

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

GOOD



## INSPECTION REPORT

2017-2018

Hartland  
International School

Celebrating  
10 years of  
inspections

HARTLAND INTERNATIONAL  
SCHOOL

UK/IB CURRICULUM

المعرفة  
Knowledge

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## School information

General information		Students	
Location	Nad Al Sheba	Gender of students	Boys and girls
Type of school	Private	Age range	3-12
Opening year of school	2015	Grades or year groups	FS1-Year 8
Website	hartlandinternational.com	Number of students on roll	434
Telephone	044079444	Number of children in pre-kindergarten	0
Address	Nad Al Sheba Mohammed Bin Rashid Al Maktoum City, Dubai	Number of Emirati students	13
Principal	Fiona Cottam	Number of students with SEND	37
Principal - Date appointed	6/1/2016	Largest nationality group of students	UK
Language of instruction	English		
Inspection dates	08 to 11 January 2018		
Teachers / Support staff		Curriculum	
Number of teachers	53	Educational permit / Licence	UK
Largest nationality group of teachers	British	Main curriculum	UK/IB
Number of teaching assistants	23	External tests and examinations	GL
Teacher-student ratio	1:8	Accreditation	Not applicable
Number of guidance counsellors	1	National Agenda benchmark tests	GL
Teacher turnover	0%		

### School Journey for Hartland International School

■ Outstanding 
 ■ Very Good 
 ■ Good 
 ■ Acceptable 
 ■ Weak 
 ■ Very Weak



2017-2018

## 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.

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

## Summary of inspection findings 2017-2018

**Hartland International School** was inspected by DSIB from 08 to 10 January 2018. 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 senior leaders provide strong leadership, acknowledged and appreciated by students, staff and parents. Parents and teachers say the school is well led. Leaders have a robust and strategic vision for the school. Leaders know the strengths and weaknesses of the school. Relationships across the school are very strong. Partnerships with parents are very good. Recommendations from the previous visit report have been addressed systematically.

### Students' achievement

Attainment and progress in English, mathematics and science are good with very good progress in English across all phases, and in science, in the secondary phase. Students' skills in innovation, enterprise, enquiry and research, although inconsistent, are developing. Problem solving and critical thinking skills are evident in English and mathematics.

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

The personal development of students is very good. At all times, they are well behaved and exceptionally courteous. Their attendance is mostly very good. Students' understanding of wider, world cultures is particularly strong. Social responsibility, innovation skills and environmental awareness are good across all phases of the school.

### Teaching and assessment

The quality of teaching is good across the school because of teachers' strong subject knowledge and careful planning. Problem-solving, critical thinking and students' use of learning technology are developing. Assessment processes are good but variable. Teachers do not always use assessment sufficiently well to set individual, challenging targets for students to improve further.

### Curriculum

The curriculum closely follows the English National Curriculum and complies with the Ministry of Education (MoE) regulations for Arabic and Islamic education. The curriculum is enhanced with a wide range of creative and enrichment activities. Curriculum adaptations are used well to support students with special educational needs and disabilities (SEND), English as an additional language and those who are gifted and talented.

### The protection, care, guidance and support of students

The protection, care, guidance and support of students is very good. The school provides a safe and supportive environment for students. Safeguarding and child welfare procedures and practices are secure and efficient. Support for students with SEND and those who are gifted and talented, are strengths across the school. Staff are supportive of students' personal progress, as well as their health and well-being.

### What the school does best

- Attainment and progress in English, mathematics and science are consistently good or better.
- Students' understanding of Islam, and of wider world cultures, alongside their social responsibility and innovation skills, are good across the school. Personal development is very good.
- Teaching, learning, assessment and curriculum adaptation are good across the school. Curriculum design and implementation are very good.
- Health, safety, safeguarding care and support are all very good. Students say that they feel safe. Parents and teachers wholeheartedly agree.
- The passion, commitment, determination and enthusiasm of the principal and senior leaders are a real strength. Staff share the school's vision and work very hard to raise achievement.






