

# INSPECTION REPORT

2022-2023



**HARTLAND INTERNATIONAL SCHOOL - FZ**

**UK CURRICULUM**

**VERY GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Nad Al Sheba
	Opening year of School	2015
	Website	hartlandinternational.com
	Telephone	97144079444
	Principal	Fiona Cottam
	Principal - Date appointed	6/1/2016
	Language of Instruction	English
	Inspection Dates	13 to 17 November 2022

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	1408
	Number of Emirati students	40
	Number of students of determination	58
	Largest nationality group of students	UK

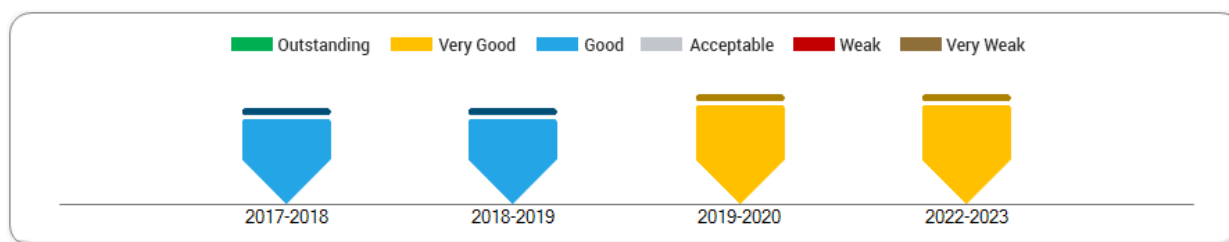
### TEACHERS

	Number of teachers	123
	Largest nationality group of teachers	British
	Number of teaching assistants	38
	Teacher-student ratio	1:11
	Number of guidance counsellors	1
	Teacher turnover	8%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GCSE, A-Level
	Accreditation	BSO

### School Journey for HARTLAND INTERNATIONAL SCHOOL - FZ



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Across the school, students' academic achievements is strong in all the National Curriculum for England (NCfE) subject areas. Their achievements in Islamic Education and Arabic language subjects are less so. Students are engaged in most of their lessons and are active in their learning. Students' achievement in the General Certificate in Secondary Education (GCSE) examinations is excellent.
- Students' personal and social development is outstanding, as is their participation and achievement in creative and innovative extra-curricular activities. These are strong features of the school. However, their understanding of Emirati culture and heritage and how it relates to the world around them is underdeveloped.

### PROVISION FOR LEARNERS

- The quality of teaching across the school is very good, including the delivery in the new post-16 section. Most teachers provide a variety of learning opportunities suited to the needs of the students in their classes. This is not as evident in the Ministry of Education (MOE) subjects. The collection and analysis of assessment data are robust but not used as effectively as they could be to improve students' rates of progress.
- Across the phases, the curriculum is broad and balanced. The Early Years Foundation Stage (EYFS) curriculum is well-developed and provides a rich learning environment. There is a wide range of subject options available for students at Key Stage 4, and at Post-16, where Advanced Levels (A Levels) and Business and Technology Education Council (BTEC) courses are available. Students have a broad choice of activities within the school's extra-curricular programme.
- The school's provision for the health and safety, welfare and protection of students is very effective. The inclusive nature of the school is evident in the care and support provided for all students. It is a strength of the school.

### LEADERSHIP AND MANAGEMENT

- The school leadership is highly effective in managing the school and in delivering its statutory requirements. Communications with all stakeholders is positive. The school evaluates itself efficiently and subsequently plans for improvements. Leaders have been very successful in overseeing the development of the new Post-16 phase, and the rapidly increasing number of new students joining the school including those for whom English is not their first language.

