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

GOOD

DUBAI
Knowledge المعرفة

INSPECTION REPORT

2017-2018

Horizon
International School
- LLC

Celebrating
10 years of
inspections

HORIZON INTERNATIONAL SCHOOL - LLC

UK CURRICULUM

Contents

School information

General information

Location	Umm Al Sheif
Type of school	Private
Opening year of school	2008
Website	www.horizonintlschool.com
Telephone	0097150-5541351
Address	Umm Sheif, PO Box 51008, Dubai
Principal	Lee Davies
Principal - Date appointed	8/10/2016
Language of instruction	English
Inspection dates	09 to 12 October 2017

Teachers / Support staff

Number of teachers	69
Largest nationality group of teachers	British
Number of teaching assistants	26
Teacher-student ratio	1:12
Number of guidance counsellors	4
Teacher turnover	23%

Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	797
Number of children in pre-kindergarten	0
Number of Emirati students	13
Number of students with SEND	48
Largest nationality group of students	UK

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GCSE, IGCSE, CAT4
Accreditation	BSO
National Agenda benchmark tests	GL, IBT

School Journey for Horizon International School – LLC

Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Acceptable	Good	Good	Good	Good	Good	Good	Good	Good	Good
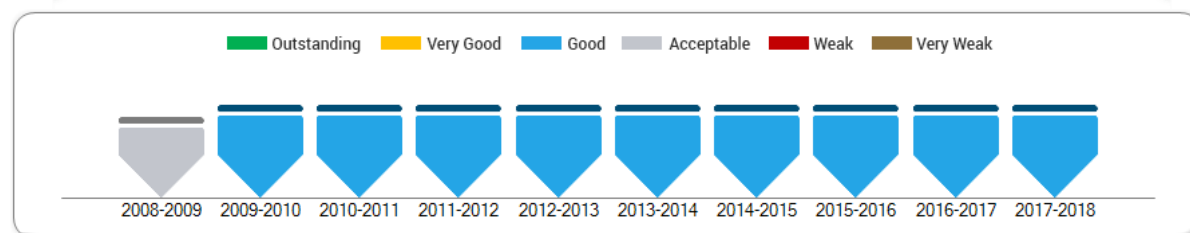
The DSIB inspection process

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

Horizon International School - LLC was inspected by DSIB from 09 to 12 October 2017. The overall quality of education provided by the school is 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 his leadership team have brought about significant changes to the school culture, ethos and direction. This is beginning to have a positive impact on students' achievements, although this is not consistent in all aspects of the school's performance. The governing board holds the school to account very well. The partnership with parents and the community is stronger than at the last inspection.

Students' achievement

There have been improvements in mathematics this year in the primary and secondary phases and in English in the primary phase. Children's attainment and progress in the Foundation Stage (FS) remain consistently strong and their learning skills are outstanding. In other phases, students' learning skills are good and sometimes better when they are given the opportunity to be independent learners. Students' achievements in Arabic have declined.

Students' personal and social development, and their innovation skills

Students' attitudes to learning and their behaviour are a strength of the school. In the FS, children's contribution to the community and their care for their environment are very good for their age. In the other phases, students have a good understanding of Islamic values and the Emirati culture. They are not, however, sufficiently innovative in their ideas and do not take a lead in making a social contribution.

Teaching and assessment

The quality of teaching and the use of assessment information have remained very strong in the FS. In the primary and middle phases they are not as consistently effective although there has been some improvement in secondary classes. At its best, teachers know their students well and design lessons which meet the needs of almost all students.

Curriculum

The FS curriculum is well-suited to the needs of the children and to their stage of development. It provides an excellent balance of child- and adult-led activities. In the other phases, the curriculum is designed well and offers a range of appropriate and exciting activities. However, it is not sufficiently adapted or modified to ensure students with a range of needs overcome any barriers to learning.

The protection, care, guidance and support of students

The school takes its duty of care for students most seriously and the procedures for protecting and safeguarding them, and for helping them to be healthy, are exemplary. The quality of care and support for students has improved. significantly and is now very good across the school.

What the school does best

- The clear vision and determination of the principal to empower all leaders and to ensure they have the skills and capacity to lead their teams.

- The high quality of provision in the Foundation Stage and the impact this has on children's achievement.

- Students' attitudes to learning, their relationships and their very good attendance.

