

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

Inspection Report 2018-2019

Horizons English School

11 YEARS OF INSPECTIONS

Outstanding

Curriculum
UK



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School Information

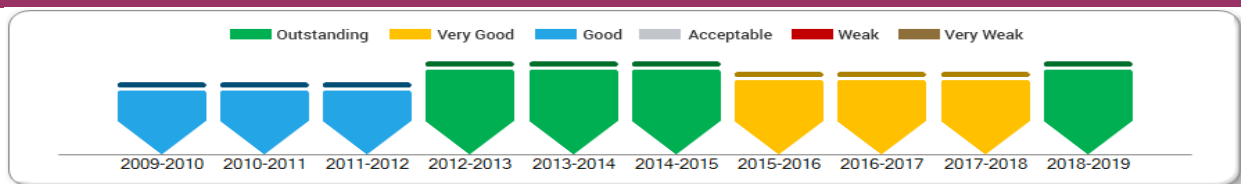
General Information	Location	Al Wasl
	Opening year of School	1989
	Website	www.horizonschooldubai.com
	Telephone	0097143422891
	Principal	Ian James Wallace
	Principal - Date appointed	8/20/2018
	Language of Instruction	English
	Inspection Dates:	05 to 07 November 2018

Students	Gender of students	Boys and girls
	Age range	3-11
	Grades or year groups	FS1-Year 6
	Number of students on roll	937
	Number of Emirati students	24
	Number of students of determination	50
Largest nationality group of students	UK	

Teachers	Number of teachers	69
	Largest nationality group of teachers	British
	Number of teaching assistants	38
	Teacher-student ratio	1:14
	Number of guidance counsellors	1
	Teacher turnover	28%

Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GLPT, SAT, CAT 4
	Accreditation	BSO and BSME
	National Agenda Benchmark Tests	GL

School Journey for Horizons English School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Children make excellent progress in the Foundation Stage (FS) and most exceed the Early Learning Goals. Students continue to make rapid progress and reach high standards in English, mathematics and science. Primary students' attainment and progress in Islamic education and Arabic are less positive. All students are highly motivated, collaborate well with each other and use technology to support their independence in learning.
- Students show exemplary standards of personal development. They are happy and engage in very positive relationships with each other and adults. They respond well to opportunities to be innovative and enjoy challenging tasks. Students have an excellent understanding of the culture and traditions of the UAE. Their keen sense of social responsibility is seen in a wide range of projects in helping others and in sustaining the environment.

Provision for learners

- Teaching successfully engages students in active learning. Class teachers and most specialists have secure subject knowledge and use questioning skilfully to generate discussion and critical thinking. Lesson plans almost always take full account of assessment data to match tasks and activities to the needs of all students. Technology is used very well to encourage peer and self-assessment.
- The curriculum is well aligned to requirements and reviewed regularly to ensure progression in students' learning. A very wide range of extra-curricular activities broadens students' experiences and offers opportunities for them to excel in various sporting and artistic pursuits. Modifications to the curriculum help almost all groups of students to make progress, although there is still further development needed in Arabic to achieve the same success.
- Arrangements for the protection, care and support of students are of the highest quality and procedures for child protection and safeguarding are robust. The promotion of healthy lifestyles for all is a major strength of the school and supported by an excellent programme of physical education and sporting experiences. The arrangements for managing students' attendance and punctuality are highly successful.

Leadership and management

- Senior leaders are inclusive in their approach and place student achievement at the centre of the school's ethos. Teamwork is strong, and all staff and governors, ensure self-evaluation is rigorous and focused on continual improvement. Parents' views are valued, and the school responds quickly to any concerns. Facilities and resources are outstanding. Staff are well-qualified and the school runs smoothly on a daily basis.

What the School does Best:

- The school enhances students' academic progress very positively, leading to outstanding attainment in English, mathematics and science.
- All aspects of students' personal and social development are nurtured very effectively. The promotion of healthy lifestyles is a major strength, especially through physical education and sporting activities.
- The imaginative curriculum and the high quality of teaching and use of assessment information has led to significant improvements in the FS and quality outcomes for students.
- The school's arrangements for safety, security, care and support are of the highest standard and implemented very effectively to ensure a safe, pleasant and inclusive learning environment.
- Senior leaders have created a strong culture of teamwork, innovation and improvement, and have developed outstanding partnerships with parents.







