



**المعرفة**  
Knowledge



# GREENWOOD INTERNATIONAL SCHOOL

## US CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER



**GOOD**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Muhaisnah 1
	Opening year of school	2006
	Website	<a href="https://www.greenwood.sch.ae">https://www.greenwood.sch.ae</a>
	Telephone	97142888000
	Principal	Lina Ali El Halabi
	Principal - date appointed	12/9/2021
	Language of instruction	English
	Inspection dates	06 to 10 November 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1265
	Number of Emirati students	1015
	Number of students of determination	59
	Largest nationality group of students	Emirati



TEACHERS

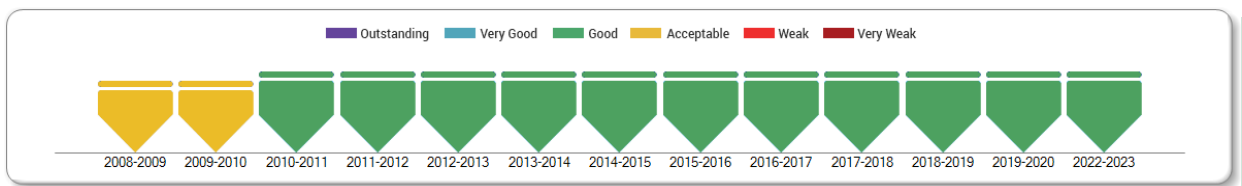
	Number of teachers	107
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	26
	Number of guidance counsellors	2



CURRICULUM

	Curriculum	US
	External Curriculum Examinations	AP
	Accreditation	NEASC

## School Journey for GREENWOOD INTERNATIONAL SCHOOL



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Students' progress has improved in Islamic Education and Arabic in the middle school, and attainment in the high school. Children's achievement in the Kindergarten (KG) is now of a very good standard. Elementary students' attainment and progress in science has also improved this year. The learning skills of students across the school are at least of a good standard.
- Students' personal and social development is a strength of the school. Their deep appreciation of Islamic values, Emirati culture and their social contributions have also improved. Students display a strong awareness of environmental and ecological issues.

### Provision For learners

- Both teaching and the use of assessment for learning are stronger in the KG than elsewhere in the school. The school's collection and analysis of data are robust. However, the use of data in the drive to improve teaching and learning is not as secure. As a result, some groups of students are not as well supported or challenged as they could be.
- The curriculum remains strong. It is particularly effective in the high school, due to the broad and imaginative elective options for students. In the KG, a newly designed curriculum for Arabic has been adopted to introduce the alphabet and sounds, ensuring a smoother transition into Elementary. The curriculum is not well enough adapted to meet the needs of all groups of students.
- Very effective systems are in place to ensure a safe, secure and supportive environment for all members of staff and students. A systematic process guides the identification of students of determination and those who are gifted and talented. Interventions and support are mostly effective.

### Leadership and management

- Leadership across the school is strong and guided by a talented principal. Since the previous inspection, the leadership team has been restructured to include leaders with responsibility for curriculum and for teaching and learning. The procedures for self-evaluation are more inclusive and accurate. Resources across the school have improved. Parents play an active role in the school. Governors support the school well, but the governing board is not fully representative of all stakeholders.

### Highlights of the school:

- The excellent personal and social development of students across the school, based on strong Islamic values
- The improving levels of achievement in many core subjects, supported by a safe, secure and caring learning environment
- The very good provision and outcomes in the KG

### Key recommendations:








- Ensure that assessment data from internal and external sources are used more consistently to improve the support and challenge for all students.
- Ensure sufficient breadth of representation on the governing board.
- Improve students' outcomes in Arabic, particularly in the elementary and middle schools.



# OVERALL SCHOOL PERFORMANCE

Good

## 01 Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Good	Good
	Progress	Not applicable	Good	Good ↑	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Good ↑
	Progress	Not applicable	Acceptable	Good ↑	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
 Mathematics	Attainment	Very good ↑	Acceptable	Acceptable	Good
	Progress	Very good ↑	Good	Good	Good
 Science	Attainment	Good	Good ↑	Good	Good
	Progress	Good	Good ↑	Good	Good

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Good

## 02 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	Outstanding ↑	Outstanding
Social responsibility and innovation skills	Very good	Very good	Very good	Outstanding ↑

## 03 TEACHING AND ASSESSMENT

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

## 04 CURRICULUM

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

## 05 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

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good ↑
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

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



<b>A. Registration Requirements</b>	<b>Met Fully</b>	
	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Acceptable</b>	<b>Acceptable</b>

- In the recent Progress in International Reading Literacy Study (PIRLS), the school did not meet its targets, although it had improved from the previous score. However, results from the Measurements of Academic Progress (MAP) benchmark tests indicated that students' outcomes, in all phases, were weak in the four elements of language, reading, science and mathematics.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Good</b>
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- Most leaders, at all levels, are aware of the requirements of the international benchmark tests in terms of knowledge and skills. Using this information, they make adaptations to the curriculum, particularly with reference to its scope and sequence, to address perceived weaknesses and gaps.

