

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

VERY
GOOD



INSPECTION REPORT

2017-2018

Horizons
English School

Celebrating
10 years of
inspections

HORIZONS ENGLISH SCHOOL

UK CURRICULUM

المعرفة
Knowledge

Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	12
1. Students' achievements	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	17
4. Curriculum	18
5. The protection, care, guidance and support of students.....	19
Inclusion of students with SEND (Students of determination).....	20
6. Leadership and management	21
The views of parents, teachers and senior students.....	22

School information

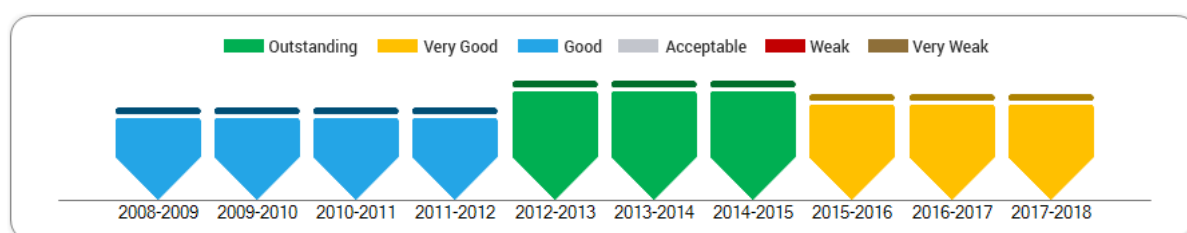
General information	
Location	Al Wasl
Type of school	Private
Opening year of school	1989
Website	www.horizonschooldubai.com
Telephone	0097143422891
Address	Dubai - Al Wasl - Jumeirah-P.O.BOX: 6749
Principal	David Baldwin
Principal - Date appointed	June 2015
Language of instruction	English
Inspection dates	16 to 18 October 2017

Teachers / Support staff	
Number of teachers	65
Largest nationality group of teachers	British
Number of teaching assistants	39
Teacher-student ratio	1:14
Number of guidance counsellors	3
Teacher turnover	24%

Students	
Gender of students	Boys and girls
Age range	3-11
Grades or year groups	FS1-Year 6
Number of students on roll	926
Number of children in pre-kindergarten	0
Number of Emirati students	15
Number of students with SEND	49
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	SATs; GL; CAT4, IBT
Accreditation	NA
National Agenda benchmark tests	GL

School Journey for Horizons English School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Horizons English School was inspected by DSIB from 16 to 18 October 2017. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal and leadership team have a coherent vision for the school as a beacon of educational excellence. Very effective strategic planning and monitoring has resulted in a significant number of improvements. The evaluation of school performance is more accurate than in previous years. School leadership is distributed and creates an ethos of collective responsibility.

Students' achievement

Improvements in progress have been made in Islamic education, English and mathematics. In Arabic as an additional language, English and mathematics, attainment has improved. Students' achievement in English and mathematics is now excellent. The progress of students with special educational needs and disabilities (SEND) is very good when measured against their individual educational plans (IEP) targets. The development of primary students' learning skills continues to be very strong.

Students' personal and social development, and their innovation skills

The school instils in students a sense of personal and social responsibility, respect for themselves and others, and a love of learning. Students' understanding and awareness of world cultures remains very strong. Students participate in activities to hone skills of innovation and are enjoying developing their leadership skills. Almost all students are engaged in innovative, creative and entrepreneurial projects either within or beyond the school.

Teaching and assessment

The outcomes for teaching and assessment remain very strong across the school. Of particular note is the excellent quality of teaching in art, music, ICT and physical education in the primary phase. The teaching of English and mathematics is equally of the highest quality. Assessment systems, analysis and the use of assessment information are very strong features and are improving.

Curriculum

Curriculum implementation is excellent in most areas of the school, which results in overall high levels of achievement in those areas. Curriculum adaptations are excellent in Foundation Stage and very strong and improving in the primary phase. Students with SEND benefit from a range of specific adaptations. The school provides effective opportunities for enterprise, creativity and innovation.

