

# INSPECTION REPORT

2022-2023



**HORIZONS ENGLISH SCHOOL L.L.C**

**UK CURRICULUM**

**OUTSTANDING**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Wasl
	Opening year of School	1989
	Website	www.horizonschooldubai.com
	Telephone	97143422891
	Principal	Ian James Wallace
	Principal - Date appointed	8/20/2019
	Language of Instruction	English
	Inspection Dates	14 to 18 November 2022

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 11
	Grades or year groups	FS1 to Year 6
	Number of students on roll	1177
	Number of Emirati students	39
	Number of students of determination	99
	Largest nationality group of students	UK

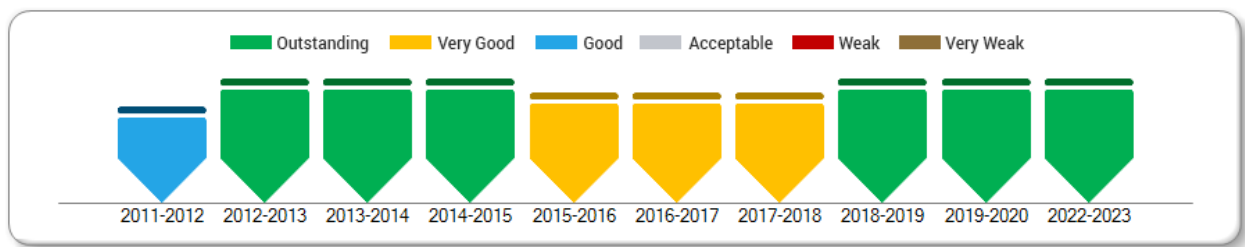
### TEACHERS

	Number of teachers	78
	Largest nationality group of teachers	British
	Number of teaching assistants	48
	Teacher-student ratio	1:15
	Number of guidance counsellors	1
	Teacher turnover	6

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	None
	Accreditation	BSO

### School Journey for HORIZONS ENGLISH SCHOOL L.L.C



## Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for students’ outcomes, provision, and leadership.

STUDENTS OUTCOMES	<ul style="list-style-type: none"> <li>Children in the Foundation Stage (FS) develop their reading, scientific, and counting skills exceptionally well. They learn to use all their senses to understand the world around them. Students in Primary achieve outstanding academic outcomes in English, mathematics, and science. In Islamic Education and Arabic, attainment is above curriculum expectations. Students make very good progress in Arabic as an additional language. Phase 2 students achieve outstanding results on international and national tests.</li> <li>Students enjoy coming to school and show excellent attitudes towards learning. Their behaviour is exemplary. They are motivated and eager to learn as a result of learning activities that are stimulating and enjoyable. Even the youngest children have very quickly understood the school’s expectations of excellent behaviour. Students are self-disciplined and very respectful to one another. Their relationships with their classmates and teachers are highly positive and inclusive.</li> </ul>
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> <li>Most teaching is outstanding. Teachers have strong knowledge of the curriculum and how to deliver high quality lessons. They have high expectations of what students can achieve. Assessment is an integral part of their teaching. They skilfully plan to make lessons meaningful. Classroom activities engage students in enjoyable learning. Relationships are particularly strong. Teachers promote students' confidence and self-esteem, resulting in happy learners.</li> <li>The curriculum provides exceptionally well for continuity and progression across all areas of learning. Teachers are highly successful in designing curriculum plans appropriate for their classes. The curriculum is enhanced by teachers’ imaginative and creative approaches, which make learning meaningful. The stimulating learning environment provides many opportunities for developing students' creativity, innovation, and critical thinking skills.</li> <li>The health and safety team ensures that school policies and practices are implemented very effectively through rigorous monitoring and frequent inspection. Detailed records of incidents or accidents are maintained and appropriate actions are taken. The counsellor provides support, when required, for students’ wellbeing. Supervision of students is excellent. Older students help younger ones to ensure that they are safe during break times. Attendance is very good.</li> </ul>
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> <li>Leadership is outstanding, not least because of the energy and inspiration of the principal and vice-principal. All leaders are aspirational in their vision to prepare children and students for their futures as global citizens. Leaders support all members of staff in nurturing students within a moral and social framework, and in a learning culture that underpins excellent achievement. The daily management of the school is very efficient.</li> </ul>

### The Best Features of The School:

- The clear vision, exceptional leadership and highly effective daily management of the school
- The inspiring FS curriculum
- The inclusive ethos and high-quality care and support which enable students to flourish and develop positive self-esteem
- Teachers' detailed understanding of students' learning needs and their personalised approaches to teaching





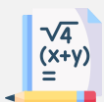

### Key Recommendations

- Raise progress and attainment in Islamic Education and Arabic.
- Sustain outstanding levels of achievement by ensuring that the more able students are given appropriately challenging work.