<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Whole school</b>	<b>Emirati cohort</b>
	<b>Good</b>	<b>Good</b>

- Leaders address the gaps identified in the benchmark assessment reports, including reading, and monitor well the impact that their adaptations have on students' outcomes. While the reading skills profile of the school is not strong, the adaptations have led to good progress being made by at least a majority of the students, including Emiratis.

**Overall school standards in the National Agenda Parameter are good.**

#### For Development:

- Develop and foster a culture of reading across the school, and improve students' reading skills further.
- Use assessment information more effectively to support learning in lessons.



## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

### **Overall, the quality of wellbeing provision and outcome is at a good level**

- Leaders prioritize students' personal, social, emotional and mental wellbeing. This has a positive impact throughout the school. The counselor and the curriculum coordinator lead the provision for wellbeing. They enlist the support of school staff and the student parliament to plan and support initiatives designed to improve wellbeing outcomes for students. The working committee is not fully representative of all stakeholders. The analysis of collected data is not rigorous enough
- A whole-school pastoral care system ensures the consistent monitoring of students' wellbeing and early interventions to support them. Students trust adults in the school. They feel that they can confide in them, and appreciate the support and guidance provided. Students feel that they are listened to and that their opinions matter. Senior leaders regularly monitor staff wellbeing as well as their performance. They are available to provide advice and support. Leaders value their staff and reward them.
- Curriculum programs have been modified to promote wellbeing. Teachers create classroom environments where students can thrive. Extra-curricular activities encourage students to consider their own wellbeing as well as the wellbeing of others. Students speak insightfully about their own welfare. They can use strategies to improve their wellbeing and can manage risk. Students express high levels of positivity and connection to the school community. A dedicated professional development program and self-reviews are yet to be established.

### **For Development:**

- Ensure that the wellbeing improvement action plan is linked to analyzed data from all stakeholders and has clear and achievable targets.
- Consider establishing a working committee for wellbeing, with representatives from all stakeholders.

## UAE social studies and Moral Education

- Moral education and social studies are taught across all grades from Elementary. The school uses the moral, social and cultural framework and its standards. Students have opportunities to apply their learning in subjects across the curriculum. The integration of moral education also takes place across the school as part of a focus on wellbeing.
- Teachers provide students with opportunities to use technology for research to support their learning and to develop independent learning skills. They participate in case studies and projects which require them to collaborate in groups and then to present their findings. Teaching and learning encourage the adoption of high personal and moral values in students. The school uses assessments appropriately across the phases.

## Arabic in Early Years

- In the KG, children are taught Arabic for 190 minutes per week. There are two qualified and experienced Arabic teachers. The school uses a modified curriculum, 'Takallam', for all children. The curriculum ensures smooth transition to the elementary school by introducing correct letter sounds, pronunciation and principles of early reading. The curriculum addresses the needs of different groups of children. Teachers use a variety of strategies and activities, including activities, games, cartoon stories, educational videos and songs. There are monthly phonics assessments to evaluate progress.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

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

- In lessons and in students' recent work, a majority of students in the middle and high schools demonstrate knowledge, skills and understanding of concepts and beliefs that are above the curriculum expectations. There are no significant differences in achievement between boys and girls.
- In the elementary school, students know ablution, the performance of prayers and the Pillars of Islam. In Middle and High, students demonstrate a well-developed knowledge of the Seerah and Waqf. Lower expectations by some teachers are preventing students from making more rapid progress in lessons.
- Students have improved their skills in applying their knowledge of Islam to the wider world. Students' skills in Holy Qur'anic recitation and memorization, particularly in the lower year groups, have improved. However, this is still variable across the other phases.

#### For Development:

- Improve all students' skills in using appropriate references from the Holy Qur'an, Hadeeth and Seerah to justify their opinions in discussions.
- Increase all teachers' expectations of what students can achieve.

