside and outside the school.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They participate in a range of cultural activities out of respect for the traditions and religious occasions of the UAE.
- Students demonstrate clear understanding, awareness and appreciation of their own culture. They have a wide knowledge of their own heritage and the culture of countries such as Lebanon and Egypt. However, their knowledge of other world cultures is still developing.

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

- Across the phases, most students display responsible attitudes and contribute actively to the life of the school and the wider communities. Students show consideration for others and, through the students' council, offer initiatives that are having a positive effect on the wider community.
- Students have an excellent work ethic. They speak confidently and demonstrate strong leadership skills. They understand that hard work and a good education often lead to success in life. Older students are particularly active in participating in a number of extracurricular activities for the good of other students in the school.
- Students show a secure understanding of environmental awareness. They can often discuss issues knowledgeably then engage in a range of projects and activities that improve the school and local and wider community.

For Development:

- Work to improve all students' awareness and understanding of other global cultures.

3. Teaching and assessment

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

- Across the subjects and grades, teaching is variable in quality, most notably in the elementary school. It is strongest in English and mathematics, particularly in the high school. Teachers in all phases have good subject knowledge that ensures the accuracy of explanations and support given to students. Teachers' weaker pedagogical understanding limits students' learning.
- Although teachers know their students well, the setting of differentiated learning goals is not a common practice. Questioning is often close-ended, limiting the development of students' problem-solving and critical thinking skills.
- Overall, students' achievement is hindered when lessons are planned with insufficient challenge, or when the designed activities do not meet the learning needs of all students or build their higher-order thinking skills.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Good	Good

- The school measures students' achievement by using a wide variety of assessments. However, the resulting data has not been effectively used to raise students' attainment or to speed up their progress, especially in the elementary school.
- Almost all teachers use assessments to monitor their students' achievement against curriculum standards. A minority of teachers demonstrate that they are committed to exceeding these standards through enrichment, independent learning and guided research.
- The careful analysis of external benchmark data reveals that since the 2018-2019 test cycles, there has been a measurable progress in most grades and subjects, although the overall attainment has remained the same.

For Development:

- Improve the quality of teaching for learning across all phases, but especially in the elementary school.
- Ensure that the results of internal assessments are carefully reviewed by leaders and teachers and used to develop action plans to raise students' attainment and speed up their progress.

4. Curriculum

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

- The curriculum is aligned to the CCSS for English and mathematics, to the Michigan State standards for science and the other English-taught subjects and to the MoE curriculum standards for the Arabic-taught subjects. The curriculum is regularly reviewed and revised. Most lessons tend to aim for the grade level minimum requirements, and a few lessons aim to exceed those requirements.
- The career and academic pathways for high school students are often being obstructed by the lack of curricular choices in electives and AP course offerings.
- The development of cross-cultural links is inconsistent in lessons. In Arabic lessons, strong and clear connections are made, but the transfer of knowledge is limited in the other subjects.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Although teachers know their students' strengths and weaknesses, their effective use of data for instructional planning, curriculum modification and differentiation are still emerging.
- Opportunities for enterprise, innovation and social contribution are activity-based rather than developed through the curriculum and lessons.
- Links to the Emirati culture and UAE society are evident in many lessons, but this is not a consistent feature in every subject across the school.
- Children in the KG have daily lessons in Arabic.

For Development:

- Provide more curricular choices as electives and consider providing a number of AP courses to prepare students for career and college pathways.

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 rigorous safety and child protection procedures that are effectively followed during the school day and on school transportation. All stakeholders are aware of the child protection policy. The school takes effective measures in protecting students from verbal abuse and cyber-bullying.
- The school premises, equipment and resources are very well suited to the educational needs of all students. Medical care is effectively organized and provided by trained staff, including a doctor. The buildings and grounds are secure and well supervised.
- Physical health, healthy eating and healthy lifestyles are promoted well across the school. Students make wise choices about diet and exercise. They have access to safe and secure play areas that are suitable for their purposes.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- The school's support team has established and implemented effective systems to promote positive relationships and behavior among students.
- The school continues to partner with a professional center to formally identify the needs of students of determination and to classify their learning targets. Assessments are being used to accurately identify the starting points for each child and to monitor progress over time, particularly in reading. The identification and support for students with gifts and talents are underdeveloped.
- Counselors attend well to students' emotional well-being and academic needs. Advised on life choices and careers, high school students are guided effectively through the college application process.