### Key recommendations

- Improve attainment and progress in Islamic education and Arabic by:
  - raising teachers' expectations of what students can do and achieve
  - sharing the best teaching practice found in other subject areas
  - improving students' speaking and writing skills in Arabic
- Improve the quality of teaching, learning and assessment by ensuring that:
  - there is greater consistency in the quality of teaching; including a sharper focus on learning and on effectively building upon previous work
  - teacher talk does not dominate lessons and students are consistently, actively engaged in learning
  - students' independent learning skills, particularly enquiry, enterprise, research and critical thinking, are systematically developed
  - assessment offers detailed and ongoing feedback to students on exactly what they need to do to improve

## Overall School Performance

**Good**

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
English 	Attainment	Good	Good	Good
	Progress	Very good	Very good	Very good
Mathematics 	Attainment	Good	Good	Good
	Progress	Good	Good	Good
Science 	Attainment	Good	Good	Very good
	Progress	Good	Good	Very good
		Foundation Stage	Primary	Secondary
Learning skills		Good	Good	Good



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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

## 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good
Assessment	Good	Good	Good

## 4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Very good
Curriculum adaptation	Good	Good	Good

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good
Care and support	Very good	Very good	Very good

## 6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Good
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:**

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.)
- Attainment, as indicated by the N.A.P, is above expectations in science, meets expectations in mathematics and is below expectations in English.
- Leaders, including governors, are aware of the importance of the National Agenda and they are committed to it. The school presents a well-written action plan to address weaknesses.
- The school analyses data in detail to evaluate how well students have performed against the agreed curriculum and the GL progress tests. Teachers are informed of the findings.
- Data are used well to review and align the curriculum, making adjustments where gaps are identified. For example, the school promotes guided reading and extended and creative writing in English.
- Teachers use the outcomes from the GL progress tests to adapt teaching strategies. More focus is given to critical thinking, problem solving and scientific investigation.
- The development of students' skills in enquiry-led research, critical thinking, and the use of learning technologies is not fully embedded in all subjects..

**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**

- Leaders, including the principal, monitor data and information relating to Emirati students and subsequently hold teachers to account for their achievements. Feedback provided to the parents about their children's learning is informative. The school encourages parental engagement in the education of their children.
- In lessons, Emirati students are positive and keen to learn. They develop independence in learning and key thinking skills. They exhibit resilience and a drive to improve; they are successful and responsive learners. The school effectively analyses data from cognitive ability tests (CAT4) to establish clear, individual benchmarks. Progress is tracked and interventions for improvement are put in place where necessary.
- Teachers are aware of the achievement of Emirati students and address gaps in learning and attainment for individual students using data from CAT4. There are whole-school and individual targets aimed at narrowing gaps in attainment, as well as strategies to improve verbal reasoning.

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

### Moral Education

- The school implements the UAE moral education programme as a stand-alone subject for Years 2 to 8. Leaders plan a coherent programme that embraces all four pillars of moral education.
- Teachers plan lessons that engage students' interest around topics such as responsibility. They facilitate purposeful discussion, and use questioning and role play very effectively, to promote thinking and to deepen students' understanding.
- Students show their understanding and application of moral values in their consistently very good behaviour. They participate enthusiastically in group discussions. Students' mature viewpoints show consideration and reflection.
- The school is developing assessment procedures to evaluate more accurately the impact of moral education on how students subsequently feel, think and act.

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

### Social Studies

- The UAE social studies programme is taught in Years 2 to 8 as a stand-alone subject. Curriculum plans are skilfully developed to ensure continuity and progression in learning.
- Teachers have secure subject knowledge and plan tasks that engage students' interest well. They facilitate purposeful discussion and use questioning effectively to promote critical thinking in lessons.
- Students are keen to learn about UAE culture and heritage and the diverse groups of people represented in the UAE. They take part in cultural visits and celebrations that enhance their understanding.
- Teachers assess understanding and skills development at the end of each unit. However, this information is not used effectively to inform subsequent planning and support for students.

