THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
SHEIKH MOHAMMED BIN RASHID AL MAKTOUM
GOOD
DUBAI
Knowledge المعرفة
INSPECTION REPORT
2017-2018
Greenwood International School
Celebrating 10 years of inspections
GREENWOOD INTERNATIONAL SCHOOL
AMERICAN CURRICULUM

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School information

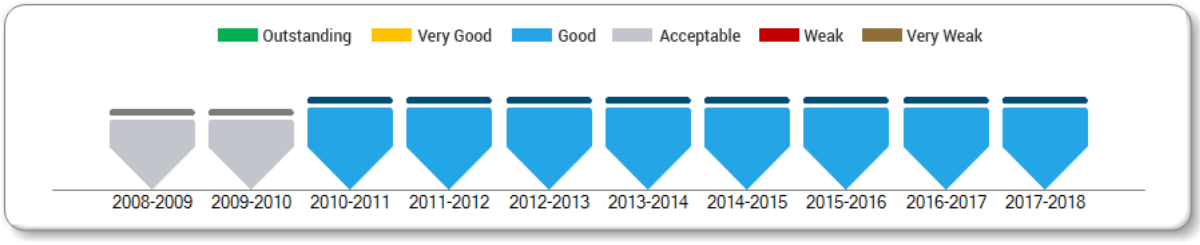
General information	
Location	Al Muhaisnah
Type of school	Private
Opening year of school	2006
Website	www.greenwood.sch.ae
Telephone	042888000
Address	Al Muhaisnah 1. P.O. Box 79595 Dubai U.A.E
Principal	Rashida M Badri
Principal - Date appointed	9/1/2006
Language of instruction	English
Inspection dates	06 to 09 November 2017

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG 1-Grade 12
Number of students on roll	1283
Number of children in pre-kindergarten	0
Number of Emirati students	943
Number of students with SEND	55
Largest nationality group of students	Emirati

Teachers / Support staff	
Number of teachers	100
Largest nationality group of teachers	Egypt
Number of teaching assistants	15
Teacher-student ratio	1: 12
Number of guidance counsellors	1
Teacher turnover	26%

Curriculum	
Educational permit / License	US
Main curriculum	US /Michigan
External tests and examinations	MAP, CAT4, SAT 1
Accreditation	None
National Agenda benchmark tests	MAP

School Journey for Greenwood International School



The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

Greenwood International School was inspected by DSIB from 06 to 09 November 2017. The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Senior leaders, led by the principal, have a clear vison for the school which is effectively conveyed to teachers, students and parents. They communicate with parents effectively. The day-to-day operations of the school run smoothly. Internal and external assessment information is increasingly, but not systematically used to set school improvement goals. Senior leaders effectively hold middle leaders to account.

Students' achievement

Students' achievement is better in the Kindergarten (KG) and the high school than it is in the elementary and middle schools. This is closely related to the quality of teaching and assessment at those levels. The progress made by students in the high school mathematics has improved, while in English it has declined.

Students' personal and social development, and their innovation skills

Students' personal and social development is very good or better across the school. Almost all students are well-behaved and respectful to their teachers and to one another. Their interest in innovation is growing. Pockets of students' enterprise and entrepreneurship are now more frequently seen.

Teaching and assessment

Teaching and assessment are better in the KG, the middle school, and the high school than they are in the elementary school. Students' independent learning, research and investigative work are not commonly seen in the elementary school. The use of assessment data to inform instruction is in its early stages of implementation.

Curriculum

The school has adopted the Michigan Common Core State Standards as their curriculum base. Subject content is carefully aligned with the standards. Opportunities to challenge the most able learners are insufficient. Islamic education and Arabic are compliant with the MOE curriculum requirements.

The protection, care, guidance and support of students

The provision for health and safety is outstanding. There is a comprehensive child protection policy in place, and all staff are aware of their responsibilities. The care, guidance and support of students are good in all phases of the school. A guidance counselor is available to provide advice for college entry and career planning.