**ARABIC AS A FIRST LANGUAGE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Good ↑
<b>Progress</b>	Not applicable	Acceptable	Good ↑	Good

- Across the school students demonstrate secure listening skills. They can recognize and recall elements of a story. Girls' abilities in Middle are stronger than those of boys.
- Throughout, students are able to read appropriate texts with varying degrees of comprehension and interpretation. They can identify the main ideas, and some can analyze the details. However, students' use of standard Arabic is underdeveloped because their range and understanding of vocabulary is limited.
- Teachers' recent focus on improving comprehension, and on providing extra reading time in lessons, is beginning to affect students' achievement positively. Although lessons are planned to improve students' writing skills, the impact is not yet evident.

**For Development:**

- Improve students' writing skills by extending and enriching their range of vocabulary and by measuring their progress accurately.
- Develop students' speaking skills using standard Arabic.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Acceptable	Acceptable	Acceptable

- Most students are attaining levels that are in line with curriculum standards. More rapid progress is being prevented because students have a limited range of language acquisition, including the knowledge of and skills in using higher-frequency words and phrases.
- Students' use of standard Arabic is still developing. Their independent writing using familiar words and phrases is not progressing as well as it should. Students' ability to respond orally to their teachers and one another during discussions is improving very slowly.
- Although teachers of Arabic have been focusing on improving students' learning through the use of thematic vocabulary, the approach has not yet impacted on improving their speaking and writing skills.

**For Development:**

- Increase the opportunities for students to speak Arabic in class.
- Provide students with more opportunities to write independently and at length.

## ENGLISH

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

- Children in the KG identify phonic sounds, copy words and are rapidly developing their communication skills. In other phases, students' listening and speaking skills are more developed than their reading and writing skills. Most students speak clearly, but sometimes lack the depth of vocabulary to express their ideas eloquently.
- Independent writing skills are developing across the phases. In the high school, students produce good quality and detailed pieces of writing. In other phases, students' writing skills are not as well developed.
- The introduction of dedicated reading lessons and, online reading platforms, is promoting greater enthusiasm for reading across the school, and enabling students to make gains in their reading abilities.

**For Development:**

- Ensure that opportunities for independent writing are incorporated regularly into all English lessons, but especially in the elementary and middle schools.
- Ensure that students acquire and use a wider range of vocabulary.

## MATHEMATICS

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

- Across the school, most students attain, at least, at curriculum standards. The majority make better than expected progress. The attainment and progress of children in the KG are stronger.
- A particular strength of mathematics is the fluency in which number skills are embedded throughout the school. The process begins in the KG where children begin to use and apply their knowledge of number. These skills are then gradually refined and applied to support students' problem-solving skills.
- The strong focus, across all the phases, on the acquisition of specialist mathematical vocabulary is slowly having a positive impact on outcomes. Students are better prepared to understand and solve word problems

**For Development:**

- Raise expectations and increase challenge, particularly in the elementary and middle schools.

## SCIENCE

	KG	Elementary	Middle	High
<b>Attainment</b>	Good	Good ↑	Good	Good
<b>Progress</b>	Good	Good ↑	Good	Good

- A majority of students attain above the curriculum standards and make better than expected progress. They use the scientific method with confidence. Children in KG observe and predict, while older students develop a sound knowledge base leading to conceptual scientific understanding.
- Students are developing innovation and critical thinking skills with the integration of the K-8 STEM (science, technology, engineering, and mathematics) curriculum. Most students use technology applications, coding skills and engineering principles to design models.
- The use of scientific vocabulary is prioritized in lessons. This is helping to strengthen students' understanding of scientific concepts. In the better lessons, vocabulary is reinforced, enabling students to access the curriculum and improve their language development and literacy skills.

**For Development:**

- Improve the use of literacy strategies so that all students are able to understand and use scientific language.

## LEARNING SKILLS

	KG	Elementary	Middle	High
<b>Learning skills</b>	Very good	Good	Good	Good

- Students in all phases have positive attitudes to learning. They interact well with their teachers and with one another. Children in KG are enthusiastic and very keen to share their learning. Collaboration between students is a feature of most lessons and enables them to share their thoughts and ideas.
- Most students communicate their learning clearly and confidently. They frequently link their learning to everyday contexts, but do not always make links with other subject areas.
- Students regularly use technology to access resources and occasionally to conduct independent research to support their work. Critical thinking and problem-solving skills are developing at varying rates. They are more evident in the science and STEM lessons. Students' independence, innovation and enterprise skills are developing and emerging.

**For Development:**

- Improve students' critical thinking and independent learning skills in all phases.
- Encourage and develop students' ability to link learning across different subject areas.