Key Recommendations:

- Improve attainment and progress in Arabic by:
 - balancing the curriculum more effectively to ensure a better blend of listening, speaking, reading and writing, particularly in Arabic as a first language
 - modifying internal assessments where necessary to ensure that they test a suitable combination of knowledge, skills and understanding and are in line with age-related standards for Arabic native speakers and with years of study for Arabic learners
 - using assessment data to match tasks and activities more closely to the learning needs of different groups of students in lessons
 - fully including Arabic teachers and learners in reading-across-the-curriculum and the school's library initiatives.

Overall School Performance

Outstanding ↑

1. Students' Achievement

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

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](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. 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 :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.).

School's Progression in International Assessments **is above expectations.**

- The school had students eligible for the TIMSS international assessment in 2015 but not in 2011. The school exceeded its targets for Grade 4 mathematics and science in 2015. The school's average score in the PIRLS international assessment in 2011 was 565 and this rose to 623 in 2016. When comparing N.A.P. outcomes against students' potential as measured by cognitive ability tests (CAT4), on average most students attain in excess of what is expected in English, mathematics and science.

Impact of Leadership **is above expectations.**

- The leadership team is committed to the vision and goals of the National Agenda (N.A.). Their N.A. action plan identifies the steps needed for the school to reach its targets. The school uses the external data to align the curriculum with the requirements of the TIMSS, PIRLS and GL tests. It makes consistently effective use of assessment information to influence teaching.

Impact of Learning **is above expectations.**

- The school successfully promotes students' problem-solving skills. They have many opportunities to develop critical thinking and creative skills, but fewer to undertake independent research. Most respond successfully to the activities designed by their teachers and organise data collection, undertake age-appropriate analysis and communicate their findings. The use of digital devices is an integral part of learning activities.

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

Reading Across the Curriculum

- Early reading strategies are embedded in FS. Reading skills continue to develop in the primary phase and are supported by the introduction of technical texts in science and word problems in mathematics.
- Teachers assess students' skills carefully and support them to address weaknesses in their reading strategies. Fluency in reading and comprehension are strengths of the school.
- The library programme is becoming a resource for teachers and students. However, it should be used more comprehensively in Arabic languages to develop reading in these subjects.
- Workshops for parents together with comprehensive training for teachers provide comprehensive opportunities to developing reading. Visits by authors, world book days and the Asafeer programme complement these activities.

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

For Development:

- Develop the school's approach to reading by providing training for parents in how best to support their children's reading development at home.

UAE Social Studies

- The UAE social studies curriculum is well planned and meets the needs of all students. It is skilfully enhanced by the use of imaginative and inspiring resources.
- Students collaborate exceptionally well as they engage in activities that enable them to demonstrate their ability to connect areas of learning and thinking critically.
- Most students attain levels that are above UAE social studies curriculum expectations in skills, knowledge and understanding.
- Most students make excellent progress in relation to their starting points and their expected age-related curriculum standards.

The school's implementation of the UAE social studies programme is above expectations.

Innovation

- Most students work confidently on their own and with each other on a wide range of enquiries. They use technology to explore, extend and record their learning. This enables them to be innovative, critical thinkers.
- A range of initiatives, some student-initiated and some innovative, helps to develop students' work ethic and social responsibility.
- Teachers are increasingly innovative in using leading edge technologies such as, Virtual Reality headsets, to enhance learning in the classroom.
- The curriculum and extra-curricular activities provide a very wide-range of opportunities for students to show leadership skills and be innovative, for example, in computing where an accelerated programme is challenging students' skills in the use and application of technology.
- Senior staff have developed a strong culture of innovation and are successfully supporting teachers to be innovative in their lessons.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Students' knowledge and understanding are in line with curriculum standards. Attainment is slightly better in the upper year groups, while progress is slightly stronger in lower year groups.
- Students have adequate knowledge and understanding of the Pillars of Islam and Seerah. Holy Qur'an memorisation and understanding of Islamic etiquettes are strong. Progress in developing knowledge of Islamic concepts is rapid, but recitation skills and linking the elements of Islam are less well-developed.
- The introduction of the Holy Qur'an club and competitions are supporting improvements with memorisation skills. However, attainment levels are inconsistent for different groups of students.