- The attention given to health, safety and safeguarding of students and the very good quality of care, guidance and support provided for their emotional wellbeing.

- The very effective partnership with parents and the local community.

Key recommendations

- Improve students' attainment and progress in Arabic by:
    - organising learning groups according to the students' stage of development
    - ensuring teachers modify the curriculum, vary their teaching strategies and provide appropriate levels of challenge
    - focusing predominantly on the skills of speaking and listening and inspiring students to want to learn conversational Arabic and encouraging them to use it in their everyday lives.

- Ensure teachers in the primary, secondary and post-16 phases consistently use assessment information to ensure progress in all lessons for students of all abilities.

- Develop leaders' ability to evaluate the effectiveness of lessons by accurately measuring progress in lessons and by tracking progress over time.

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	Weak	Weak	Not applicable
	Progress	Not applicable	Weak ⬇	Weak ⬇	Not applicable
English	Attainment	Very good	Good ⬆	Very good ⬆	Acceptable
	Progress	Very good	Good	Very good ⬆	Good
Mathematics	Attainment	Very good	Very good ⬆	Good ⬆	Good
	Progress	Very good	Very good ⬆	Good ⬆	Good
Science	Attainment	Very good	Good	Acceptable	Not applicable
	Progress	Very good	Good	Good	Not applicable

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	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 ⬆	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 ⬆	Acceptable ⬇	Acceptable ⬇	Acceptable

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	Very good ⬆	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	Good

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 as measured by the National Agenda Parameter benchmark tests is above expectations in English, mathematics and science.

- The school meets the registration requirements for the National Agenda Parameter

- Leaders are committed to integrating the National Agenda with their school improvement strategy. Their action plan is based upon data analysis and wider school priorities.

- Leaders ensure that all teachers understand key messages from their data analyses of the National Agenda Parameter.

- Assessments linked to the National Agenda parameter are used to increase opportunities for students to reason and think at higher levels.

- The use of questioning to probe and deepen learning has increased in lessons. In addition higher-level thinking and reasoning skills are incorporated into a greater number of lessons.

- Results from the National Agenda Parameter have motivated teachers to promote the development of research skills more strongly. The impact is uneven across the curriculum.

Overall, the school's provision for achieving National Agenda targets meets 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

- The inclusion governor and school leaders are very aware of the needs of Emirati students and closely monitor their progress and achievements. Teachers and the pastoral care team actively encourage students to aspire to higher achievement. Leaders track progress and provide feedback to students and parents.

- Teachers, assistants and peer helpers provide opportunities for the development of learning skills but are only beginning to set individual targets for Emirati students. The Emirati students have a positive attitude to school and their learning. Students can work independently and think critically when prompted, but are not always sufficiently challenged. They enjoy learning and are determined to do their best.

- Teachers receive analysed data and assessment results, but are not yet using the information effectively to target individual students' needs. Some adaptations and modifications of the curriculum are in place to enhance student progress. However, the development and implementation of specific strategies to address gaps between attainment and progress for Emirati students is inconsistent.

The school's provision for raising the achievement of Emirati students needs improvement.

Moral Education

- Moral Education is integrated in the Foundation Stage. The primary phase follow a holistic approach, and in Years 7 to10 it is a stand-alone subject on designated days.

- Lesson observations and learning walks encourage teachers to work hard and plan engaging lessons to fit in with whole school activities and programmes.

- Students actively participate in lessons. They are generally eager to discuss and make connections to the real world. Moral education provides senior students with a clear focus for discussion during form time at the start of the day.

- Assessment of moral education is not formal, but evidence of student growth is visible in students' self-assessment and reflections during lessons.

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

Social Studies

- Social Studies is integrated in the Foundation Stage and the primary phase. In the secondary phase it is taught discreetly during an extended daily form time alongside focused assemblies and theme days.

- Teachers have reasonable subject knowledge. Their understanding and confidence have improved through collaboratively planned lessons and targeted professional development.

- At secondary level, students are encouraged to research independently on relevant topics. In other phases, students work effectively in groups and are becoming more independent.

- There is an integrated, holistic approach to formative assessment in social studies. An assessment framework is currently in draft form that encourages students to assess their own learning.

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

- Students have limited opportunities to be innovative. In the primary phase, students use thinking hats to help them remember to think creatively. Opportunities for collaborative learning are inconsistent.

