

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

Inspection Report 2018-2019

Horizon International School - LLC

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



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School Information

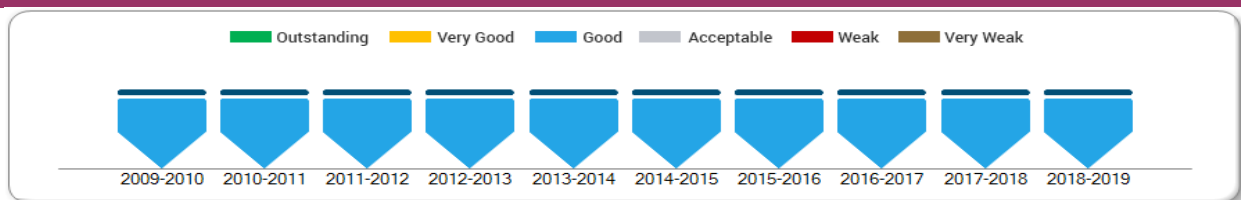
General Information	Location	Umm Al Sheif
	Opening year of School	2008
	Website	www.horizonintlschool.com
	Telephone	0097150-5541351
	Principal	Darren Gale
	Principal - Date appointed	8/26/2018
	Language of Instruction	English
	Inspection Dates:	05 to 08 November 2018

Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	Year 1-Year 13
	Number of students on roll	834
	Number of Emirati students	20
	Number of students of determination	74
	Largest nationality group of students	UK

Teachers	Number of teachers	69
	Largest nationality group of teachers	British
	Number of teaching assistants	27
	Teacher-student ratio	1:17
	Number of guidance counsellors	4
	Teacher turnover	23%

Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GCSE, IGCSE, A level
	Accreditation	BSO
	National Agenda Benchmark Tests	GL, CAT 4

School Journey for Horizon International School - LLC



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- The achievement of children across all key subjects in Foundation Stage (FS) is very good. In the primary phase, attainment in Arabic as a first language remains weak, but achievement is now acceptable in Arabic as an additional language. Achievement in science in the primary phase is now very good. In the secondary phase, achievement in Arabic remains weak. Progress in mathematics has improved and is very good. Whilst it is recognised that there are students on roll in the post-16 phase, the small numbers of students are not sufficient for the team to arrive at valid judgements on achievement.
- Students' personal responsibility remains outstanding across the school, with mutual respect resulting in polite, considerate behaviour throughout. Primary students' understanding of Islamic values and UAE culture is very good. Across all phases, students' social responsibility is seen most clearly through their charitable activities. Innovative, student-initiated enterprise and creativity are not yet consistently evident across the school.

Provision for learners

- The very good teaching and use of assessment in the FS are not so clearly witnessed across other phases. FS teaching develops children's outstanding learning skills. In other phases, teachers' strong subject expertise effectively supports the development of students' knowledge and understanding. Research and enquiry skills are not yet progressively taught across the school, and so students' opportunities for independent, analytical thinking are constrained.
- The outstanding FS curriculum delivers a comprehensive, progressive and coherent learning journey for all children. Across other phases, a broad and balanced curriculum offers ample choice, and is responsive to students' aspirations at the secondary phase. The needs of students of determination are generally well met by the curriculum. The curriculum is not sufficiently well adapted for students who are gifted or talented.
- Outstanding provision for students' safety, security, health and well-being is a strength of the school. Outstanding care and support in the FS provides a nurturing and supportive learning environment for all children in this inclusive school. Very good levels of care and support across the other phases meet the needs of almost all groups of students.

Leadership and management

- Senior and middle leaders share the recently-appointed principal's clear vision for the future direction of the school. Leadership teams at all levels promote the school's inclusive ethos. They support students' outstanding personal development and have enabled some improvements in students' attainment and progress in the primary phase. They have improved important aspects of the school's work through curriculum adaptation to meet students' needs more appropriately.

What the School does Best:

- Senior and middle leaders' effectiveness in maintaining the school's inclusive and purposeful learning culture, and their support of the principal's vision and direction for the development of the school
- High quality provision in FS that engages children's natural curiosity and nurtures self-confidence in learning
- Students' outstanding personal and social responsibility, their work ethic and readiness to learn
- High quality provision for students' health, safety, security, care and support.