The protection, care, guidance and support of students

Care and protection of students is excellent. The school provides a very safe, hygienic and secure environment. It promotes excellent attendance and punctuality. Identification of need and support for students with SEND ensures that they make very good progress in both academic and personal development programmes.

What the school does best

- School leaders, and particularly the principal, are highly effective, inspirational and innovative role models to their staff.
- The school instils in students a sense of personal and social responsibility, respect for others, and a love of learning.
- Care, guidance, and support for students are excellent.
- Parents and governors are integral to the success of the school.
- The very good or outstanding students' achievements in English and mathematics and science.







Key recommendations

- Raise student attainment in Arabic by improving students' progress rates.
- Ensure consistency in implementation of all aspects of the school's assessment policy by modelling the best practice found in English.

Overall School Performance

Very good

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	Very good ↑	Outstanding ↑
	Progress	Very good	Outstanding ↑
Mathematics 	Attainment	Very good	Outstanding ↑
	Progress	Very good	Outstanding ↑
Science 	Attainment	Very good	Very good
	Progress	Very good	Very good

	Foundation Stage	Primary
Learning skills	Very good	Very good

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	Very good	Very good
Assessment	Very good	Very good

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment in the National Agenda Parameter (N.A.P) in English, mathematics and science is above expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- The school's leaders are fully committed to the National Agenda. They develop comprehensive action plans.
- The school is rigorous in its analysis of Cat 4 data and clearly identifies achievement gaps for students. Triangulation of evidence has identified individual and group strengths and areas for development.
- The curricula in English, mathematics and science have been aligned to the new TIMSS requirements especially in content and skills. Analysed National Agenda data has an increasing influence on curriculum adaptation.
- Outcomes of National Agenda tests are impacting on teacher planning and pedagogy. The school actively promotes enquiry and higher order thinking, application to real life situations and reasoning.
- Across the primary phase learning skills reach consistently high levels with increased use of learning technologies, and virtual reality goggles to support students' research skill development.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Governors receive regular reports concerning the achievement of Emirati students. They use this information to hold school leaders to account for further improvement. There are good systems within the school to monitor provision and outcomes and leaders implement strategies to address any underperformance. The principal and other leaders engage well with parents and provide them with regular updates on their children's performance.
- Emirati students within the school display positive attitudes to learning. They develop independence, resilience and determination in the completion of tasks. CAT 4 data is analysed by school leaders and teachers who use this information to set high targets for achievement although they are not always shared with students. Emirati students achieve in line with other students in the school.
- Teachers and leaders use various assessments including CAT4 to plan appropriately for the learning of Emirati students. Verbal reasoning skills are promoted through discussion and written work, helping students to gain confidence in problem solving and interpretation of various texts. Regular assessments ensure the curriculum and support is adapted to meet the needs of the individual student.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- Moral education is covered through social studies or standalone sessions. As yet, the engagement of parents and the community has not been planned into the curriculum.
- Teachers allocate appropriate time for the moral education programme. Effective teaching strategies ensure lessons are engaging and challenging and class teachers know their students well.
- As active participants in lessons, students are eager to share their understanding of different concepts such as how comments can be hurtful. They are respectful of others' views.
- Students' learning and progress in the moral education programme is currently assessed through formative assessments in lessons. Reports to parents comment on students' personal and social development.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- UAE social studies is taught as a standalone subject and is also well-integrated in curriculum areas such as geography and moral education as well as assembly themes.
- Teachers plan engaging lessons. Effective questioning techniques enable students to debate and discuss key issues. Purposeful lessons are enhanced by good quality resources.
- Students are enthusiastic participants in activities and lively discussions, collaborating well and using their critical thinking skills and problem-solving abilities to good effect.
- Learning outcomes are regularly assessed although the process is still being refined. Formative assessments are regularly carried out however they measure students' knowledge more than their progress.

The school's implementation of the UAE social studies programme is well developed.


