GOOD

DUBAI
Knowledge المعرفة

2019-2020

INSPECTION REPORT

UK CURRICULUM

HORIZON INTERNATIONAL SCHOOL - LLC

Contents

School Information

General Information

	Location	Umm Al Sheif
	Opening year of School	2008
	Website	www.horizonintlschool.com
	Telephone	971 505541351
	Principal	Darren Gale
	Principal - Date appointed	8/26/2018
	Language of Instruction	English
	Inspection Dates	04 to 07 November 2019

Students

	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	FS1-Year 13
	Number of students on roll	1011
	Number of Emirati students	23
	Number of students of determination	66
	Largest nationality group of students	British

Teachers

	Number of teachers	82
	Largest nationality group of teachers	British
	Number of teaching assistants	27
	Teacher-student ratio	1:12
	Number of guidance counsellors	1
	Teacher turnover	26%

Curriculum

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE and A level
	Accreditation	none
	National Agenda Benchmark Tests	GL

School Journey for HORIZON INTERNATIONAL SCHOOL - LLC

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
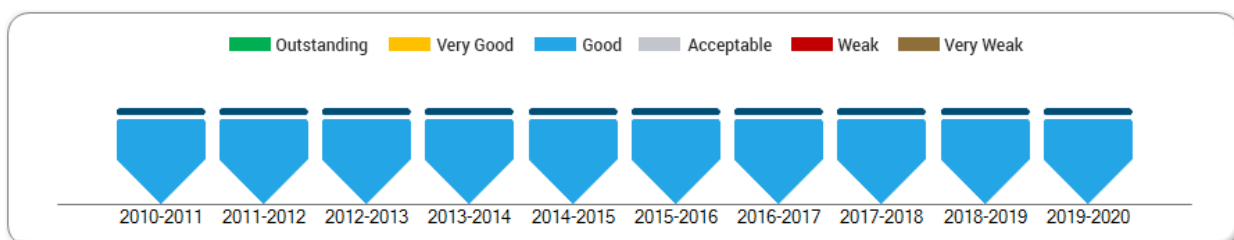
Summary of Inspection Findings 2019-2020

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

Students Outcomes	• A high proportion of the Foundation Stage (FS) children enter the school with low levels of English and then make better than expected progress. This continues into the primary phase in English, mathematics and science. In the secondary and post-16 phases, progress in science is less rapid. Students' achievement in Islamic education and Arabic is not strong. In the FS and Primary, students' learning skills contribute significantly to their rate of progress. • Throughout the school, students demonstrate exemplary behaviour. They show respect for others and possess a very strong work ethic. Students have a secure understanding of Islamic values and of their impact on life in the UAE and within their own school. Their understanding of social issues and ability to innovate, relative to their age, is strongest in the FS and primary phases.
Provision for learners	• Teaching is most consistently effective in the FS. Although improvements are evident in other phases, inconsistencies remain, particularly in Islamic education and Arabic. Assessment systems are strong but are not applied consistently across all subjects. In the primary phase there are notable improvements in teachers' use of assessments of student achievement when planning learning activities. This is most apparent in English, mathematics and science. • Students in the FS and primary phase are provided with a very wide range of learning experiences which are meaningful; capturing their imagination and enthusiasm. Elsewhere, and although fully compliant, the breadth and enhancement of curriculum opportunities are not quite as strong. There are some emerging strengths, in some subjects, in regard to the effectiveness of curricular modification, to meet the needs of different groups of students. • The school continues to implement outstanding health and safety procedures. Child protection and safeguarding procedures are thorough and implemented consistently by well-trained staff. The school adopts an effective and all-inclusive approach to the care and support of students, with a focus on their well-being. Support for students of determination is strong especially for those who receive assistance outside the classroom. Support within some lessons is not always as effective.
Leadership and management	• Leaders are successful in driving improvements and in supporting students to achieve their goals. Self-evaluation systems are improving but do not always present an accurate picture of the school and rates of improvement. The governing board has an in-depth knowledge of the school and uses this to both support and to challenge leaders. Parental involvement contributes effectively to the achievement of students. Resources are of a high quality, and well matched to the requirements of the curriculum.