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Elementary	Middle	High
<b>Personal development</b>	Very good	Very good	Very good	Outstanding

- Across the school, students demonstrate positive attitudes towards their learning and high levels of personal responsibility. The behavior and self-discipline of students in the high school is much stronger than in the other phases.
- Relationships between staff and students are excellent. Students respect adults and respond well to them. Most students show respect and sensitivity to the needs of others. Students are keen to take on roles of responsibility, including leadership positions. Bullying is rare.
- Students have an excellent understanding of the importance of healthy living. They actively engage in sporting activities inside and outside school. Attendance is very good in all phases and continues to improve. Students are punctual to school and to their lessons.

	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding	Outstanding ↑	Outstanding

- Students have a developed knowledge, understanding and deep appreciation of Islamic values. Throughout the school, they demonstrate an ability to relate these values to their life in the UAE. They can provide many examples of how Islamic values impact on society.
- Students feel proud to be part of the UAE. They can identify and explain local traditions and heritage. They talk enthusiastically about their own contributions to the religious and national events in the country.
- Students understand and appreciate other world cultures and can describe aspects in which their cultures are similar, and different. They appreciate and respect the multi-cultural environment of Dubai.

	KG	Elementary	Middle	High
<b>Social responsibility and innovation skills</b>	Very good	Very good	Very good	Outstanding ↑

- Students are committed to the school, to one another and to their teachers. They serve willingly on the Student Parliament and readily volunteer to support and plan events which include National Day and World Mental Health Day.
- Students demonstrate a very positive work ethic from the beginning of school. Older students act as reading mentors for younger students and undertake entrepreneurial activities such as the Injaz Programme. They organize fundraising activities that have significant social benefits, for instance, the 'Ramadan fridges'.
- Students display a strong awareness of environmental and ecological issues. They use their initiative to plan and deliver a range of informational assemblies and events about, for instance, COP28. Students have established recycling bins across the campus and organized the 'Ditch the Bottle' campaign.

### For Development:

- Support improved levels of behavior in all phases.

## 03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Very good	Good	Good	Good

- Most teachers have secure subject knowledge which they apply in their lessons. This is particularly evident in KG, where teachers understand how young children learn best. In other phases, a few teachers employ a more didactic approach which prevents students from engaging fully in meaningful dialogue.
- Teachers plan purposeful lessons and most use time and resources effectively. Teachers know the learning needs of their students and are generally effective in meeting them. In a minority of lessons, and particularly in Islamic Education, teachers' expectations are not sufficiently high to challenge the more able students.
- While teachers' use of questioning tests students' understanding, it does not always promote their critical thinking or problem-solving skills. Technology is frequently used in lessons to access resources and in a minority of lessons to conduct research.

	KG	Elementary	Middle	High
<b>Assessment</b>	Very good ↑	Good	Good	Good

- The use of assessment is effective in Elementary, Middle and High but stronger in the KG, where detailed individual trackers are used to record and monitor the children's progress.
- Leaders analyze and use assessment information to inform where interventions might need to be made, or where the curriculum might need to be adapted, in order to meet the needs of the students. Their actions are now beginning to have an effect on students' outcomes, most notably in the improvements evident in students' reading levels and skills.
- Since the previous inspection, the impact of consistent assessment procedures and well-analyzed data by most teachers in the KG have led to effectively planned lessons that address the needs of all children.

### For Development:

- Ensure that teachers improve students' critical thinking and problem-solving skills.
- Improve the use of all assessment information so that all teachers adapt their lessons to meet the needs of different groups of students



**04 CURRICULUM**

	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	Good	Good	Good	Very good

- High school students have a range of curricular choices including Advanced Placement (AP) and electives. Middle school enrichment opportunities include English, drama and creative writing in Arabic. Activity clubs are available for all grades. They include the newly launched community service program.
- Leaders regularly review the alignment of standards to identify discrepancies between internal and external data. In the KG, a newly designed curriculum for Arabic has been adopted to introduce the alphabet and sounds, ensuring a smoother transition into Elementary.
- Cross-curricular links are embedded into the curriculum and encourage students to connect interrelated topics and disciplines. In the high school, multiple courses are integrated to explore the influence of culture, identity and diplomacy on global relationships and conflicts.

	KG	Elementary	Middle	High
<b>Curriculum adaptation</b>	Good	Good	Good	Good

- Curriculum modifications meet the needs of most groups of students. Data analysis identifies gaps in learning and recognizes students' strengths and challenges. Personalized learning opportunities, however, vary in lessons. In English, levelled reading texts are now aligned to match students' abilities in reading.
- The curriculum engages students in social contributions. 'Every Drop Counts' raises awareness of the global water crisis. The Eco Squad and student parliament leaders were active in leading a student parade to bring attention to the importance of conservation.
- The curriculum strengthens students' understanding and appreciation of the traditions, customs and values of Emirati culture and society. Students celebrate national holidays with parents and the school community. In Arabic classes, students reflect on the poetry and stories of Emirati authors.