Innovation in Education

- Students' problem solving and critical thinking skills are very evident in most lessons and, in some, students work independently with emerging technology.
- Many of the sustainable environment projects are innovative and students participate enthusiastically to develop new approaches to conservation.
- Teachers, particularly in English, mathematics and non-core subjects encourage extensive use of technologies for 3D printing, animation, self-assessment recording and computer programming coding.
- Innovation skill development is now incorporated into most curriculum planning. Students are provided with opportunities to develop and hone leadership, innovative and entrepreneurial skills.
- Leadership is continually looking for ways in which it can improve and engage the whole school community of students, parents and school staff in this quest.

The promotion of a culture of innovation is systematic.

Main inspection report


1. Students' achievements

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑

- Most students demonstrate levels of understanding in Islamic education that are in line with curriculum standards in lessons and recent work. However, the school data reflects higher attainment. Both boys and girls make better than expected progress.
- Particular strengths are the students' knowledge of Seerah (life of the Prophet PBUH) and Islamic values. However, understanding of Hadeeth and the Holy Qur'an are still underdeveloped.
- The school has improved application of students' knowledge about Islam in real life situations and, to a lesser extent, their Holy Qur'an memorisation and recitation skills.

For development

- Improve students' memorisation and recitation skills by providing more opportunities for students to practice the Holy Qur'an,
- Ensure that opportunities to deepen understanding about the Holy Qur'an and Hadith are embedded in all areas of learning of the subject.


		Foundation Stage	Primary
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable

- Overall students' attainment and progress reflected in lesson observation and internal data are within curriculum expectations. The pace of teaching and the teacher-centred approach slows down students' progress.
- Most students have strong listening skills. They respond adequately in Arabic but sometimes, they use dialect vocabulary. Students mostly rely on decoding skill in their reading and they sometimes mispronounce words. Their writing skills are not developed well.

- Students' writing skills and reading comprehension skills remain less secure. There is no clear process to improve writing. The impact of access to graded readers in Arabic is not evident.

For development

- Develop students' pronunciation of written Arabic words and comprehension skills.
- Enable students to write freely with a focus on both language precision and fluency.

Arabic as an additional language 	Foundation Stage		Primary
	Attainment	Not applicable	Good ↑
	Progress	Not applicable	Good

- Attainment and progress measured by curriculum assessments are strong in all years. However, in lessons achievement is more consistent and clearer in lower years than in upper years, due to inconsistencies in providing appropriate challenge.
- Students use what they learn to create their own sentences or simple paragraphs. All work reflects acquired knowledge and skills. However, it does not show depth of vocabulary and structure.
- Sustained emphasis on developing writing skills has resulted in some improvements. Students' ability to engage in a free conversation or read unfamiliar texts is still developing. Most readings and writings are contextualised in the present tense and relate to personal interests.

For development

- Increase students' vocabulary and improve understanding of grammatical rules so they can extend their writing.

English 	Foundation Stage		Primary
	Attainment	Very good ↑	Outstanding ↑
	Progress	Very good	Outstanding ↑

- Students make very strong progress in listening, speaking reading and writing as they move through the school. By the end of the Foundation Stage (FS), the large majority demonstrate very good attainment, especially in listening, and speaking. At the end of primary, attainment is outstanding in all aspects of the language, due to the accelerated pace of students' learning from Year 3 onwards.

- Students possess age-appropriate oral fluency and confidence, linked to their highly developed listening skills. Strengths in the primary include, the ability to write highly imaginative texts using formal and informal language and more complex grammatical structures such as the passive voice.
- Students' ability to compare and analyse written texts and retrieve embedded information and decide on its relevance, has improved considerably because of modifications to the curriculum and adjustments to lesson planning.

For development


- Increase the opportunities students have in lower primary for independent learning.

		Foundation Stage	Primary
Mathematics 	Attainment	Very good	Outstanding ↑
	Progress	Very good	Outstanding ↑

- Attainment and progress is very good in the FS. Attainment is outstanding in primary and students make outstanding progress. Internal and external data indicate that most students achieve above age-related expectations.
- Attainment accelerates as students move through the school. It is very good overall in lower primary and outstanding in middle and upper primary. Most students in upper primary demonstrate skills, knowledge and understanding that exceed curriculum expectations. A minority of students in lower primary do not have secure numeracy skills.
- Students develop very well in their mental mathematics, critical thinking and problem solving skills, which is evident in almost all lessons. Students can communicate their strategies to solve problems, which are often related to real life.