## Overall School Performance

# Outstanding

### 1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Good ↑
	Progress	Not applicable	Good
 Arabic as a First Language	Attainment	Not applicable	Good ↑
	Progress	Not applicable	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Good
	Progress	Not applicable	Very good ↑
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

	Foundation Stage	Primary
<b>Learning skills</b>	Outstanding	Outstanding


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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

## 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

## 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding 

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

## 6. Leadership and management

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

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 meets the registration requirements for the National Agenda Parameter (NAP).**

	Whole school	Emirati cohort
<b>Progress in international assessments</b>	<b>is above expectations</b>	<b>is approaching expectations</b>

- Progression overall in the TIMSS tests is outstanding. In 2019 the school met its targets in mathematics and science in Year 5 and exceeded the outstanding progression threshold score in both subjects. Progression in English, mathematics and science NAP benchmark assessments is outstanding overall.
- Emirati students make outstanding progress in mathematics and science.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is above expectations</b>

- Leaders ensure that all teachers are aware of the gaps in students' knowledge and skills which have been identified from the TIMSS and GL assessment data. They have effectively built interventions into lesson plans to close these gaps.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is above expectations</b>	<b>is above expectations</b>

- All teachers are aware of students' reading levels and plan effectively to meet them. Most students have reading skills above expectations. They can think critically and solve problems.
- Emirati students make very good progress from their starting points and their skills are improving.

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

#### For Development:

- Extend the existing programme of personalising students' targets to close any learning gaps.



## Wellbeing

### The quality of wellbeing provision and outcomes is very high:

- Leaders have prioritised wellbeing development. The school has a clear vision and direction which is led by the school principal and the governing body. Senior leaders are well informed and have been proactive in the development of a 'flourishing framework'. The well-being improvement plan is detailed, specific, and measurable. Wellbeing development efforts can be seen across the life of the school. Leaders recognise the need to ensure processes are embedded thoroughly before further expanding or extending the well-being curriculum.
- Systems are in place to care for, guide, and support all members of the school community. Highly-qualified and experienced staff members are accessible and active in providing training for wellbeing. The school is making use of various surveys to support the identification of students and trends. This could be extended by increasing the regularity of surveys and ensure the whole school can participate. Teachers embed wellbeing strategies in their lessons. All members of the staff are trained to support wellbeing.
- Moral education, awareness events, and other activities have been drawn together to form a single wellbeing curriculum. This approach has been highly effective for teaching social and emotional skills. Extensive extra-curricular offerings further enhance wellbeing promotion. Students show an understanding of safe and healthy living and recognise the importance of healthy eating, sleep, drinking water and e-safety. Parents and students comment on a sense of belonging that they feel welcomed by the school and cared for by the staff.

## UAE social studies and Moral Education

- Moral, social, and cultural studies (MSC) is taught in Years 1 to 6. In Year 1 the subject is integrated with English. In Years 2-6, MSC is taught as a separate subject for 40 or 60 minutes twice per week. The school uses the MSC textbooks as references.
- The Development Matters Framework is used to inform the planning of the FS curriculum, which encompasses MSC learning opportunities. In Primary, the personal, social, health, and emotional objectives are in line with the MSC framework. Teaching is highly engaging. Teachers create opportunities for students to understand concepts and to link them to other areas of learning. The school has assessment strategies that measure the outcomes. Progress is tracked and reported to parents.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Good ↑
Progress	Not applicable	Good

- Students in Primary achieve above curriculum expectations. Their attainment is better in the early primary years, and among non-Arab students in the later years. However, attainment of Arab students is less secure. A majority of students makes better progress in lessons and in their recent work. Assessment data reflect students' current levels of achievement.
- A majority of students demonstrates strong recitation skills and application of Tajweed rules. Students can analyse and understand lessons and examples from the Hadeeth. Their knowledge of Islamic morals and etiquette is well developed. However, students' understanding of the Holy Qur'an is insecure.
- Provision for enrichment activities and improved teaching have resulted in better achievement in many areas of Islamic Education. Consequently, attainment has risen.