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


### Innovation in Education

- Across a range of subjects, particularly non-core subjects, students have good opportunities to develop creativity and design skills. However, students do not routinely carry out extended, independent research and enquiry.
- The school is planning to develop new initiatives to support innovations. However, this is still not sufficiently well-embedded in the school curriculum.
- Teaching for innovation and the systematic development of critical thinking and problem-solving skills across the curriculum is being developed.
- The curriculum promotes the development of skills of creativity through design technology lessons and extra-curricular activities.
- A member of the senior staff has responsibility for curriculum innovation including promoting, auditing and supporting innovative practices. An innovation working party has been established.

**The school's promotion of a culture of innovation is developing.**

## Main inspection report


### 1. Students' achievements

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- Across both phases, most students attain in line with curriculum expectations. School data show much higher attainment than is typically seen in lessons or in recent work. Non-Arab students make better progress than Arab students. Girls achieve better than boys in both phases.
- Students' understanding of Islamic values, basic beliefs, and application of knowledge to real life situations is strong, especially in Islamic for non-Arab students. Students' knowledge and understanding of the life of the Prophet (PBUH) are underdeveloped.
- Students' memorisation and recitation skills of the Holy Qur'an have improved this year but are still inconsistent across the school. Students' ability to refer to the Holy Qur'an and Hadith is below expectations.

#### For development

- Improve students' memorisation and recitation skills.
- Embed the Holy Qur'an and Hadith in all areas of learning of the subject.

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


- The school's internal assessment data suggest that the students' attainment is well above expectations. However, lesson observations and work samples confirm that students' attainment and progress are in line with expectations.
- Students' skills in listening and responding are relatively strong while their reading comprehension and extended free writing skills are less secure.



- Students' progress in creative writing, and their ability to speak modern standard Arabic, is underdeveloped. This is due to the limited opportunities to develop these skills in the classroom.

#### For development


- Improve students' writing and speaking skills.
- Enable students to be more actively engaged in their learning.

		Foundation Stage	Primary	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- In lessons and work samples, students' attainment and progress are in line with curriculum expectations across both phases. The school's internal assessment points to higher levels of achievement that are not always accurate.
- Students' listening and responding skills are strong across both phases. Their speaking is limited to short sentences due to a lack of opportunity to practise. Students read familiar words and phrases with confidence, but their writing skills are less -developed.
- Students' progress in developing their listening and writing skills is slow because of low expectations and too much teacher-talk in English, rather than the target language.

#### For development

- Increase the number of opportunities to develop independent speaking and writing skills.
- Raise expectations of students' potential achievements and ensure that a greater proportion of each lesson is in Arabic.


		Foundation Stage	Primary	Secondary
English 	Attainment	Good	Good	Good
	Progress	Very good	Very good	Very good

- Due to effective planning, children in the Foundation Stage systematically develop early literacy skills. The majority of children can write short sentences, with spellings that are phonetically plausible. They show an interest in stories and can talk about what they have heard.
- In the primary and secondary phases, students with various language backgrounds make very good progress in learning English from their different starting points. Students' critical thinking skills are systematically developed in English lessons. The range of reading genres used by teachers is too narrow.

- Students' oral skills develop quickly; almost all students use English with confidence, for a variety of purposes. Students' reading skills vary considerably. Higher attaining students are reading and writing well above age-related expectations.

#### For development


- Develop the skills of critical analysis, by enabling students to access a wider range of genres.

		Foundation Stage	Primary	Secondary
Mathematics 	Attainment	Good	Good	Good
	Progress	Good	Good	Good

- By the end of the Foundation Stage, children are able to describe quantity, size, shape and position. They have good number sense and can construct and interpret simple pictographs. However, their skills in problem-solving are less well-developed.
- In the primary phase, students demonstrate well-developed skills in mental mathematics. In the secondary phase, students' skills in problem-solving and reasoning are notably strong.
- Students' knowledge across different strands of mathematics is variable. Progress tests show relative weaknesses in measurement in the primary phase, and algebra, ratio and probability in the secondary phase. Students' skills in the use of learning technologies, including for research, are also less well-developed.

#### For development

- Enable students to apply their mathematical knowledge in problem-solving activities.
- Provide frequent opportunities for students to develop independent research skills and use technology to support their learning.

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

- In the Foundation Stage, children develop good skills of observation and enquiry. Older students subsequently build upon this, and go on to be able to develop reasoned hypotheses and to plan fair tests. Students do not always consider the results of their investigations or think critically as to how they might be improved.

