

# INSPECTION REPORT

2022-2023



**GREENWOOD INTERNATIONAL SCHOOL**

**US CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION







### GENERAL INFORMATION

	Location	Al Muhaisnah
	Opening year of School	2006
	Website	www.greenwood.sch.ae
	Telephone	+97142888000
	Principal	Lina Ali El Halabi
	Principal - Date appointed	12/9/2021
	Language of Instruction	English
	Inspection Dates	31 to 03 November 2022





### STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 17
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1255
	Number of Emirati students	1004
	Number of students of determination	69
	Largest nationality group of students	Emirati

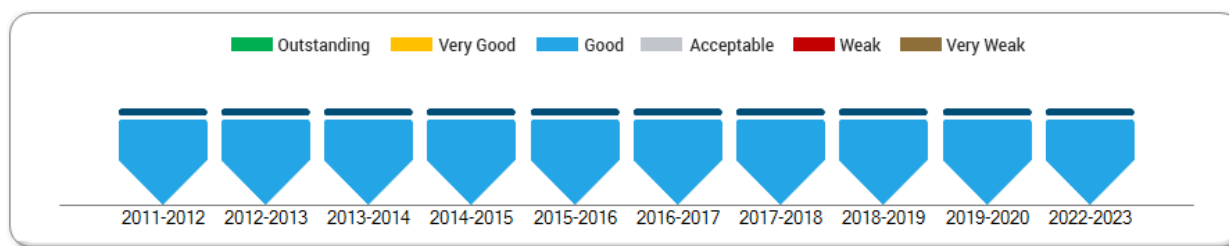
### TEACHERS

	Number of teachers	107
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	26
	Teacher-student ratio	1:12
	Number of guidance counsellors	2
	Teacher turnover	15%

### CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	NA
	Accreditation	NEASC

## School Journey for GREENWOOD INTERNATIONAL SCHOOL



## Summary of Inspection Findings 2022-2023

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

STUDENTS' OUTCOMES	<ul style="list-style-type: none"> <li>Students' attainment and progress are at least good in all subjects in the Kindergarten (KG) and mostly good in the middle and high schools. Students' achievement in Arabic, as a first or an additional language, is in line with curriculum expectations. Achievements in mathematics and science in the elementary grades are lower. The KG children's learning skills are stronger than in other phases of the school.</li> <li>Across the school, students demonstrate high levels of personal and social development. Their behavior is commendable, and they are positive about learning. They are respectful and have secure understanding of safe and healthy living. Students have excellent appreciation of Islamic values and Emirati and world cultures. Their work ethic contributes effectively to learning and to the self-initiated schemes that focus on charitable, environmental and social action.</li> </ul>
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> <li>Most teachers have secure subject knowledge and know how students learn best. In the middle and high schools, teaching is sometimes didactic and characterized by closed questioning. Assessment systems are well established. Internal and external data are analyzed. However, there are gaps between these data sets. Teachers make some adjustments to their approaches based on these analyses. The marking of students' work requires further development to include the next steps in learning.</li> <li>The curriculum enriches experiences for all students and is stronger in the high school, where students have broader choices. In the other phases, the curriculum builds a secure foundation and provides a good balance of core and other subjects. Adaptations to the curriculum are beginning to meet the learning needs of different groups of students. More effort is needed to improve the reading literacy levels of all students.</li> <li>The school's health and safety arrangements ensure that students and the staff are always safe. The school is rigorous in applying all safety, health and safeguarding policies and procedures. Teacher-student relationships are characterized by courtesy and mutual respect. The school identifies students of determination early and provides very good levels of support. The wellbeing and personal development of all students are closely monitored.</li> </ul>
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> <li>All leaders and governors share a vision of and commitment to school improvement. The established processes for self-evaluation and improvement planning require further development. The school has strong partnerships with parents and the community which enhance students' learning. The governing board is supportive, but its representation needs to be widened. It should be more actively involved in supporting the school's development. The school is well managed and provides a suitable environment for learning.</li> </ul>

## The best features of the school

- The wellbeing, health and safety of all students and staff members
- The highly effective partnerships with parents and the community
- The effective teaching and children's highly developed learning skills in the KG
- Students' strong personal development, social responsibility and understanding of Islamic values and Emirati and world cultures.