#### For Development:

- Raise levels of attainment, particularly for Arab students.

#### Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Good ↑
Progress	Not applicable	Good ↑

- Students make effective progress in their language skills. Recent lessons and work samples reflect improved outcomes in speaking, reading comprehension, and writing.
- Students have secure listening skills, sound knowledge of grammar structure, and the ability to analyse texts efficiently. They practise speaking and writing skills during lessons. Younger students' reading skills are developing well. Older students' basic research skills support their progress in reading and writing.
- Reviews of the curriculum and enhancement of the reading and phonics programmes have enhanced students' outcomes.

#### For Development:

- Consistently personalise learning objectives in lessons and raise the levels of challenge for the most able students.
- Use assessments to inform purposeful interventions in teaching and adaptations in the curriculum.

## Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Very good ↑

- Students' language skills are developing effectively across most year groups. They achieve appropriate outcomes in reading comprehension, speaking, and writing in relation to their individual starting points.
- Students enjoy Arabic because they are engaged in a curriculum that is relevant to their lives. As a result, they make very good progress. They can speak in basic ways and can write about their experiences using new vocabulary and phrases.
- Recent curriculum reviews, enrichments, and the development of teaching and assessment practices have improved students' capacity to use Arabic more confidently.

### For Development:

- Enhance students' performance in speaking and writing.

## English

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Children in FS and younger primary students decode and blend words confidently. They read with fluency and increasing expression. By Year 6, students' writing for different purposes and audiences is excellent. Their spelling and reading comprehension skills are not quite as well developed.
- FS children have excellent foundations in spoken English. Throughout the school, students communicate and collaborate very effectively. They speak fluently and confidently. They write cohesively and articulately in different styles. They demonstrate expanding vocabulary, literary techniques, and increasingly more complex sentence structures.
- Students with English as an additional language now read for pleasure. Teachers create lessons which bring learning to life, with imaginative activities that offer students excellent support and challenge. Very occasionally, learning is not maximised for the most able.
- Emirati students make very good progress from lower starting points. The standards they reach in English are improving but are not yet as high as other students.

### For Development:

- Build on the very best practices, so that the ways in which spelling and reading comprehension are taught optimise learning for all students.

## Mathematics

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Data from internal and external assessments indicate that most students achieve well above age-related expectations. Most children in FS exceed the expectations of the Early Learning Goals. The progress of the more able children is occasionally slowed by a lack of challenging tasks.
- Most children in FS develop their counting skills and understanding of numbers to ten exceptionally well. In the primary phase, most students have very secure numeracy skills. They have clear understanding of the strategies needed to calculate answers effectively.
- The mastery approach to teaching mathematics has been successful in developing students' critical thinking and problem-solving skills. Students have opportunities to explore multiple approaches to solving mathematical problems, which promotes deep mathematical thinking.
- Emirati students' achievements are good in Year 3 and outstanding in Year 5. Internal data indicate that progress made by Emirati students is outstanding.

### For Development:

- Ensure that more able students are adequately challenged.

## Science

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Most children in FS learn to use their senses to discover the world around them. In the primary phase, students understand the differences between living and non-living things, life cycles, animal categories and habitats. They demonstrate strong skills in practical science investigations.
- In FS, children explain how magnets attract and repel. Primary students explore different food chains and link them to real life. They carry out investigations to find the suitability of different materials for use on the soles of shoes and apply strength and friction tests.
- The school successfully embeds practical investigation skills in both phases. There is a clear benefit in extending students' excellent scientific understanding and in their application of knowledge.
- Emirati students' achievements are in line with curriculum expectations. The school's internal data show that they make outstanding progress over time.

### For Development:

- Enable students to share their work to learn how other groups might solve similar problems differently.

## Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Cross-curricular learning and exploration are prominent in FS. Students seek out information and use learning technologies with confidence, although open-ended research and exploration are less common. Problem-solving is intrinsic to learning, especially in mathematics and science.
- Across subjects and phases, students show a genuine love for learning. They collaborate very effectively with others and communicate their learning very clearly. They are self-disciplined and focused in lessons when working independently. They know their strengths and weaknesses and act to improve.
- Students now take greater responsibility for learning in Islamic Education and Arabic. In most subjects, students think critically about their learning. Primary students are innovative in computing, creative writing, and science, for example, when designing model pavilions for Expo 2020.