- Across all phases, a majority of students show levels of scientific knowledge and understanding of key chemical, physical and biological concepts that are above expectations for their age. Achievement in science is even higher in the secondary phase.
- Students use their knowledge well to interpret scientific information from direct observations, as well as from text, graphs and diagrams. They relate science effectively to real-world issues, including health and the environment.

#### For development

- Enable students to be systematic and critical in their approach when evaluating their investigative work.

	Foundation Stage	Primary	Secondary
<b>Learning Skills</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>• Most students are eager to learn and welcome opportunities to take responsibility for their own learning. In a minority of lessons, particularly in the primary phase, students are passive learners, being too reliant upon the teacher.</li> <li>• Students mostly know their strengths and weaknesses, but are less confident in planning specific steps to improve. Students' purposeful interaction with each other and with adults is a strong feature of the school. Most students are eager to share their learning.</li> <li>• Children and students are able to relate their learning to the real world. However, they are less skilled at extended research and at working independently. Critical thinking skills, such as evaluation and planning for improvement, are less well-developed features in learning.</li> </ul>			

#### For development

- Systematically provide opportunities which enable students' to develop independent learning, strengthen research skills and deepen their critical thinking.

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

	Foundation Stage	Primary	Secondary
<b>Personal development</b>	Very good	Very good	Very good
<ul style="list-style-type: none"> <li>• Across all school phases, students' personal development is a very strong feature. Students are a credit to themselves and to the school. They are happy in school and enjoy respectful, friendly and supportive relationships with their teachers.</li> <li>• All aspects of students' personal development are strong. They are self-disciplined, and demonstrate positive and responsible behaviour and attitudes to learning and to completing tasks promptly.</li> </ul>			

- Students have a clear understanding of the benefits of adopting safe and healthy lifestyles. Their attendance and punctuality are very good, particularly in the primary and secondary phases.

	Foundation Stage	Primary	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good

- Students across the school possess a good awareness of values important in Islam and the relevance of these to the development of modern UAE society. They can give examples of these values, such as modesty and respect and the impact these have on their lives.
- Students' appreciation and understanding of their own and wider world cultures are strong. Their understanding of UAE culture is developed well in social studies, but is not consistently developed across other areas of the curriculum.
- A good awareness of wider world contexts has a positive impact on many students, who routinely acknowledge and celebrate diversity in culture, language, art and history.

	Foundation Stage	Primary	Secondary
<b>Social responsibility and innovation skills</b>	Good	Good	Good

- Students across the school are well motivated and understand their roles as members of the school. They participate actively in school activities and make a contribution to the wider community in a variety of ways.
- A notable strength in the school is students' positive work ethic, which is reflected in their behaviour and attitudes, and their understanding of the school as a community. Students' demonstrate their environmental awareness through their involvement in recycling activities and in taking good care of their school environment. Innovation skills are developing.
- Students enjoy opportunities to show their developing leadership skills including via the students' council and through taking on responsibilities as house captains.

#### For development

- Improve students' awareness of UAE heritage and culture by involving them in more cultural awareness projects about the UAE.
- Develop students' skills in innovation, enterprise and entrepreneurship.



### 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Across all phases, a large majority of teachers possess strong subject knowledge and know how children learn. However, a significant minority, particularly in Islamic education and Arabic, are less effective in their planning and delivery of lessons, and in their ability to motivate students.
- Across the school, but particularly in the Foundation Stage, teachers and teaching assistants provide a nurturing environment that boosts students' confidence and self-esteem. A minority of teachers do not consistently ensure that work builds upon students' prior attainment.
- Most teachers have high expectations and use questions well to engage, motivate and challenge students to think deeply about their work. Some teachers are less successful at systematically developing the skills of critical thinking and independent learning.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- Internal assessment processes are aligned consistently and accurately with the English National Curriculum assessment requirements. The school uses a range of assessment models, including diagnostic, formative and summative assessments to track students' attainment and progress effectively.
- Analyses of the results from the CAT4 and GL progress tests lead to effective interventions for students. The school also uses assessment data to influence curriculum modification. As a result, there is a greater emphasis on promoting problem solving, inquiry-led learning, and critical thinking.
- In the Foundation Stage, teachers maintain individual portfolios of evidence showing progress against the learning goals. Students are often involved in self- and peer-assessment, but are not secure in planning how to improve.