What the school does best

- Students' positive attitudes and their courteous and respectful behavior
- Students' appreciation of the values of Islam and the importance of Emirati culture and the heritage of the UAE
- Students' adoption of safe and healthy lifestyles and the school's provision for child protection
- Students' social responsibility and innovative skills, as demonstrated by volunteering and community service.

Key recommendations

- Improve the teaching and learning of Arabic language in the three upper phases.
- Improve differentiation in all lessons to meet the needs of all students by:
    - thoroughly analyzing assessment information to identify each student's strengths and weaknesses
    - monitoring teacher's planning and delivery
    - measuring students' progress towards meeting their personal improvement goals in each lesson.
- Align internal assessments with the results of external benchmark tests, accurately identify achievement gaps for all groups of students and modify the curriculum to match their needs.
- Improve the school's process of self-evaluation by using a wider range of assessment tools to accurately establish the starting points for school improvement.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
Islamic education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Acceptable	Acceptable	Good
Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good ↓
Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Very good ↑
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Very good

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

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

3. Teaching and assessment

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

National Priorities

National Agenda Parameter

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

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

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

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Students' attainment in mathematics, English and science on the N.A.P. tests is below expectations.
- The school's National Agenda action plan identifies most key areas in need of improvement. The school leadership is committed to the National Agenda and understands the importance of using the external N.A.P. data to improve students' achievement.
- Triangulation of CAT 4 data with MAP and internal assessment data by leaders identifies strengths and weaknesses. Teachers are gradually developing their understanding of how to use data to adjust teaching.
- The curriculum incorporates the PISA and TIMSS requirements for the targeted grades. N.A.P. data analysis and effective progression planning ensure that the required skills and content are included in the curriculum.
- Some teaching now includes investigations, inquiry, problem solving and critical thinking, enlivening students' interests. Applications to real life contexts are more consistent features in lessons.
- A majority of students are aware of their N.A.P. individual scores. Students mainly use online resources to help develop their research skills.

Overall, the school's provision for achieving its National Agenda targets meets expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- School leaders recognize that different groups of students, including those who are Emirati, have underdeveloped skills in verbal reasoning. They have planned improvements including a reading program to develop students' ability to analyze, evaluate and formulate ideas. The school invites Emirati parents to become involved in their children's education.
- In lessons, nearly all Emirati students are enthusiastic and interested in their work. They gain independence and confidence as they progress through the school. Their aspirations are generally high, and they receive good advice about electives and careers guidance in order to gain entry to university. CAT4 profiles are not used effectively to identify their learning needs.
- The school encourages Emirati students to develop their verbal reasoning through, for example, joining the debating club, entering public speaking competitions and choosing reading books which suit their interests. Teachers do not have sufficient understanding of how CAT4 can be used as a tool to screen for specific learning difficulties or to support effective differentiation.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- Moral education is taught from Grades 1 to 9 and is aligned with the school's curriculum framework. The school engages families in the delivery of the program.
- A large majority of teachers of moral education ensure that lessons are engaging and challenging. Lessons are taught in English using moral education textbooks.
- Students share their prior knowledge and understanding and actively participate in lessons. They frequently apply their understanding to personal, local and global contexts.
- Students' learning in lessons is assessed, taking account of how students feel, think and act. Reports for parents include students' personal and social outcomes.

The school's implementation of the UAE moral education program is well developed.

Social Studies

- The school offers UAE social studies in Arabic as a discrete subject. There are meaningful cross-curricular links that deepen students' understanding of the history and culture of the UAE.
- Teachers engage students through well-planned lessons, textbooks and interesting resources. Strategies that provide students with challenge and support are used adequately to promote their learning and progress.
- Students work well in groups to conduct research and develop their understanding of the UAE. However, their critical thinking and inquiry skills are less developed.
- Assessments that are closely linked to the MOE curriculum, are used to measure students' progress and inform teaching.

The school's implementation of the UAE social studies program is developing.