- Some students take on leadership roles through the student council, the prefect system, and by organising and leading clubs. Older students are beginning to set up business projects.

- Teachers do not routinely plan for students to be innovative in lessons. In the better lessons, effective questioning skills promote higher order thinking, but this is inconsistent.

- The school encourages student participation in a range of clubs and extra-curricular activities such as music, dance, art and music.

- There is a clear vision and commitment by school leaders to promote innovation but this is at the early stage of development.

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

Main inspection report

1. Students' achievements

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

- In the primary and secondary phases, there has been no change in students' achievement since the last inspection. Students' knowledge of Islamic concepts is still in line with curriculum expectations for their age. They make the expected progress in lessons and in their recent work.

- In all phases, students demonstrate adequate knowledge of Islamic values, concepts and principles. However, their understanding of Hadeeth and the Holy Qur'an, and their recitation skills are underdeveloped. Students' ability to provide evidence from the Holy Qur'an and Hadeeth is the least developed.

- Students' understanding of how to link the Islamic values they learn to the world around them is limited. Their skills in the Arabic language are underdeveloped and this hinders their progress in Islamic education. Critical thinking is slightly stronger in the secondary phase.

For development
- Improve students' knowledge of key Islamic concepts and principles, their Holy Qur'an recitation and their application of Islamic values in the real world

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

- Listening skills across all year groups are weak as students have limited exposure to Arabic. They are able to answer simple questions. Speaking is limited to short conversations and writing in the upper grades is underdeveloped. Reading is below expectations and limited to familiar texts.

- Primary students make better progress in developing their Arabic vocabulary and phonics but they are unable to apply and extend them in discussions. In the higher grades, progress in listening and responding is slow. Writing and reading are the least developed in all year groups.

- Primary students are making acceptable progress overall. However, students' achievements the secondary phase is now weak due to the infectiveness of the teaching.

For development
- Develop students' enthusiasm for learning Arabic, and improve the teaching strategies used to ensure consistent progress.

Arabic as an additional language		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Weak ⬇	Weak ⬇	Not applicable

- Most students attain levels of Arabic that are below curriculum standards, with slightly better attainment in lower primary classes. Students across the school have limited vocabulary and find it difficult to use the language in context.

- In lower primary lessons, students are eager to learn the language. Elsewhere, students' ability to communicate, express themselves orally and in writing, and to understand what they hear, remain weak.

- Teachers' use of Arabic in classrooms, as a language of instruction and dialogue, leads to initial positive outcomes in the lower years. However, it is weaker in the upper primary and secondary years.

For development
- Adapt the curriculum and communicate expectations for students which are matched to their stage of development rather than their age.

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

- Children in the Foundation Stage, make very good progress in oral communication. In the primary phase, attainment is good, especially in the acquisition of vocabulary and grammar. In the secondary phase, attainment in all aspects of the language improves because of the accelerated pace of students' learning.

- Students in all phases have well-developed oral communication skills. Students' in the primary phase improve the quality of their written work by editing and redrafting. In the secondary phase, students understand texts in a range of different genres containing unfamiliar language and complex ideas, and produce accurate and imaginative writing.

- Modifications to the curriculum and lesson planning at secondary and post-16 phases include focused opportunities for students to analyse literary texts in depth and to respond to them creatively. This prepares them for the more challenging linguistic and literary aspects of external examinations.

For development
- Ensure consistency of teaching and learning across the primary phase

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

- In the FS, children demonstrate a clear understanding of the concepts of number and shape. FS1 children can count up to 10 independently and at FS2 they can calculate simple written mathematical problems.

- Students' problem solving and critical thinking skills are strong particularly in the primary phase, where students analyse and apply their skills when solving multi-step problems using a variety of strategies. In the secondary phase, students confidently validate their finding of the point of intersection of a curve and a line.

- In the best lessons in the primary phase, students demonstrate their well-developed mental mathematics skills at the start of lessons. In the secondary phase, addressing gaps in skills identified from assessment outcomes have led to improvements in rounding numbers and estimation

For development
- Rigorously monitor and track individual students' progress in lessons particularly in the secondary phase

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

- Most children in the FS demonstrate very strong attainment and progress because they use their observations to understand scientific processes, such as the water cycle, and develop strong skills of science enquiry. These opportunities are sometimes missed in other phases.