Key Recommendations:

- Improve student outcomes in Arabic as a first and as an additional language by:
 - better matching of lesson content to students' years of study and their current knowledge and understanding of the language
 - using teaching strategies appropriate to the needs of language learners
 - using suitably adapted, age-appropriate tasks and activities that make language learning accessible, enjoyable and motivating.
- Improve the quality of teaching for effective learning by:
 - introducing more consistent higher-order questioning to challenge and extend all students' thinking
 - explicitly teaching progressive research and enquiry skills across the phases
 - developing differentiated tasks and activities that better meet the needs of all groups of students.
- Improve the accuracy of self-evaluation and the impact of improvement planning by:
 - better aligning the outcomes of classroom observation with other sources of evidence on student performance
 - ensuring that planned improvement is effectively monitored and reviewed, from implementation through to its impact on students' learning and achievement.

Overall School Performance

Good

1. Students' Achievement

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

The school's progression in international assessments is above expectations

- A steady rise in achievement levels across phases two and three, demonstrates an overall very good progression in N.A.P testing, except in science where it is good. Progression in TIMSS and PISA is very good. PIRLS has also improved to reach the high international benchmark.

The impact of leadership meets expectations

- Leaders in the school, support the vision and goals of the National Agenda. Action planning is detailed, specifying processes for monitoring and measuring student outcomes. Targeted modifications have better aligned curricula to external assessments. The effective use of assessment information is not yet consistent enough to significantly influence teaching practice.

The impact on learning meets expectations

- Different interpretations of critical thinking exist within the school and as a consequence, some aspects of critical thinking are developing better than others. Reasoning, problem-solving, and decision-making are regular features of students' learning. Research skills are not taught. The scientific method is not sufficiently embedded to further support students' critical thinking and research skills.

Overall, the school's progression towards achieving the UAE National Agenda targets meets expectations.

For Development:

- To ensure that students are well-prepared to improve their external test results, continue to align the school's curricula to the outcomes of PISA, TIMSS and N.A.P. benchmarking assessment.
- Ensure that the scientific method is embedded across all phases to assist students in making predictions, evaluating data, generating testable hypotheses, drawing reasoned conclusions, and developing their critical thinking.

Reading Across the Curriculum

- High quality, standardised assessments of reading are used throughout the school. Student outcomes in reading show some improvement, across the much of the curriculum.
- Attitudes to reading are positive. At least the majority of students in the primary and secondary phases are aware of their own reading levels.
- The school employs a qualified librarian. A good quality, library-based, accelerated reading programme, linked to the school's reading policy, effectively promotes reading across the primary and secondary phases.
- School leaders recognise the importance of reading across the curriculum and provide additional resources appropriately. The school has employed a coordinator for reading across the curriculum and a reading policy has been established.

The school's promotion of reading across the curriculum is meeting expectations.

For Development:

- Ensure that all teachers are aware of their responsibilities in promoting reading skills across all areas of the curriculum.

UAE Social Studies

- The school implements and resources the UAE social studies curriculum adequately.
- Students interact and collaborate well while exploring UAE social studies. They participate eagerly in the learning process and make connections with their prior knowledge.
- In the lessons observed and in recent project work, the majority of students attain above curriculum standards in UAE social studies.
- In lessons, recent written activities, and in formative and summative tests, the majority of students make better than expected progress from individual starting points, in relation to curriculum standards.

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

Innovation

- Opportunities for child-led activities which promote creative exploration are frequent in FS. This does not sufficiently translate into student-initiated innovation across other phases.
- Across the school, the social responsibility of students is well expressed through a wide range of initiatives that results in practical care for those less fortunate than the students themselves.
- Teaching approaches beyond FS do not yet sufficiently promote students' skills in innovation or leadership of their own ideas and projects.
- Adaptations to the curriculum provide a range of opportunities to promote students' innovative thinking. These activities are not yet systematically being adopted by all teachers in developing students' problem-solving or creative thinking.
- The recently appointed innovation coordinator is beginning to systematically promote student-led initiatives and innovation across the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Most students across the primary and secondary phases demonstrate levels of knowledge and understanding in line with the Ministry of Education (MoE) curriculum expectations. Progress in recent lessons and written work is stronger than progress over time.
- Students in the primary phase have a secure understanding of the importance of manners, eating conventions, and hospitality in Islam. Their memorisation and recitation of the Holy Qur'an and Hadeeth are less well developed. Secondary phase students understand the moral difference between types of employment and the importance of ethical behaviour.
- Students' achievement is constrained by too few opportunities to engage in well-planned group work, independent learning, and to assess their own and others' learning.