**The best features of the school:**

- The strong sense of students' personal responsibility and independence
- Students' enterprise, creativity, and contributions in the wider community
- The school's design and adaptation of the curriculum, and especially its strong implementation in Key Stage 4 and Post-16
- The guidance and support for all students
- The strong and positive involvement of the parents supporting the school and their children's learning





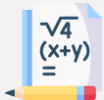

**Key Recommendations:**

- Governors and senior leaders should explore agreed pathways of accountability for better-quality provision and outcomes in Arabic and Islamic Education
- Ensure that every student develops stronger understanding of the UAE culture, heritage and its place in the modern world.
- Ensure that all academic outcomes are measured consistently and accurately in line with the school's high ambitions so that consistently outstanding teaching and progress profiles can be achieved.

## Overall School Performance

# Very good

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Very good	Very good	Very good	Very good
	Progress	Outstanding ↑	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	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding ↑	Very good	Very good	Very 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	Good	Good	Good	Good
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑	Outstanding	Outstanding

### 3. Teaching and assessment

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

### 4. Curriculum

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

### 6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)



## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

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

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>is above expectations</b>	<b>meets expectations</b>

- In the most recent TIMSS assessments, outcomes exceeded the school's targets by a significant margin. Students attained the advanced international benchmark in mathematics in Years 5 and 9 and the high international benchmark in science in both year groups.

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

- Leaders at all levels support the vision and goals of the National Agenda. They understand what the results from benchmarking assessments say about the performance of students against international measures. The school's National Agenda action plan identifies key areas for improvement and, particularly, the performance of Emirati students. The school has made minor sequencing changes of topics in the curriculum to prepare students more successfully for the assessments.

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

- The school introduced the New Group Reading Test (NGRT) assessments at the start of the 2021-2022 academic year. The school's own analysis of the results indicates that the reading ages of students in Primary rose in line with their chronological ages. In Secondary, the reading ages of targeted students improved with more reading in line with expectations. In English, mathematics and science, students' understanding of subject-specific vocabulary has been a focus of general reading support in lessons.

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

#### For Development:

- Ensure that all teachers are appropriately skilled to ensure that reading skills of all groups of students are sufficient to access the challenging aspects of the school's curriculum.
- Encourage all teachers to include literacy-linked activities into their lessons and to provide time for students to conduct research based on reading from a variety of materials.



## Wellbeing

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

- The established school vision for wellbeing is based on effective, daily care for every individual. This vision is realised within the excellent relationships between students, staff and parents. School leaders evaluate the impact of wellbeing provision accurately, using data from a variety of sources, including real-time data from student 'check-in' applications. Effective curricular modification compliments the health and safety, care and welfare provision.
- Excellent guidance and support significantly promote student wellbeing. Specialist staff make important contributions to whole-school wellbeing programmes and provide advice and guidance to individuals and groups. Students know whom to consult if they are worried or upset. Staff wellbeing is a priority on the development plan. The school has a staff welfare champion. Strong partnerships with parents are based on clear communication and the capacity to listen to stakeholders. Views expressed in stakeholder surveys are considered when planning new provision.
- Curricular wellbeing programmes provide very effective support for students' personal, social, emotional and physical wellbeing. Elements of support exist and continue to be refined. For example, Mental Health First Aid training for staff to support students' wellbeing. Students show a very well-developed understanding of health and wellbeing behaviours. Students generally feel safe, engaged and well connected to their teachers. Their participation in health and wellbeing activities in sporting, cultural and intellectual domains is high.

## UAE social studies and Moral Education

- The UAE social studies and moral education are taught as stand-alone subjects. They use separate subject frameworks but have a common leadership responsible for lesson planning and the development of the assessment processes. Both subjects are taught in English for one 45-minute period per week.
- UAE social studies is taught from Years 2 to 10. Lessons are delivered by class teachers in Primary and by the humanities department in Secondary. Students' work in each unit is assessed against the guidelines, as are their participation and understanding of the UAE and wider world. Teachers use a variety of communication, presentation and information literacy skills.
- Moral education is taught to students in Years 2 to 13 by class teachers in Primary and by twelve teachers across seven subjects in Secondary. In both phases, students are assessed against similar guidelines which measure students' participation, communication, presentation and information literacy skills, as well as their understanding of the moral education concepts.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students in all phases demonstrate similar skills. In Primary their age-related skills are stronger. Students can use a variety of sources to link the evidence of religious concepts and apply it to real-life applications.
- Post-16 students' analytical skills, especially in the interpretation of Qur'anic texts, lacks depth. Students' skill in retrieving previous knowledge and using it in their current learning is strong in Primary and Secondary. Memorisation skills and knowledge of Tajweed remain underdeveloped in all phases.
- Improving teaching and learning strategies in lower primary is having a positive impact on students' rates of progress in lessons. However, most teachers are still not using assessment information effectively to plan lessons to meet the learning needs of different groups of students.