### For Development:

- Extend opportunities for students in Primary to engage in open-ended research.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students across both phases enjoy coming to school and show excellent attitudes towards learning. Their exemplary behaviour contributes to a safe and harmonious learning environment. They are self-disciplined and very respectful towards adults and other students.
- Students' relationships with others are excellent. They show empathy, respect, care, and consideration towards other students when they need help. Student leaders and older students are excellent role models. Children and students are usually on time for school. Attendance is very good.
- Carefully devised school rules and well-considered advice have positive effects on students' behaviour, health, and wellbeing. They participate eagerly in regular physical education lessons, in sporting competitions and in the Dubai 30/30 challenge.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Students have secure appreciation of Islamic values. They link them to the school's core values of respect and honesty. They consciously put generosity and care into practice. The promotion of Islamic values is not yet sufficiently displayed around the school.
- Students' knowledge of and respect for the UAE culture and heritage are excellent. They sing the National Anthem with due reverence. They participate enthusiastically in many cultural celebrations and trips. Most show deep understanding of their own cultures and have developed their awareness of others in this multi-cultural school.
- The MSC curriculum and enrichment activities have improved students' knowledge of UAE culture. They participate in many different cultural celebrations.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- In both phases, children and students demonstrate highly responsible citizenship and show care and concern for others. Understanding of environmental sustainability and conservation is slightly stronger in Primary than in FS. Older students speak eloquently about the impact of deforestation on ecological systems and pollution caused by carbon emissions.
- Students generally demonstrate an excellent work ethic and innovation skills. They use these to very good effect in generating imaginative ideas that benefit the school community, such as reducing plastic waste and promoting the 'Walking Bus'.
- Student leaders are highly successful in improving break times and in helping younger students to feel positive and keep safe. Students support communities beyond the school through initiatives such as the 'Toy Drive' and links with children in Malawi.

### For Development:

- Raise awareness of Islamic values across the school.
- Enhance FS children's awareness of the importance of sustainability and conservation.

### 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Teachers bring learning to life in a vibrant, supportive environment. They use high-level questions and provide challenging opportunities for most students to reflect meaningfully on their learning. In Islamic Education and Arabic, such opportunities are less consistently available to the more able students.
- In both phases, teachers enable students to achieve the highest standards in English, mathematics, and science. They have expert subject knowledge and understanding of teaching. They plan engaging, well-structured lessons which enthuse students. They use imaginative activities and resources which motivate students to learn very successfully.
- Teachers use electronic devices and smart screens that promote active learning and enable all students to progress at their own pace and levels. They have a deep knowledge of students' academic potential. They use exemplary strategies to provide support and challenge.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- The school has coherent and consistent assessment processes linked to the Early Years Foundation Stage (EYFS) curriculum and the National Curriculum for England. Internal assessment data are compared to the demands of international and national benchmark assessments.
- Information on students' attainment and progress is thoroughly and systematically gathered and analysed. Students' knowledge and skills are carefully monitored over time to ensure that they make continuous progress.
- In both phases, teachers use electronic systems to record students' progress and to share information with parents. Assessments are of a very high quality. Teachers ensure that tasks and support are suitably tailored to meet individual needs. They use formative assessments exceptionally well to adjust teaching.

#### For Development:


- Ensure that the highest attaining students are consistently challenged.
- Provide opportunities to students for reflection and exploration.



## 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum in FS effectively lays the foundations for the delivery of the National Curriculum for England in the primary phase. It is broad and balanced. Regular reviews ensure that it is fully compliant with the school's authorised curriculum and statutory national obligations.
- The strengths of the curriculum are its continuity and progression between stages. It provides varied and stimulating activity-based learning experiences with an appropriate balance of teacher-led and child-initiated activities. The acquisition of skills is planned systematically to ensure continuity and progression.
- The inclusion of Arabic as an additional language in FS is strengthening curriculum provision. Arabic is taught in FS1 for 30 minutes per week and in FS2 for 45 minutes per week. The MoE standards are successfully mapped across Years 1 and 2, but to lesser effect in Islamic Education. The enhanced phonics programme is contextualised for Arabic.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding 

- The curriculum is modified to provide interesting learning opportunities for most groups of students. Information from assessments is used well to target interventions and to provide support for students of determination. Adaptations for more able students are inconsistent.
- Students have many opportunities to engage in enterprise and innovation through teachers' imaginative and creative approaches to delivery of the curriculum.
- The curriculum includes interesting and relevant opportunities to develop students' knowledge and appreciation of the heritage of the UAE. The MSC programmes enhance students' understanding of Emirati culture and values, and provide relevant opportunities for students to discuss their lives.