The Best Features of the School:

- The quality of educational leadership provided by the principal.

- The consistency in the quality of provision and children's achievement in the FS.

- Students outstanding personal development.

- The outstanding provision for the health and safety of students and staff.

- The highly effective partnership between the school and parents and the impact this has on raising student outcomes.

Key Recommendations:

- Systematically:
    - review the actions taken to bring about improved student outcomes in Islamic education, Arabic and secondary science and
    - measure with greater accuracy their impact and amend actions where needed to increase the rate of improvement and raise student achievement.

- Ensure that all student outcomes and assessment data are evaluated correctly and consistently against the appropriate standards across all subjects and phases, using this information to improve the accuracy of self-evaluation.

- Ensure that assessment information is used consistently to modify teaching and the curriculum in order to meet the individual needs of all students.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable	Weak
Arabic as a First Language	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable ⬆	Weak
Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable ⬆	Not applicable
English	Attainment	Very good	Very good ⬆	Very good	Very good
	Progress	Very good	Very good ⬆	Very good	Very good
Mathematics	Attainment	Very good	Very good	Very good ⬆	Very good
	Progress	Very good	Very good	Very good	Very good
Science	Attainment	Very good	Very good	Acceptable	Acceptable
	Progress	Very good	Very good	Acceptable ⬇	Acceptable

UAE Social Studies	Attainment	Acceptable

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Very good ⬆	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Good	Good
Social responsibility and innovation skills	Very good	Very good ⬆	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Good	Good	Good
Assessment	Very good	Good	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good ⬆	Good	Good
Curriculum adaptation	Outstanding	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Very good	Very good	Very good

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

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

The school's progression in international assessments	meets expectations.

- The 2015 TIMSS international assessments scores for Year 5 in science and mathematics exceeded the school's 2015 targets. However, all three PISA scores in 2015 were below the school's targets. When compared to 2018, the 2019 National Agenda Parameter (N.A.P) benchmark assessments decline in English, are sustained in mathematics and show improvements in science. The profile of results in all three subjects is highest in the primary phase. When comparing N.A.P outcomes against CAT4 measured potential, on average most students attain above what is expected in English, mathematics and in science.

The impact of leadership	meets expectations.

- The school's action plans demonstrate the leaders' commitment to the UAE National Agenda. External attainment data are used as a benchmark for the school's internal assessments. The curriculum has been aligned with the requirements of the international and N.A.P benchmarking assessments. In the higher phases, assessment information is not always used consistently when teachers plan their lessons.

The impact on learning	meets expectations.

- Actions to promote and develop students' critical thinking, problem-solving, enquiry and research skills is a priority for school leaders. Students are engaged in activities to develop these skills in mathematics but less so in English and science. Digital devices are a regular feature of learning activities in all subjects.

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

For Development:
- Ensure that assessment information is used consistently well by secondary phase teachers, when planning lessons.
- Raise attainment in English GL Progress Tests in the lower secondary phase so that a higher proportion of students achieve above their CAT4 measured potential.
- Accelerate the development of skills in critical thinking, problem-solving, enquiry and research in all subjects to levels typically seen in mathematics.

Moral Education

- The moral education programme is designed to meet the expectations of the UAE and offers students the opportunities to make links to other subjects and to aspects of their life.

- Teachers plan lessons using the MoE textbooks and often supplement these with their own resources.

- Internal assessment processes are developing and allow teachers to track the attainment and progress of all students. Personalised feedback helps students and their parents to understand their strengths and areas for development in learning.

- Moral education is taught for one session per week to all students.

The school's implementation of the Moral Education programme is meeting expectations.

For Development:

- Ensure that the curriculum provides a comprehensive overview of progression of learning for all students.