For Development:

- Improve students' recitation skills and ability to link Islamic concepts and elements by raising the level of challenge in class.
- Develop students' deeper understanding of the Pillars of Islam and Seerah, and the meanings of the verses of the Holy Qur'an.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- For most students, attainment is in-line with curriculum standards. Although their progress is inconsistent across the different language skills, overall, most students make appropriate progress.
- Students have strong listening and responding skills, but the use and application of Modern Standard Arabic in speech is less strong, due to limited opportunities for practice. Reading skills are sound but limited to text of familiar pre-learned topics. Reading comprehension of unfamiliar passages, and writing skills are less well-developed.
- The school is promoting a reading programme in Arabic and is working to improve students' accuracy in writing. Both are in the early stages of development and have limited impact on students' learning.

For Development:

- Improve the quality of students' speaking and writing by providing more opportunities to practise and by building on their prior learning.
- Modify the curriculum and refine teachers' expectations so that students meet their age-related expectations fully across all language skills.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- A majority of students achieve levels of attainment above curriculum standards. Listening is consistently strong across all cohorts while speaking is stronger in Years 1, 2 and 3. Overall, student progress is more rapid in the lower primary classes, than in the upper three year groups.
- Across the primary phase, students' skills in reading familiar texts and writing with prompts are well developed. However, the skills in reading for understanding, speaking with confidence, and free, independent writing are not as strong, due to limited opportunities for practice, which hinders progress.
- Although teachers have been working to develop the use of technology to engage students in learning, its implementation has not had sufficient time to have a positive impact on the development of their linguistic skills.

For Development:

- Modify the curriculum to ensure that the learning experiences of students are based on their years studying Arabic. Rectify any gaps in language skills in doing so.
- Provide appropriate learning objectives and effective differentiation to develop consistent progress in all language skills.

English

	Foundation Stage	Primary
Attainment	Outstanding ↑	Outstanding
Progress	Outstanding ↑	Outstanding

- The progress of children in FS has improved and is now outstanding. Most children show attainment ahead of curriculum standards. This level of progress continues in the primary phase ensuring that most students there are ahead of curriculum standards.
- Children in FS1 can hear and say the initial sounds of words, handle books carefully and show a strong interest in stories. In FS2, their speaking skills are particularly well-developed. They use past, present and future tenses appropriately. In the primary phase, listening, speaking, reading and writing skills are all strong among most students.
- Staff have been working to improve attainment at the FS and sustain high standards in primary with much success. They are working to develop reading for pleasure, particularly among students for whom English is an additional language (EAL).

For Development:

- Encourage EAL students to read for pleasure outside of school hours and during holidays, especially over the summer break.

Mathematics

	Foundation Stage	Primary
Attainment	Outstanding ↑	Outstanding
Progress	Outstanding ↑	Outstanding

- Children's understanding of number and shape develops rapidly in the FS. Students' progress continues consistently in the primary phase as teachers apply their subject knowledge expertly. External test results are consistently high in all years in the primary phase.
- Most children in the FS understand numbers and use them confidently when counting. In the primary phase, students successfully learn about multiples and factors, fractions and decimals, data handling processes and the meaning of mathematical symbols. Most students in all year groups can solve mathematical problems successfully.
- Significant improvements in FS children's understanding of mathematical terminology are now evident.

For Development:

- Continue to embed the improvements in achievement in mathematics for children in the FS.

Science

	Foundation Stage	Primary
Attainment	Outstanding ↑	Outstanding ↑
Progress	Outstanding ↑	Outstanding ↑

- Almost all students demonstrate excellent knowledge, skills and understanding in science. This is leading to improvements in achievement. Students are able to articulate their understanding and display well-developed investigative and problem-solving skills. The understanding of animals and life-processes is particularly well-developed.
- In the FS, children use simple scientific language effectively, often giving reasoned answers, for example, about why things float. By Year 6, most students can devise and conduct their own investigations, and evaluate their findings. However, a few students still show an incomplete understanding of scientific vocabulary.
- Teachers work to develop a stronger curriculum for progression in students' science skills. Improvements in the quality of teaching and written feedback to students, is contributing towards higher standards overall.