For Development:

- Develop students' capacity for independent learning, research and self- and peer-assessment of their own learning.

Arabic as a First Language

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

- Students, particularly in the lower primary phase, make steady progress in the development of most of their language skills. Students in the secondary phase show a few signs of improvement. However, their overall progress remains weak.
- Students across all phases demonstrate language skills that are below curriculum expectations. However, in lower primary phase classes, students' creative writing and reading comprehension are slightly stronger. Secondary phase students' speaking, writing and listening skills are underdeveloped; especially their listening comprehension of audio texts.
- Students in the primary phase are extending their vocabulary appropriately. Reading and writing are improving as a result of the new library reading programme and planning for independent writing. Across both phases, students' strategies when reading unfamiliar texts are underdeveloped.

For Development:

- Improve students' progress and attainment in all four language skills and in particular, reading strategies to enable them to read unfamiliar text more accurately.

Arabic as an Additional Language

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

- Most students in the primary phase demonstrate consistent progress in most language skills, and this has resulted in improved attainment. Levels of progress and attainment in the secondary phase are low. Students in the lower secondary phase make better progress than older students, and girls generally outperform boys.
- Students in the primary phase develop an appropriate range of vocabulary. They make adequate progress in their listening skills. Secondary phase students are slowly developing listening and speaking skills, but their outputs are below curriculum expectations.
- Most students in the primary phase demonstrate improved reading and independent writing skills. In the upper primary classes, students are beginning to use present and past tenses confidently in speaking and writing. However, their application of newly acquired language in new contexts and to real-life situations is inconsistent across year groups.

For Development:

- Improve listening, speaking, reading and creative writing skills by using appropriate consistent strategies across both phases.
- Enable students to apply new learning to real-life situations, particularly in the secondary phase.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Good	Very good	Not applicable
Progress	Very good	Good	Very good	Not applicable

- In FS, a large majority of children have language and literacy skills that develop progressively. A large majority of secondary phase students have internal and external assessment data which confirms high levels of achievement. In the primary phase, a majority of students achieve in lessons at levels above curriculum expectation.
- Children and students are developing confidence in speaking and writing. However, they need to have more opportunities to speak for themselves and to practice extended writing, particularly in the primary phase.
- Teachers' use of assessment information to refine their planning and delivery is not consistent enough to support improved achievement across all language skills, especially in the primary phase.

For Development:

- Improve students' attainment and progress, particularly in the primary phase, by extending the consistency of teaching and learning through shared best practice, refined planning and its implementation.
- Teachers' to use of assessment information to refine their planning and delivery, to support improved achievement, especially in the primary phase.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Good	Not applicable
Progress	Very good	Very good	Very good ↑	Not applicable

- Real-world contexts in mathematics teaching support strong progress overall. The better attainment in the FS and primary phase reflects a greater classroom emphasis on enquiry, problem solving and independent learning.
- Children in FS apply their number skills to everyday life. In Year 2, students work on column subtraction. Year 4 students solve two-step problems, while Year 6 students divide fractions by integers. Secondary students apply mathematical knowledge and skills to explore more complex mathematical problems.
- The focus on the use of key vocabulary allows students to explain their work using accurate mathematical language. Students are encouraged to think critically and mathematically through gradually increasing levels of difficulty. However, their research skills are underdeveloped.

For Development:

- Ensure that the skills of critical thinking, problem solving, and research are sufficiently and progressively well-developed through delivery of the mathematics curriculum across all phases.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good ↑	Acceptable	Not applicable
Progress	Very good	Very good ↑	Good	Not applicable

- A large majority of children in FS develop appropriate investigatory skills and develop their understanding of scientific concepts through a practical approach. Students' experimental skills are strongest in the upper primary classes, where they have opportunities to develop their own scientific enquiries.
- Students throughout the school increasingly use scientific vocabulary to describe what they see and do. They have a broad knowledge of key scientific concepts. Critical thinking and open-ended scientific enquiry are developing features.
- The school is successfully extending the best practices of the FS student-centred inquiry approach into the primary phase, allowing younger students' inherent curiosity to motivate and challenge them to achieve well. In years 5 and 6 students' practical investigation and thinking skills are developing well.