Reading Across the Curriculum

- Reading assessment data in the FS and primary phase present a stronger picture of students' English reading literacy than in the higher phases. In the lower two phases, most students attain reading levels that are above age-related, curriculum expectations. Assessment of reading in Arabic remains underdeveloped.

- Lower school reading projects have a positive impact on developing students' subject specific vocabulary. This is less evident in Arabic.

- The changes in teaching methodology and school initiatives to promote reading and skill development are enhancing students' proficiency and confidence in reading.

- School leaders are committed to developing reading literacy across the whole school. Currently, progress is more rapid in the FS and primary phase than elsewhere.

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

For Development:

- Add to the range of initiatives introduced in the school to improve students' attainment in reading literacy in the secondary phase.
- Improve students' reading literacy in Arabic.

Innovation

- The increased use of on-line learning programmes, digital platforms and QR coding is significantly increasing students' opportunities to engage in independent learning.

- Students benefit from opportunities to explore their own creative and innovative thinking, especially in the primary phase. Across the school, students contribute and develop their skills through curricular enrichment programmes.

- Teaching, especially in the FS, and in primary English, mathematics and science, is enhancing students' critical and independent thinking skills effectively.

- The development of higher order thinking skills and the use of digital technologies enhances learning in many subject areas.

- Leaders provide professional development opportunities to enable teachers and students to develop innovative approaches to learning and to their work in school.

The school's promotion of a culture of innovation is Developing

For Development:

- Expand the opportunities for students to take independent and innovative approaches in their daily lessons.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable	Weak

- The school's own assessment of students' attainment indicates higher gains than those suggested in lessons and in students' recent work. Most students have a basic understanding of Islamic concepts and laws. Students in post-16 have less convincing levels of understanding of Islamic concepts.

- Students, particularly in the primary phase, have an adequate understanding of the laws of worship such as Wuduh, prayers, Hajj, and the Five pillars of Islam. A minority of students can relate learned concepts to the appropriate Hadeeth and Sourahs. Students' memorisation of verses and Sourahs from the Holy Qur'an is a strengthening feature.

- Improvements in the planning for teaching are having a limited impact on students' outcomes.

For Development:

- Ensure that students develop a deeper understanding and knowledge of Islam and its concepts, laws, Seerah and Hadeeth, in line with curriculum standards.
- Improve students' skills of recitation across the school.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Weak	Weak	Weak
Progress	Not applicable	Acceptable	Acceptable ⬆	Weak

- Post-16 students' language skills and fluency are the weakest of all phases. The school's internal data for attainment and progress are not well aligned to the MoE curriculum standards.

- Students' development of language skills, rhetorical skills and grammatical knowledge are not well developed across the school. Students' knowledge and use of phonics are variable across the school.

- The integration of a wide range of abilities into one learning environment has a negative impact on the rate of students' language development. Overall, students make acceptable progress when following familiar conversations and texts.

For Development:

- Improve students' language acquisition and fluency in all phases.
- Enhance students' ability to read and write with the accurate use of grammar.

Arabic as an Additional Language

	Foundation Stage	**Primary**	**Secondary**	**Post-16**
Attainment	Not applicable	Acceptable	Weak	Not applicable
Progress	Not applicable	Acceptable	Acceptable ⬆	Not applicable

- Students in the lower primary phase make better progress from their starting points compared to those in upper Primary. When using Arabic in different contexts students' skills are stronger in Primary than Secondary. However, in both phases, the internal data are not well aligned to the curriculum standards.

- Secondary phase students have weak speaking and writing skills. Overall, students lack confidence in using Arabic to start conversations. Writing skills are stronger in the primary phase but are still variable between classes. Across both phases, reading for understanding remains underdeveloped.

- Students' needs and abilities are not accurately identified from the school's internal data. Lesson planning does not include appropriate levels of differentiation. Improved learning environments are beginning to have a positive impact on students' engagement in lessons.