For Development:

- Ensure that all students have a firm grasp of, and master the use of age-appropriate scientific vocabulary.

Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding ↑	Outstanding ↑

- Children in FS take responsibility for their own learning in an exceptionally mature way and can learn independently. In most subjects across the primary phase, students engage themselves well in their learning. In Arabic and Islamic education learning skills are less well-developed.
- Students collaborate exceptionally well with their peers. Almost all are responsible, enthusiastic and reflective learners, able to use technology when appropriate. Students apply their learning to their lives and make meaningful connections across different subjects. They are able to communicate their learning in a wide variety of different ways.
- Staff have been working to improve students' learning skills with much success. Students are now innovative and enterprising. In most subjects, they are highly skilled problem-solvers and show an ability in applying their critical thinking.

For Development:

- Continue to provide additional opportunities for students to take more responsibility for their own learning, especially in Arabic and Islamic education.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students of all ages have extremely positive attitudes to school. Even the youngest children are self-reliant, resilient, respectful and polite. They work very effectively together, showing exemplary support and empathy for the needs of others.
- Behaviour is consistently excellent in classes and around the school, and bullying is rare. Consequently, the school is an extremely harmonious place where staff and student relationships are very strong. Attendance levels are very good.
- Across all phases, there is a very strong awareness and commitment to following healthy lifestyles. Students are very enthusiastic participants in the Dubai 30:30 challenge, and Healthy Lifestyles Week and consequently make sensible choices in relation to eating and exercise.

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

- Students have an excellent understanding of Islamic values and their impact on life in Dubai. Student's knowledge of their own cultural features is strong, particularly in Years 5 and 6. Knowledge of Emirati culture is stronger in the FS and lower primary.
- Students speak highly and with pride about their own cultures and traditions. Their understanding of worldwide cultures is very strong in relation to their age. They respect and appreciate the Emirati culture and how Islamic values impact on the daily life of modern society in Dubai.
- The school's range of activities and initiatives continually develop and improve students' awareness of cultures of the world, as well as their own traditions and heritage.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- FS children willingly take on leadership roles. They participate in activities such as collecting food for the Dubai animal shelter, and have a strong appreciation of wider environmental issues. Primary phase students show social responsibility across a wide range of endeavours that improve the life of the school and the broader community.
- Almost all students demonstrate a strong work ethic, and this is especially evident among students of determination. They lead charitable work to raise money for the less fortunate in Dubai and abroad.
- Students display environmental awareness in their daily behaviour. They respect their school environment; the school is litter free. The student-led Green Team promotes energy conservation across the campus on a daily basis. Students respond well to enterprise opportunities when these are available.

For Development:

- Ensure that all students across all phases have a deep understanding of Emirati heritage and traditions and how these have changed over time.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding ↑	Outstanding ↑

- Almost all teachers have strong subject knowledge and a secure understanding of how children and students learn. They question students very effectively to make them think and develop dialogue. However, these positive aspects are seen less consistently in the teaching of Arabic and Islamic education.
- Teachers have high expectations of students and teaching assistants. Planning supports imaginative and creative lessons, for example, in integrating the use of new virtual reality and information technologies. Almost all teachers match activities to the learning needs of individuals and groups in their classes.
- The school is focusing on improving challenge for students and promoting their critical thinking and problem-solving skills. Although there are still some inconsistencies in practice, they have achieved considerable success.

	Foundation Stage	Primary
Assessment	Outstanding ↑	Outstanding ↑

- Staff make regular internal assessments of students' attainment in all subjects. They analyse external assessment data thoroughly for each subject, to identify the strengths and weaknesses of all groups of students. These processes are less well developed in Arabic and Islamic education.
- In FS, teachers' assessment of learning in lessons is on-going and influencing their daily planning and delivery of learning. This is equally effective in the primary phase, where it clearly targets the achievements of individuals and all groups of students.
- Leaders successfully use the 'Student Outcome Meetings' to monitor students' progress. Weekly 'Review, Moderate and Plan' meetings give each teaching team an overview of students' progress within the curriculum. However, these meetings do not currently involve the teachers of the specialist subjects.