Innovation in Education

- Students' learning skills are becoming more innovative through the use of independent learning and research-based projects. Many lessons are supported by the use of learning technologies that students use regularly.
- The innovation club is enabling some students to develop creative approaches to recycling and share them with the rest of the school community.
- Teachers are encouraging the growth of innovation by assigning projects that have open-ended solutions. They frequently challenge students to extract information from texts and use it to develop new ideas.
- Curriculum adaptations are slowly evolving to allow students to learn more independently, to experiment, and to develop innovative ideas.
- School leaders are supportive of innovative thinking. They have created a full-time position of innovation coordinator to promote a culture which encourages challenge and innovation.

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

1. Students' achievements

		KG	Elementary	Middle	High
Islamic education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good

- The majority of students are achieving above the expected levels. High school students have the strongest knowledge and understanding of Islamic concepts, while elementary school students have a basic understanding of Islamic principles. All students demonstrate reasonably well-developed recitation skills.
- Students adopt Islamic manners throughout the school. They understand that the basis of Islamic instruction is to develop a real sense of morality. Most of them have improved their knowledge of worship and Fiqh at a faster rate than they have improved their knowledge of Seerah and Hadeeth.
- The school has added one lesson of Islamic education to the weekly timetable, which is resulting in improvements in student outcomes. However, teaching and learning, especially in the elementary school, are inconsistent and hinder students' progress.

For development

- Improve the quality and consistency of teaching, especially in the elementary school, to raise students' attainment and progress.

		KG	Elementary	Middle	High
Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Acceptable	Acceptable	Good

- Students' writing skills in the middle school are weaker than in other phases. Their listening skills are the strongest of all other language skills, and most students understand classic Arabic conversations.

- High school students make good progress in speaking and reading, as measured from their starting points. They also demonstrate good skills in writing in which they use clear structure, coherent ideas and conclusions.
- Students in the elementary school and middle school are less confident when engaging in extended conversations. They often use colloquial language and short answers but require support and guidance in order to extend their speaking skills.

For development

- Provide more opportunities for students to develop their speaking and writing skills.

		KG	Elementary	Middle	High
Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable

- There is a slight improvement in the speaking skills of high school students since the last inspection. They respond appropriately to familiar questions. Students in the middle school rely on visual or other cues to engage in simple conversations.
- The lack of opportunities for students to write independently slows down their progress. Students struggle to write high-quality paragraphs due to their limited Arabic vocabulary and their lack of ability to form coherent sentences.
- Students' listening skills are stronger than their other language skills. However, there are insufficient opportunities for them to engage in critical thinking and independent learning, which limits their progress, particularly in the elementary school and middle school.

For development

- Provide more opportunities for students to develop their speaking and writing skills in meaningful contexts across the school.

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

- There are no significant differences between students' achievement in the different phases, but there is a difference between the progress made by girls and that of boys. Girls make better progress than boys and, in the upper grades, their writing skills are significantly better.
- Students' listening, speaking and reading skills are stronger than their writing skills. Students in Grades 1 to 12 participate in age-appropriate conversations, follow instructions, read aloud and write English words. The best high school students can write engaging poetry and prose at near-native levels of sophistication.
- The reading periods help students develop a love of reading. The loss of one reading period per week has negatively affected students' overall progress, especially the boys'.

For development

- Provide students in all the grades with opportunities to write more frequently and at a greater length for a variety of purposes.

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

- In the high school, students achieve well against the curriculum standards. Students' attainment is lower in the elementary and middle schools where work is not differentiated to meet the needs of different groups, and there are fewer opportunities for students to solve problems.
- Students make good progress when learning objectives are well aligned to the curriculum standards and when learning is related to real life contexts. Because written, formative feedback on students' progress is lacking, students are not able to identify their next steps in learning.
- A strong emphasis on correct mathematical terminology, mental mathematics and effective incorporation of technology have encouraged students to enjoy and discuss their work confidently. This enthusiasm has enabled students to maintain good progress in the elementary and middle schools and improve their progress in the high school.