#### For Development:

- Develop teaching further to raise expectations in all phases regarding how to explore deeper inference, interpretation and application skills
- Rigorously moderate all assessment data so that greater specificity in learning objectives, appropriate to the students; needs are consistent features of planning.

#### Arabic as a First Language

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

- Most Primary students demonstrate age-appropriate listening, speaking, and reading skills, particularly in familiar topics. A majority of secondary students can explain the main messages and context of literary texts, such as poetry. However, their ability to express their opinions orally and in writing remains underdeveloped.
- In lessons and in recent work, students in Primary analyse age-appropriate stories and can suggest various titles and endings. A majority of Secondary students analyse texts but only a minority can write securely using accurate spelling, grammar and writing styles. These students are also less confident in reading and speaking about unfamiliar topics.
- High expectations by teachers in the lower Primary and the focus on using standard Arabic in speaking is increasing students' confidence in expressing their views. This development is yet to be seen in Secondary.

#### For Development:

- Provide more opportunities for students in Secondary to develop their speaking, reading and extended writing skills.
- Ensure that the taught curriculum enables students to develop higher-order language acquisition and expression skills.

## Arabic as an Additional Language

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

- Most students have a limited vocabulary. In Primary they successfully decode familiar words written in cursive scripts. Most Secondary students understand the main points and short details of written texts. Overall, students' speaking and writing skills are insecure.
- In their lessons and recent work, Primary students can discuss their favourite sports with confidence. However, they find difficulties in writing simple sentences without visual prompts. Secondary students are able to read and consider the benefits associated with a variety of professions. Their ability to express their knowledge is restricted by limited acquired vocabulary.
- The department's focus on trying to develop independent creative writing in students in Secondary has yet to show an impact on all their language skills.

### For Development:

- Use assessment information to plan lessons that enhance the language skills of all groups of students.
- Ensure all students can consistently and independently use a broader vocabulary for all their expression in Arabic.
- Encourage all students to widen their vocabulary and develop their independent writing skills.

## English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Very good	Very good
Progress	Outstanding ↑	Very good	Very good	Very good

- Children in Foundation Stage (FS) make an outstanding start in their progress towards the learning of phonics. Speaking and listening skills develop rapidly. Students in Key Stage 1 (KS1) write simple sentences and paragraphs. In Primary, reading skills are analysed and gaps addressed. Secondary students have high-order language skills which help to secure high achievement.
- Writing is an increasing strength across all phases because teachers model high standards. Reading strategies are leading to rapid progress in predictive skills but less accuracy in the retrieval of information. Senior students display sophisticated skills when analysing poetry and literature.
- In KS1, 'Talk for Writing' is a highly effective method of introducing the sequencing of ideas and in structuring writing. This is adapted for students who are learning English as an additional language in Primary and Secondary and allows them to interpret visual symbols and respond in simple writing.

### For Development:

- Enhance reading capabilities so that students are fully prepared for the next stage in their language learning.
- Encourage students to more independence when evaluating, editing and improving their written work.

## 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

- Children and students make rapid progress in FS and Post-16. Primary and Secondary students are less effective in directing their own learning. Students develop problem-solving skills best in Secondary and at Post-16. FS, primary and secondary students show stronger critical thinking skills. Emirati Primary students' internal attainment is weak, but in Secondary it is very good.
- Lesson planning is a departmental strength as is effective teaching and learning. This is best exemplified in, FS2 children's instant recognition of groups of five, Year 6 students' understanding of equivalent fractions and Year 11 linking direct proportionality to everyday problems.
- New developments that are working well include greater student choice of activities and the A-Level courses where peer coaching is helping to develop students' understanding of moments and resolution of forces.