- In the secondary phase in particular, the scientific knowledge behind practical activities is sometimes not developed in sufficient detail for most students to understand key ideas and to apply their knowledge to real-world applications.

- Enquiry led learning occupies a central place in the science curriculum. However, students, particularly in the secondary phase, do not have opportunities to develop their own questions to investigate and decide the best ways to find precise and reliable answers.

For development
- Increase the range of investigative activities to support critical thinking.

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

- Students collaborate and work well in a range of learning situations when given the opportunity. They learn from each other even when English is not their first language. When using strategies such as think, pair, and share, students communicate their learning clearly.

- Students make some connections between areas of learning and to their understanding of the world. For example, in humanities and moral education they make connections regarding ethics and norms in society. The importance of following a healthy life style is developed in Islamic education.

- Students in all phases are keen to learn. They have strong independent learning skills and are encouraged to reflect on and take responsibility for their own learning, especially in the FS. Their skills in critical thinking, problem-solving and the use of technology are not consistently developed.

For development
- Develop students' skills in critical thinking, problem solving, research and the use of technology

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

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

- Students' exemplary behaviour and relationships with their teachers and each other, remain outstanding in all phases. This makes a significant contribution to the constructive atmosphere across the school.

- Almost all students enjoy coming to school. They have very positive attitudes to learning and show respect even in the few lessons that they do not enjoy. Their attendance is never less than good. However, a small minority of students arrive late for lessons.

- Almost all students know how to keep themselves safe and are conscientious about keeping fit. They make healthy choices when eating.

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

- In the FS, children have well developed levels of understanding of the impact of Islamic values on their lives. This is less developed in the other phases. Students in other phases are aware of the importance of values such as tolerance and diversity and its impact on their relations with others.

- Students' appreciation of the UAE culture and its relationship with the global community is clear in all phases. Post-16 students have a deep understanding of the cultural activities that they are involved in.

- Students demonstrate a clear commitment to local and global issues through the extra-curricular activities planned by the school. Their awareness and understanding of world cultures are not as strong and remain underdeveloped.

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

- Social responsibility is enhanced by a range of opportunities for students to undertake responsibilities in school and the community. Almost all students show consideration for their teachers and peers, particularly in the FS.

- Most students demonstrate resilience in completing tasks and a strong work ethic. They have opportunities to develop their leadership skills, for example by serving on the students' council and as house captains. Older students suggest creative ideas but are not confident in applying them independently.

- Students' awareness of, and commitment to environmental issues are strong. However, their actual involvement in projects and initiatives to sustain the environment are in the early stages of development.

For development
- Develop students' innovative skills and their understanding of world cultures.

3. Teaching and assessment

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

- Most teachers demonstrate secure knowledge of their subjects. This is less secure in Arabic as an additional language. Teachers usually plan engaging lessons and provide a motivating learning environment, particularly in the FS.

- Teachers use strategies that meet the needs of groups of students. In the more effective lessons, they provide challenge and support. This is not sufficiently personalised or appropriately matched to the needs of all groups in all lessons resulting in slower progress.

- Teachers' interactions with students ensure they are engaged learners in most lessons. In the best lessons, open ended questions promote higher level thinking and encourage students to reflect critically on their learning. However, this is inconsistent across the school.

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

- Assessment in the FS is strong because systems for evaluating children's strengths and weaknesses are well established. Teachers have a clear understanding of how to identify children's needs and abilities. Teachers use this information well to enable most children to make strong gains in learning.

- Leaders have strengthened assessment practice across the school. Most teachers use assessment data well to plan their teaching carefully so that it extends and deepens learning. These improvements are relatively recent and have not had full and consistent impact across the school.

- Leaders use wider evidence from lesson observations and scrutiny of students' work to check learning against assessment data. These checks do not focus sufficiently on the impact of teaching on students' progress and on the reliability of teachers' assessments.

For development
- Measure students' progress in lessons and in their work books.

4. Curriculum

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

- The design and implementation of the curriculum is outstanding in the FS because it is comprehensive, highly relevant and promotes high achievement. It is good in other phases because it has a clear rationale, fully reflects the English National Curriculum and meets national requirements. However, it does not provide sufficient opportunities for innovation.