For Development:
- Improve students' literacy skills based on learning expectations from the MoE curriculum standards.
- Strengthen teaching by using targeted language to ensure more efficient and productive interaction between students and teachers.
- Increase the variety of speaking activities to raise students' confidence when speaking Arabic.

English

	Foundation Stage	**Primary**	**Secondary**	**Post-16**
Attainment	Very good	Very good ⬆	Very good	Very good
Progress	Very good	Very good ⬆	Very good	Very good

- Improved students' achievement, particularly in the primary phase, has occurred since the previous inspection. This is largely due to positive changes made to the curriculum. Internal test results indicate that a large majority of students attain above curriculum standards. In external GCSE examinations, attainment levels are consistently very high.

- Students' reading comprehension, speaking and listening skills improve rapidly as they move up the school. However, their writing skills are more variable. The majority of students reading proficiency levels are above age-related expectations. Older students are articulate and express themselves with precision.

- Students in each phase can apply their learning across the curriculum and to the wider world. Their knowledge, language and literacy skills are progressively developed, although they do not always review their written work for accuracy, or for the appropriate use of grammar, spelling and punctuation.

For Development:

- Improve students' skills in writing by ensuring that they review their work for accuracy, and the appropriate use of spelling, punctuation and grammar, before they present it for assessment.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Very good ⬆	Very good
Progress	Very good	Very good	Very good	Very good

- Students across the school achieve very well in mathematics. Secondary students show greater confidence in their use of prior knowledge to solve problems related to real life situations. Not all primary students have secure mental calculation skills.

- Children in the FS have vert well-developed skills in numeracy. In other phases, students possess a secure understanding of mathematical vocabulary and use a range of formal methods to record their work accurately..

- Teachers generally make better use of assessment information to match tasks to the needs of most groups. In all lessons, teachers incorporate more tasks requiring students to use critical thinking, independent learning and problem-solving skills.

For Development:

- Improve students' mental calculation skills, especially in the primary phase.
- Ensure that students, especially the most able, choose problems that offer sufficient challenge, and which help them to successfully move onto their next steps in learning.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Acceptable	Acceptable
Progress	Very good	Very good	Acceptable ⬇	Acceptable

- Children's skills of observation develop rapidly in the FS. Students' progress continues in the primary phase as they are consistently challenged by their learning activities. Their progress slows in the upper phases. Students' external test and examination results vary across the phases.

- Children in the FS increasingly know about and can classify and test different objects and materials in their world. In the primary phase, students develop their understanding of life processes, chemical reactions and physical phenomena, through investigations and enquiry. Students' skills of analysis and interpretation in the secondary and post-16 phases remain underdeveloped.

- Across all phases, students regularly use the scientific method in their investigations. However, some senior students do not think sufficiently critically about their work and struggle with problem-solving. Activities to promote these skills are not regular enough features of their lessons.

For Development:

- Challenge students, especially those in the secondary and post-16 phases, with more demanding higher order activities, such as analysis and interpretation, in order to accelerate their progress and to improve their skills in problem-solving.

UAE Social Studies

	All phases
Attainment	Acceptable

- Students' attainment is stronger in the national education strand of the subject than in the historical and geographical strands. Students do not consistently demonstrate the ability to analyse information from different sources to deepen their understanding.

- Students' knowledge and understanding of the history and geography of the UAE are at an early stage of development. Primary students have a secure understanding of UAE heritage and traditions, but are not able to explain, for example, the origins of ancient civilisations in the UAE. By Year 11 students begin to deepen their understanding of the impact of the Islamic civilisation on the rise of the European renaissance.

- Students' learning has been well supported through their exposure to the study of festivals and celebrations relating to UAE culture.

For Development:

- Improve students' knowledge and understanding of the historical and geographical features of the UAE.

Learning Skills

	Foundation Stage	**Primary**	**Secondary**	**Post-16**
Learning skills	Outstanding	Very good ⬆	Good	Good

- Students are motivated to learn and engage enthusiastically in classroom activities. Their ability to take responsibility for their learning and independent work is a consistent feature in the FS and primary phases, but less so in the secondary and post-16 phases. FS children are able to recognise the skills they are using and explain them to others.