For development

- Enable students, especially in the elementary school and middle school, to solve mathematical problems frequently and provide them with appropriately differentiated work.

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

- Students' achievement levels are similar across the phases. They develop their understanding of the steps of the scientific method by applying their learning in experiments and scientific investigations.
- Students develop deeper understanding of concepts when they are challenged to make connections between various scientific topics and to think deeply about how these might improve society and the environment. However, this level of challenge is not evident in all lessons.
- Although students undertake investigations, they are sometimes overly directed by the teacher, which prevents them from pursuing their own lines of inquiry.

For development

- Provide students with opportunities to pursue open-ended investigations to extend their understanding of scientific concepts.

	KG	Elementary	Middle	High
Learning Skills	Good	Good	Good	Very good

- Students across the school are engaged learners. They are keen to accept challenges and to apply new learning in opportunities that require them to investigate and solve problems when provided with the opportunity.
- Students use self-assessment checklists and rubrics to take responsibility for their own learning. They collaborate well and regularly give support and encouragement to their peers in all subjects. Most can use technology to carry out research.
- In the high school, students are often challenged to think critically and to apply their knowledge. They receive more opportunities for extended research than their peers do in the other phases.

For development

- Provide opportunities for students of all ages to improve their iinquiry and problem-solving skills.

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

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

- Students' personal development is a strength across all phases and is strongest in the high school. Students have positive and responsible attitudes to the school and to their learning. Their self-reliance and proactivity in recognizing the needs of others is very strong in the high school.
- Students are respectful to their peers and respond well to critical feedback. They have a strong commitment to following active lifestyles. Their attendance in the high school is better than in the lower phases. Almost all students are punctual in arriving at school and for lessons.
- The school successfully promotes students' self-reliance across all the phases. Students are fully aware of how to stay healthy. They are enthusiastic participants in physical exercise and are keen to be active.

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

- Across all phases, students demonstrate deep understanding, awareness and appreciation of Islamic values. Interwoven within these values is the appreciation of tolerance and coexistence. In the high school, students model these behaviors and demonstrate appreciation of Emirati and world cultures.
- The large majority of students are Emirati and their appreciation of, and their respect for, the values of UAE life are strong. They are proud of their own culture, heritage and traditions, as evident in their participation in school cultural celebrations.
- Students' diverse cultural experiences at school contribute greatly to their tolerant view of life in the UAE and as citizens of the world.

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

- Students, particularly in high school, are well aware of their roles in the local and the wider communities. The student council makes significant contributions to the school. They participate in many projects such as the 'Giving Gala'.
- Most students have a good work ethic. The innovative club introduces ideas that help develop students' innovation and creativity skills. Impromptu problem-solving, mystery-mind challenges, and innovative events sponsored by the Ministry of Internal Resources, are just a few of these.
- Students from all phases demonstrate a very good understanding of environmental sustainability. KG children make art projects from recycled materials. All students participate actively in reducing water and electricity consumption.

For development

- Ensure that students in all the phases get opportunities to lead projects related to environmental sustainability.

3. Teaching and assessment

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

- The quality of teaching is inconsistent across the school. It is strongest in the KG and is only acceptable in the elementary school. It is strongest in Islamic education, and mathematics and science in the high school.
- Most teachers have thorough subject knowledge, while fewer are skilled at optimizing students' learning. Some teachers plan tasks that match students' levels of attainment, but some mismatched tasks slow students' progress. Lesson plans are detailed and linked to the curriculum standards, but they are often too ambitious and cannot be implemented in the available time.
- Teachers' use of CAT4 and MAP test results in lesson planning has not been effective. In many lessons, teachers do not interpret the data appropriately. In such cases, the needs of many students are not met well.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable ↓	Good	Good

- Assessment processes are more reliable and valid in the KG, the middle school and the high school, where internal and external assessment data show better congruence. Internal assessments are linked to the school's curriculum standards in all subjects except Arabic.
- Data is analyzed well, but the dissemination of information to teachers and its use to support adjustment to teaching and curriculum modification have been slow. The use of CAT4 scores and MAP data to inform differentiation of instruction in lessons is in the early stages of implementation.
- The school is developing a comprehensive assessment policy to ensure consistency of processes that include marking, providing written feedback, self-assessment and peer-assessment.