- A key strength is the adaption of the timetable to offer choices to individual secondary students and meet their specific needs and aspirations. The offer of modern foreign languages at IGCSE and extra-curricular activities and students have been increased and impact positively on student achievement.

- The addition of dance in the secondary phase provides opportunities for creativity. The initiative to promote reading across the curriculum is having an impact on consolidating skills. Additionally, the organisation of cross-curricular days helps students to transfer their knowledge and skills and allows for the development of links between subjects.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding ⬆	Acceptable ⬇	Acceptable ⬇	Acceptable

- In the FS, teachers are adept at matching activities to suit the individual needs of the children. In the other phases, and particularly in Arabic lessons, curriculum modifications are not implemented effectively and some students are not sufficiently challenged.

- The FS curriculum provides opportunities for student enterprise, innovation, and independent learning through such things as the enquiring table. In the other phases, the curriculum engages the majority of students but there are limited opportunities for enterprise, innovation, creativity and social contribution.

- Teachers in the FS effectively integrate elements of the Emirati culture and UAE society into learning activities. In other phases, these elements are not a regular feature of lessons and are not fully integrated into the curriculum.

- Arabic is introduced to FS children through weekly sessions. Children learn basic Arabic for twenty minutes per week in FS1and 45 minutes per week in FS2.

For development

- Adapt the curriculum in the primary, secondary and post-16 phases to meet the diverse needs of all students and provide opportunities for students to develop innovation skills.

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 has rigorous procedures for the care, welfare and safeguarding of students, including child protection. They are highly effective in protecting students from all forms of abuse, including bullying and via the internet.

- The school environment is very safe, secure and hygienic. The school is well suited to the learning needs of students. The supervision of students is highly effective at all times.

- The premises are maintained in excellent condition and very detailed records are kept of all incidents and subsequent actions to reduce risk. The school promotes safe and healthy living very effectively. It has a high profile and influences many aspects of school life.

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

- The mutual respect between the staff and the students fosters exemplary behaviour, good attendance and a positive attitude towards learning. The students are resilient members of the school community and accept responsibility for their own behaviour.

- A school-wide pastoral care system promotes and monitors students' well-being and provides effective personal and academic guidance. Individualised support is given to secondary students when they are choosing options, and supports them in identifying possible courses and careers and when applying for university.

- The school ensures the early and accurate identification of students with SEND and those who are gifted or talented. Many teachers provide effective support in their classrooms, but this practice is not consistent across the school or in all subjects.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Good

- Senior leaders foster an inclusive ethos across the school through effective policy and practice. An inclusion champion and team coordinate the provision, monitor students' outcomes and implement an action plan to improve provision with appropriate investment and staff deployment.

- The school is proactive in the early identification of students with SEND. Collated information from parents and external professionals, and assessment data, are used effectively to produce Individual Education Plans (IEPs) with measurable targets which guide intervention and appropriate provision, and promote progress.

- The school maintains strong links with parents by keeping them well informed about their children's progress in academic, social and personal skills. Parents contribute to IEP development and access helpful advice and guidance through formal meetings and coffee mornings.

- The SEND team plans and provides quality individualised support to develop student skills and support curriculum access. Almost all classroom teachers are caring and supportive of students, but support is most effective in lessons where expectations are matched to students' individual needs and the curriculum is modified accordingly

    Intervention and individualised support ensures most students are actively engaged in their learning, self-confident and resilient. As a result, most students make academic progress in line with expectation and some progress beyond expectation.

For development
- Use assessment data to improve the monitoring and tracking of progress made by students with SEND.