For development

- Consistently use technology in lessons and develop students' independent problem solving skills.

 Science	Foundation Stage		Primary
	Attainment	Very good	Very good
	Progress	Very good	Very good

- In both phases, attainment and progress in science are very good. A large majority of students across both phases develop their knowledge, skills and understanding to levels above the standards of the National Curriculum in England.
- Across the school students develop increasingly strong enquiry skills. They engage in practical investigations, observe and record their findings accurately, develop understandings of controlled tests and use test results to make predictions. They enjoy science.
- Students' knowledge of biology, chemistry and physics is developing. By Year 6, a large majority of students make strong progress in their understanding of many scientific topics, including the structure and function of plants and animals, living things and their habitats, states of matter, light and electricity.

For development

- Ensure students are well prepared for the next steps in their science education.

Learning Skills	Foundation Stage	Primary
	Very good	Very good

- Overall, learning skills are very well developed across the FS and the primary school. Primary students develop very strong learning skills in English, mathematics and other subjects but they are less strong in Islamic education.
- In the best lessons, most students are enthusiastic and willing learners. They are keen to answer questions and have very strong work ethic. They can take responsibility for their learning, both independently and collaboratively in a large majority of lessons. In science, the development of students' enquiry skills is a strong feature.
- The development of learning skills remains very good. However, opportunities for students to use technology and develop critical thinking and problem-solving skills are not yet sufficient in Islamic education and Arabic as a first language.

For development

- Provide consistently challenging tasks that enable students to develop critical thinking and problem solving skills in every subject

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- All students have a very strong sense of personal responsibility both within the classroom and in the wider school community. Students, even the youngest, are committed to doing their very best in all aspects of school life.
- They are immensely proud of the school, enjoy their lessons and achieve very high levels of attendance. Almost all give their time and energies to the very wide range of cultural, sports and performing arts activities, competitions and events.
- Students are well aware of the benefits of a balanced diet and regular exercise. They all commit wholeheartedly to their physical education curriculum and many talk excitedly about their participation in school sports teams in both intra and inter school competitions.

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

- Students are appreciative of the school's cultural diversity. They enjoy talking about their own cultures and are enthusiastic to learn even more about the cultures of others. Students have an exceptional knowledge and understanding of worldwide cultures.
- Both older and younger students have an excellent understanding of the values of Islam and their relevance to life in the UAE. In discussions, students can explain the necessity of demonstrating tolerance, patience, empathy, and self-effacement.
- Students' awareness of UAE heritage and culture is not as well developed as that of their own culture. They do participate in some activities to celebrate UAE heritage and culture. Students are aware of how rapidly Dubai has developed.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students in both phases care for their school environment and help improve it. Furthermore, in both the FS and primary phase, students are confident, resourceful and take responsibility for their own learning. They are also highly creative and innovative and are not deflected from meeting their ambitious personal targets.

- A key strength is the contribution by primary students to the wider life of the school. School council members organise a range of music, dance and sport activities before school and in breaks. Additionally, other students act as buddies to younger students to help with reading or writing.
- Recent initiatives demonstrate that students in both phases contribute effectively to sustainability and conservation schemes within the school and in the wider community. The green team is innovative and has developed many projects to improve the school environment.

For development

- Increase students' awareness of the Emirati heritage and culture.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Very good

- Teaching is outstanding in English and mathematics in the primary phase, especially in upper primary classes. It is very good in science and the FS. Teaching is not as strong in Islamic education and Arabic.
- Most teachers have a very strong level of knowledge of their subjects. In the FS, teachers have an excellent understanding of how young children learn most effectively. Teachers use open questions skilfully to probe students' thinking and enable them to communicate their ideas in depth.
- Although teaching remains very good overall some teachers do not provide consistent challenge through questioning to develop students' critical thinking particularly in subjects taught in Arabic.