- In most subjects, students identify and make meaningful cross-curricular links and apply their learning to the real world. In most subjects and across phases, students share their ideas and reasoning purposefully.

- Students in increasing numbers are demonstrating skills of enquiry, problem-solving, research and critical thinking, especially in mathematics. This is less evident or secure across all subjects and year groups. Digital devices regularly support learning.

For Development:

- Ensure that learning skills are embedded consistently across the school and that all students are able to identify and describe the skills that they are applying.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' behaviour and attitudes are exemplary and relationships between students and staff are consistently positive. Students' willingly take responsibility for their own learning, are self-reliant and confident enough to take risks, and where possible, make a significant contribution to the school community.

- Students' relationships with their teachers and peers are highly positive and based on mutual respect, resulting in high rates of attendance. Students are very aware of how to lead safe and healthy lifestyles.

- Students' emotional well-being and personal development are a real strength of the school and contribute to the school's friendly and welcoming atmosphere. Students show high levels of care and support for each other, including for students of determination.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Good	Good

- Students possess a secure understanding of Islamic values and of their impact on life in the UAE and across the school. A majority of students understand and appreciate the cultural values of the UAE and apply them appropriately.

- Students benefit from the various opportunities provided by the school to learn about and improve their understanding of Islamic values and the culture of the UAE. They understand how specific values such as respect, generosity, and openness to others, spread through the culture of the UAE. Students confidently convey their secure knowledge of other world cultures.

- In the upper phase, students' knowledge and understanding of UAE values and wider cultures are a little more limited due to the curricular design and implementation.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Very good ⬆	Good	Good

- Across all phases, students are involved in work that supports the development of their skills of social responsibility. They readily engage in community projects.

- Students willingly participate in charity events and awareness campaigns that consolidate their role in their school and the wider community. Their involvement in planning and implementing innovative tasks and sustainability projects has strengthened and sharpened their work ethic and determination.

- Students' typical sense of social responsibility is strong and improving, due to their increased involvement in, and exposure to entrepreneurial ventures and sustainability schemes.

For Development:
- Consolidate students' understanding of Islamic values and other world cultures.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Good	Good	Good

- Teaching across the school is strong. It is strongest in the FS, in science in the primary phase and in English and mathematics across all phases. In almost all subjects, teachers have sufficient knowledge of their students' levels of attainment to plan tasks that are well matched to their individual learning needs.

- In the FS teachers know how young children learn best. In the higher phases, the best teachers plan lessons with a clear focus, incorporating tasks that offer sufficient challenge. Questioning is frequent and probing. However, these features are not always apparent in lessons across all subjects and phases.

- Teachers' effective use of assessment information to adjust learning to meet students' needs and develop critical and independent thinking skills, whilst evident, is not seem consistently across all subjects.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good	Good	Good	Good

- In the FS, assessment systems produce consistently clear and robust measures of children's progress that are linked directly to the curriculum. In the primary phase. there is improvement in the assessment of some subjects, although there is a lack consistency here and in the upper two phases.

- In the primary phase, a majority of teachers analyse and interpret assessment data and use it very well to guide their lesson planning. They make modifications to the curriculum and devise intervention programmes to meet the needs of all groups of students. This is less prevalent in the upper phases.

- Teachers' assessment of children's learning in the FS is the basis for their weekly planning. In the secondary and post-16 phases, assessment data are not used consistently to provide suitable challenges for all groups of students. This is least effective in Islamic education, Arabic, and science.

For Development:
- Share good practice across all departments to ensure more consistency in the quality of teaching and monitor the impact of modifications.
- Revise the school's assessment policies and procedures to ensure that the system provides consistently clear and robust measures of students' progress in the primary, secondary and post-16 phases.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good ⬆	Good	Good

- The curriculum, particularly in FS, consistently promotes creativity and offers physical and practical experiences to strengthen knowledge, skill and understanding development in all subjects. Older students are provided with a range of subjects. These offer appropriate levels of choice to study their preferred subjects.