For Development:

- Provide further opportunities for open-ended scientific enquiry and promote questioning that extends students' critical thinking.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Good	Good	Good

- Most children in the FS and at least a majority of students in the primary and secondary phases are motivated and eager to participate in the learning process. High levels of independent learning are evident in FS, where children benefit from open-ended learning experiences. In the primary and secondary phases, students increasingly take responsibility for their own learning.
- Almost all students have effective communication skills. Innovative and critical thinking are occasional features of practice in the primary and secondary phases. Students' increasing use of digital devices in real-time research allows them to create digital portfolios of their work.
- Collaborative learning targets are increasing opportunities for students to engage more successfully with their learning. Students in primary and secondary phases work well in pairs and wider groups.

For Development:

- Increase enquiry-based learning activities to promote students' collaborative and individual problem solving and critical thinking skills, especially in the primary and secondary phases.

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, the behaviour of most students is exemplary. In the FS, children play harmoniously and earnestly support one another's learning. In the upper phases, students participate enthusiastically in dance, music, and sporting activities, and demonstrate their adoption of a healthy lifestyle.
- Most students are considerate and mature when entrusted with responsibility. They value and take care of one another and of school facilities, as exemplified by their enthusiastic and purposeful use of the school's library for recreational reading as well as for individual study.
- Student attendance is very good. Students are habitually punctual to school and to lessons. They eagerly seek additional responsibilities to support the development of their leadership and team working skills.

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

- A large majority of children and younger students demonstrate a clear understanding of Islamic values and how they influence contemporary society in the UAE. In the primary phase, non-Muslim students can provide a variety of examples of Islamic features which align with Emirati traditions. A majority of secondary and post-16 students also possess this level of understanding.
- Emirati heritage and culture are very well appreciated, particularly by students in the primary phase. These students can discuss, with knowledge and insight, traditions, attitudes, celebrations and sports of the UAE.
- Students have a clear understanding and appreciation of their own culture. Primary phase students know the significance of iconic monuments around the world. Secondary phase students are less aware of the aspects that different cultures have in common.

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

- Students demonstrate an excellent work ethic and have a highly-developed sense of social responsibility. They lead and participate in a number of projects that benefit the community locally and internationally, such as pink day and a sponsored run.
- Students across all phases demonstrate very strong awareness of issues that affect the local and global environment. However, their participation in environmental projects is limited to FS children and to students in lower primary classes.
- In FS, children develop their creativity through exploring and problem-solving in science and in outdoor learning. In other phases, students are at the initial stages of developing entrepreneurial skills in the Grow Your Own initiative and in planning for creative and innovative ideas in the science, technology, engineering and mathematics (STEM) project.

For Development:

- Increase students' participation in projects that improve the environment within the school and in the community.
- Develop students' innovation and entrepreneurial skills across all phases.

3. Teaching and assessment

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

- Teaching is most effective in FS, where a child-centred approach prevails. Teaching is also effective in those classes across the school where teachers use assessment information, and their detailed knowledge of students, to plan activities that both build on students' interests and directly address the next steps in their learning.
- Teachers know their students well and plan engaging lessons. A high proportion of lessons cover curriculum content well. Not all lessons accurately focus on students' different needs or extend students' own thinking.
- Teachers are developing a variety of strategies to enhance and develop critical thinking, such as 'visible thinking' and 'thinking hats'. Teachers cooperate with others, including those from other phases, to share and model examples of high-quality teaching.

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

- In the FS, internal assessment processes are coherent and applied consistently. Assessment data are gathered efficiently, and accurately analysed. Teachers are reliably informed through analysed data of individual and group performance. This influences planning, teaching, learning and curriculum adaptation to meet the varied needs of all children.
- In the primary and secondary phases internal assessment in some subjects does not align well with external test data. Assessment information is carefully analysed to identify students' strengths and weaknesses. However, inconsistencies in the use of this information in lesson planning occasionally result in work in some areas that is not well matched to students' learning needs.
- In the upper phases, there is variability in the quality of teachers' written feedback. Students' self-assessment and reflective practices are not yet systematically embedded in all lessons.