For Development:

- Improve the quality of teaching in Arabic and Islamic education.
- Develop the assessment processes used in Arabic and Islamic education to the level of accuracy and effectiveness now operated in the other key subjects.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is of a very high quality in almost all aspects. It fully meets the needs of almost all students, including those of determination. The FS curriculum has a very clear rationale linked to early years outcomes and goals. The quality of the curricula in Islamic education and Arabic languages is less well developed compared with the other key subjects.
- The FS curriculum has breadth and balance across subjects through excellent cross-curricular links and themes. Key literacy, numeracy and higher-order skills are covered extremely well. Breadth, balance and skill development are also planned very well in the primary phase.
- Improved extra-curricular options have allowed primary phase students to participate in more than twenty new after school activities.
- Moral education is taught to all students as a stand-alone subject and is also integrated within other subjects.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Very good

- Curriculum adaptation is extremely effective in the FS. Teachers constantly monitor the progress of the children and continually make adjustments to what is taught. In the primary phase, curriculum adaptation is done effectively in most, but not all key subjects.
- Adaptations to the curriculum are skilfully made by leaders and teachers of primary school English. For example, focused modifications are made to address discrete skills such as, recognising similar-sounding words and basic units of language in Year 3. Such adaptations are not yet made in Arabic languages.
- Improved adaptations of the curriculum have helped students for whom English is an additional or new language make better progress than previously. The computing curriculum has been modified to promote more rapid progress through advanced content.
- Arabic is taught for 30 minutes per week in FS2.

For Development:

- Adapt the curriculum in Arabic so that it takes account of the knowledge and skills the students have previously acquired.

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

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

- Arrangements for child protection are rigorous and implemented very effectively. All staff understand and discharge their responsibilities in keeping all students safe. Parents understand and follow on-site security procedures such as signing-in and wearing school approved identification.
- School staff review and update health and safety policies and procedures regularly. All pool hygiene and environmental site checks, such as fire safety, are frequent and effective. The site, facilities, the entrances and perimeters are secure and maintained to a high standard. Records kept are detailed, up-to-date and secure.
- The promotion of a safe and healthy lifestyle is a strength. Programmes for sports and fitness have a high profile and are very successful. A caring, supportive and nurturing atmosphere pervades the school.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- The school is a caring learning community which exemplifies harmonious staff-student relationships. Children in the FS are supported by older students who provide a safe environment where respect and equality are valued. Students' transitions through the school are very effectively managed.
- The school's admissions procedures are inclusive. FS children who are capable of achieving or performing at challenging levels are now identified and supported. The needs of all primary phase students are met very effectively within school, and across Dubai, in enrichment leagues involving competitions in non-sporting events. The needs of Arabic speakers are not always identified or met as effectively.
- A robust counselling intervention system ensures confidential advice and guidance which helps to build students' resilience. The school's focus on student well-being is significant in encouraging all-round progress.

For Development:

- Ensure that the identification of needs and potential of Arabic, as a first language speakers, leads to appropriate levels of challenge and support, so that students' achievement matches that found in other subjects.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Outstanding ↑

- The well-qualified inclusion team works relentlessly to guarantee equity and opportunity for every student. Two inclusion champions ensure the needs of Arabic and English speakers are considered. Extensive training for teachers and assistants is supporting effective inclusion within the school.
- Identification and referral procedures are thorough and comprehensive. External agencies support further investigation of students' speech, language and physical difficulties. Interventions are generally effective. The inclusion team does not make sufficient use of diagnostic tests when considering the emotional and behavioural needs of all students.
- Parents are fully involved with all aspects of provision for their children's needs. Termly meetings are well attended, with access to senior leaders as required. Parents value the home-school communication book and open-door policy offered by the school staff.
- The curriculum is modified and personalised well. Learning support and teaching assistants give focused support. A strong counselling service provides the social and emotional support for students with complex needs.
- Outcomes in English, mathematics and science for students of determination are outstanding, but progress in Arabic is less rapid. Social, emotional and behavioural benefits gained from the counselling programme help to contribute to stronger academic progress for students who previously struggled.