## Key Recommendations





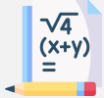

- Raise students' attainment in Arabic as a first and additional language by:
  - improving students' literacy skills so that they are in line with the curriculum standards
  - ensuring that students develop the four language skills through integrated activities.
- Improve the provision for students of determination by:
  - ensuring teachers understand inclusion and meet the needs of their students
  - deploying learning support assistants to support students
  - allocating a bilingual expert to the inclusion team.
- Develop the school's self-evaluation and improvement planning by:
  - ensuring that all leaders fully understand the evaluation criteria
  - cross-checking all data to make accurate judgements
  - involving all stakeholders including the governing board and parents
  - using the identified priorities to write a comprehensive school improvement plan.
- Expand the governing board and leadership team and establish clear lines of accountability.



## Overall School Performance

**Good**

### 1. Students' Achievement

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

## 4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Very 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	Very good ↑	Very good ↑	Very good ↑	Very 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](#).

## Focus Areas

### 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 does not fully meet the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessment	is approaching expectations	Not applicable

- Students have improved their scores on PISA tests in mathematics, science and reading but did not reach their set targets. On the TIMSS tests, they have improved their scores in mathematics and science in Grades 4 and 8 and exceeded their targets in Grade 4 science. On the MAP tests, students in the high school made much better progress in science, mathematics and language use than students in the elementary and middle schools. This was not the case with their reading scores, which were below the expectations across all the phases.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- The school has a system in place to collect and analyze different types of assessment data to identify gaps in students' knowledge and skills. The National Agenda action plan clearly identifies the next steps in teaching and learning needed to improve students' outcomes. However, teachers' use of this information to plan and deliver lessons is still inconsistent. In the better lessons, such information is used to plan structured tasks that address students' learning needs.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	Not applicable

- The data available from the MAP reading tests show that students' reading levels are below expectations in all phases. The school's inquiry-based approach to teaching and learning is evident in the better lessons, especially in science and mathematics.

**Overall, the school's progress toward achieving the UAE National Agenda targets is approaching expectations.**

#### For Development:

- Improve students' reading skills across all phases so they are in line with grade level expectations.



## Wellbeing

### **The quality of wellbeing provision and outcomes is at a high level:**

- The governing board and school leaders share a vision for ensuring the wellbeing of students, teachers and parents. They place a high priority on creating favorable conditions for the community to be healthy, happy and emotionally well. Using a variety of data, surveys and focus groups, senior leader's analysis leads to improved policies, practices and curricular and extra-curricular activities. The further development of policy and targeted action planning to extend improvement planning and impact is an important priority for the school.
- Improved care, guidance and support have resulted in improvements to students' well-being. Students in all phases report their well-being on a regular basis. Students' voices are heard through the Student Parliament. Senior leaders hold walk-in meetings with parents and learning discussions with all staff members to ensure that concerns are addressed effectively. The school has created several initiatives to improve the wellbeing of the staff.
- There are many examples of well-being embedded in the curriculum including its promotion in physical education, designated activities in the KG, self-expression in drama and art lessons. It is well embedded in the moral education curriculum and referenced in many lessons. A wellbeing curriculum teaches social and emotional skills. The promotion of physical activity and healthy eating are priorities for the school. These can be seen in the lunch box initiatives and student-led campaigns on nutrition and health. Students present with positive attitudes and report feeling safe and self-confident.

## UAE social studies and Moral Education

- In Grades 1 to 4, the school effectively uses the Salama series, which taught in Arabic. The broad and interesting approach enables teachers to deliver its content and make cross-curricular links. For Grades 1 to 12, the school uses the Moral Social Cultural (MSC) framework in English. Integration of moral education takes place across the school as part of a focus on well-being.
- Although both the Salama series and the MSC framework are used, the social studies elements are separated to ensure that they are fully covered and assessed. Moral education is taught and assessed within the MSC framework. The overlap of both curricula in Grades 1 to 4 works well to reinforce learning.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Internal attainment and progress data do not reflect the actual achievement levels of students across the phases. In lessons, teachers in the elementary and high schools give students more opportunities to work independently and in groups, leading to better progress than that observed in the middle school.
- Students across the phases show strong commitment and understanding of daily prayers and Islamic manners and morals. In the elementary grades, students have secure knowledge of Seerah. In the middle and high schools, students have strong Tafsir skills. Their Holy Qur'an memorization skills are inconsistently applied. Students' abilities to cite references from the Holy Qur'an and Hadeeth are underdeveloped and rarely addressed.
- The extra provision using the Noorani method to teach reading in Arabic is helping bridge the literacy gap in the elementary grades. However, the ineffective use of time and a lack of collaboration slows down students' progress in some lessons.

#### For Development:

- Enhance students' learning skills by improving the pace of teaching and offering more challenging group work.
- Improve students' abilities to cite references from the Holy Qur'an and Hadeeth.