#### For development

- Share the best assessment and teaching practices to enable all teachers to meet the learning needs of all groups of students.

#### 4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Very good

- The curriculum meets the needs of almost all students. It follows the English National Curriculum and is enhanced through the provision of Arabic and Islamic education as well as UAE social studies and moral education. There is a clear rationale for the curriculum. It offers sufficient continuity and progressively more challenging content, in most subjects.
- There are many options from which students can choose. This engages their interests and allows them to develop a broader base of subject-specific knowledge and skills. There are also many meaningful cross-curricular links that allow students to connect their learning in different subjects.
- Students' academic and personal development are sufficiently enabled by the curriculum, across all three phases. Enrichment activities after school are extensive and much appreciated. The provision of moral and social education is developing.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- Across all phases of the school, there are many examples of effective curriculum adaptation. These adaptations have a positive impact where they provide more able students with additional challenge, or scaffold the learning and improve attainment for those experiencing difficulty.
- Curriculum adaptation is most apparent in the provision of programmes for students with SEND and those who are gifted and talented. Most teachers adapt the planning of their lessons so that the needs of almost all students are met.
- The curriculum is planned to motivate students, and there is an emerging focus on developing skills in enterprise, creativity and innovation. Although not evident consistently across the school, the curriculum plans for students to develop their knowledge and understanding regarding the values that influence UAE society.
- Foundation Stage children learn Arabic for thirty minutes per week. The programme focuses on speaking and listening skills.

#### For development

- Fully embed learning opportunities to develop skills in enterprise, and innovation across the curriculum especially in the Foundation Stage.

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

	Foundation Stage	Primary	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Very good	Very good	Very good

- All staff receive child protection and safeguarding training and these important features have a high profile across the school. A well-resourced clinic, staffed by experienced practitioners, supports students' well-being. Staff are aware of any students who have highly specific needs.
- Students are well protected and cared for across the school, when using the internet and on the school buses. The school premises are safe, clean, secure and well maintained. Safety checks are regular and thorough. Students are well supervised at all times.
- The school's promotion of safe and healthy living is effective and permeates all aspects of the daily routines. The school is committed to promoting healthy lifestyles and equipping students with the knowledge and understanding to make healthy choices.

	Foundation Stage	Primary	Secondary
<b>Care and support</b>	Very good	Very good	Very good

- Behaviour management strategies are highly effective and staff-student relationships are very positive across the school. Robust systems are in place to support the social and emotional well-being of students. Systems for promoting students' attendance are rigorous.
- The school provides a nurturing environment for all, including for students with SEND. It has an accurate understanding of the range of needs within the school. Interventions for students with SEND and those who are gifted and talented are often closely matched to outcomes, but not consistently so.
- Student's well-being and personal development are very closely monitored by the counsellor, who provides well-informed advice and guidance so that students' concerns are handled sympathetically. Any issues are rapidly identified and quickly addressed.

### For development

- Ensure appropriate interventions for students with SEND and those who are gifted and talented are more closely and consistently matched to students' learning needs across all subjects.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Good

- School governors and leaders are fully committed to inclusion. They have a clear vision of how to support students with SEND. They have developed the Education Improvement Plan (EIP) to monitor and evaluate provision for students. They have invested well by recruiting experienced staff and providing appropriate resources.
- The school uses a wide variety of assessment data to identify students with SEND and has an accurate and secure understanding of the range of needs within the school. Information to staff is provided in the form of learner profiles and the learning support register.
- The school recognises both the importance and the value of parental engagement and support. Parents are encouraged to participate in meetings and actively contribute to learning provision. Their views are sought on the quality and effectiveness of provision for their children.
- Curriculum modification takes account of the individual needs and abilities of students with SEND. EIPs are detailed and effective, and as a result, students are engaged with relevant and meaningful learning opportunities. Flexible curricular pathways are not fully developed.
- Students with SEND make good progress towards their targets. They are provided with clear structures on how to achieve success and given opportunities to deepen and broaden their learning. Personal support for students with SEND is skilled and well targeted.