For Development:

- Identify and support students with gifts and talents using assessments and plan lessons to extend and expand their learning.
- Monitor more rigorously the arrival and departure of children by private transportation from the front and side gates of the school.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders promote an inclusive ethos and admit students with a wide range of learning difficulties. The formation of a school support team provides for better collaboration between departments and a shared vision to support students of determination.
- The school is using external professional resources to ensure that the identification of the needs of each student is accurate and well-informed. All stakeholders are involved in the development of students' individual education plans (IEPs) that are designed to lower barriers to learning.
- The school effectively empowers parents to become valued members of the student support team. Parents appreciate the services provided for their children and the guidance they receive to support their children effectively outside the school.
- The provision for students of determination is effectively modified in order to meet their academic and personal needs. However, in many classrooms across the phases, teachers do not differentiate planning or instruction effectively enough to have a positive impact on students' achievement.
- The effective work of the specialist support team ensures that students of determination make good progress overall. More accurate planning and differentiation of lessons would enable students to gather relevance and meaning from the work they complete.

For Development:

- Ensure that the baseline data, targets, modifications and accommodations in the IEPs are readily available to all teachers and are used in the planning and delivery of lessons.

6. Leadership and management

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

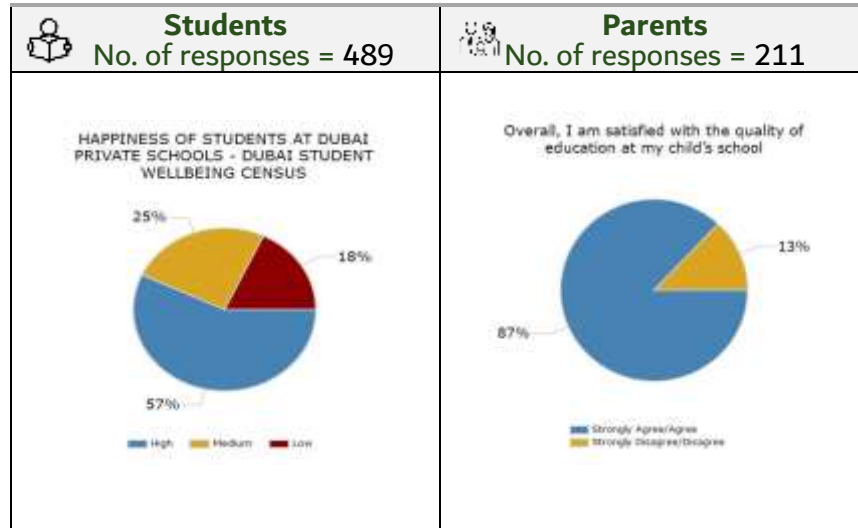
- School leaders are aware of the accountability they hold for the academic development, personal development and performance of all students. They recognize their immediate work in ensuring that the structure of an American high school is more secure and in embedding the curriculum standards into lessons and assessments. School leaders are less successful in effectively addressing barriers to students' learning. So far, they have been unable to put actions into place to secure a substantial improvement in student performance.
- The review and analysis of the school's information to evaluate the impact of the school's actions are not well developed. While leaders and stakeholders have a reasonable understanding of the strengths and needs of the school, the process of evaluating actions for effectiveness is not embedded at all levels. Teacher evaluation includes a broad range of instructional practices, but these are not fully linked to strategic next steps to improve student outcomes.
- The school provides numerous opportunities for parents to participate in school life. Communication is improving as electronic means are now used daily. The views of parents are considered when making decisions in the school. The school's family culture is well-respected, and its links with the community are strong. Reports on students' academic performance are sent home regularly. Parents are aware of their children's MAP targets but are less certain about their reading levels.
- The governing board represents key stakeholders of the school community, including educators, parents and the owners. The board is clear about students' progress and performance and monitors the school's growth. Governors support school leaders and have an influence on future developments, including responding to the requests for resources to improve the learning environment. Increasing the number of highly-qualified, experienced teachers will have a positive impact on student outcomes.
- The day-to-day operation of the school is effective, and the school runs smoothly. Teachers, administrators and other personnel work successfully to implement routines and policies that create a learning community. There are sufficient teachers and staff who are strongly committed to the school, and a large majority are familiar with American education. Resources for all grades, including technology, are of high quality and support students' learning. This includes specialist facilities, campus-wide technology and numerous well-equipped science laboratories that are compliant with all safety regulations.

For Development:

- Identify and address a few whole-school key priorities to make the greatest impact on the school's performance.
- Urgently consider practical actions, including the sharing of best practices in teaching, to improve students' outcomes across the school.

Views of Parents and Students

Before the inspection, the views of parents and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



<p>Students</p>	<ul style="list-style-type: none"> Both the older and younger students who responded to the survey show increased levels of happiness, optimism and well-being. Most feel a sense of belonging to the school and feel connected to adults and teachers there. A smaller number say they are engaged in their work at school. A high proportion of them feel they have close friendships. A third of them are not eating breakfast before going to school.
<p>Parents</p>	<ul style="list-style-type: none"> Most parents who responded to the survey are satisfied with the quality of education in the school, which is slightly less positive than what is reported by the interviewed parents. Most indicate that their voices are heard and that teachers help their children learn well. Overall, parental responses reflect students' responses about friendships, teachers and engagement with the school. Parents have mixed responses about bullying, but most feel that their children are happy.

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