#### Arabic as a First Language

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

- High school students perform better because their listening and comprehension skills are more developed than in the lower phases. Students demonstrate their comprehension by responding appropriately to others. Their speaking abilities are improving, but they make mistakes when speaking in longer sentences. Most students can describe the key concepts of various literary genres.
- As more students are reading longer texts outside their classrooms, they are beginning to develop better reading comprehension skills. This is an area for further development. Students' independent writing skills continue to improve but at a slower rate than the other language skills.
- All students are able to draw letters and copy words and paragraphs accurately. High school students can write extended paragraphs. Reading skills are improving because of the recent guided reading program which is now provided to all students.

#### For Development:

- Improve students' writing skills across the school.
- Extend guided reading time across all grade levels to improve students' speaking and reading skills.

## Arabic as an Additional Language

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

- Middle school students have the strongest listening skills. Textbooks are now being read more fluently by students, indicating improvement in reading skills. As students learn to understand more of what they hear from their peers, their listening comprehension skills are improving steadily.
- In all phases, students' writing skills are developing because they can now draw letters and copy sentences and paragraphs neatly and accurately. A majority of students in the three phases are able to write familiar terms and concise, short sentences.
- The department has provided many activities to improve students' speaking skills in response to the previous inspection report. Those activities are beginning to enhance students' outcomes.

### For Development:

- Improve students' speaking and writing skills by implementing and monitoring the key development areas of the improvement plan.

## English

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

- The internal and external assessment data are not reflective of students' attainment and progress levels. While internal assessments indicate high levels of achievement, external ones show consistently lower results. At present, the CAT4 data are not used to establish individual learning pathways for students in Grades 2 to 12.
- Speaking and listening skills are predominant features of lessons. Students' writing skills are underdeveloped in the elementary, middle and high schools. The use of learning technology remains the dominant method to complete tasks and activities.
- In the KG, the phonics program is helping to develop early learners' literacy skills. In the elementary school, leveled reading occurs weekly. In the middle and high schools, literacy skills are better developed in the girls' section as compared to the boys.'

### For Development:

- Ensure that writing activities include more regular opportunities for handwritten work.
- Use the CAT4 data to create personalized learning pathways for students.
- Improve the literacy progress of boys, especially in the middle school.

## Mathematics

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

- The KG children are performing above the expected levels as they develop early numeracy skills. Internal assessment results for the other three phases show much higher achievement levels than what is evident in classes, students' work or the results from external tests.
- Younger students are strongest working with number concepts, connecting mathematics to real life and building mental skills and mathematical language. Older students identify number patterns, develop geometric skills, understand algebra and cumulatively build their skills up to Advanced Placement (AP) calculus.
- The department is prioritizing the gaps in learning the curriculum standards. Addressing these weaker areas is yet to affect the assessment results, but almost all students are learning actively.

### For Development:

- Ensure that the eight mathematical practices, along with content standards, are prioritized so that all students develop these skills.
- Provide more active learning of mathematical concepts and skills to ensure that all students meet their potential.

## Science

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

- The attainment and progress by students in lessons are better than what is shown by external assessment data, especially in the middle and high schools. The internal assessment data are substantially higher than the external assessment data. In the elementary school, students' progress is often slowed down by teachers' excessive interruptions.
- In all phases, students often engage in hands-on work that allows them to better understand scientific concepts. They often make predictions that they test in order to draw meaningful conclusions.
- The department promotes the scientific method in lessons and the use of laboratories to conduct open-ended investigations. These efforts are yet to affect students' learning outcomes.

### For Development:

- Provide students, especially in the elementary school, with better quality activities that enable them to learn independently for longer periods of time.

## Learning Skills

	KG	Elementary	Middle	High
Learning skills	Very good ↑	Good ↑	Good	Good

- Students enjoy learning when given opportunities to work independent of their teachers. They apply prior knowledge well in new contexts, but their critical thinking skills are inconsistent.
- There is structured use of technology to support learning, and this is positively reflected in the KG and elementary school. Across the phases, learning technology is effectively used to complete most tasks. All students use their individual devices to access curricular content, but there is insufficient promotion of creative or innovative learning.
- Learning skills are effectively developed in the KG and elementary school, where students are keen to collaborate and communicate their learning. In the middle and high schools, collaboration skills are not as well developed, often because of the slow pace of lessons.

### For Development:

- Develop students' collaboration skills in the middle and high schools by quickening the pace of lessons.
- Promote creative and innovation opportunities across all grade levels.