### For Development:

- Moderate students' marking so that next steps are clearer, implemented and lead to higher levels of achievement.

## Science

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

- The large majority of students in each phase make accelerated progress attaining above the curriculum standards. In 2021-2022 examinations, the attainment of most students in the General Certificate of Secondary Education (GCSE) chemistry and physics and, a majority of students in biology was above curriculum standards. In Primary, the attainment of Emirati students is behind that of other students.
- Primary students enjoy creating models to represent scientific systems and specimens. In Secondary, students are able to conduct more complex experiments measuring accurately reactants, recording their findings and analysing their results to draw conclusions.
- Students can write at length on scientific ideas and produce reports. Younger students enjoy using scientific terms, but classrooms lack topic-related word displays in English and Arabic to help to extend students' scientific vocabulary.

### For Development:

- Connect students' scientific learning environment with their scientific learning, behaviours, actions and hypothesis formation, by for example, ensuring consistent access to high-quality vocabulary, terminologies, and opportunities to express their ideas.

## Learning Skills

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

- Learning skills develop rapidly for children in FS as they become both independent and collaborative learners. In Primary, students learn to make learning connections across subjects. Secondary and Post-16 students discuss and share their ideas and opinions effectively.
- Students have some opportunities to assess their own progress and are learning to enhance their stronger skills and improve their weaker ones. Students' written work across the curriculum is becoming more proficient as their reading skills improve. Although communication skills are generally strong, they are considerably weaker in the Arabic languages, and for Emirati students.
- Students have fewer opportunities to choose activities within lessons. Often, tasks are limited in scope and wholly designed by teachers. Secondary students do not have sufficient opportunities to use and apply the project-based learning developed in FS and Primary. Most students are using and applying technology with increasing confidence.

### For Development:

- Allow students more autonomy in their choice of tasks and relate them to their learning styles.
- Include opportunities for inquiry that allows students to find things out for themselves.

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

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

- Across the school most students demonstrate very mature, well-formed, and responsible attitudes. They are self-reliant and they think and act responsibly. Bullying is rare. Students have regular meetings with different committees in the school to check on their progress and their wellbeing.
- Students' behaviour is excellent. They are courteous to adults and to their fellow students. Almost all exercise self-control and display a positive work ethic and discipline in line with the ethos and values of the school.
- Students make safe and healthy lifestyle choices. Most students have healthy snacks and meals in response to the effective awareness programmes in the school. The large majority participates actively and willingly in physical education. In general, attendance is good but requires additional monitoring and improvement.

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

- In all phases, students demonstrate an age-related understanding and respect for Islamic values. Most students display well-developed knowledge and awareness of how these values affect them. They apply the principles of generosity and care for others during the month of Ramadan.
- Throughout the school, students are respectful of the Emirati culture. They participate in cultural events promoting the heritage of the UAE, for instance National Day and Flag Day. However, their understanding of the UAE culture and how this reflects in their daily lives and the life of the school is still developing.
- All students participate in the school's awareness-raising projects about different cultures. As a result, they have developed a stronger understanding of their own and other world cultures.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑	Outstanding	Outstanding

- Students are proactive and responsible members of the school community and frequently initiate and lead activities that contribute to sustainability and conservation. Charity-focused enrichment opportunities are student-driven. The school's partnership with its sister school in India is helping to raise students' awareness of different cultures.
- Across the school, students demonstrate an excellent work ethic and are creative in their approach to their learning as they develop their resourcefulness, innovation, and creativity. Many students positively contribute to local communities and engage in initiatives that promote social responsibility in the local and wider environment.
- Students show respect, consideration, and empathy for one another and for their environment. They have access to sustainable green spaces within the school for reflection. They are extremely well-informed about environmental sustainability and regularly initiate actions for improvement.