**For Development:**

- Customize curriculum modifications more skilfully by using all assessment information to provide individual learning opportunities for all students.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Teachers ensure that students know how to keep themselves safe, including when using technology. Rigorous policies, systems and practices safeguard the care, safety and welfare of students and staff. Security and supervision arrangements are highly visible and effective. School transport is carefully organized and supervised.
- The school's premises and facilities are of excellent quality and meticulously maintained. The school is accessible for all. Fire and evacuation drills are conducted regularly and ensure safety and security.
- The curriculum, the medical teams and the counselor make a strong contribution to students' physical, emotional and mental wellbeing. Older students initiate and lead a wide range of wellbeing campaigns, assemblies and activities. These make an excellent contribution to the promotion of exercise and healthy lifestyles for students of all ages.

	KG	Elementary	Middle	High
<b>Care and support</b>	Very good	Very good	Very good	Very good

- Relationships between students and staff are very positive and mutually respectful. Behavior in most lessons is good or better. However, a few teachers lack the skills to manage the challenging behavior of some groups of boys.
- A systematic process guides the identification of students of determination and those who are gifted and talented. Effective interventions are available for most students of determination, who are thereby enabled to make consistent personal and academic progress.
- A whole-school pastoral care structure overseen by the counselor monitors students' wellbeing closely and promotes personal development. Effective careers guidance is provided to ensure that high school students meet graduation requirements and are supported in making appropriate life choices and in applying to universities.

### For Development:

- Provide professional training and support for teachers in the effective management of challenging behavior.

**INCLUSION OF STUDENTS OF DETERMINATION**

<b>Provision and outcomes for students of determination</b>	Good
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- The principal and the governors uphold a strong commitment to inclusion which is seen in both school policy and practice. Students of determination are welcomed to the school and in all lessons. A well-written inclusive education improvement plan ensures the continuing development of the provision.
- A team of qualified and experienced specialist teachers, guided by individual education plans (IEPs), provides personalized support for identified students. Currently, there are no school-funded learning support assistants (LSAs) to support students’ engagement and participation.
- Parents contribute to their children’s IEPs. They are very engaged with their children at home and with relevant therapists. Home-school communication links are established, but parents report that they would appreciate more frequent progress reports and more regular contact with teachers.
- Almost all teachers provide personalized support in their lessons, including accommodations to lower students’ barriers to learning. Some students follow a modified curriculum. The school does not yet offer certified alternative education pathways for students with more complex learning needs.
- Assessment systems are in place to track students’ personal and academic progress. The use of standardized literacy and numeracy tests to strengthen this process is not yet developed. The school’s data indicate that a majority of students are making better than expected progress when their learning needs are considered.

**For Development:**

- Consider improving access to alternative education pathways for students of determination.

## 06 LEADERSHIP AND MANAGEMENT

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

- Leadership across the school is strong, with a clear vision being shared by all. Nearly all leaders have a secure understanding of what quality assessment and its use, curriculum, teaching and learning look like. Most have the capacity to drive improvements. The principal is particularly skilled in inspiring her staff. Positive relationships prevail in this improving school.
- The processes of self-evaluation have improved, with a full range of stakeholders playing a part in arriving at an accurate view of the school. Students' outcomes are used to inform the process and surveys are used well to gather information from parents and students. This is leading to improvement plans which are driving the school's development further. These plans are clear and work to appropriate timescales.
- Parents fully support the school and are involved by for example, attending events and responding readily to surveys. They appreciate the communication that they have with the school and feel informed about their children's learning. However, they would welcome more support on how they can help their children to progress further. They value the caring and supportive environment and say that their children are happy in school.
- The governing board includes representation from a range of stakeholders, including parents. Students are not yet represented. Members are well-informed and know the school thoroughly. They set focused targets which have in turn resulted in further improvements. They are supportive and caring and are fully involved in the school's self-evaluation process and improvement planning.
- The school operates in an efficient manner. Students and staff generally move around smoothly. All staff are appropriately qualified and are deployed effectively to further learning. The premises are bright, clean and entirely suitable, with a good range of resources, including libraries, laboratories, a large multi-purpose hall and a swimming pool. A recent improvement in resourcing has had a modest impact on outcomes.

### For Development:

- Ensure that outcomes in Arabic are improved, and that reading, and the use of assessment are coordinated more effectively.
- Ensure that parents know how they can help their children to make better progress by including advice in students' reports.
- Widen the representation on the governing body.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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)