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

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

- Students have very positive and responsible attitudes. They are usually self-reliant and respond well to critical feedback from their teachers. They are self-disciplined and work well together to resolve differences, creating a harmonious atmosphere throughout the school.
- Relationships amongst students and with the staff are mutually respectful. Students are highly sensitive to the needs of others and take steps to help each other. In a very few lessons, students display more casual attitudes toward learning and have to be reminded to pay greater attention.
- Students demonstrate secure understanding of safe and healthy living. High school students initiate activities to promote healthy living choices among the KG children. Students' attendance and punctuality rates are very good.

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

- Students have excellent appreciation and understanding of how Islamic values influence contemporary society in the UAE. They can explain the positive effects of these values on the quality of life in Dubai. Students believe the values of compassion and equality are fundamental pillars of life in Dubai.
- Students respect and appreciate the heritage and culture of the UAE. They initiate and engage in a range of cultural and national events, such as National Day and Flag Day. They display strong loyalty and pride towards the country's founders and leaders.
- Students demonstrate deep understanding, awareness and appreciation of their own cultures and a developing understanding of other world cultures. Many have first-hand experience of world cultures through travel.

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

- Across all phases, students recognize their roles and are committed to their responsibilities as members of the school and the wider community. They demonstrate a positive work ethic, a strong sense of citizenship and participate enthusiastically in lessons and extra-curricular activities. They are committed to projects that positively enhance other students' lives.
- Students readily volunteer to support school events. They help plan National Day, organize food distribution during Ramadan, serve on the Student Council and actively promote well-being for all members of the school community. Older students undertake entrepreneurial actions such as fundraising and organizing Ramadan fridges that have significant social benefits.
- Students have strong environmental awareness. They set up recycling bins across the campus to collect plastic bottles. A new initiative, the "Ditch the Bottle" campaign, encourages students to bring refillable containers to school.

### For Development:

- Raise students' awareness of a wider range of world cultures.



### 3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good ↑	Good ↑	Good	Good

- The very effective teaching in the KG and elementary school is attributed to a better understanding and application of how young children learn. In the middle and high schools, the quality of teaching varies, with some didactic practices and closed-ended questioning evident.
- Teachers have secure subject knowledge, and their interactions with students are a strength. Structured plans for learning are in place, but tasks may not be well implemented in some lessons. In mathematics and science lessons, learning objectives may not be clear or fully understood by students. Questioning students to promote critical thinking is not sufficiently frequent to deepen their understanding.
- Teacher training is ongoing to establish more cross-curricular links, real-life applications and more effective teaching for better learning. Lesson plans feature prompts for higher-order thinking skills, although these skills are inconsistently demonstrated.

	KG	Elementary	Middle	High
Assessment	Good	Good ↑	Good	Good

- The school has systems in place to ensure that the internal and external test data are analyzed to identify gaps in students' learning. The school benchmarks students' learning against international expectations, but a substantial gap exists between the internal and external measures of achievement.
- In the better lessons, teachers use the assessment data to plan activities that meet students' different learning needs and abilities. This work has improved in the elementary school. In the other phases, many of the tasks are different but not sufficiently structured to match the learning needs of all groups of students.
- Teachers mark students' work, but their written feedback may omit guidance for students' next steps in learning. The school is using a new tool to scrutinize all kinds of assessment data to improve the monitoring of students' learning.

#### For Development:

- Ask open-ended questions which give students time to think and extend their learning.
- Align internal and external assessment data.
- Provide written feedback to all students, with guidance on their next steps in learning.

## 4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Very good ↑

- The curriculum provides an enriching school experience for all learners. It aligns with the Michigan state curriculum standards and the UAE Ministry of Education (MoE) requirements. Across the phases, students are provided with a balance of core academic subjects and other courses for their physical and creative development.
- KG children explore and learn actively. The elementary school curriculum builds a secure foundation supported by discovery, science, technology, engineering and mathematics (STEM) and the arts. Middle school students have few choices, but the high school curriculum includes a broad range of elective courses matched to students' interests and career possibilities.
- Curriculum continuity is secure, and the school identifies areas of need to plan additional provision. Curriculum reviews include information from the assessment data. However, this work is yet to affect students' attainment levels.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Curriculum modifications at the whole school level adjust lessons for students of determination and support their learning. These are more consistently applied in the lower phases. The curriculum includes adaptations for students who are less skilled in English or Arabic.
- The curriculum supports students' initiatives when they come forward with ideas, especially for enterprise and innovation. Extra-curricular activities give all students enjoyable opportunities for further learning.
- Links with Emirati culture are a strength of the school. At all levels, the curriculum interweaves an understanding of the UAE's society and culture within the core curriculum. Some students take part in national activities along particular themes, such as sustainability at EXPO 2020.
- Arabic is taught for two and a half hours per week in KG1 and two hours per week in KG2.