For development

- Improve the effectiveness of differentiation of instruction across all subjects and phases to meet the learning needs of all groups of students.
- Ensure that internal assessments are linked to the curriculum standards in all subjects, especially in the elementary school.

4. Curriculum

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

- The KG curriculum emphasizes the development of English language skills. In the other phases, the curriculum provides an increasing emphasis on verbal and non-verbal skills across all subjects.
- The curriculum supports the development of a balance of knowledge, skills and understanding. The school conducts regular reviews to align the curriculum to students' needs. Cross-curricular links are identified and developed in all subjects.
- The school has developed new course descriptions based on the requirements of external assessments, including CAT4 and MAP. The new course descriptions have not been fully implemented and, therefore, have not had a measurable impact on students' outcomes.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Classroom teachers are supported by subject leaders to adapt lesson plans to meet the needs of students with special educational needs and disabilities (SEND) and those whose needs are not met by the regular curriculum.
- The school provides many opportunities for enterprise. Clubs, fairs and special activities engage students and generate a high level of enthusiasm among them. Some students are provided with opportunities to think as innovators and find ways to support the UAE in areas such as environmental protection, healthy eating and exercise.
- The culture and values of the UAE are incorporated into daily school life and into Arabic, social studies, and Islamic education classes. Students participate in Flag Day, National Day and other special events that highlight their appreciation of the UAE and the Emirati culture.
- Arabic is taught for 180 minutes per week in KG1 and KG2. Children are taught through thematic units, shapes and colors. They also learn numbers through songs and rhymes.

For development

- Fully implement the new course descriptions to ensure they have a substantial impact on students' outcomes.

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 quality of the school's policies and procedures for health and safety is excellent. Students in Grades 8 through 12 are housed in a new building with modern facilities, but the quality of the learning environment is great throughout the school.
- Strengths include the presence of a detailed emergency crisis management plan and a medical emergency policy. The successful promotion of healthy living, the excellent building maintenance and record keeping, the high quality of health services, and the diligent supervision of students throughout the school are exemplary.
- A revised child protection policy, which details practices consistent with the policies of the UAE Ministry of the Interior's Child Protection Center, provides staff with clear direction and understanding.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- There is an ethos of mutual respect between staff and students. Behavior is managed well, and effective systems are in place to promote high levels of attendance and punctuality.
- The school has developed appropriate systems to identify students' needs. Special educators are skilled at helping students work on their next steps in learning. However, not all teachers are able to plan activities that closely match the needs of all students.
- Older students benefit from high quality careers guidance. Staff are supportive when students have worries or concerns, but students do not have access to professional counselors to support their personal development.

For development

- Ensure that all students have access to high quality counselling to support their personal development and emotional well-being.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Good

- The school successfully promotes an inclusive ethos. Inclusion is well represented at the governor and senior leadership level. Significant investments have been made in additional accommodation and well-qualified staff. The SEND department does not make enough use of accurate self-evaluation or strategic planning to drive improvement.
- The school has developed appropriate systems to ensure that identification of SEND leads to timely interventions. Staff work closely with the onsite agency on formal diagnoses. The school is not making effective use of CAT4 data to identify potential learning difficulties.
- The school keeps parents well-informed about their children's achievements through informal and formal reporting. It encourages parents to discuss their children's targets, and parents often support their children's learning at home.
- Detailed individualized educational plans (IEPs) and measurable targets are used effectively by special educators when they plan pull-out sessions. Although class teachers plan a range of activities for different abilities, they rarely consider students' starting points and next steps in learning in doing so.