For Development:

- Improve teachers' use of assessment to meet students' individual learning needs better.

4. Curriculum

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

- The curriculum rationale in FS is very closely aligned to the school, Emirate and national visions. The curriculum includes opportunities for cross-curricular activities, innovation, breadth of knowledge acquisition and the development of skills. It embraces the Vision 2021, and expectations around UAE social studies and moral education.
- In the primary phase, there are increased opportunities for the development of knowledge, skills and understanding. In the secondary and post-16 phases, students have broader choice, through alternative courses. Most notably in FS, cross-curricular links are planned to provide students with a range of opportunities to develop key skills.
- The school conducts regular curriculum reviews involving leaders and teachers. Changes to the curriculum are well considered and the needs of most students, including those of determination, are well met. Older students have a good grounding in preparation for the next phase of their education within school and beyond.
- The school includes moral education from Years 1 to 13. It is a separate lesson in the primary phase and integrated with other learning in the secondary phase.

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

- The curriculum is effectively adapted to meet the personal and academic needs of most students across the school. Some older students receive a personalised curriculum. In the FS, the curriculum is enhanced by carefully planned, themed activities.
- In the primary and secondary phases, opportunities to develop students' investigative skills are variable. The range of activities that promote enterprise, innovation, creativity and social contribution do not yet include sufficient student-initiated projects. Comprehensive extra-curricular activities promote students' personal, social, creative and physical development.
- Appropriate learning experiences, increasingly integrated across most subjects, develop students' understanding of the values, culture and history of the UAE. Social studies and Islamic education courses also contribute to this understanding. Students participate in a range of national festivals and cultural events.
- Arabic is taught once each week for 30 minutes in FS1, and for 60 minutes in FS2.

For Development:

- Extend cross-curricular links across all phases, in order to enable students to develop a better transfer of knowledge between subjects.
- Develop the school's culture of innovation so that students across all phases initiate and lead enterprise and social contribution activities.

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 emphasises the importance of care, welfare and safeguarding of all students. Comprehensive and systematically updated policies and procedures are key guiding documents. Staff are trained in lifesaving and first aid. The school provides lessons in e-safety to students, staff and parents to support protection from cyber-bullying.
- Promoting a healthy lifestyle is integral to the ethos of the school. In addition to the regular lessons in physical education, the school provides after-school sporting activities, which are well attended. All staff members, including the school's nurses, are active in promoting healthy eating across all phases.
- The school has improved safety by securing the outdoor areas and increasing staff presence in the FS. Only authorised access to the school premises is permitted.

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

- The whole school community willingly adheres to behavioural management systems which are founded on positive relationships and mutual respect. Very efficient systems ensure very good attendance. There is prompt follow-up of unexplained absence.
- Improved assessment, including contributions by outside specialists, ensures the accurate identification of students of determination and those with gifts and talents. Most students receive good and often very good support, though there remain some inconsistencies in a few lessons, particularly for some gifted and talented students.
- Monitoring of academic and personal development is best developed in the FS, where teachers know children's individual needs and adapt academic, social and emotional experiences expertly. Older students receive very effective support from the school counsellor and teachers, including personalised advice regarding career pathways.

For Development:

- Ensure that all teachers consistently take account of students with gifts and talents, when planning and delivering lessons.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- The school leaders and governors are committed to inclusion and to the provision of high-quality education for students of determination. The embedded culture of inclusion is an integral part of the life of the school.
- Procedures to identify students' needs are effective. An improved range of assessments, including those undertaken by external specialists, identifies individual barriers to learning. The school has an increasing number of students with gifts and talents.
- Partnerships with parents are very positive. Parents recognise and are very pleased with the quality of support which their children receive. They are fully involved in regular meetings to review their children's progress and to formulate new plans for their support.
- Individual education plans (IEPs) appropriately focus on the prime needs of individual students. Required actions include clear measurable goals, and students' achievement is regularly updated. In a few less-effective lessons, planned modification to meet specific needs does not sufficiently take IEP targets into account.
- Most students make good progress towards their individual goals. Individual support from the inclusion team leads to consistently high student progress. In a minority of lessons, progress is slower and lesson plans contain insufficient detail on how students will be supported.