	Foundation Stage	Primary
Assessment	Very good	Very good

- Assessment systems are stronger in English, and in the FS where extensive systems are in place and moderated for consistency. However, inconsistencies are evident in other key primary phase subjects.
- In the FS, assessment information is effectively used to modify the curriculum. In the primary phase the impact of CAT 4 and other external benchmark data, coupled with target tracker and end of unit summative tests, is supporting more personalised lesson planning.
- In the primary phase, extensive formative feedback and feed-forward is provided to students, complemented by frequent examples of student self and peer assessment. .

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding ↑
<ul style="list-style-type: none"> Creative and meticulous planning ensures that the curriculum is fully comprehensive and relevant, leading to high attainment and progress in the majority of subject areas. Furthermore, the school has numerous effective strategies to facilitate transition from the FS through to the primary phase. One very strong feature of the curriculum is the development of purposeful, cross-curricular links, through thematic approaches in most subject areas in both phases, which results in a strong progression of skills and transfer of learning between subjects. A recent improvement in the curriculum, which is having a significant impact, is the introduction of lessons focusing on the acquisition of general learning competencies. These are developing students' skills and attitudes so that they can cope effectively with problems or difficulties they encounter in learning and in life. 		
	Foundation Stage	Primary
Curriculum adaptation	Outstanding ↑	Very good
<ul style="list-style-type: none"> The school is very strong in data collection and analysis and uses this very effectively to modify the curriculum and lesson planning to meet the needs of students with SEND, Emirati and students with different levels of ability. An impressive programme of extra-curricular activities greatly enhances the curriculum. Staff, external organisations and school council organise both sporting and cultural activities. This provision impacts positively upon students' academic and personal development. The school has improved the curriculum so that there are frequent opportunities for enterprise, innovation, creativity and social contribution embedded and delivered in the majority of subject areas in both phases. Cross-curricular links have yet to be adequately developed in Islamic education and Arabic. Arabic is not taught in the FS. 		
For development		
<ul style="list-style-type: none"> Improve cross-curricular links in Arabic and Islamic education. 		

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding
<ul style="list-style-type: none"> The care, protection and guidance for students are excellent in all phases. Staff, parents and students are fully aware of safeguarding policies and appropriate procedures. Effective supervision is evident in all areas of the school including the swimming pool. The premises and facilities are in excellent condition. The school hires outside contractors to professionally clean and maintain the buildings. All facilities are regularly assessed, and maintenance and follow-up are recorded. A particular strength of the school is the highly effective promotion of well-being and healthy lifestyle. The sports programme is highly successful and widely subscribed to. Healthy eating is effectively promoted through the curriculum. 		

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding
<ul style="list-style-type: none"> Excellent relationships between staff and students instil mutual trust and respect. Behaviour management is effectively implemented throughout to ensure the school is very orderly and calm. The success of the school's highly efficient system for monitoring attendance and punctuality is reflected in the excellent attendance rates. The early identification processes of students with SEND across the school and of those who are gifted and talented in primary, are very thorough and highly effective in providing support tailored to meet individual's needs. Consequently, almost all progress rapidly in their academic and personal development. The well-being of all students is rigorously monitored. The appointment of a school counsellor has enhanced the range of support, workshops and individual guidance available to students. This ensures they have highly effective support to improve their personal and academic development. 		

For development

- Identify younger children who are gifted and talented and enhance the support for all by increasing opportunities for them to reach their full potential.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- Governors and leaders share a vision and aim for the school to be recognised as one with outstanding inclusive practice. They have appointed a governor for inclusive education and an inclusion champion within the school. Well-qualified and experienced staff lead the drive to embed inclusive practice.
- The barriers to learning are swiftly and accurately assessed. Students with more complex learning need benefit from highly personalised and effective provision. Inclusion leaders enable all students with SEND to be well supported in the classroom. Leaders have developed a focused training programme for teachers and support staff.
- Positive partnerships developed with parents empower them to take an active role in the development and review of their children's personalised learning programme. There is regular two-way communication with inclusion staff and support from the highly valued SEND parents' group.
- Inclusion leaders have skilfully modified the curriculum to meet the specific needs of individual students. This provision is highly effective in supporting them to develop independence in their learning and overcome any physical or emotional barriers.
- A range of assessments is regularly undertaken to track the progress of students with SEND against curricular and personalised targets. The progress made by students with SEND is slower when a small number of teachers do not modify their planning and deploy additional staff effectively.