### For development

- Develop and enhance the partnership with parents including communicating the vision of a culture of inclusion within the wider school community.



## 6. Leadership and management

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

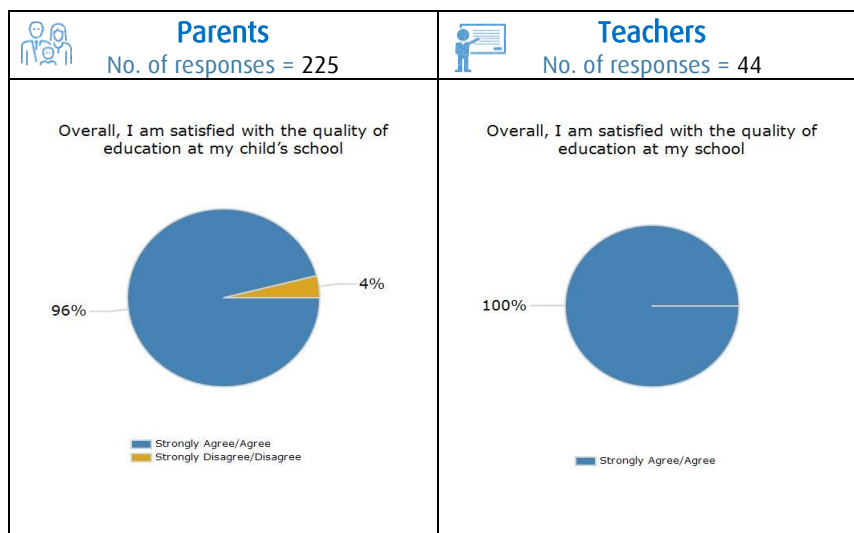
- The principal and her senior staff have a clear strategic vision for the school that is pursued with determination. They have a precise and accurate understanding of what needs to be done to improve the school. Senior leaders demonstrate a secure and up to date knowledge and understanding of the English National Curriculum. Leaders are fully committed to providing an inclusive school environment. Staff morale is high.
- School leaders adopt a systematic approach to self-evaluation. They make effective use of assessment data and stakeholder surveys, to evaluate the school's performance. Lesson observations are undertaken regularly and used well to identify strengths and offer areas for improvement, but less so to identify trends. The school development plan is well written, with key priorities carefully linked to the findings of self-evaluation.
- Parents hold the school in high regard. The school acknowledges their views and considers them when discussing school priorities. Parents are encouraged to attend information sessions, although these are not always very well attended. The school keeps parents very well informed through various systems of communication. Parents receive regular and informative reports on their children's achievements. Parent-teacher meetings are regular and productive.
- The governing board includes representation on behalf of the parents. Regular meetings allow governors to understand the functioning of the school and its relative strengths and weaknesses. Governors have ensured that the school complies with all statutory and regulatory requirements. Recommendations from the previous inspection report have been addressed. The governing board offers timely support and encouragement for leaders in the school.
- The day-to-day life of the school is managed very efficiently. The premises, facilities and learning resources are of the highest quality including a well-resourced library and numerous specialist rooms. School staff are well-qualified and deployed successfully to enhance students' academic and personal learning experiences. In addition, extensive and inspiring training programmes are provided to keep all staff up to date with international best practice.



### For development

- Make more effective use of lesson observations by analysing feedback to focus support, and to identify patterns and trends in strengths and weaknesses.

## 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.



 <b>Parents</b>	<p>Almost all parents responding to the survey are satisfied with the quality of education provided by the school. They say that their children are happy, learn well and feel safe in school. Most parents responding say their children are safe on the buses and almost all feel that students are well behaved. Almost all parents say that the school is well led.</p>
 <b>Teachers</b>	<p>The teacher survey was exceptionally positive. Almost all teachers who responded say that they are satisfied with the quality of education at the school and that this is a good school to work for. Teachers confirm that the school is well led and that students are happy and safe.</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](mailto:inspection@khda.gov.ae)