For Development:

- Revise the next steps in planning for diagnostic assessment so that the precise needs of all students are understood and can be met.

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

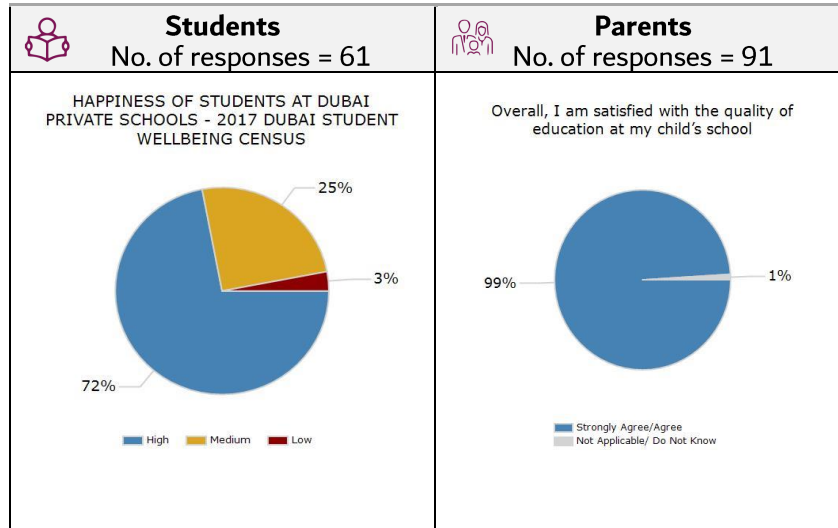
- The principal provides clear and strong leadership. He is ably supported by senior leaders who innovate and provide educational leadership to staff. The school is inclusive and ambitious, with an exemplary learning culture in which teamwork is a considerable strength. Many middle leaders successfully adopt and implement leadership strategies of a high quality. High standards have been maintained and several improvements made in relation to students' learning outcomes.
- Comprehensive self-review procedures provide school leaders with an accurate picture of the school's performance. Monitoring of the quality of lessons is done thoroughly and in a collegiate manner, resulting in generally accurate judgements about the quality of provision. Staff are involved in drawing up appropriate improvement plans which are implemented effectively. High standards have been maintained and, in many cases, improved.
- Parents are highly supportive of the school and particularly value its inclusive and nurturing ethos. They provide very welcome practical support through helping with activities, fundraising, serving as class representatives and on the governing board. Communication with parents is well developed and includes access to the Seesaw assessment tool, as well comprehensive and clear, progress reports. Students benefit significantly through links with other schools for example, through participating in inter-school Special Olympics.
- The governing board has wide representation, including owners, teachers, and parents. Parental views are regularly taken into account. Governors exercise accountability through four formal meetings each year, where staff report on developments of the school's work. Weekly 'governance working meetings' help board members to explore the quality of the school's work in more depth. Governors have ensured that the school has high quality facilities, staffing and resources.
- The day-to-day life of the school runs smoothly with leaders organising and managing key processes effectively. The school's high-quality buildings, facilities and resources help to create a very positive learning environment in which independent learning and innovation can flourish. Teachers are well-qualified. They support each other and work successfully together in teams.



For Development:

- Ensure that the quality of teaching, learning and achievement in Islamic education and Arabic matches that found in other subjects in the school.

The View of parents and senior students

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



 <p>Students</p>	<ul style="list-style-type: none"> Almost all students who responded to the survey feel that teachers are interested in their well-being and treat them fairly. They are positive about the climate in the school and the levels of respect between teachers and students. Most report that they are regularly involved in music, arts or sports activities. However, only a half feel that they do well in their schoolwork.
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all parents are satisfied with the quality of educational provision and feel that their children are safe in the school. A high proportion think that leaders and staff listen and act on their views. Most agree that bullying is not an issue in the school and a majority confirm that students are respectful. A minority of parents consider the school provides limited opportunities to be involved. The inspection teams' finding agree with the parents' 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