### For Development:

- Ensure that modifications to the curriculum are well implemented in classrooms, especially to strengthen Emirati boys' English reading comprehension skills.

## 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's buildings and campus are safe, secure and well-maintained. Ongoing reviews ensure students' safety. Effective safeguarding and anti-bullying policies are shared with all stakeholders, including the staff, students and parents.
- High quality, proactive medical care, the promotion of healthy lifestyles and routine medical checks positively affect the health and well-being of all. Key messages of well-being are regularly reinforced through lessons and assemblies.
- The school meets all legal and regulatory requirements including emergency evacuation drills. The school undertakes rigorous risk analysis and assessments for field trips, noting and mitigating against any potential hazards.

	KG	Elementary	Middle	High
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Staff and teacher relationships are mutually respectful throughout the school. Comprehensive policies promote positive approaches to behavior management. As a result of effective behavior management in almost all of the classrooms, students are mostly engaged in learning. However, there are a few instances of misbehavior of boys in lessons.
- The school ensures the early identification of students of determination. It provides effective support in and out of lessons and in a special room. The school also identifies students with gifts and talents and provides additional challenges and activities to help them achieve their potentials.
- The wellbeing and personal development of all students are closely monitored through a whole-school system of care. High school students receive advice on life choices and careers and are guided successfully through the university application process.

### For Development:

- Ensure that all teachers effectively manage behavior, particularly in the boys' classes of the high school.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- Leaders including the governor for inclusion demonstrate strong commitment to inclusion and promote it across the school through policy and practice. The school enrolls students regardless of their needs or abilities. All Learning Support Assistants (LSAs) are directly funded by parents.
- The school uses a range of indicators including observations, assessments and professional reports to identify individual abilities, needs and barriers to learning. The resulting information and diagnostic test data are used to plan effective interventions.
- Parents are informed of their children's progress. They attend planning and review meetings and contribute to the Individual Education Plans (IEPs). Parents know that their children make progress academically and socially and appreciate staff's efforts in supporting their children.
- Almost all teachers plan to include students of determination in their lessons using structured accommodations and personal support. However, inclusion does not occur in every lesson. The IEPs and guidance on curriculum modifications and task differentiation are not consistently available in Arabic language for parents and teachers.
- Formal assessments, IEP goal achievements and teacher observations are used to evaluate progress in academics and personal and social development. A majority of students acquire a range of knowledge and skills and make good progress over time.

### For Development:

- Train teachers to understand inclusion and to provide appropriate support in 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

- Leaders at all levels share a clear vision and commitment for school improvement. Their instructional leadership skills are well developed, helping them to sustain good levels of performance in many areas of the school. Leaders have clear roles and responsibilities and collaborate effectively. Most exhibit a strong capacity for improving provision and student outcomes. Some leaders, however, are overburdened, which is slowing the progress they are expected to make.
- The school has clear processes for evaluating its performance. Leaders at various levels participate in the gathering of evidence and making judgements. These processes show an inconsistent understanding of how to align evidence and make accurate judgements. The monitoring of teaching and learning lacks consistency. The school's improvement plan focuses on the identified priorities but lacks success criteria and measurable actions. Leaders do not review the plan or monitor its implementation as frequently as they should.
- Parents are positive about the school and the quality of education their children are receiving. Parents' views and their collective voice are influential in decision-making, although their participation in activities is limited. Reporting to parents is regular, but the reports may overlook children's next steps in learning. The school has well-established partnerships with other educational and community entities. Leaders ensure the participation of students in many fairs, schemes, competitions and community initiatives.
- The Governing Board, including the school's owners, has an extensive background in education but pursues the same vision for the school. Members are closely associated with the school, and this may affect their ability to hold leaders to account for the school's performance. They should take more active roles in monitoring the school's improvement planning.
- The school is well managed on a daily basis. Only a few teachers have appropriate teaching qualifications. The professional development programs improve teaching but have not led to sufficient consistency in its quality. The facilities and premises are well maintained, but the library does not have enough books to accommodate the needs of all students. A lack of learning spaces in some classrooms restricts students' abilities to engage in creative, investigative or inquiry-based learning.

### For Development:

- Improve the school self-evaluation process to ensure its rigor and accuracy.
- Produce a comprehensive improvement plan with clear priorities then regularly monitor its effectiveness.
- Widen the governing board's representation and engage its members more actively in the school's self-evaluation and improvement planning.

## 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)