- The review and development of the curriculum is systematic, ensuring continuity and progression across all subjects. The curriculum provides a range of curricular and extra-curricular activities that promotes cross-curricular links and cater for students' ambitions, interests and talents.

- The introduction of the 'cornerstone programme' in the primary phase, and the strong focus on reading across the curriculum, are having a positive impact on curriculum provision and learning for students.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Good	Good	Good

- The curriculum is modified and adapted to provide sufficient challenge to meet the needs of the majority of students. In the FS, teachers are extremely effective in ensuring that the curriculum provides stimulating experiences for children. In other phases, curriculum adaptation for students of determination is inconsistent in lessons.

- Through organising fund-raising activities to support charities and the local community, students have opportunities to develop skills in enterprise, and innovation. High numbers of students participate in a wide range of extra-curricular activities to enhance their skills. Innovation in the use of modern technology is seen in some subjects of the curriculum.

- The school develops students' understanding of the values, culture and heritage of the UAE effectively by focusing on different values each month.

For Development:

- Ensure that the curriculum meets the needs of all students, especially those with identified learning needs and those with gifts and talents.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school's child protection and safeguarding procedures are highly robust and supported by well trained staff and very effective links with families. Processes to identify issues and to solve problems are effective and such matters are handled very sensitively. There are effective links with external services.

- The buildings and grounds are attractive and maintained to a high standard of cleanliness, repair and safety. They are fully accessible to all students and adults.

- The school's doctor and nurses organise and maintain the medical facilities and processes extremely well. They oversee minor day-to-day accidents professionally and are sensitive to students' needs. Staff promote healthy eating and fitness, which includes access to a range of sporting activities.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Very good	Very good	Very good

- The school's development of a value-based and nurturing learning environment results in excellent staff-student relationships across all phases. Behaviour ladders of rewards and consequences form part of the school's systematic approach to the promotion of positive behaviour.

- While outstanding in FS, the identification of students of determination, the more-able students, and those with gifts and talents is less effective in other phases. Many teachers are adept in ensuring work is sufficiently differentiated to meet the needs of all students.

- Leaders responsible for the support and care of students adopt an effective and holistic approach to their care with a focus on well-being. Effective counselling and career guidance are readily available. The introduction of alternative vocational pathways for students is a development welcomed by parents.

For Development:

- Enhance teachers' knowledge, skills and confidence to build on effective practice and ensure that they all provide sufficiently differentiated and enriched learning opportunities in a systematic manner to enhance the progress of students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- Members of the inclusion team, and leaders of the support and care of students, have completed the relevant qualifications and training, to enable them to skilfully meet the holistic needs of students of determination.

- The school is accurate in its understanding of barriers to learning experienced by its students. These are assigned appropriately to KHDA categories and include the differing levels of learning difficulty and this ensures a consistent and effective approach to intervention. The school is aware that the decisions to remove some students from the register of need too early sometimes leads to their progress being compromised.

- The school's on-going partnership with parents continues to thrive. Communications with parents about the progress of their children are highly appreciated. The sharing of the on-line platform, See-Saw, and the QR coding are enhancing the partnership in a practical way.

- Almost all students access provision that meets the development of their personal, social and emotional needs. However, not all class and subject teachers are sufficiently skilled in amending tasks to enable students to be immersed in the whole learning experience.

- The centrality of the individual education planning (IEP) process is pivotal to the school's provision for students of determination. The design of the IEP requires class and subject teachers to be alerted and held to account for their roles in securing students' progress.

For Development:

- School leaders should provide the appropriate opportunities for professional development for class and subject teachers to ensure more skilful classroom differentiation and enrichment for all students of determination.