### For Development:

- Ensure that the curriculum for Islamic Education is better aligned to MoE expectations.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- Rigorous monitoring and inspection by the health and safety team ensure that policies and practices are enforced throughout the school. Record keeping is meticulous. Risk assessments are thorough. The premises are secure, hygienic, and maintained to the highest standards.
- High levels of supervision, including those on school transport, ensure students' safety at all times. The high-quality medical care and strong promotion of a healthy lifestyle have positive effects on students' health and wellbeing. The school has developed appropriate procedures for cybersafety.
- The school has improved procedures to allow more flexible approaches to keeping students safe. The updated safeguarding and child protection policies and use of electronic monitoring systems are highly effective. The school took prompt action to address points raised during the inspection.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- Members of staff and students take shared responsibility for maintaining the strong and highly positive relationships throughout the school. These relationships allow members of staff to know the students in their care. Members of staff provide excellent support for students' wellbeing.
- Highly-effective teachers use specialised resources and individualised approaches to support and challenge most groups of students. Students are encouraged to access resources independently.
- The school has developed a systematic approach to the identification of students of determination and students with gifts and talents. However, internal diagnostic assessments is to expand further to support further identification and subsequent interventions.

### For Development:

- Expand the range of internal diagnostic assessments to support students of determination.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Outstanding

- School leaders and governors have demonstrated a commitment to inclusive education. Their policy welcomes students of determination. The action plan sets out targets to enhance available provision. The school continues to invest in this provision.
- Teachers and learning support assistants work in partnership, leading to highly effective support within the classroom. Learning support assistants encourage students' independence. Opportunities are lacking for group engagement to develop students' social communication and integration.
- Parents receive regular updates on their children's progress formally and informally. They are involved in writing their children's individual education plans (IEPs). They have access to regular guidance, which helps them to implement action points within these plans.
- Students access a range of individual sessions which complement, and link directly to, their work in class. Some students also access an individually-tailored curriculum, which supports the development of reading, writing, expressive language, mathematics, social interaction, and independence.
- Students' progress is effectively tracked and monitored using assessment data, target setting and information from the support teams. This process forms part of a cycle which informs future intervention.

### For Development:

- Increase the opportunities for students of determination to collaborate with their fellow students during group and pair activities.
- Enable learning support assistants to facilitate such collaboration.

## 6. Leadership and management

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

- The principal and vice-principal are energetic and inspirational. All leaders, including FS leaders, share an ambitious vision to prepare children and students for their futures as global citizens. Leaders support all members of staff in nurturing students within a moral and social framework, and in a flourishing learning culture that promotes excellent achievement. Leaders have established an inclusive environment that sustains exceptional personal development for all.
- The self-evaluation process derives from teachers and leaders who know their students very well. Improvement plans develop in the same way, collated by senior leaders but based on evidence from classrooms. The impact of improvement planning is evident in students' overall achievements. The monitoring of teaching and learning is effective in enabling teachers to develop excellent skills. In their feedback to teachers, leaders do not place enough emphasis on students' attainment and progress.
- Parents are highly supportive of the school and share its vision. They understand the values that underpin the child-centred education offered. There is a very active Parent-Teacher Association which organises frequent social events. Communication and relationships with the school are excellent. Parents appreciate the school reports which reflect their children's personal development as well as academic achievements. They participate in frequent surveys. They believe that their opinions are valued. They would welcome more direct communication from governors.
- Governors have a shared understanding of the school and its vision. Many have personal experience of working in schools in leadership roles, so their understanding of teaching and learning is excellent. The governing body provides support for the school in many ways, such as help in monitoring lessons, conducting learning walks, advising senior leaders, and carrying out independent reviews of health and safety. Members hold leaders to account for the school's performance through regular reports.
- Excellent routines ensure smooth student movement and transitions. Staffing is strengthened by exceptionally well-qualified and experienced leaders and teachers. Leaders and governors have provided plentiful staffing, particularly in FS and the early years, where teaching assistants support children and students in every class. The school is extremely well equipped with resources. They include high-quality specialist areas, swimming pools, a gymnasium, music rooms and attractive, well-stocked libraries. All combine to provide a welcoming and a highly-stimulating learning environment.

### For Development:

- Ensure that leaders' feedback to teachers includes sufficiently-focused emphasis on students' attainment and progress.
- Encourage governors to keep parents well informed through regular, direct communication.

## 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)