For development

- Update the strategic documentation for inclusion to reflect the wide range of improvement priorities and systems identified by inclusion leaders.
- Enable all teachers to support and hold all LSAs accountable for improving progress of students with SEND.

6. Leadership and management

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

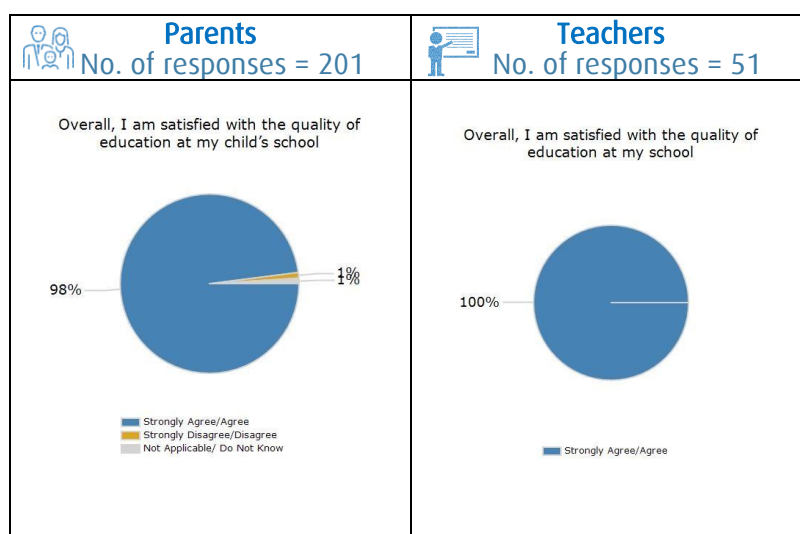
- The principal and leadership team have an innovative and coherent vision for the school as a beacon of educational excellence. Exceptionally effective strategic planning and monitoring has resulted in improvements in Islamic education, Arabic as an additional language, English, primary mathematics, and self-evaluation. School leadership is distributed and creates an ethos of collective responsibility which focuses on continual improvement.
- The evaluation of school performance is more accurate than previously. The school understands its strengths and areas for development and has clearly identified key priorities. Leaders work diligently to evaluate effectively, and middle leaders contribute their expertise and critical reflections. They design innovative and creative solutions to address the school's and the UAE's national priorities.
- Parental engagement remains highly successful and effective. Parents are willingly involved in all aspects of their children's schooling and would wish to contribute more to their children's learning. Parents are overwhelmingly satisfied with the quality of education provided and with the committed leadership of the school. School leaders have further developed their links with networks of schools to provide more learning opportunities for students and adults alike.
- Governors provide highly expert and supportive leadership. They monitor regularly and hold leaders to account for student's learning outcomes. They know the school well and have recruited governors with specialist knowledge. Governors are committed to strategies to sustain the recruitment and retention of high quality teachers. They have embraced the challenges of fully implementing National Agenda priorities.
- Resources, facilities and the premises enhance the promotion of critical thinking, independent learning and innovation. Teachers are well-qualified and receive focused personalised professional development, which they value. The leadership team provides highly effective and efficient management of personnel, procedures and premises.



For development

- Implement strategies to raise the profile of Arabic, both within the school and with all stakeholders.

The views of parents, teachers and senior students

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



 Parents	<p>Parents feel that students are well behaved, respectful, and are achieving to their full potential. They feel that literacy and love of reading is promoted in both English and Arabic. They believe that their children are happy at school, developing personal and social responsibility and capacity for curiosity and innovation. Parents of students with SEND feel well informed, confident that needs have been identified accurately and content that they are being met. The inspection confirms these views.</p>
 Teachers	<p>Teachers are unanimous in their support of school leadership, believing it to be well led. They indicate that leaders and staff listen to parents and act on their views, and that there is collegiality and trust among members of staff. They state that professional development at school has helped them become better teachers. These perceptions are supported by inspection findings.</p>

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