For Development:

- Ensure that all lesson plans contain sufficient detail of the support to be given to individual students of determination.
- Ensure that all classroom teachers consistently take close account of individual educational plans (IEPs) when providing for students of determination in their classes.

6. Leadership and management

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

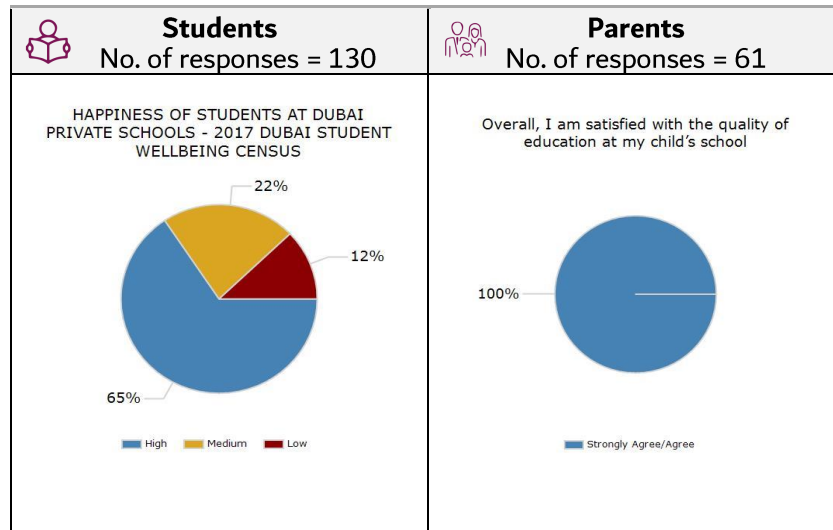
- The recently appointed principal articulates a clear and widely shared whole-school vision, which is well focused on high expectations for inclusion, and on students' achievement and personal development. Senior and middle leaders maintain an inclusive school with a purposeful learning culture. The principal and senior leaders' performance management and coaching effectively develop their own and middle leaders' capacity to improve the school.
- Leaders broadly know the school's strengths and areas for improvement through scrutiny of data and systematic observation of learning and teaching. Some inaccurate monitoring occurs because leaders do not consistently evaluate student achievement in lessons. This constrains the effectiveness of their improvement planning. Nonetheless, there have been important school improvements since the last inspection in teachers' curriculum adaptation to better meet the needs of learners.
- Most parents are highly involved in the school. They organise an active group which plans and manages events in and around the school. Teachers involve parents in their children's education through regular e-mails and newsletters. Reports are clear and include key strengths and personalised next learning steps. The school has links with several external groups for charity work and to extend learning.
- The governing body includes a suitable range of school and community members, who have a good knowledge of the school. Governors support the school's development well. Their resourcing of important new leadership posts, and improved educational technology and sports facilities, link well to identified priorities and to students' well-being. Linking individual governors to particular improvement priorities builds further capacity to offer well-informed challenge to senior leaders.
- Almost all aspects of the daily management of the school are very well organised. The school is appropriately staffed, with some recent appointments, to fulfil its vision and mission. Teachers are qualified and benefit from regular personalised training. The learning areas are mostly of high quality and the premises well maintained. A wide range of appropriate, recently enhanced resources has the potential to improve teaching and learning.



For Development:

- Extend leaders' capacity to innovate and improve, in line with identified priorities.
- Improve the accuracy and consistency of classroom monitoring to enable higher quality improvement planning, by focusing on student learning outcomes.
- Track the impact of resourcing across all aspects of students' learning and achievement.

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.



 Students	<ul style="list-style-type: none"> • Almost all students have a sense of belonging, positive relationships with teachers, and feel that they have the capacity to study effectively. Only a few students feel cyber-bullying to be an issue. A greater proportion of students participate in sport rather than in music or art activities after school.
 Parents	<ul style="list-style-type: none"> • All parents who responded are satisfied with the quality of education provided by the school. Most agree that the school's leaders listen to and act on their views. Almost all agree that teachers develop students' learning skills, and that their children are kept safe in school. Almost all value the school's inclusive ethos. More than a few parents feel that bullying is an issue. Inspection activity did not support this view.

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