#### For Development:

- Improve students' attendance in all phases across the school.
- Improve students' awareness and knowledge of Emirati culture and heritage and how this links to appreciating all world cultures.

### 3. Teaching and assessment

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

- FS teachers understand how young children learn best. Most teachers provide high levels of challenge for all groups. Teachers are enthusiastic about the subjects they teach, which gives great consistency across the Primary and Secondary lessons. Teaching for effective learning in Post-16 is developing in project-based and independent work.
- Children in FS are supported through well-sequenced plans for all areas of learning. They are active and find things out for themselves. In Primary and Secondary, teachers' questioning promotes thoughtful responses. This includes strengthening students' skills, knowledge and use of subject-specific terminology when answering questions.
- One of the school's focus areas is for teachers to design lessons that engage all boys as learners. Practical activities and use of technology in some subjects are encouraging boys to be more active participants in discussions. Teachers are not providing the same level of challenge in the Arabic languages or in Islamic Education.

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

- Assessment processes are coherent. In the NCFE subjects, internal assessment tasks are closely aligned to curriculum standards. Assessment data are used more effectively in FS than in other phases. Teachers in Islamic Education and the Arabic languages do not use assessment information effectively for planning lessons.
- Students' progress is monitored using internal and external benchmarking assessments. The school now also uses external Arabic benchmark assessments. The data collected are analysed in departments, but the school's interpretation of students' progress is not precise enough to support effective modification for learning in lessons.
- Most teachers mark students work and provide them with clear guidance on how to improve. However, students do not always make the required improvements, so errors and or misconceptions are not always addressed promptly.

#### For Development:

- Prioritise independent learning, problem-solving and enterprise challenges in all lessons.
- Ensure that teachers in Islamic Education and Arabic use and apply progress data in line with the expectations of leaders.
- Plan timing and implementation more specifically so that all lessons facilitate independent and sustainable improvement through guidance and challenge.



## 4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding

- The curriculum is fully aligned to the NCFE and the Early Years Foundation Stage (EYFS) framework. All UAE regulatory requirements are met. The development of the new Post-16 phase curriculum has been expertly managed and offers a wide range of choices, including A-Levels and BTEC.
- Additional language choices and the introduction of new courses, for instance the Extended Project Qualification (EPQ) and the Hartland Accelerated Mathematics Programme have supported students' academic development. The newly established Vision, Effort, Systems, Practice and Attitudes (VESPA) mindset programme and Prep Lessons are supporting students' wellbeing and their personal development.
- The curriculum is regularly reviewed to develop cross-curricular links and to maintain the excellent balance between knowledge, skills and understanding. It reacts to regulation changes and is modified in response to concerns from assessments, whether they be from internal, benchmarking or examination data.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good	Very good	Very good

- The curriculum is adjusted to meet the various needs of all groups of students, including those with more specific and or complex requirements. Most teachers identify the needs of groups and individuals in planning and cater for them well in their teaching.
- The curriculum is rich and varied with opportunities for creativity, enterprise and innovation. An impressive range of extra-curricular activities supports academic development and enrichment. Sports and creative activities cater to a wide range of students' interests and provide opportunities for personal development.
- While learning experiences that develop an appreciation and understanding of UAE values, culture and society are seen in some lessons, they are not embedded in a significant or meaningful way into a large part of the school's curriculum.
- Arabic is taught in the Foundation Stage for 45 minutes, once per week.




### For Development:

- Connect students' appreciation of UAE culture and heritage to all curriculum design and planning approaches.

## 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 is rigorous in its approach to safeguarding and child protection. Students, staff and parents understand the school policies, such as anti-bullying, safeguarding and cyber safety. All adults have undertaken appropriate training and are fully aware of their responsibilities and how to keep children safe.
- Premises, equipment and resources are excellent and fully meet the learning needs of all students. Maintenance is thorough, ensuring that the school environment is well looked after, safe and hygienic. Well-organised procedures ensure that students are safe on buses and daily transportation.
- The promotion of students' well-being and healthy lifestyles is evident across all areas of the school. The school canteen offers a choice of healthy foods in line with the school's policy on promoting healthy living to meet the needs of different groups.