6. Leadership and management

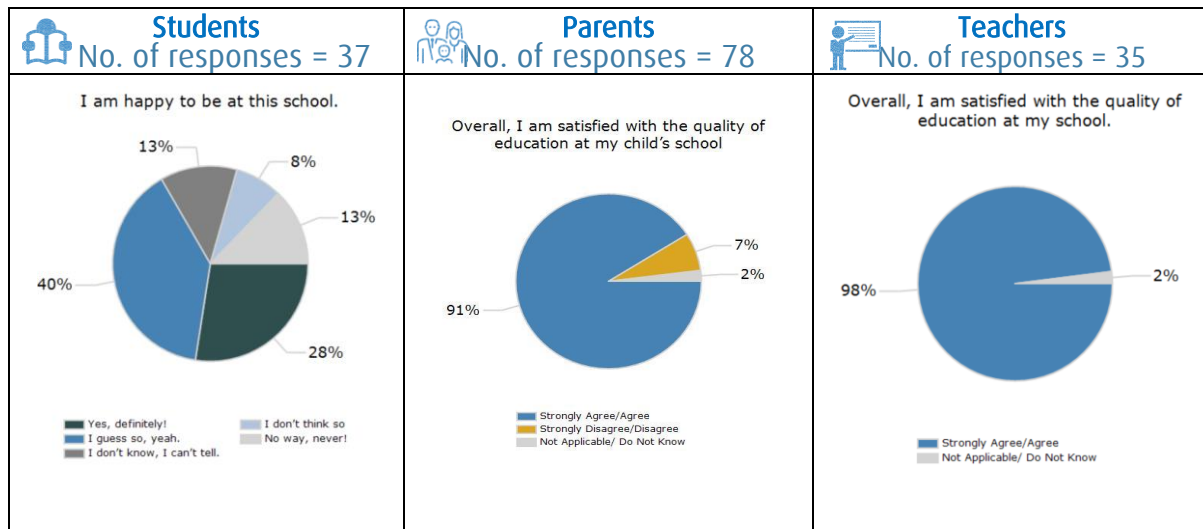|	
The effectiveness of leadership	Very good ⬆
School self-evaluation and improvement planning	Good
Parents and the community	Very good ⬆
Governance	Very good
Management, staffing, facilities and resources	Good

- The principal has brought about significant change to the school culture and ethos since the previous inspection. He has high expectations for staff and students and is empowering all leaders to develop their skills and improve. Senior and middle leaders are increasingly effective and their actions are having a positive impact in several areas. However, this is not consistent in all aspects of the school's performance.

- Leaders know what the school does well and what is needed to bring about further improvements. During monitoring, the attention given to evaluating the progress made by students is inconsistent. School improvements plans focus on appropriate priorities and include success criteria. This has led to some significant improvements. However, not all recommendations from the previous inspection report have been sufficiently addressed, particularly with regard to Arabic.

- Almost all parents appreciate the care and attention given to their children's well-being and development. They confirm that the school is very well-led. The channels for communication are very effective. Students' progress reports are clear, informative and detailed and parents greatly value the opportunities to discuss them with teachers. The school has various links with other schools and agencies to enhance students' learning.

- The governing board includes representation from various community members. Governors carefully listens to the views of all stakeholders. They have a very good understanding of the school's performance. They take decisive action to bring about change and provide the necessary support and resources. They hold the leadership to account for its work, but full impact on students' achievements are not consistently evident.

- The school runs efficiently. Roles and responsibilities are clearly understood. The learning areas and facilities are of a high quality. Library resources and resources for most subjects are adequate. However, learning technology for use by students in the classroom is limited. Staffing levels and staff qualifications are appropriate for curriculum requirements. The impact of professional development is variable.

For development
- Improve outcomes in Arabic and increase the capacity of that department to bring about improvement.

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.

Students — No. of responses = 37	Parents — No. of responses = 78	Teachers — No. of responses = 35
I am happy to be at this school. 13%, 8%, 13%, 40%, 28% Yes, definitely! / I guess so, yeah. / I don't know, I can't tell. / I don't think so / No way, never!	**Overall, I am satisfied with the quality of education at my child's school** 91%, 7%, 2% Strongly Agree/Agree / Strongly Disagree/Disagree / Not Applicable/ Do Not Know	**Overall, I am satisfied with the quality of education at my school.** 98%, 2% Strongly Agree/Agree / Not Applicable/ Do Not Know

Students	A few of the students who responded to the survey, indicate, the time between lessons is insufficient, they do not have a say in decision-making and the range of extra-curricular activities is limited. Inspectors agree with some, but not all, of their comments.
Parents	Most parents who responded to the survey are positive about the school. A few have concerns about: the teaching of Arabic, the quality of progress reports and the lack of a specialist teacher for technology. Inspectors agree with some, but not all, of their comments.
Teachers	Teachers who returned the survey are overwhelmingly positive. A few have comments about the limited opportunity and quality of professional development and the lack of technology. Inspectors agree with some, but not all, of their comments.

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