6. Leadership and management

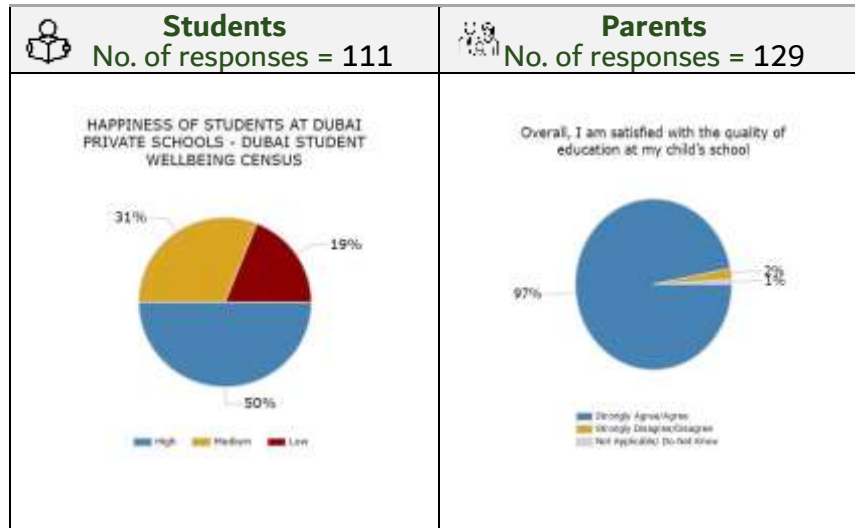|	
The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding ⬆
Governance	Very good
Management, staffing, facilities and resources	Very good

- The principal provides the school with highly effective educational leadership. Together with the senior team, he is driving an ambitious agenda for improvement. Distributed leadership ensures that middle leaders are held to account for student outcomes in their areas of responsibility. All leaders have a shared understanding of the required strategies to ensure further improvement. However, their actions to date have not had a consistently positive impact on students' outcomes across all subjects and phases.

- Methods to gather information to support self-evaluation have been reviewed and amended since the last inspection. Where monitoring is closely focused on the quality of students' learning, and findings used to implement appropriate actions, there is a positive impact on students' achievement. This is not evident in all subjects. An overly optimistic evaluation of the impact of improvement planning sometimes occurs when the analysis of data is not fully consistent or cohesive.

- Parents work in excellent partnership and work assiduously with the school to bring about improvements. They are very knowledgeable about their children's learning, including the progress they are making in reading. Excellent communication with the school ensures that they are kept fully aware of their children's personal and academic development. Parents of students of determination are highly appreciative of the support of the school in ensuring their children's progress. Progress reports identify next steps for their child's learning. The school engages well with its wider community although links with international organisations are less frequent.

- The governing board has an in-depth knowledge of the school as a consequence of their wide and improved representation of stakeholders and effective systems of information gathering. They provide both challenge and support to senior leaders. However, when agreeing school self-evaluation outcomes, they do not always recognise when evidence of improved provision has not had a sufficient impact on students' achievement.

- The school's day-to day operations are effective and efficient. The school building and grounds provide a clean, safe environment for activities. Staffing is effective in delivering the curriculum. Although teachers are provided with professional development experiences, these opportunities have not ensured consistently strong teaching across all subjects. The premises and facilities support social and sporting activities. The resources available for teaching and learning are of a high quality and well-matched to the requirements of the curriculum.

For Development:

- Develop the capacity of leaders in all subjects and phases to increase the rate of school improvement.
- Embed the revised monitoring procedures into self-evaluation processes in all subjects.

Views of parents and students

Before the inspection, the views of the parents 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 = 111	**Parents** No. of responses = 129

Students	• Most students are happy, have the drive to persevere over time, and have developed stronger relationships with adults at the school. Although a significant minority reports levels of worry and low levels of engagement at the school, most feel safe and have strong friendships. The inspection team's findings generally concur with the students' views.
Parents	• Parents are highly about the school and are satisfied with the quality of education it provides. A high proportion of parents thinks that leaders of the school listen well to them and act on their suggestions. A good proportion of parents thinks that the school is safe, and that bullying is rare. The inspection findings support these views.

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