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

- Exemplary staff-student relationships characterise all four phases and are based on care and mutual respect. Very effective FS and Primary 'Time to Thrive' supports younger students' personal development. Careers guidance supports older students very well to prepare for their futures.
- Prompt and accurate identification and support for students of determination including those who may have gifts and talents are very effective in aiding their personal and academic progress. Guidance and support for all students are consistent strengths of the school. Systems to ensure students' consistent high attendance to school are less effective.
- Much of the school's effective provision begins in FS and Primary and develops with the students as they progress through school. Specialist staff provide highly effective advice and guidance to students of all ages.

### For Development:

- Develop an innovative community-based strategy to improve the management and improvement of attendance.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good 

- Inclusion for all students of determination is well-led and supported. The school is now supporting a wide range of student needs. The Inclusive Education Improvement Plan (IEIP) identifies relevant priorities. The quality of teaching support in lessons in most key subjects has improved.
- Key staff ensure the accurate and prompt identification of barriers to learning, employing a comprehensive range of assessments, including referrals to external agencies. Students' Individual Education Plans (IEPs) state the needs, suitable development targets and helpful support strategies in accessible language.
- Parental partnership is integral to the school's effectiveness. Parents' knowledge of their children contributes significantly to IEP plans. Formal and informal communication between school and parents is effective. High quality advice, guidance and collaboration complement this relationship.
- Learning Support Assistants (LSAs), together with class teachers, provide very well-focused support in lessons. Although almost all teachers are now applying the practical advice on IEPs in class, a few need further support in adapting learning to meet students' needs.
- Most students of determination make very good progress from their starting points in learning and in their personal development.

### For Development:

- Ensure teaching strategies for students of determination build systematically upon current best practice so that the use of IEPs, in all lessons, seamlessly links to learning objectives and achieves the intended outcomes.

## 6. Leadership and management

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

- The ambitious and highly capable principal provides strong guidance for the vision and mission of the school. She, in conjunction with other senior and middle leaders, ensures that this is a caring, improving, and inclusive school. There is a very secure understanding of how to deliver the NCfE, but less so with the MoE curriculum subjects. Relationships with all stakeholders are very effective and positive. The leadership has been very successful in managing the rapidly growing school population and, in particular, the support for students for whom English is not their first language.
- The school's self-evaluation process is very effective, using external and internal data to prioritise the key areas for further improvement. The school development and action plans provide success criteria, but these are not always clear in how they will impact on student outcomes. The school has not yet been fully effective in addressing all of the recommendations from the previous inspection report.
- Parents are very involved in the life of the school and provide a supportive and constructively critical voice. The parent group, 'Hartland Friends', is very active in supporting the school. Communication between the school and parents is very effective. Interim and end-of-year school reports provide sufficient information to parents about the academic achievements and personal development of their children. Community links with the local and wider communities are being re-established.
- The governing body has been restructured and enhanced since the previous inspection and now represents almost all stakeholder groups, including elected parental representatives. They are very supportive of the vision and direction of the school and understand their responsibility in holding the school to account for the recommendations of inspections. The governing body ensures that the school is compliant in all respects.
- A full range of facilities supports students in their learning. The day-to-day management of the school is effective in most areas. However, the timetabling of some subjects is not always fitting for students and teachers. The range of resources provided for learning, especially in specialist subjects, for instance, design technology, is very effective. The school's libraries provide effective learning spaces but would benefit from resources to support the large number of students for whom English is not their first language.

### For Development:

- Ensure accountability for performance becomes an embedded culture across the school.
- Develop clearer and more measurable targets for students' outcomes that all teachers can implement.
- With the revised governance structure now embedded, ensure that the channels for, and clarity around the accountability of all leaders successfully delivers better outcomes for all students.

## 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)