- Staff meet regularly with teachers and parents to monitor the progress of students with SEND and to make appropriate adjustments in support. The majority of students with SEND make better than expected progress at the academic and personal levels.

For development

- Develop a rigorous and accurate cycle of self-evaluation to inform an inclusive education action plan and bring about improvement in provision and outcomes.
- Design bespoke training for teachers in order to develop their skills in planning lessons which take account of students' different starting points and next steps in learning.

6. Leadership and management

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

- Senior leaders, led by the principal, communicate a clear vision for the school to teachers, students and parents. They effectively hold middle leaders to account. They ensure the school is compliant with regulatory and statutory requirements and are working to meet the KHDA requirements for US curriculum schools.
- Evaluation of the school's performance and the resultant school improvement planning are not systematic and do not depict an accurate picture of students' attainment and progress. Many of the judgements in the self-evaluation document are inflated. As a result, improvement planning is not fully focused on addressing the school's key weaknesses.
- Parents are very appreciative of the family ethos of the school which promotes their children's personal and academic development. Effective communication provides families with a comprehensive understanding of their children's progress. The school's community involvement is strong, especially for older students, both locally and nationally. However, the school's links with the global community are only developing.
- The range of stakeholders serving on the board of trustees has increased. Trustees are reasonably well-informed about students' outcomes, as indicated by MAP testing and internal assessments. However, they are not fully involved in evaluating the school's performance.

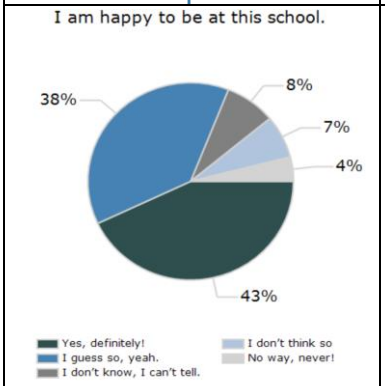
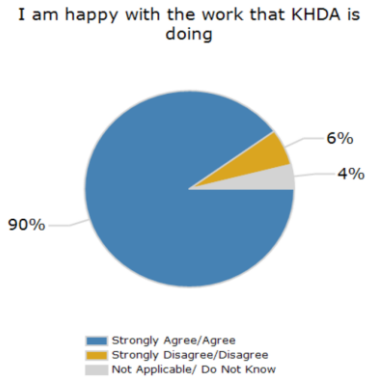
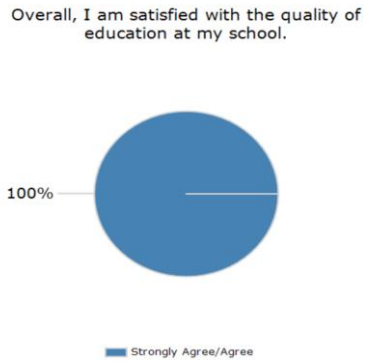
- On a day-to-day basis, the school runs smoothly and is effectively timetabled. The school is materially very well-resourced for learning. Staff are generally well qualified and suitably deployed. However, the school still has teachers with limited English proficiency which shows that the school is not fully meeting that KHDA requirement for US curriculum schools.

For development

- Develop an accurate self-evaluation process that results in action plans that focus on the school's main weaknesses.

The views of parents, teachers and senior students

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

Students No. of responses = 133	Parents No. of responses = 52	Teachers No. of responses = 51
		

Students	Most students who responded to the survey report that they read English better than Arabic. Almost all of them mention that they feel safe and well cared for while at school. They report that there is a teacher at school who always encourages them to do their best.
Parents	Almost all parents who responded to the survey report that they are satisfied with the quality of education that their children receive. They also appreciate that their children are developing good awareness of Islamic values. SEND parents believe that their children's needs are properly identified. They are concerned that their children's progress in reading and writing Arabic is underdeveloped.
Teachers	All teachers who responded to the survey report that the school is led well by the senior leadership team. They believe that the school takes immediate action to deal with bullying. They state that the professional development provided by the school has made them better teachers.

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